Identifying Best Practices to Increase the Number of Students from Underrepresented Populations in Programs of Public Administration/Public Affairs/Public Policy

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Workforce Diversity

Workforce Diversity

Berman, D. R. & Salant, T. J.   "Minority representation, resistance, and public policy: The Navajos and the counties," *Publius*, **1998, 28, 4: 83-104.**

Abstract:

This article examines Navajo Indian representation on the governing boards of six county governments in Arizona, New Mexico, and Utah. External pressures, especially decisions by the federal government, have encouraged increased Navajo representation and changes in county policies that benefit people on the reservation. Beyond this, the findings for individual counties are consistent with previous research in suggesting that the size of the Navajo population as a percentage of the county population is an important factor affecting Navajo success in winning seats and the allocation of benefits to reservation residents. Yet, opposition to Navajo representation, the ability of Navajos to secure office, and the policy significance of their representation are far more complex than usually suggested by the relevant literature based largely on black and Hispanic experiences.

Brudney, J.L., Herbert, F.T & Wright, D.S. "From organizational values to organizational roles: Examining representative bureaucracy in state administration," *Journal of Public Administration Research and Theory,* 2000, 10, 3: 491-512.

Abstract:

Over the past four decades, nonwhites and women have made slow but important progress toward expanding their numbers in the higher reaches of state administration, although they are not yet proportionately represented in top-level policy-making positions in the American states. A question that prior research has not addressed is whether such passive representation-numerical employment in state bureaucracy-is linked to more active representation-expression of distinctive policy or program attitudes. Toward that end, this inquiry develops a model of representative bureaucracy and tests it empirically in a large sample of state agency directors. It examines the potential for active representation of nonwhites and women by senior state administrators, the heads of agencies across the fifty states. The model incorporates as a crucial variable the administrators' conceptions of their organizational work role; the role set is based on the values or goals senior state administrators hold for their agencies. The empirical analysis demonstrates that demographic variables such as race and gender can affect bureaucratic attitudes and behaviors indirectly through the mediating influence of the organizational role set. The findings also suggest that on certain issues and behaviors, race and gender can manifest direct effects. The article discusses the implications of these findings for theories of representative bureaucracy.

Workforce Diversity

Carrell, M. R. & Everett E. Mann. "Defining workforce diversity in public sector organizations," *Public Personnel Management*, 1995, 24, 1: 99-111.

Abstract:

Workforce diversity has been increasingly discussed and debated within the public sector. The concept received national attention following two reports issued in the late 1980's by the U.S. Department of Labor. The term "workforce diversity", however, did not appear in either report and has not been specifically defined by any appropriate federal organization. In practice, it has developed a number of definitions and meanings. The purpose of this research was to determine how public sector administrators define this new concept and to what extent diversity policies and programs have actually been implemented within public organizations. The findings indicate the extent to which workforce diversity has been implemented in public organizations, the nature of diversity programs, and the reported positive and negative effects of existing programs.

Workforce Diversity

Celec, S. E., Voich, J., D., Nosari, E. J., & Stith, S., M.T. "Measuring disparity in government procurement: Problems with using census data in estimating availability," *Public Administration Review*, 2000, 60, 2: 134-142.

Abstract:

The Supreme Court's ruling in City of Richmond v. J. A. Croson (1989) has restricted the use of government procurement assistance programs for minorities and women without the prerequisite support of a disparity study. Recently, an increasing number of disparity studies have been rejected by the courts as "junk science" and the related programs have been ruled unconstitutional. A central issue in these cases has been the approach used to estimate the availability of minority and women firms. Data from the Economic Census are commonly used as the basis for these availability estimates. However, there are significant problems and limitations with the Census data relative to the Croson guideline that the availability of women and minority firms should reflect the number of qualified, willing, and able firms. Given the number and difficulty of the required adjustments to the Census data, it is unlikely that these data will provide availability estimates that are accurate enough to allow for valid statistical tests of an inference of discriminatory exclusion. If minimizing court challenges is a goal of the public administrator who is responsible for the program, then the recommendation here is that a primary source of availability data should be considered. Furthermore, the information system needed to support the women and minority assistance programs should be designed and installed prior to initiating the program.

Workforce Diversity

Fassinger, R.E. "Workplace diversity and public policy," *American Psychologist*, 2008, 63, 4: 252-268.

Abstract:

This article outlines both challenges and opportunities for psychology of issues related to diversity in education and work. For the purposes of this discussion, "diverse" populations include four groups currently marginalized and disadvantaged in the U.S. workplace: women, people of color, sexual minorities, and people with disabilities. An overview of employment participation patterns for these groups is presented, workplace barriers arising from marginalized status are highlighted, and the article concludes with a discussion of work-related legislative and public policy fronts that can be informed and influenced by the contributions of psychologists.

Workforce Diversity

Frank, S.A. & Lewis, G.B. "Who wants to work for the government?" *Public Administration Review,* 2002, 62, 4: 395-404.

Abstract:

In an era when everyone wants to be a millionaire, governments struggle to attract and retain highly qualified employees, making it more important than ever to understand what attracts people to the public service. Using contingency table analysis and logistic regression on the 1989 and 1998 General Social Surveys, we explore how individuals' demographic characteristics and the importance they place on various job qualities influence their preference for and employment in the public sector. Job security may still be the strongest attraction of government jobs, but high income and the opportunity to be useful to society also attract some Americans to the public service. Minorities, veterans, Democrats, and older Americans preferred public-sector jobs more than whites, nonveterans, Republicans, and younger Americans, who were otherwise similar. Women and college graduates were more likely than comparable men and less-educated respondents to have government jobs, but no more likely to prefer them. Overall, desire for government jobs declined markedly between 1989 and 1998.

Workforce Diversity

Glastra, F., Kats, E. & Schedler, P. "Employment equity policies in Canada and the Netherlands: Enhancing minority employment between public controversy, and market initiative," *Policy &Politics,* 1998, 26, 2: 163-176.

Abstract:

Time and again employment statistics document the marginal position of (ethnic) minority groups within the labor force in Western multicultural nation states. There seems to be a broad, if differently motivated, consensus among politicians, employers and pressure groups that this situation cannot be prolonged with impunity. However, where it comes down to indicating the underlying causes and defining adequate solutions and policies, shared concern quickly dissolves into controversy. Legal measures to stimulate or ensure proportional representation of minority groups in the labor process are, more often than not, the focal points of such social disputes. A reconstruction of the historical development of equity policies in Canada, and more specifically in Ontario, and The Netherlands may clarify the nature of resistance against this controversial approach. It also sheds some light on the possibilities and limitations of alternative strategies impinging on the history of employment equity, such as voluntary efforts by employers' organizations and labor unions, or the more decentralized and business-based practices of 'managing diversity'.

Workforce Diversity

Guajardo, Salomon A. "Minority employment in U.S. federal agencies: Continuity and change," *Public Personnel Management,* **1996, 25, 2: 199-208.**

Abstract:

The study investigates whether the proportion of U.S. federal civil service agencies with representative workforces has increased between 1982 and 1990. The study reveals several important findings: 1) the proportion of federal agencies with representative workforces remained constant between 1982 and 1990, 2) a significant number of agencies continue to have racially unrepresentative workforces with respect to the total U.S. minority population and individual minority groups, and 3) during the years 1982 and 1990, American-Indians experienced the most racial integration in U.S. federal agencies in comparison to African-Americans, Asian-Americans, and Hispanics. The study also indicates that Hispanics continue to be drastically under-represented in a large percentage of U.S. federal agencies.

Workforce Diversity

Kandola, B. "Skills development: The missing link in increasing diversity in leadership," *Industrial and Commercial Training,* 2004, 36, 4: 143-147.

Abstract:

This article provides human resource professionals and managers with an insight into the under representation of women/ethnic minorities at senior management level in UK organizations and the issues involved in increasing diversity in leadership. It describes three leadership studies carried out by Pearn Kandola covering: barriers to the career progress of ethnic minorities; differences in perception of male and female managerial success; and changing leadership behavior. The research was conducted via literature reviews and interviews with HR/diversity specialists, senior managers and ethnic minority employees. The findings highlight the individual and organizational barriers facing ethnic minority employees and the differences in attribution of male and female managerial success. It underlines the need for diversity policies to encompass development and progression, as well as recruitment, and for skills development. Although further quantitative research is needed, the findings raise questions about underlying stereotypes and bias and discrimination when developing and implementing appraisal systems. Practical suggestions are made regarding behavior change and policy review.

Workforce Diversity

Kellough, J.E. "Integration in the public workplace: Determinants of minority and female employment in the federal agencies," *Public Administration Review,* 1999, 50, 5: 557-566.

Abstract:

Efforts to correct underrepresentation of minorities and women in federal government agencies have been operating for a number of years, but research analyzing those efforts is usually limited to a review of government wide outcomes rather than variation in employment patterns among agencies. This article examines the employment of minorities and women in individual federal agencies as of September 1988. Progress achieved in racial/ethnic integration since the 1970s is noted and discussed. The analysis focuses, however, on the influence of factors including agency size, union strength, blue collar/clerical employment, and the rate of new hires on the employment of Blacks, Hispanics, and women, as well as a measure of overall racial/ethnic integration. The study finds that contextual variables explain much of the variation in the integration of federal agencies.

Workforce Diversity

Kim, P.K. "Racial integration in the American federal government with special reference to Asian-Americans,*" Review of Public Administration,* 1993, 13, 1: 52-66.

Abstract:

The purpose of this study is to examine racial/ethnic integration with special reference to Asian Americans in the American federal agencies. According to the recent census statistics, Asians are one of the most rapidly growing groups in American society, but their participation in American politics and national attention lags behind that of other minority groups. Findings depict that all minority groups are underrepresented in the SES positions, although they are relatively well represented in the federal government as a whole. Among minority groups, not surprisingly, Hispanics were underrepresented at all levels (total work force, white-collar, and the SES categories) of the federal government. In addition, labor pool characteristics are used for explaining racial integration in this study.

Workforce Diversity

Kim, P. S., and G. B. Lewis. "Asian Americans in the public service: Success, diversity, and discrimination," *Public Administration Review,* 1994, 54, 3:285-90.

Abstract:

Does the experience of Asian Americans in the public service support their image as a "model minority?" The image of Asian Americans as a "model minority" conceals both their diversity and the discrimination they face. Although Asians are generally highly educated and well paid, Asian groups vary substantially in educational and earnings levels. Despite high average salaries, Asian federal employees earn less and wield less supervisory authority than comparably qualified non-minorities. For the men, the problem is not a "glass ceiling" that keeps highly educated and experienced Asians out of the top levels of the federal bureaucracy; instead, it is Asians without college degrees who receive worse treatment than comparable non-minorities. For the women, the pattern is more complex and more troubling.

Workforce Diversity

Lewis, G. B. "Lifting the ban on gays in the civil service: Federal policy toward gay and lesbian employees since the cold war," *Public Administration Review*, 1997, 57, 5: 397-95.

Abstract:

During the Cold War, Congress and the president strengthened prohibitions on federal employment of gay men and lesbians, whom they deemed to be risks to national security. The Civil Service Commission and the Federal Bureau of Investigation developed bureaucratic procedures to prevent the hiring of homosexual applicants and to fire homosexual civil servants. The ban was not fully lifted until the early 1970s as a result of court rulings that, to justify dismissal, the bureaucracy needed to demonstrate a rational nexus between an employee's homosexual conduct and "the efficiency of the service." Since 1980, the Office of Personnel Management has prohibited discrimination in the personnel process on the basis of sexual orientation. Several federal agencies now explicitly prohibit discrimination against gay and lesbian employees, but legal protections for them remain weak. This article traces the history of federal policy toward gay and lesbian employees since World War II, examining the impact of electoral politics, the bureaucracy, the courts, and the gay movement. An earlier version of this paper was presented at the annual meeting of the American Political Science Association, Washington, DC, September 4, 1993.

Workforce Diversity

Lewis, G.B. "Continuing progress toward racial and gender pay equality in the federal service an update," *Review of Public Personnel Administration,* **1998, 18, 2: 23-40.**

Abstract:

Although White men continue to dominate the middle management and higher levels of the federal service, representation of Blacks, Hispanics, and White women is increasing at an accelerating pace Although women and minorities continue to earn substantially less than White men in the federal service, their average salaries have risen steadily relative to those of White men over the past two decades. Rising qualifications and improving treatment within the civil service have both contributed to this progress, with improving treatment appearing to be the more important cause Women and minorities continue to earn substantially less than comparably educated and experienced White men, but unexplained salary differences are shrinking steadily and at an accelerating pace, though more slowly than many would like.

Workforce Diversity

Lewis, G.B. & Nice, D. "Race, sex, and occupational segregation in state and local governments," *The American Review of Public Administration,* **1994, 24, 4: 393-410.**

Abstract:

Using EEO-4 data, provided by the U.S. Equal Employment Opportunity Commission, for state and local governments with more than 250 employees, this paper details the extent of sexual and racial segregation of occupations in 1987 and trends since 1981. It tests a model of determination of occupational segregation and explores the effect of levels of and declines in segregation on the pay of women and minorities.

Lewis, G. B., and S. A. Frank. "Who wants to work for the government?" *Public Administration Review*, **2002, 62, 4:395-404.**

Abstract:

In an era when everyone wants to be a millionaire, governments struggle to attract and retain highly qualified employees, making it more important than ever to understand what attracts people to the public service. Using contingency table analysis and logistic regression on the 1989 and 1998 General Social Surveys, we explore how individuals' demographic characteristics and the importance they place on various job qualities influence their preference for and employment in the public sector. Job security may still be the strongest attraction of government jobs, but high income and the opportunity to be useful to society also attract some Americans to the public service. Minorities, veterans, Democrats, and older Americans preferred public-sector jobs more than whites, nonveterans, Republicans, and younger Americans, who were otherwise similar. Women and college graduates were more likely than comparable men and less-educated respondents to have government jobs, but no more likely to prefer them. Overall, desire for government jobs declined markedly between 1989 and 1998.

Workforce Diversity

Lewis, G.B. & Smithey, P.N. "Gender race, and training in the federal civil service," *Public Administration Quarterly,* 1998, 22, 2: 204-228.

Abstract:

Responses to the 1991 Survey of Federal Employees indicate less racial and sexual inequality in training opportunities than found in previous studies. Despite concerns expressed in the Merit Systems Protection Board's "Glass Ceiling" report, access to mentoring and development assignments did not vary much among black and white men and women. Indeed, among professional and administrative employees, black women were significantly more likely than white men to receive both. Higher percentages of white males than others received management training and attended professional conferences and seminars but their advantage appears to arise primarily from their concentration in higher grade levels where such training is most common. Among comparably educated and experienced employees at the same grade levels, black men were the most likely to receive management training and women were the most likely to attend professional conferences. Women's limited access to management training, even among well qualified professionals and administrators, remains a problem.

Workforce Diversity

McBrier, D. & Wilson, G. "Race and loss of privilege: African American/White differences in the determinants of job layoffs from upper-tier occupations," *Sociological Forum*, 2005, 20, 2: 301-321.

Abstract:

Data from the Panel Study of Income Dynamics supports predictions from the minority vulnerability thesis concerning the determinants of job layoffs among African Americans and Whites who work in upper-middle-class occupations. Specifically, after controlling for seniority, layoffs for African Americans are relatively unstructured by traditional stratification-based causal factors, namely, background socioeconomic status, human-capital credentials, and job/labor market characteristics. Analyses also indicate that racial differences in the determinants of layoffs are more pronounced in non-service-based than service-based firms in the private sector and in the private sector relative to the public sector.

Workforce Diversity

Naff, Katherine C. and J. Edward Kellough. "Ensuring employment equity: Are federal diversity programs making a difference?" *International Journal of Public Administration***, 2003, 26, 12: 1307-1336.**

Abstract:

In the last two decades, many public sector agencies have instituted a wide array of "managing diversity" programs designed to remove barriers to the full participation of women and people of color. Meanwhile, agencies are also increasingly responding to pressure to develop measures to monitor performance of all of their programs. Yet there have been few efforts in place to measure the effectiveness of diversity management programs. This article argues that such an evaluation is essential, and offers a preliminary government wide estimation of the success federal agencies have had in breaking down these barriers. We found, for the most part, that there is little evidence that broad-based diversity programs, nor any of their programmatic components, have created a more equitable work environment for women or people of color. We then examine the programs at two federal agencies with significant diversity efforts, in depth, and find again that the results have been mixed. While not meant to be the final word, we suggest that these findings can serve as the basis for generating greater discussion and analysis of these important, but under-evaluated, programs.

Workforce Diversity

Pitts, D.W. "Diversity, representation, and performance: Evidence about race and ethnicity in public organizations," *Journal of Public Administration Research and Theory,* **2005, 15, 4: 615-631.**

Abstract:

In the past twenty years, the growing percentages of racial and ethnic minorities in the United States have led scholars to pay increased attention to the issue of diversity. However, very little research using the public organization as the unit of analysis has sought to understand the true impact of workforce diversity on work-related outcomes. This study seeks to understand the impact of one type of diversity-race and ethnicity-on organizational outcomes in public education. Using data from Texas public school districts, the article finds that diversity among managers is unrelated to the three performance outcomes tested, while diversity among teachers is negatively related to one and positively related to two performance outcomes. Representation among managers, on the other hand, is positively related to all three performance outcomes, while representation of teachers is negatively related to one of the outcomes.

Workforce Diversity

Riccucci, N. "The pursuit of social equity in the federal government: A road less traveled?" *Public Administration Review*, 2009, 69, 3: 373-382.

Abstract:

This descriptive study examines the extent to which the federal government has achieved social equity in its workforce. In particular, the author addresses the degree to which white women and people of color have been successful in reaching the upper, higher-paying levels of nonpostal federal government jobs. The study shows that, with few exceptions, these groups, despite continued calls for greater equity, remain in lower-level, lower-paying, less prestigious jobs.

Workforce Diversity

Riccucci, N. "Cultural diversity programs to prepare for work force 2000: What's gone wrong?" *Public Personal Management*, **1997, 26, 1: 35-41.**

Abstract:

This article examines some of the problems that exist with the various diversity programs that have been implemented to prepare for work force 2000. In light of recent efforts to examine the effectiveness of such programs, the article suggests that it may be time for employers to reassess or "reinvent" their programs.

Workforce Diversity

Riccucci, N. M., & Saidel, J. R. "The representativeness of state-level bureaucratic leaders: A missing piece of the representative bureaucracy puzzle," *Public Administration Review*, **1997, 57, 5: 423-430.**

Abstract:

This article applies the theory of representative bureaucracy to state-level political appointees. The theory holds that the demographic composition of the bureaucracy should mirror the demographic composition of the general public. In this way, the preferences of a heterogeneous population will be represented in bureaucratic decision making. New measures introduced in the article provide a more comprehensive picture of the extent to which demographic groups are truly represented in state government bureaucracies. In addition, the study offers a detailed breakdown of policy leaders by gender, race, and ethnicity. Our findings show that, in most cases, women and people of color are not well represented in top policy making positions in state governments across the country. We also find that in most cases, women and people of color have achieved even lower levels of representation than is evident from earlier studies, which focus almost exclusively on the representation of these groups in career posts.

Workforce Diversity

Selden, S. C., and F. Selden. "Rethinking diversity in public organizations for the 21st century: Moving toward a multicultural model," *Administration & Society*, **2001, 33, 3: 303-29.**

Abstract:

The 21st century promises a more diverse public workplace in terms of race, ethnicity, culture, gender, age, and disabilities. In light of the shifting composition of public organizations, this article applies three different paradigms of diversity developed to understand private organizations and analyze practices in and research about public organizations. Building on these paradigms, this article proposes a new process for managing diversity that facilitates the development and promulgation of a multicultural organization. This paradigm of multiculturalism cultivates a climate in which individuals from dominant and nondominant cultures coexist and thrive. Consequently, agencies will be more effective in recruiting and retaining a diverse workforce, structuring internal processes, and serving clients.

Workforce Diversity

Sisneros, A. "Hispanics in the public service in the late twentieth century," *Public Administration Review*, 1993, 53, 1:1-7.

Abstract:

How do Hispanics fare in the U. S. public service? Antonio Sisneros surveys the evidence and concludes that although Hispanics are increasing in numbers, they are underrepresented in key administrative positions at all levels of government. He analyzes the record of NASPAA institutions in recruiting Hispanic students and faculty during the 1980s. In conclusion, Sisneros offers six proposals to expand the participation of Hispanics in the public service.

Workforce Diversity

Slack, J. D. "Workplace preparedness and the Americans with disabilities act: Lessons from municipal governments," *Public Administration Review*, **1996, 56, 2: 159-167.**

Abstract:

How prepared is the public service to apply the Americans with Disabilities Act to workplace situations involving people with HIV/AIDS? Based on the views of municipal government chief administrative officers, James D. Slack addresses this question by examining the availability of (1) HIV/AIDS-related activities, (2) reasonable accommodations for employees with HIV/AIDS, and (3) reasonable accommodations for job applicants with HIV/AIDS. Survey findings suggest that, when it comes to HIV/ AIDS in the workplace, municipal governments are poorly prepared to comply with the law. For members of this particular protected group, people with HIV/AIDS, the public workplace offers little protection. Lessons can be learned, however, from the experience of municipalities.

Workforce Diversity

Soni, V. "A twenty-first-century reception for diversity in the public sector: A case study," *Public Administration Review*, 2000, 60, 5: 395-408.

Abstract:

In the past decade, most large public-sector organizations have adopted a philosophy of valuing workforce diversity and have implemented a variety of initiatives for effectively utilizing and managing the current and projected workforce diversity. However, whether organizational members subscribe to the diversity value or support the employer-sponsored diversity-management initiatives still largely remains unanswered. This article discusses the influence of employee race/ethnicity and gender identity, associated stereotyping and prejudice, and the nature of interpersonal relations on acceptance of diversity and support for diversity-management initiatives. The hypothesis that these three variables have a significant influence on receptivity to diversity in the workplace was empirically tested in a case study of diversity-management practices of a federal agency, and the study findings are reported in this article.

Workforce Diversity

Stein, L. "Representative local government: Minorities in the municipal work force," *Journal of Politics*, 1986, 48, 3: 694-713.

Abstract:

Using survey data concerning 134 large U.S. cities, this paper examines the political, organizational, economic, and demographic factors which affect minority representation in municipal work forces. Various regressions demonstrate the strong impact of the size of a city's minority population on employment. However, the nature of a city's government, the autonomy of its personnel bureau, and the presence of a minority mayor/ city manager act both solely and in combination to influence the degree to which minorities are represented on local payrolls. Economic conditions affect the performance of all cities. The author would like to thank Jack Knott, Gary J. Miller, Charles Press, Charles W. Ostrom, Jr., Frank J. Thompson, and the JOP reviewers for their comments at various stages of this research.

Workforce Diversity

Vertovec, S. "Super-diversity and its implications," *Ethnic and Racial Studies,* 2007, 30, 6: 1024-1054.

Abstract:

Diversity in Britain is not what it used to be. Some thirty years of government policies, social service practices and public perceptions have been framed by a particular understanding of immigration and multicultural diversity. That is, Britain's immigrant and ethnic minority population has conventionally been characterized by large, well-organized African-Caribbean and South Asian communities of citizens originally from Commonwealth countries or formerly colonial territories. Policy frameworks and public understanding - and, indeed, many areas of social science - have not caught up with recently emergent demographic and social patterns. Britain can now be characterized by 'super-diversity,' a notion intended to underline a level and kind of complexity surpassing anything the country has previously experienced. Such a condition is distinguished by a dynamic interplay of variables among an increased number of new, small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants who have arrived over the last decade. Outlined here, new patterns of super-diversity pose significant challenges for both policy and research.

Workforce Diversity

Wise, L. R., & Tschirhart, M. "Examining empirical evidence on diversity effects: How useful is diversity research for public-sector managers?" *Public Administration Review*, **2000, 60, 5: 386-394.**

Abstract:

This article reviews the body of empirical research on work-related consequences of human diversity and presents an agenda for future investigations. Ideally, a synthesis of research findings to inform managing-for-diversity efforts should enable managers to interpret events in their own administrative contexts. Our assessment of the diversity literature suggests that managers are using largely untested assumptions as a basis for diversity policies, strategies, and actions. We call for greater contribution from public administration scholars to the body of research focusing on how human diversity can best be managed to produce positive results for individuals and their work organizations.

Workforce Diversity

Wolf, J. F., Neves, C. M., Greenough, R. T., Benton, B. B. "Greying at the temples: Demographics of a public service occupation," *Public Administration Review*, **1987, 47, 2: 190-198.**

Abstract:

Societal, agency, and program demographic trends are leading to career plateauing and aging of the workforce. This article presents the results of an empirical study of the effects of demographic trends on a local government occupational group-local public welfare workers. It considers the effects of these trends on managers' abilities to foster new ideas and developments, to achieve affirmative action goals, and to ensure employee motivation, performance, and productivity. It concludes with a discussion of diverse strategies for human resource management.

Leadership for the Public Service

Leadership for the Public Service

Frederickson, H. G. "Comparing the reinventing government movement with the new public administration," *Public Administration Review,* **1996, 56, 3: 263-270.**

Abstract:

In this article, the reinventing government movement is compared with the new public administration along six dimensions. A strongly felt need to change bureaucracy informed each movement, although each would change bureaucracy differently. Both movements seek relevance and responsiveness, but in different ways. Issues of rationality, methodology, and epistemology are more important in the new public administration than in the reinventing government movement. Both movements conceptualize organization similarly. The reinventing government movement has a stronger commitment to market approaches for the provision of public services and to mechanisms for individual choice. Reinventing government is popular electoral politics for executives (presidents, governors, mayors) and is more radical than new public administration. The new public administration prompted subtle, incremental shifts toward democratic management practices and social equity. The results of reinventing government, so far, are short-run increases in efficiency purchased at a likely long-range cost in administrative capacity and social equity.

Leadership for the Public Service

Herbert, A. W. "The minority administrator: Problems, prospects, and challenges," *Public Administration Review*, **1974, 34, 6: 556-563**
No abstract provided.[1]

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Leadership for the Public Service

Marschall, M. J. & Ruhil, A.V. S. "Substantive symbols: The attitudinal dimension of black political incorporation in local government," *American Journal of Political Science,* 2007, 51, 1: 17-33.

Abstract:

Traditional studies of minority incorporation focus on the redistribution of public resources that purportedly follows black gains in representation. The present study departs from this approach by focusing on the attitudinal effects of black leadership. Two research questions guide this study: To what extent do blacks' assessments of neighborhood services and conditions stem from black representation in local executive and legislative offices? Are these attitudinal effects rooted in policy and service delivery outcomes? Employing survey data from 3,000 blacks embedded in 52 cities and 53 school districts, this study reveals that blacks report higher levels of satisfaction with their neighborhood conditions, police services, and public schools when represented by blacks in city hall and on school boards and that these evaluations are most positive when improvements in local services are conspicuous. Overall, these findings extend conventional conceptualizations of substantive benefits and challenge more pessimistic accounts regarding the effects of black representation in local politics.

Leadership for the Public Service

Martin, J. "Leadership in local government reform: Strategic direction v administrative compliance," *Australian Journal of Public Administration,* **1999, 58, 3: 24-37.**

Abstract:

This paper reports on a survey across 26 Victorian local councils which assessed the impact of local government reform – boundary restructuring – compulsory competitive tendering, across-the-board rate cuts and rate capping, on the management and organization of local government organizations in that state. It highlights the fact that leadership, planning and performance management is essential in responding to these reforms. It also reveals that some councils have been able to assist employees to make the shift to an outcomes-oriented deliverer of local services while others have made much less progress and are still focused on the traditional, compliance-oriented culture of local government administration.

Leadership for the Public Service

Parry, K. W. "Enhancing adaptability: Leadership strategies to accommodate change in local government settings," *Management,* **1999, 12, 2: 134-156.**

Abstract:

The social influence processes of leadership were investigated within the substantive context of turbulent change in selected local government authorities. The grounded theory method was used to analyze qualitative data. It was found that the basic social process of ``enhancing adaptability'' emerged from the analysis. This basic social process integrated a range of lower level concepts and explained variation between those concepts. The subsidiary social process of resolving uncertainty also emerged from the analysis. The theory of enhancing adaptability is posited to explain the phenomenon of leadership within the substantive context of change in local government. A number of leadership strategies are presented.

Leadership for the Public Service

Terry, L. D. "Administrative leadership, neo-managerialism, and the public management movement," *Public Administration Review,* **1998, 58, 5: 194-200.**

Abstract:

In recent years, liberation and market-driven management have emerged as dominant approaches in the field of public management. It is argued that a new and more sophisticated form of managerialism described as "neo-managerialism" underpins these two approaches. It is also argued that neo-managerialism has a guiding influence on how champions of liberation and market-driven management conceptualize administrative leadership. Neo-managerialism fosters the idea that administrative leaders should assume the role of public entrepreneur. An argument is presented that public entrepreneurs of the neo-managerialist persuasion pose a threat to democratic governance.

Leadership for the Public Service

Wart, M. V. "Public-sector leadership theory: An assessment," *Public Administration Review,* **2003, 63, 2: 214-228.**

Abstract:

This article reviews the mainstream leadership literature and its perennial debates and compares it to the public-sector (administrative) leadership literature. The mainstream leadership literature fully articulated the transformational models in the 1980s and began the serious work of integrating transactional and transformational types of leadership into comprehensive models in the 1990s. Many have considered this to be a major advance over the field's previous fragmentation and excessively narrow focus. This integration has not been reflected in the public-sector literature, in which the normative debates about what leaders should do has received most of the attention in the last decade. Although many types of leadership in the public sector have been discussed extensively, such as leadership by those in policy positions and working in community settings, administrative leadership within organizations has received scant attention and would benefit from a research agenda linking explicit and well-articulated models with concrete data in public sector settings.

Race/Ethnicity and Politics

Race/Ethnicity and Politics

Alonso, S. & Ruiz-Rufino, R. "Political representation of ethnic conflict in new democracies," *European Journal of Political Research,* **2007, 46, 2: 237-267.**

Abstract:

This article is an exploratory analysis of the efficacy of parliamentary representation as a means to moderate ethnic conflict in new democracies. The authors agree with many others that the interests of a minority ethnic group are better protected when the group has access to decision makers, can block harmful government policies and veto potentially damaging decisions. Parliamentary representation, however, does not always allow for an effective representation of those who are not in government. Seats in the legislature may be of little use in a parliament where the executive dominates the policy process at all stages. This article focuses on the new democracies of Eastern Europe and the former Soviet Union between 1990 and 2000. The authors use the number of parliamentary seats obtained by minority ethnic parties as their main independent variable and the MAR ethnic protest and rebellion scores as their dependent variables. In addition, they employ the system of government (i.e., parliamentary versus presidential) as a proxy indicator of the degree of influence that parliamentary parties have over decision making. A cross-section-time-series regression analysis shows that the ameliorative effect of parliamentary representation over ethnic conflict is stronger in those legislatures where the ethnic group has effective influence over decision making. It is also shown that representation within national parliaments has no ameliorative effects over violent secessionist conflicts. When the ethnic minority's demands are too radical, parliamentary representation is simply an inadequate instrument.

Race/Ethnicity and Politics

Alozie, N.O & Moore, C.G "Blacks and Latinos in city management: Prospects and challenges in council-management governments," *International Journal of Public Administration,* **2007, 30, 1: 47-63.**

Abstract:

By any measure, the council-manager form of government is the fastest growing model of local government in the United States. Given the unique environment of most council-manager authorities, the city manager becomes the single most important public official in the community. Access to the city manager position by minority administrators could have a substantial impact on citizen perceptions of access to institutions and processes if not equity and representation in service delivery in local government. All of this becomes significant given that the city manager is not elected on popular ballot and thus is not directly accountable to the electorate. This article explores the community factors that are associated with black and Latino success in achieving the position of city manager. The national data reveal that minority political empowerment is the most decisive catalyst predicting black and Latino success in achieving the position of city manager. Implications for representative bureaucracy and local governance are drawn.

Race/Ethnicity and Politics

Back L. et al. "Black politics and the web of joined-up governance: Compromise, ethnic minority mobilization and the transitional public sphere," *Social Movement Studies,* **2004, 3, 1: 31-50.**

Abstract:

In the past decade we have seen the emergence of new forms of ethnic minority political mobilization. In this paper we explore one aspect of this transformation, namely the emergence of organizations such as the National Civil Rights Movement (NCRM) and the National Assembly Against Racism (NAAR). We argue that such organizations are part of a transitional public sphere within ethnic minority politics that seeks to provide links between mainstream and alternative forms of minority political activism. Such organizations have grown partly as a result of the need to construct new channels of political involvement and engagement for minority communities. In this sense they represent a break from the dominant forms of ethnic minority politics and highlight the ways in which minority political networks have become interlinked with wider policy networks within national and local state institutions, the legal system and civil society more generally. They represent an arena of political participation that is likely to grow in importance in the coming period as ethnic minority communities exert pressure for greater influence within both national and local political institutions. Drawing on original research among a number of organizations, this paper provides an analysis of the evolution and likely impact of this sphere of minority political life.

Race/Ethnicity and Politics

Baybeck, B. "Sorting out the competing effects of racial context," *Journal of Politics,* **2006, 68, 2: 386-396.**

Abstract:

Context matters, but which context? We live in more than one context; for example, the cities in which we reside may differ dramatically from the neighborhoods we call home. When testing the racial-threat hypothesis, previous research has focused upon a single context, usually in isolation from other, potentially competing contexts. This paper argues that racial context is complicated for whites, and that multiple contexts need to be considered to assess racial threats effectively. Using individual evaluations of neighborhood and city, I show that contexts interact in complicated, surprising, and important ways. I find that the presence of African Americans does have a negative effect upon white attitudes, but that the effect can be misleading if examined in isolation. Scholars need to carefully consider multiple contexts when examining attitudes, and individuals who inhabit incongruent—that is, conflicting— contexts tell an interesting story about race and residence in the United States.

Race/Ethnicity and Politics

Behr, J.G. "Black and female municipal employment: A substantive benefit of minority political incorporation," *Journal of Urban Affairs,* 2000, 22, 3: 243-264.

Abstract:

Research has advanced the expectation that black political mobilization will result not only in gains in black descriptive representation but also change in public policy. Under the premise that city employment is a substantive benefit, this article documents the relationships between mayoral leadership, minority descriptive representation on the city council, and trends in black and female municipal employment across eight job categories in New Orleans, Louisiana from 1978 through 1997. It is hypothesized that with growing minority political incorporation there will occur a distinct and identifiable temporal sequence in minority city employment gains across several job categories dependent upon the relative desirability of those jobs. Over the period studied the following is found: (1) patterns of racial job stratification based on job desirability, (2) distinct trends in black male and black female employment, (3) male-female differences in traditional gender-specific occupations, and (4) bifurcation of black female and non-black female employment trends in gender-specific occupations. Although black political incorporation was in its ascendancy through the 1980s and public policy has been substantially controlled by the black leadership for more than a decade, the realization of substantive benefits in the form of municipal jobs has been much slower than previously theorized.

Race/Ethnicity and Politics

Hero, R.E. & Tolbert, C.J. "Dealing with diversity: Racial/ethnic context and social policy chance," *Political Research Quarterly,* 2001, 54, 3: 571-604.

Abstract:

Investigates the racial or ethnic diversity and social policy change in California. Examination of the voting behaviors of constituents; Adoption of public policies targeted at minority groups; Evaluation of the social heterogeneity in association with support for ballot propositions.

Race/Ethnicity and Politics

Kaufmann, K.M. "Black and Latino voters in Denver: Responses to each other's political leadership," *Political Science Quarterly,* **2003, 118, 1: 107-125.**

Abstract:

Karen M. Kaufmann explores the influence of minority office-holding on the political behavior, attitudes, and participation rates of Latinos and blacks living in Denver, Colorado. Using data from four mayoral elections, she finds that both Latinos and blacks experience enhanced political engagement as a result of in-group attainment, but finds little evidence of a more generalized minority empowerment effect.

Race/Ethnicity and Politics

Levy, B. "Effects of 'racism' on the racial bureaucracy," *Public Administration Review*, **1972, 32, 5:479-86.**

Abstract:

Public civil rights agencies moved through three distinct eras since the first agency was established in 1941: the era of prejudice until 1957; discrimination until 1967; and the era of racism since 1967. This article deals with the effects of civil disorder, black militance, and demands for black power and community control on the politics, programs, and personnel of the racial (civil rights) bureaucracy.

Race/Ethnicity and Politics

Malhotra, N. & Raso, C. "Racial representation and U.S. senate apportionment," *Social Science Quarterly,* 2007, 88, 4: 1038-1048.

Abstract:

Objectives: This research explores whether the system of assigning each state equal representation in the U.S. Senate adversely affects racial minorities*,* groups that often have common political interests. We also project changes in minority representation over the next 20 years using Census data. Methods. We develop a new method of assessing racial bias due to apportionment, which calculates the number of seats lost by groups due to equal representation, a more substantively meaningful statistic than correlational measures. Results: We find that both African Americans and Hispanics are substantially underrepresented due to their greater presence in high-population states as compared to in low-population states. Whereas bias against African Americans appears to be falling, the demographic patterns of Hispanics will make them even more underrepresented in coming years. Conclusions. These findings are especially consequential considering that mal-apportionment has important public policy implications, including greater per-capita distributive benefits for smaller states. Further, given that the Senate serves as a major veto point in U.S. politics, racial bias due to equal apportionment may have a significant impact on current and future political debates relevant to minority groups.

Race/Ethnicity and Politics

Murray, S., Terry, L. D., Washington, C. A., & Keller, L. F. "The role demands and dilemmas of minority public administrators: The Herbert thesis revisited," *Public Administration Review*, 1994, 54, 5: 409-417

Abstract:

How has the situation of the minority public administrator changed over the past two decades? In 1974, PAR published a symposium titled, "Minorities in Public Administration." Adam W. Herbert, the symposium's editor, contributed an article that identified the role demands and dilemmas of minority public administrators. Herbert painted a picture of a minority administrator who is confined to "social service agencies," held hostage by several powerful forces beyond his or her control. Has this portrait of minority administrators changed in the last 20 years? How do minority public administrators view themselves in relation to the demands discussed by Herbert? Do they perceive themselves as innocent victims or legitimate participants in statecraft? To answer these questions and more, Sylvester Murray and his colleagues at Cleveland State University surveyed members of the Conference of Minority Public Administrators (a section of the American Society for Public Administration). The authors found that significant changes have occurred since Herbert published his essay. Minorities have made impressive gains in securing upper-level management positions in federal administrative agencies. Minority administrators are also taking a more proactive position in dealing with the forces and demands discussed by Herbert.

Race/Ethnicity and Politics

Naff, K. C. & John Crum. "The president and representative bureaucracy: Rhetoric and reality," *Public Administration Review,* **2000, 60, 2: 98-110.**

Abstract:

Policy makers have long recognized the importance of achieving a representative federal bureaucracy, but the four most recent presidents have expressed divergent views about policies designed to achieve this goal. Meanwhile, there have been widespread perceptions among federal employees that the administrations' ideologies have had a direct impact on the opportunities of minorities, women, and white men for advancement. Using government-wide data from 1979 to 1996, this article examines whether such employment opportunities have varied in the manner suggested by these perceptions. We find little evidence of a correlation between the president's views on affirmative action and minority and female representation in the overall federal workforce. Moreover, the curtailment of promotion opportunities during the Reagan and Clinton administrations has affected all groups nearly equally. Potential presidential influence has been more notable in the representation of women and minorities in politically appointed and career senior executive jobs. We conclude that equal employment opportunity and affirmative action policies have remained basically intact during the 18-year period, but that recent court decisions, along with efforts to reduce the size of government, may slow progress toward achieving a representative bureaucracy.

Race/Ethnicity and Politics

Preuhs, R. R. "The conditional effects of minority descriptive representation: black legislators and policy influence in the American states," ***The Journal of Politics***, **68, 3: 585-599.**

Abstract:

Despite a substantial increase in the number of racial and ethnic minority lawmakers across the United States, scholars have been unable to demonstrate that diversification of representative bodies increases minority group influence over policy decisions outside of small local governing boards. These null findings, however, are primarily due to underspecified empirical designs that do not account for the conditioning effects of racialized political contexts and majority party coalition membership. Using state-level data on welfare benefit levels and a survey of black state legislators, this study shows that black descriptive representation exerts policy influence outside of local governing bodies, but that a highly racialized political context and party control condition the nature and degree of policy influence.

Race/Ethnicity and Politics

Sowa, J. E., & Selden, S. "Administrative discretion and active representation: An expansion of the theory of representative bureaucracy," *Public Administration Review*, **2003, 63, 6:700-710.**

Abstract:

Recent studies of the theory of representative bureaucracy have focused on active representation, whereby administrators in public organizations work to advance the interests of particular groups, achieving policy outcomes that directly address the needs of those groups. The concept of administrative discretion is central to these studies, as an administrator must have the discretion to produce results that reflect the values and beliefs of these groups. While the presence of discretion is often implied in these studies, few have examined it explicitly. Using data from the Farmer's Home Administration, we explore whether administrators who perceive themselves as having more discretion enact policy outcomes that are more representative of minority interests. The results strongly support the conclusion that administrators who perceive themselves as possessing significant discretion and who assume the role of minority representative in their agencies are more likely to enact policy outcomes that favor minority interests.

Race/Ethnicity and Politics

Thompson, F.J. "Minority groups in public bureaucracies: Are passive and active representation linked?" *Administration & Society,* 1976, 8, 2: 201-226.

Abstract:

Do minority civil servants actively represent the minority community more than white officials do? Many observers express doubts. Clearly, there are formidable barriers to nonwhite civil servants acting as representatives of their racial groups. Nonetheless, existing evidence suggests that nonwhite officials do serve in this capacity under certain circumstances. A major task for students of public administration is to specify what these circumstances are. The author notes several societal and job related factors which increase prospects that minority officials will actively represent their racial communities.

Women in the Public Sector

Women in the Public Sector

Bowling, C. J., C. A. Kelleher, J. Jones, & D. S. Wright. "Cracked ceilings, firmer floors, and weakening walls: Trends and patterns in gender representation among executives leading American state agencies: 1970-2000," *Public Administration Review,* **2006, 66, 6: 823-36.**

Abstract:

Trends of female access to and presence in responsible governmental positions have gained substantial attention. The research reported here assesses and seeks convergence on several issues associated with gender representation. It extends the research by focusing on top executive posts in American state governments. In particular, the presence of women agency heads in all 50 states is examined from 1970 through 2000 using the lenses of passive representativeness and active representation. The authors find, first, that women face fewer blockages in securing top posts--the glass ceilings are cracking. Second, women's access to peak executive positions springs from more solid educational, career, and organizational foundations or "floors." Third, lateral career movements are penetrating the "walls" surrounding traditionally male-dominated agency types. The essay concludes with a framework for understanding relationships involving passive representativeness, active representation, and representative results. That framework assists in shifting attention toward the consequences of both passive and active representation. Reprinted by permission of the publisher.

Women in the Public Sector

Bremer, K., & Howe, D. A. "Strategies used to advance women," *Public Administration Review,* 1988, 48, 6: 957-961.

Abstract:

In the early 1970s, the federal government actively promoted affirmative action and equal opportunity. By the middle of the decade, these concepts were influencing personnel practices to some degree in most governmental agencies. Large numbers of women entered public service during this period. However, women continued to be underrepresented in managerial categories, especially top management, and they were disproportionately employed in lower salary ranges. This case study examines seven local, state, and federal agencies in Oregon that have track records of success in moving women into management positions. Top managers, personnel officers, and promoted women managers were interviewed to identify the strategies which were instrumental in the advancement of women. This information is used to define specific action steps for agencies concerned about affirmative action.

Women in the Public Sector

Brereton, T. F. "The problems of race and sex in public agency staffs," *Public Administration Review,* **1977, 37, 5: 604-607.**

No abstract provided.[2]

Women in the Public Sector

Bullard, A. M., & Wright, D. S. "Circumventing the glass ceiling: Women executives in American state governments," *Public Administration Review,* 1993, 53, 3: 189-202.

Abstract:

Are women executives in state governments confronted with the "glass ceiling"? Using data from the American State Administration Project's 1984 and 1988 surveys, Angela M. Bullard and Deil S. Wright answer that and related questions. They find that women have made considerable inroads in securing top administrative posts, especially in certain types of agencies and newly created organizations. However, much of their progress has been accomplished by circumventing or avoiding rather than "breaking" the glass ceiling. The data also indicate female and male executives are becoming more similar in terms of educational levels, types of graduate degrees, hours worked per week, the mix of administrative and policy functions, and salary levels. Differences in factors such as party affiliation, age, interagency mobility, career progress, and dependence on gubernatorial appointment remain noticeable.

Women in the Public Sector

Cayer, N. J., and Sigelman, L. "Minorities and women in state and local government 1973-1975," *Public Personnel Administration and Labor Relations*, 2007, 40, 5, 443-50.

Abstract:

Examination of state and local government work force figures for 1973 and 1975 (the most recent year for which such figures are currently available) reveals that the number of white male employees fell both absolutely and proportionally over that period. Marked gains were made by white women and by black men and women. Nonetheless, by 1975, state and local governments were still a long way from reflecting the demographic makeup of the American population. Moreover, minorities and women (with the exception of Asian Americans) were still far below white males in terms of the status of their positions, as indicated by median salary levels, and women actually lost ground to white males in this regard between 1973 and 1975. There is substantial variation across functional areas in the quantity and status of the positions held by minorities and women, with some areas being particularly deficient in the sheer number of minority and female employees, others lacking high status positions for these groups, and others falling short in both respects.

Women in the Public Sector

Cornwell, C. & Kellough, J.E. "Women and minorities in federal government agencies: Examining new evidence from panel data," *Public Administration Review,* **1994, 54, 3: 265-270.**

Abstract:

The employment of women and racial/ethnic minorities in the public work force has grown considerably in the past 20 years, and projections have suggested that such growth can be expected to continue into the immediate future (Johnston et al., 1988). Already, die federal civil service has, in the aggregate, become remarkably reflective of the nation's population. Women comprise more than 43 percent of the total federal civilian work force while African Americans hold 16.6 percent of those positions, and Hispanic representation stands at 5.4 percent (U.S. Office of Personnel Management, 1990a).

Women in the Public Sector

Corson, J. J. "Comparable pay for comparable work?" *Public Administration Review,* **1961, 21, 4: 198-205.**

Abstract:

Without a doubt one of the most important subjects to the public executive is the salary level in the public service. Not only does his own self-interest make this topic significant, but also, its significance is enhanced by the close relationship between salary level and effective administration of government programs. The logic of setting pay levels for government employees is reviewed and the results of recent studies comparing executive salaries in government and industry reported.

Women in the Public Sector

Deen, R. E. & Little, T. H. "Getting to the top: Factors influencing the selection of women to positions of leadership in state legislatures," *State & Local Government Review*, **1999, 31, 2: 123-134**

Abstract:

Women are assuming an increasingly prominent role in state legislative, executive, and judicial offices across the country. More than one-fifth of all state legislators in America are women, and in seven states, they are more than 30 percent of the legislative membership. However, their ascension to positions of leadership has been sporadic and lags behind membership growth. Looking at 333 leadership positions across the 50 states, the authors find that women are most likely to be selected to fill positions under particular institutional conditions, such as when there is high turnover in the legislature. This suggests that term limits will increase the number of women in leadership. Further, women tend to do better in the leadership positions that are least important, but they fare worse in states in which women legislators have formed a formal caucus. Finally, women tend to do better in states that are more urban but less Democratic.

Women in the Public Sector

Dolan, Julie. "Gender equity: Illusion or reality for women in the federal executive service," *Public Administration Review*, 2004, 64, 3: 299-308.

Abstract:

With the passage of the Civil Service Reform Act in 1978, the federal government created the Senior Executive Service (SES) and formally committed the federal government to equal employment opportunity, advocating a "federal service reflective of the nation's diversity." Since then, women have made dramatic progress in the ranks of the SES. This research probes the following questions: Has women's advancement into the ranks of the SES been illusory or real? Are women simply being appointed to token positions to fulfill affirmative action goals? Or do they contribute to governance from real positions of power and influence? Using data from a recent survey of Senior Executive Service members, this research indicates that male and female members of the SES have almost identical responsibilities and, most interestingly, women executives rate themselves as relatively more influential than do their male colleagues.

Women in the Public Sector

Guy, M. E. "Three steps forward, two steps backward: The status of women's integration into public management," *Public Administration Review*, **1993, 53, 4: 285-292.**

Abstract:

Is there symmetry between women and men in public management in terms of opportunity, power, and numbers? Mary Guy examines two decades of affirmative action initiatives. She finds the number of women in decision-making positions disproportionately low when compared to their numbers in the public work force. Women's integration into the fabric of American governance has been marked by surges of progress followed by periods of quiescence. Her article compares the status of women to that of men in career public management positions and argues that women have a long way to go before they will reach parity.

Women in the Public Sector

Fox, R. L., & Schumann, R. A. "Gender and local government: A comparison of women and men city managers," *Local Government Management,* **2003, 59, 3: 231-242.**

Abstract:

A growing body of literature has found there are important differences in the priorities, leadership styles, and policy agendas of women and men public officials. In this article we examine and compare the behavior of men and women city managers. Explorations of gender and city management have been entirely over-looked in the public administration and women and politics literature. In the end, we find that women city managers are more likely than their male counterparts to incorporate citizen input, facilitate communication, and encourage citizen involvement in their decision-making process. This finding emerged when women and men stated their motivations for involvement in city administration, and when they explained how they made decisions. As a result, women may provide a distinct "voice" in the politics of city management.

Women in the Public Sector

Hale, M. "He says, she says: Gender and work life," *Public Administration Review,* **1999, 59, 5: 410-24.**

Abstract:

Comprehending and overcoming the resistance to equal employment opportunity outcomes requires not only having sufficient documentation and having "enough" women in the pipeline (both of which exist), but also an understanding of the interactions and "lived experiences" among men and women that perpetuates this resistance in organizations. This article explores these dynamics and relevant themes through conversations with men and women working in public organizations about how gender affects their workplace. In it, a communication model is proposed that is useful for diagnostics and intervention in organizations desiring to improve workplace relations and create a more equal workforce.

Women in the Public Sector

Harrison, E. "The working woman: Barriers in employment," *Public Administration Review,* **1964, 36, 4: 369-374.**

Abstract:

A concerted movement is under way to free American women from prejudices and outmoded customs which act as barriers to their full participation in American life. These discriminations are particularly operative in the working community and act to limit or restrict the employment and advancement opportunities of well-qualified women. The author, who served with the President's Commission on the Status of Women, identifies and debunks some of the conventional assumptions concerning comparative employment characteristics of men and women workers. The personal insistence of President Johnson that women play a larger role in Government is found to provide a significant impetus to advancing their employment status in the federal service, and a strong focus on this issue in other segments of the economy.

Women in the Public Sector

Hooyman, N. R., & Kaplan, J. S "New roles for professional women: Skills for change," *Public Administration Review,* **1976, 36, 4: 374-78.**

No Abstract Provided.[3]

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[3] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Women in the Public Sector

Howard, L. "Civil service reform: A minority and woman's perspective," *Public Administration Review,* **1978, 38, 4: 305-309.**

No Abstract provided.[4]

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[4] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Women in the Public Sector

Hsieh, C., & Winslow, E. "Gender representation in the federal workforce," *Review of Public Personnel Administration*, **2006, 26, 3: 276-295.**

Abstract:

This research note provides a synopsis of the current state of gender representation among racial groups in the federal workforce. Although the trend of representation is toward more diversity, disparities persist between males and females. Aggregating data from the 2000 Demographic Profile of the Federal Workforce, we examine federal workers' demographic characteristics of gender and race/ethnicity and ask why male and female representation differs from one racial group to another. We find that although women are represented demographically in total federal positions, they are underrepresented in higher level positions. This trend varies among racial groups. We propose three factors for further research that may account for differences in gender representation: the glass ceiling, the educational attainment gap, and gender roles.

Women in the Public Sector

Kellough, J.E. "Integration in the public workplace: Determinants of minority and female employment in the federal agencies," *Public Administration Review,* 1999, 50, 5: 557-566.

Abstract:

Efforts to correct underrepresentation of minorities and women in federal government agencies have been operating for a number of years, but research analyzing those efforts is usually limited to a review of government wide outcomes rather than variation in employment patterns among agencies. This article examines the employment of minorities and women in individual federal agencies as of September 1988. Progress achieved in racial/ethnic integration since the 1970s is noted and discussed. The analysis focuses, however, on the influence of factors including agency size, union strength, blue collar/clerical employment, and the rate of new hires on the employment of Blacks, Hispanics, and women, as well as a measure of overall racial/ethnic integration. The study finds that contextual variables explain much of the variation in the integration of federal agencies.

Women in the Public Sector

Kellough, J.E., Llorens, J.J. & Wegner J.B. "Choosing public sector employment: The impact of wages on the representation of women and minorities in state bureaucracies," *Journal of Public Administration Research and Theory,* **2008, 18, 3: 397-413.**

Abstract:

In the past, researchers in the field of public administration have been hindered in their ability to study trends in the representation of women and minorities in state government due to limitations in data availability. This article develops an alternative approach to examining the representation of women and minorities in state government bureaucracies over the period from 1987 to 2002. Based on estimates constructed using the Bureau of Labor Statistics' Current Population Survey, our analysis shows that women are generally overrepresented in state government employment relative to their civilian labor force representation within a state, and African-Americans are overrepresented in many states. Latinos are typically underrepresented. We also examine the potential determinants of representation for women and minorities, and find, among other factors, private sector race and sex-based wage differentials, relative to those in the public sector, are positively associated with the representation of women, African-Americans, and Latinos in state government workforces.

Women in the Public Sector

Kelly, R. M., Guy, M., Bayes, J., Duerst-Lahti, G., Duke, L., Hale, M., Johnson, C., Kawar, A., & Stanley, J. "Public managers in the states: A comparison of career advancement by sex," *Public Administration Review,* 1991, 51, 5: 402-412.
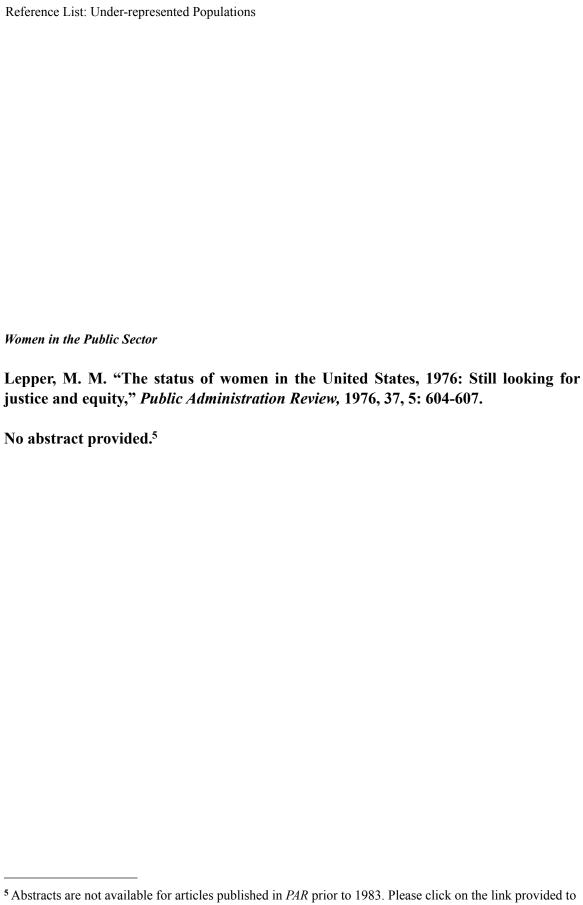
Abstract:

Are women being effectively integrated into the managerial ranks of state government administrations? Rita Mae Kelly, Mary Guy, and colleagues report on the findings of a six-state study that addressed this and related issues. Overall, they find "little evidence...that more than a minimal level and type of equality have taken place." Their surveys indicate that men continue to hold disproportionately more elite positions in state administrative systems, but there is progress being made in including women in higher echelon jobs. However, inclusion is accomplished at "a high personal price" among those who advance. They also find gender factors to be important in the mentoring process that is so important to the development and advancement of managers. Men tend to have male mentors, and women are as likely to have male mentors as they are to have women mentors. Nevertheless, women who found female mentors gained considerably from that relationship. Based on studies of the federal government, their findings indicate that women are faring better at the state level in regard to advancement opportunities and rewards.

Women in the Public Sector

Lee, Y. S. "Shaping judicial response to gender discrimination in employment Compensation," *Public Administration Review,* 1989, 49, 5: 420-430.

Abstract:

The controversy over pay inequity between working men and women in recent years has been unnecessarily limited to a debate on comparable worth. This article focuses on broader Title VII approaches to gender discrimination in pay, including claims based on unequal pay for equal work, unjustified pay disparity for those who are similarly situated, and unequal pay for comparable worth. It also examines how lower federal courts have responded to these claims. The article finds the debate between U. S. Supreme Court Justices Brennan and Rehnquist in County of Washington v. Gunther in 1981 to be helpful in understanding why most lower federal courts thus far have refused to recognize comparable worth claims. It also finds that the U. S. Supreme Court's 1986 decision on Bazemore v. Friday, which recognized "multiple regression" as acceptable circumstantial evidence in establishing a prima facie case of discrimination, has made it possible for Title VII claimants who allege intentional discrimination or "those who are similarly situated" to proceed on the basis of "comparable work." An analysis of 62 lawsuits litigated under Title VII in federal district and circuit courts from 1982 to 1988 suggests that Title VII claimants in the future are more likely than before to challenge their employers on the basis of equal work or comparable work-not comparable worth.

Women in the Public Sector

Lepper, M. M. "The status of women in the United States, 1976: Still looking for justice and equity," *Public Administration Review,* **1976, 37, 5: 604-607.**

No abstract provided.[5]

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[5] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Women in the Public Sector

Lewis, G. B. "Race, sex, and supervisory authority in federal white-collar employment," *Public Administration Review*, **2000, 46, 1: 25-30.**

Abstract:

Are women and minorities as likely to supervise employees and to manage programs as are white males at the same levels in the federal bureaucracy? This study argues that they are not, based on analysis of a one percent sample of federal personnel records for 1982.

Women in the Public Sector

Lewis, G. B. "Race, sex, and performance ratings in the federal service," *Public Administration Review*, **1997, 57, 6: 479-489.**

Abstract:

Has affirmative action promoted women and minorities to levels where they perform less well than their white male counterparts? Do women and minorities have to perform better to achieve the same pay? Can racial and sexual differences in performance ratings, whether legitimate or discriminatory, help explain why white men continue to earn more than other apparently comparable employees? Using a 1 percent sample of federal personnel records for the 1990s, I examined racial and sexual differences in performance ratings among employees in similar positions and among comparably educated and experienced employees. Women, especially white women, typically received higher ratings than white men at the same grades in the same agencies. Minorities, however, had somewhat worse chances than nonminorities of receiving "outstanding" ratings and were more likely to receive merely "fully successful" ratings.

Women in the Public Sector

Lewis, G. B. "Women, occupations, and federal agencies: Occupational mix and interagency differences in sexual inequality in federal white-collar employment," *Public Administration Review,* **1994, 54, (3), 271-76.**

Abstract:

Does a federal agency's mission influence how female employees are used? Gregory Lewis notes that federal agencies differ markedly on a variety of measures. The variation appears to arise, he postulates, primarily from differences in agency tasks, as represented by the occupational breakdown of their work forces. Agencies whose missions require many employees in traditionally female occupations employ more women and more higher-level women than agencies whose missions tip toward traditionally male jobs. Simple cross-agency comparisons of the status of women, and excessive focus on women's share of total employment, give misleading pictures of agency efforts and success in promoting equality. He examines measures that take occupational mix into account, that assess men's and women's distributions across grades, and that gauge progress toward equality in an effort to more accurately test agencies' affirmative action efforts.

Women in the Public Sector

Mani, B. G. "Challenges and opportunities for women to advance in the federal civil service: Veterans," *Public Administration Review*, 1999, 59, 6: 523-534.

Abstract:

This study deals with the effects of veterans' preference on women's careers in the federal civil service between 1975 and 1995. This analysis applies time series regression and logistic regression to employment, promotion, age, and salary data for males and females, both veterans and nonveterans. Contrary to claims that veterans, a predominantly male group, are privileged throughout their careers, these data reveal diminishing effects of the preference and disadvantages to veterans. Thus, one can expect little change in federal women's status if veterans' preference is eliminated.

Women in the Public Sector

Markoff, H. S. "The federal women's program," *Public Administration Review,* **1972, 32, 2: 144-151.**

Abstract:

In spite of the fact that women were employed in public service before the Constitution was signed; in spite of the fact that the Civil Service Act of 1883 encouraged women to compete in civil service examinations on the same basis as men; and in spite of the fact the Classification Act of 1923 established the concept of "equal pay for equal work," it took other actions to move toward equal opportunity for women in the federal service. In 1965, an 1870 law that permitted agencies to select men or women for vacancies was repealed by Congress; in 1967, an Executive Order added sex to other prohibited forms of discrimination (race, color, religion, and national origin); and subsequently, in 1967, the Federal Women's Program was established to enhance the employment and advancement of women in the federal government. Further, President Nixon's Executive Order 11478 of August 8, 1969, raised the level of attention on the Federal Women's Program by integrating it into the overall Equal Employment Opportunity Program. Equal opportunity for women is public policy. The Federal Women's Program is designed to insure that this policy becomes practice.

Women in the Public Sector

Miller, W., B. Kerr, and M. Reid. "A national study of gender-based occupational segregation in municipal bureaucracies: Persistence of glass walls?" *Public Administration Review,* 1999, 59, 3:218-30.

Abstract:

Is gender-based occupational segregation in U.S. municipal bureaucracies related to the policy functions of municipal departments? Employing a large, previously unavailable data set obtained from the U.S. Equal Opportunity Commission the authors investigate gender-based municipal employment patterns in discrete functional policy areas. The authors draw on Lowi's (1985) conceptual framework by arguing that the structures, processes, and relationships associated with different policy types will affect personnel practices in municipal government bureaucracies. An examination of administrative and professional positions in U.S. cities from 1985 through 1993 indicates that even though cities have achieved gender balance in redistributive functions, women are severely underrepresented in distributive and regulatory agencies. Because salaries in redistributive agencies are, on average, lower than those in distributive and regulatory agencies, the authors argue that occupational segregation is associated with salary inequities. Although the authors uncover some evidence for the erosion of glass walls in distributive and regulatory agencies, the pace of change has been slow.

Women in the Public Sector

Naff, K. C. "Through the glass ceiling: Prospects for the advancement of women in the federal civil service," *Public Administration Review,* **1994, 54, 6: 507-514.**

Abstract:

What barriers lie between women and equitable consideration for their promotion within the federal government? Katherine C. Naff contends that although discrimination against women has been illegal in the federal government since 1964, women are still severely underrepresented in managerial ranks. Using a unique dataset compiled by the U. S. Merit Systems Protection Board, the author examines factors accounting for the successful advancement of women and what those factors may indicate about why women have not made more progress. She concludes that differences in experience and education only partially account for the discrepancy and that assumptions about women's potential and career commitment remain in conflict with traditional criteria for evaluating employees' promotion potential. The author also probes various perceptions and finds that many women believe they face stereotypes that question their competence. The author concludes by suggesting concrete steps agencies and managers can and should take to dismantle the glass ceiling.

Women in the Public Sector

Neuse, S. M. "Professionalism and authority: Women in public service," *Public Administration Review*, **1978, 38, 5: 436-441.**

Abstract:

A survey of middle and upper level public administrator-professionals probes the differences between men and women in relation to professional commitment and attitudes toward authority. Traditionally the social science literature has suggested that women occupy inferior positions within large organizations because they are less professional and more amenable to authority and dependent than men. The study finds, however, that women rank higher on measures of professionalism and are less committed to hierarchical authority than men. The author concludes that there has been a significant change in female attitudes in these areas in the very recent past and that continued sexual stereotyping can only lead to higher levels of frustration among female public employees.

Women in the Public Sector

Newgarden, P. "Establishing affirmative action goals for women," *Public Administration Review*, 1976, 36, 4: 369-374.

No abstract provided.[6]

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[6] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Women in the Public Sector

Newman, M. A. "Gender and Lowi's thesis: Implications for career advancement," *Public Administration Review*, 1994, 54, 3:277-84.

Abstract:

What variables should we manipulate to improve the status of women in public administration? Meredith Newman looks beyond gender as an explanatory variable, to an examination of the nature of state organizations, and the extent to which opportunity structures differ according to an agency's mission. Newman concludes that organizations are not created equal. The work environment of each of Lowi's agency types is distinctive, and predicts leadership styles, and patterns of career advancement.
The Past, Present, and Future of Affirmative Action: AHA Roundtable, January 1998.

Women in the Public Sector

Newman, M. A., Jackson, R. A., & Baker, D. D. "Sexual harassment in the federal workplace," *Public Administration Review*, 2003, 63, 4: 472-483.

Abstract:

What factors influence the likelihood that a federal worker will receive unwanted sexual attention? Who is most likely to be accused of sexual harassment? What factors influence federal workers' perceptions of the effectiveness of agency sexual harassment training? Using the raw data file of the U. S. Merit Systems Protection Board's most recent survey on sexual harassment, the authors find that worker characteristics are the principal influence on the likelihood that a worker will receive unwanted sexual attention and whether an agency's sexual harassment training is perceived favorably. Contextual factors demonstrate lesser influence. Their conclusions lead the authors to believe that a reevaluation of training programs is in order. A one-size-fits-all training approach may no longer be tenable, if it ever was.

Women in the Public Sector

Rehfuss, J. A. "A representative bureaucracy? Women and minority executives in California career service," *Public Administration Review*, 1986, 46, 5: 454-460.

Abstract:

This article adds information to the discussion about bureaucratic representativeness. Focusing on the highest ranking civil servants, the data are from personal interviews with members of the California Career Executive Assignment (CEA) system, equivalent in rank to the Federal Senior Executive Service (SES). Emphasis is on (1) comparisons of higher civil servant representativeness between the SES, CEA, and states in general; (2) differences between women and minority CEA members and their male and nonminority CEA colleagues; and (3) how CEA women and minorities view their management roles. These roles raise again the question of whether "passive" representation of women and minorities leads to "active" representation of their group interests. No conclusions are possible, but the responses suggest that women and minorities hold "managerial" perspectives similar to nonminority males. These ideologies may work against direct representation of group interests.

Women in the Public Sector

Reid, Margaret, Kerr, B., & Miller, W. "A study of the advancement of women in municipal government bureaucracies: persistence of glass ceilings?" ***Women & Politics*, 2000, 21, 1: 35-53.**

Abstract:

If women's advancement to the highest-level decisionmaking positions in governmental bureaucracies is to be enhanced, a better understanding of the continued impediments to such progress is essential. This study employs a large, previously underutilized national data set obtained from the U.S. Equal Employment Opportunity Commission (EEOC) to answer two questions. To what extent are women represented in the top-level administrative positions in municipal governments? And, are the impediments to women reaching the highest level administrative posts in municipal governments related to the policy outputs and/or organizational cultures of these agencies? We find that (1) the underrepresentation of women in top-level administrative positions in distributive and regulatory agencies is pervasive across cities, suggesting that women continue to be confronted by the presence of glass ceilings in such agencies; and (2) even though women are well-represented among administrative cadres in redistributive agencies in many cities, their full representation at the uppermost administrative levels is still an elusive goal.

Women in the Public Sector

Reid, M., W. Miller, and B. Kerr. "Sex-based glass ceilings in US state-level bureaucracies, 1987-1997," *Administration & Society*, **2004, 36, 4: 377-405.**
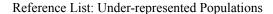
Abstract:

This study employed a national data set obtained from the U. S. Equal Employment Opportunity Commission (EEOC) to answer two questions. Are women adequately represented in the top-level positions in state bureaucracies and are impediments that women might encounter in reaching the highest level administrative posts related to the policy missions and/or organizational characteristics of these agencies? The authors found that (a) women are underrepresented in top-level administrative and professional positions in distributive and regulatory agencies, suggesting the continued presence of glass ceilings in such agencies; (b) women are better represented among administrative and especially professional cadres in redistributive agencies, however their full representation at the uppermost administrative levels remains an unrealized goal; and (c) women are less well represented in higher paying positions (in proportion to their numbers in the agency) in agencies with higher salaries.

Women in the Public Sector

Rubin, M. "Women in the American society for public administration: Another decade of progress but still a way to go," *Public Administration Review,* 2000, 60, 1: 61-71.

Abstract:

During ASPA's first fifty years (1939-1989), the role of women in the Society evolved from virtual invisibility, to token representation, to major participation. In the 1990s, women's role in ASPA continued to expand. They achieved just about full partnership with male colleagues in the organization's governance and they increased their contributions to ASPA's efforts to support the improvement of theory and practice in public administration through research and scholarship. However, women have not yet achieved parity with their male colleagues in scholarly output. For women to achieve full equality with men in ASPA, they must be better represented in contributions to literature and knowledge in the profession.

Women in the Public Sector

Rubin, M. "Women in ASPA: The Fifty-Year Climb toward Equality*," Public Administration Review*, 2000, 50, 2: 277-87.
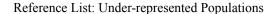
Abstract:

Although women have had a presence in ASPA since its founding in 1939, prior to 1972 they were virtually invisible in both the Society's governance and in its efforts to support the improvement of theory and practice in public administration through research and scholarship. Since 1972, women have made great strides in both their proportionate share of ASPA's membership and in its governance so that the Society is now more than representative of women relative to their employment in federal, state, and local government and in colleges and universities teaching public administration. However, while women now constitute an integral part of ASPA and of its governance, they will not achieve full equality with their male colleagues in ASPA until they are better represented in scholarly contributions to the field.

Women in the Public Sector

Saidel, J. R., & Loscocco, K. "Agency Leaders, Gendered Institutions, and Representative Bureaucracy," *Public Administration Review*, **2005, 65, 2: 158-170.**
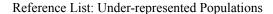
Abstract:

This study examines three central questions: Do women state agency heads establish priorities that advance women's interests more frequently than men agency heads? Among state agency heads with women-related top priorities, are there systematic differences between women and men in the influences on their priority choices? Do the organizational and political contexts in which agency leaders work explain variation in policy priorities? Analysis of data from a national survey of women and men department heads reveals that working in a redistributive agency affects whether a leader pursues a women-centered policy agenda, regardless of the leader's gender, other personal characteristics, or reported influences on priority choice. The authors conclude that the way representative bureaucracy actually plays out can be more fully understood if the tenets of social science theory on gendered institutions are incorporated into analyses of how representative bureaucracy works.

Women in the Public Sector

Shaul, M. S. "The status of women in local governments: An international assessment," *Public Administration Review*, 1982, 42, 6:491-500.

Abstract:

The participation of women in local government, especially within an international framework, has not been widely studied. This paper examines the change in status of women in local government during the past few decades. Data show that women have made progress in increasing their political participation. At the same time, many of the formidable barriers to women playing a more prominent role in public decision making and administration still exist. General societal and specific barriers are discussed. Recommendations for actions that could lead to increasing women's participation in local government are directed toward national and local governments, political parties, and women themselves.

Women in the Public Sector

Slack, J. D. "Affirmative action and city managers: Attitudes toward recruitment of women," *Public Administration Review*, 1987, 47, 2: 199-206.

Abstract:

This study examines the attitudes of city managers toward the use of affirmative action principles and practices vis-a-vis the recruitment of women into the local public sector. The study is based on 290 returned questionnaires from city managers, an important group in personnel policy making which has been omitted from analysis in previous affirmative action research. The sample comprises more than one out of ten city managers throughout the United States. Findings are that city managers support the principle of affirmative action but are less supportive of some mechanisms to facilitate its implementation. City manager background characteristics and having an affirmative action plan on-line are two major determinants of support. Perceptions about the local politics of affirmative action, as well as community and organizational demographics, have either minimum or no effect on the level of support for affirmative action for women.

Women in the Public Sector

Stewart, D. W. "Women in top jobs: An opportunity for federal leadership," *Public Administration Review*, 1976, 36, 4: 357-364.

No abstract provided.[7]

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[7] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Women in the Public Sector

Stivers, C. "Settlement women and bureau men: Constructing a usable past for public administration," *Public Administration Review*, 1995, 55, 6: 522-29.

Abstract:

What can the field of public administration learn from a re-examination of its past that acknowledges the important role of women reformers? Camilla Stivers argues that, in contrast to existing accounts, the development of thinking about the administrative state needs to be understood not only in terms of the efforts of "bureau men" interested in making administrative methods more efficient but also of "settlement women" who sought and won the expansion of governmental responsibility for social ills. By seeing the field of public administration as an intellectual enterprise that encompasses both procedural and substantive concerns, a reconstructed history may raise awareness of the policy interests apparently procedural actions can serve. A "usable past" for public administration may also deepen our understanding of the substantive implications that lie beneath continued calls for procedural reform, such as "reinventing government."

Women in the Public Sector

Stoloff, A. "Women at the top: Selected profiles," *Public Administration Review,* **1976, 36, 4: 355-56.**

No abstract provided.[8]

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[8] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Women in the Public Sector

Vertz, L. L. "Women, occupational advancement, and mentoring: An analysis of one public organization," *Public Administration Review*, 1985, 45, 3: 415-423.

Abstract:

If mentoring is a useful device to facilitate career advancement of women, problems unique to women need to be confronted in its use. This is a case study of obstacles to career advancement of women in the Milwaukee District Office of the Internal Revenue Service. A comprehensive set of possible obstacles are identified and tests are performed to assess how they affect women in this particular organization. From the results, implications for mentoring are discussed. The article concludes with several cautions and comments regarding the use of mentoring for women's career advancement.

Women in the Public Sector

Williams, Martha S. & William L. Gray. "Status of women in Texas state government: Organizational variables," *Administration in Social Work*, **2007, 31, 1: 1544-4376.**

Abstract:

The purpose of this paper is to examine the status of women in state government. Some of the major findings reported in the literature regarding women's status are summarized and trends and key organizational variables that appear to make a difference in advancement into management and executive positions are highlighted. An effort is made to relate the literature associated with women's advancement to the Texas experience. Status measures for 121 Texas agencies are reported.

Issues in Affirmative Action Programs

Issues in Affirmative Action Programs

Anderson, J. D. "Past discrimination and diversity: A historical context for understanding race and affirmative action," *The Journal of Negro Education,* **2007, 76, 3: 204-215.**

Abstract:

Part of a special issue celebrating the 75th anniversary of The Journal of Negro Education. The historical experiences of minority students at the University of Michigan from 1970 to the late 1990s are considered. Michigan's Black Action Movement (BAM) launched a campaign in 1970 that changed how the university recruited minority students and how issues of race and diversity were addressed. However, as their enrollment declined steadily through the late 1970s and early 1980s, black students voiced increasing concerns about the impact of racism and discrimination on the quality of their lives on campus, and by the mid-1980s a series of overt racist incidents on campus rocked the university and made many administrators, faculty, and staff realize that racism was a real and pervasive problem. In 1988, the university president unveiled Michigan Mandate, the university's most decisive affirmative action plan since a BAM strike of 1970.

Issues in Affirmative Action Programs

Bocher, R. B. "Does tradition affect affirmative action results? How Pennsylvania achieved changes at the middle management level," *Public Administration Review,* **1982, 42, 5:475-478.**

No abstract provided.[9]

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[9] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Issues in Affirmative Action Programs

Crum, J. & Naff, K. C. "Looking like America: The continuing importance of affirmative action in federal employment," *Public Productivity & Management Review*, **1997, 20, 3: 272-287.**

Abstract:

Achieving a workforce representative of the nation's diversity has been a policy of the U.S. government since 1978. Efforts to achieve this objective, including affirmative action programs, have been controversial, and recently, legislation was introduced to end such programs in federal employment. The authors address some of the objections to affirmative action in light of data recently compiled by the U.S. Merit Systems Protection Board and suggest that subtle differences in the treatment of people based on race, national origin, and sex warrant the continued use of affirmative action in conjunction with merit considerations.

Issues in Affirmative Action Programs

Clynch, E. J., & Gaudin, C. A. "Sex in the shipyards: An assessment of affirmative action policy," *Public Administration Review*, **1982, 42, 2:114-121.**

Abstract:

Affirmative action is one of the federal government's major tools to overcome job discrimination. One gap in existing inquiries is a data-based determination of whether affirmative action compliance is more successful in particular employment sectors. This study compares the impact of affirmative action enforcement in the private and federal sectors. It examines the respective effects of Maritime Administration and Civil Service Commission compliance procedures on female/male employment patterns in private and Naval blue collar shipyard jobs. The findings indicate Maritime enforcement was more successful than Civil Service oversight. The final section discusses some plausible explanations for this outcome. It suggests that achieving equal employment opportunity, especially for women, will continue to be more difficult in the federal than the private sector.

Issues in Affirmative Action Programs

Danielson, W. F. "Affirmative action in the public sector: Where do we stand today?" *Public Administration Review,* 1974, 34, 3:241-242.

No abstract provided.[10]

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[10] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Issues in Affirmative Action Programs

Hall, G. & Saltzstein, A. "Equal employment opportunity for minorities in municipal government," *Social Science Quarterly*, 1977, 57: 864-872.

Abstract:

The study utilized newly available data on 26 Texas cities with a population of over 50,000. Employment data contained in equal employment opportunity-3 forms were aggregated by city to create two dependent variables for both Black and Spanish-surnamed employees: (1) percentage of professionals in city government who belong to each group, (2) use index for each group which considers both a minority group's representation in an organization and its distribution across salary levels. Despite the small sample size and its restriction to Texas cities, the findings suggested that unexpected complexities in urban minority employment could affect the success of personnel policies. Policies stressing education and training were found more effective with Spanish-surnamed population than with Black employees. It was found that federal strategies to enhance the employment status of minorities in municipal governments must take into consideration the specific group requiring assistance. Further research is necessary to determine which programs can best alleviate municipal problems of any one group. References and tabular data are included.

Issues in Affirmative Action Programs

Hellriegel, D., & Short, L. "Equal employment opportunity in the federal government: A comparative analysis," *Public Administration Review,* **1972, 32, 6:851-858.**

Abstract:

This article identifies and discusses three distinct stages in the development of equal employment opportunity in the federal government. The stages are labeled the period of inaction, period of reaction, and period of proaction. The policies and procedures with respect to equal opportunity of employment are briefly explained for each stage. Then, a comparative analysis of the stages is undertaken with respect to the levels of employment and advancement of racial minorities in the federal government. The implications of the federal experience for other public and private agencies are presented. It is concluded that the policies and procedures of the federal affirmative action program may be a worthy model for other organizations to emulate, with modifications to fit their particular situation.

Issues in Affirmative Action Programs

Naff, K. "The end of affirmative action and the future of the legal and medical professions in California," *Paper presented at the annual meetings of The Midwest Political Science Association.*

Abstract:

Since 1995, California's public medical and law schools have been barred from considering race or ethnicity in their admissions decisions, initially by a policy adopted by the Regents of the University of California (UC) called SP-1, and later by an amendment to the California Constitution adopted by voters in 1996. This paper begins with a discussion of the reasons for increasing the access of underrepresented minorities (URMs) to the legal and medical professions, including the recent affirmation of this point of view by the U.S. Supreme Court. It then presents the results of an interrupted time series analysis that examines the impact of California's proscription on the admission and enrollment of, and applications submitted by underrepresented minorities to the UC law and medical schools. The results show that immediately following the implementation of SP-1, there was a significant drop in admissions, enrollments and applications from URMs, with only modest improvement since then. It concludes with a discussion of the importance of these findings in light of the Supreme Court's decision which opened the doors back up to affirmative action in some states, while having no effect in California.

Issues in Affirmative Action Programs

Naylor, L. A. & Rosenbloom. D. H. "Adarand, Grutter, and Gratz: Does affirmative action in federal employment matter?" *Review of Public Personnel Administration*, **2004, 24, 2: 150-174.**

Abstract:

Does affirmative action in federal human resources management (HRM) matter? Responding to the Supreme Court's decision in Adarand v. Pena (1995), the Clinton administration instructed federal agencies not to use racial, ethnic, or gender-based affirmative action classifications in their HRM programs without explicit approval from the Department of Justice. The Court's decisions in Grutter v. Bollinger (2003) and Gratz v. Bollinger (2003) suggest that it may now be constitutionally feasible to strengthen affirmative action in federal HRM. However, analysis of the impact of the Clinton administration's policy change leads to the conclusion that constitutional flexibility to establish racial, ethnic, and gender goals and timetables to promote federal workforce diversity simply may not make much difference, except possibly for the smallest minority groups.

Issues in Affirmative Action Programs

Selden, S. C. "A solution in search of a problem? Discrimination, affirmative action, and the new public service," *Public Administration Review,* 2006, 66, 6: 911-23.

Abstract:

A discussion of affirmative action policies and how they are perceived in the U.S. is presented. Information is presented on citizens' opinions of affirmative action policies, the legal stance on affirmative action, the threat from grassroots anti-affirmative action groups, and other related issues.

Issues in Graduate Public Policy and Administration Education

Issues in Graduate PP/PA Education

Banks, W. M. "Afro-American scholars in the university: Roles and conflicts," *American Behavioral Scientist*, **1984, 27, 3: 325-38.**

Abstract:

Afro-American scholars recruited by historically white universities during the past two decades faced a number of complex issues about their role and function within the institutions. In addition to expectations concerning research and teaching, various institutional interests sought to appropriate the energies of new arrivals. The conflicting role expectations often influenced the work and position of Afro-American intellectuals in academe.

Issues in Graduate PP/PA Education

Blanchard, Lloyd A. & Amy K. Donahue. "Teaching leadership in public administration," *Journal of Public Affairs Education*, **2007, 13, 3 / 4: 461-485.**

Abstract:

Graduates of public administration programs regularly find themselves in roles accorded substantial responsibility and authority. It is therefore crucial that these programs provide effective instruction that helps students develop leadership skills and attributes. The dilemma is that leadership concepts are not susceptible to traditional didactic instructional approaches, which are cognitively based. Leadership learning is best accomplished in the affective and behavioral domains as well as in the cognitive. We present a pedagogical model that we believe is more appropriate for teaching leadership in public administration, public policy, and public affairs. This model marries the key competencies of effective leaders with suitable teaching orientations. We illustrate how this model may be applied by describing a graduate leadership course we have developed and taught.

Issues in Graduate PP/PA Education

Breihan, A. W. "Attracting and retaining a diverse student body: Proven, practical strategies," *Journal of Public Affairs Education*, **2007, 13, 1: 87-101**
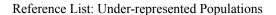
Abstract:

Graduate schools in the United States have made a philosophical commitment to support greater diversity, including attracting and retaining students of color. With an increasingly diverse U.S. population, recruiting and retaining a diverse student body is critical. This paper offers some practical suggestions for accomplishing at goal, based on the author's practical experience with adult students.

Issues in Graduate PP/PA Education

Chetkovich, C. "What's in a sector? The shifting career plans of public policy Students," *Public Administration Review*, 2003, 63, 6: 660-674.

Abstract:

Recent decades have seen a trend in which public policy graduates shun government and enter private-sector employment. In part, the shift reflects changing sectoral opportunities, but its magnitude and consistency are puzzling-even troubling-in light of the need for public-sector talent. Data from a two-year series of surveys and interviews with policy students reveal that many begin their training with uncertain career goals and ambivalence about public-sector work. Interest in government declines from entry to graduation, and it appears that the policy curriculum-heavy on analytic methods and conveying cautions about policy making-does little to promote a public-sector orientation. Those planning to enter government are strongly motivated by a desire to have an impact, whereas those drawn to the private sector seek financial resources and professional development. Many anticipate fluid careers and choose positions expected to offer growth, a feature more commonly associated with private than public jobs.

Issues in Graduate PP/PA Education

Cikins, W. I. "Graduate education, public service, and the negro," *Public Administration Review***, 1996, 26, 3: 183-191.**

Abstract:

In order that opportunities in the public service be genuinely available to all Americans with the requisite capability, graduate schools, and, to some extent, undergraduate as well, will need to devise imaginative programs for accelerated training. The author here describes some programs now in operation and briefly points to the lessons which may be learned from their experience.

Issues in Graduate PP/PA Education

Cleary, R. E. "What do public administration masters programs look like? Do they do what is needed?" *Public Administration Review*, **1990, 50, 6: 663-673.**

Abstract:

A survey of the public affairs/public administration masters programs affiliated with the National Association of Schools of Public Affairs and Administration (NASPAA) in 1989 indicates reasonably widespread agreement on the substance of public administration education, especially on an "inner core" curriculum that exists in a majority of respondent programs. Despite this agreement, no evidence indicates that accreditation by NASPAA is leading to a standardized curriculum, as has been feared by some. Accreditation does seem to have an impact, though, if only because larger programs are more likely to be accredited. In addition, substantial pressures support still more expanded curricula, with many program representatives commenting on the need for increased attention to ethics, computer science, or nonprofit management. Given real educational needs of public servants, academic public administration may well have to extend offerings in these areas.

Issues in Graduate PP/PA Education

Corson, J. J. "Equipping men for career growth in the public service," *Public Administration Review*, **1963, 23, 1: 1-9.**

Abstract:

A re-evaluation of pre-service education for public administration and post-entry training for public executives is needed, according to the author of this article. He argues that these programs must be re-designed to fit the progressive levels of understanding required as the public executive moves upward along his career path.

Issues in Graduate PP/PA Education

Denhardt, R. B. "The big questions of public administration education," *Public Administration Review*, 2001, 61, 5: 526-534.

Abstract:

Following Behn's observation that scientists in other fields understand the big questions of their disciplines and focus attention and their discussions on those questions, public administration scholars have attempted to identify the "big questions" in public management and public administration. In this article, I suggest that scholarship in public administration should also be attentive to the big questions of public administration education, those timeless and enduring concerns that speak to the basic perspectives that we bring to the educational process. Specifically, I identify four big questions: Do we seek to educate our students with respect to theory or to practice? Do we prepare students for their first jobs or for those to which they might aspire later? What are the appropriate delivery mechanisms for MPA courses and curricula? What personal commitments do we make as public administration educators? I argue that these big questions in public administration education are far more connected than we usually think, and by posing these questions in terms of processes of human development we can at least provide a framework through which we might develop more coherent answers to these big questions, answers that recognize and build on the diversity of our students and our faculty.

Issues in Graduate PP/PA Education

Durant, R. F., & Taggart, W. A. "Mid-career students in MPA programs: Implications for pre-service student education," *Public Administration Review*, 1985, 45, 2: 301-308.

Abstract:

Despite the influx of mid-career students into MPA programs, there has been little systematic attention paid to their impact on the educational experience of pre-service students. The conventional, albeit untested, wisdom suggests that the experience mid-careerists bring from the "real world" to MPA programs is beneficial to the pre-service student, striking a balance against the more theoretical public management perspectives offered by academics. This study seeks to refine our largely impressionistic understanding of the mid-careerist impact from the perspective of pre-service students. Queried are pre-service perceptions of the classroom, extra-class, and professional socialization contributions of mid-career students. The findings indicated that mid-careerist contributions tended to be less positive, and more uneven, than typically assumed. While reinforcing and heightening the value of the literature and providing a valued view of public employment, mid-careerists were perceived by significant numbers of pre-service students as having a chilling effect on the classroom participation of some students. It also appears that mid-careerists had a less significant effect on pre-service career socialization than is typically assumed.

Issues in Graduate PP/PA Education

Editor's Note. "The Role of the University in Educating Students for Careers in Public Service," *Public Administration Review***, 1975, 35, 4: 399-403.**

No abstract provided.[11]

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[11] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

Issues in Graduate PP/PA Education

Fairholm, M. R. "Leadership theory and practice in the MPA curriculum: Reasons and methods," *Journal of Public Affairs Education*, 2006, 12, 3: 335-346.

Abstract:

As leadership evolves from a topic of management interest into its own unique topic of study and practice, it has a natural place in MPA curricula. Professionals with MPAs usually enter public service as technical experts, but are then often called upon to fill management—or "leadership"—vacancies in organizations. They are looked to as people who can get things done and serve the people inside and outside the organization. Technical experts are often called upon to be organizational generalists. Such a career path highlights the natural emergence in many MPA curricula to include explicitly some education about and training in leadership theory and practice. This article examines this natural trend generally and traces one program's attempt to incorporate leadership into its curriculum specifically.

Issues in Graduate PP/PA Education

Gibson, F. K., & James, G. A. "Student attitudes toward government employees and employment," *Public Administration Review*, **1967, 27, 5: 429-435.**

Abstract:

This article presents a survey of high school and college student attitudes toward local, state, and federal government in one Georgia college community. The students were asked to respond to statements about governmental employees on a five-point scale ranging from "agree" to "disagree." Student attitude responses were related to independent variables such as age, sex, political party preference, nature of home town, academic rank, parental occupation, and income. The findings of this survey indicate that attitudes toward the three levels of government are similar to the findings of earlier studies. The sample with a lower socioeconomic makeup, for example, had a more favorable attitude toward the public service. Other important findings of this survey are as follows: 1. Attitudes changed abruptly between the ages of 18 and 21. 2. Women had generally better attitudes than did men toward the public service. 3. Rural students had a poorer attitude toward all government, particularly local, than did their city-raised student colleagues. 4. Negro respondents had a better attitude toward all levels of government than did whites. 5. Local government consistently received the poorest attitude responses. 6. State government consistently received the most favorable responses.

Issues in Graduate PP/PA Education

Gow, J. I. & S. L. Sutherland. "Comparison of Canadian masters programs in public administration, public management and public policy." *Canadian Public Administration***. 2004, 47, 3: 379-405.**

Abstract:

The research reported in this paper compares graduate programs of public administration, public policy and public management in Canada, to the extent that these varied programs can be compared. The study had its origins in a discussion at the Canadian Association of Programs in Public Administration (CAPPA) meeting at the Canadian Centre for Management Development (CCMD) in the fall of 2003. The context was a presentation on the benchmarking that occurs in the United States, and particularly the accreditation process of the American National Association of Schools of Public Affairs and Administration (NASPAA).

While there was not much enthusiasm for full blown accreditation, there was enthusiasm among those present for an informal comparison of curricula at professional master's (MPA/MPP) programs, including designated programs open only to students with high-quality experience in relevant settings. Thus the objective of the study was to compare similar programs with a view to seeing how far a common core curriculum exists.

Issues in Graduate PP/PA Education

Heifetz, R. A., Sinder, R. M., Jones, A., Hodge, L. M., & Rowley, K. A. "Teaching and assessing leadership courses at the John F. Kennedy school of government," *Journal of Policy Analysis and Management*, **1989, 8, 3: 536-562**

Abstract:

The development of leadership courses aimed at usefulness in practice requires new theory and pedagogy, as well as a hard look at assessing course effectiveness: How useful do students find the course materials for analyzing their past professional experience? How relevant and effective do students find the courses for understanding and intervening into politics and organizations after rejoining professional life? A summary is provided of the setting, theory, and methods for these courses, as well as the results of a survey of students after they had resumed their careers. The authors conclude with a brief discussion of the risks involved in teaching leadership.

Johnson, R. G. III, & Rivera, M. "Refocusing graduate public affairs education: diversity competencies in human resource management," *Journal of Public Affairs Education*, **2007, 13, 1: 15-27.**

Abstract:

It is generally agreed that diversity is a critical challenge for managers and that advancing organizational diversity is both an ethical and a pragmatic requirement for effective public administration. However, it may be argued that graduate public affairs education relating to human resource management (HRM) has not sufficiently attended to diversity topics and that public affairs graduate curricula in general have not evidenced sufficient inclusion of diversity themes. This essay indicates a need for curricular revision that includes diversity competencies. The research and corresponding analysis is presented in two parts, corresponding to two phases of research. The first addresses findings from graduate student surveys conducted over three years at the University of Vermont. The second concerns data collected from 41 NASPAA-accredited and 17 unaccredited NASPAA-member programs in public affairs. The results from the first phase suggest that graduate public affairs students need greater exposure to diversity themes and issues. The second phase results suggest that NASPAA-accredited programs are not much different from unaccredited member programs in incorporating diversity topics into curricular offerings or otherwise exhibiting a commitment to diversity. The essay ends with several recommendations for programs intending to develop or revise their public policy and administration curricula in order to better attend to diversity concerns.

Issues in Graduate PP/PA Education

Johnson, R. G. III, Reyes, C., & Sherwood, S. "Repositioning the culture of power: Advocating for systemic change in public affairs education," *Journal of Public Affairs Education*, **2009, 15, 1: 33-45.**

Abstract:

The present study sets out to characterize and analyze difficulties that typically face faculty of color who teach at Predominantly White Institutions (PWIs). Using personal narratives of junior faculty at a PWI, we explore the themes of shifting identity and marginality for faculty of color as these intersect with the presentation of public selves in university settings. This exploration is consistent with development of the themes of *intersectionality* and *multiplicity* in the work of Rivera and Ward in their Spring, 2008 Social Equity and Diversity symposium (2008).

We as authors were initially unsure whether the effort to analyze concerns surrounding multiple identities in a PWI was an act of empowerment, or a strategic response to a work setting where some refused to recognize us as we defined ourselves. Building on this framing question and a review of pertinent literature, we set out to explore how the institutional context shapes our identities as faculty of color. Ultimately, we argue that, in addition to creating inclusive strategies for faculty of color at this level, in order to empower them the PWI must also engage in a critique of the culture of power that still prevails in higher-education institutions.

Issues in Graduate PP/PA Education

Jordan, K. A. & Rice, M. F. "Educating minorities for public service in the year 2000," *Public Manager,* 1994, 23, 2: 51-57.

Abstract:

Discusses American colleges and universities' public service educational programs for training minority administrators capable of managing a multicultural work force and serving an ethnically diverse population. Problematic impact of changing demographics on American workforce; Minority access to higher education; Skill requirements. INSETS: Agencies require education too. Rethinking racial classification.

Issues in Graduate PP/PA Education

Kennedy, G. W., & Walker III, A. G. "Graduate student recruitment in American public administration: A survey of NASPAA member institutions," *Public Administration Review*, **1981, 41, 2: 249-252.**

Abstract:

Higher education in public administration experienced bountiful growth in recent years. This trend may be threatened, however, by declining enrollments, and the recruiting of students may assume an ever-increasing role in graduate public administration education. This manuscript reports the results of a survey of the recruiting practices evidenced in NASPAA member institutions. Current practices range from limited involvement-a brochure or poster-to expensive, multi-media promotions. Targets of recruiting efforts and requirements of recruits vary according to institutional characteristics, but many practices-e.g., waiving admission requirements, using bulletin board posters-are widespread. Many schools attest to the importance of recruiting and a large number feel their current practices will be inadequate for meeting future demands.

Issues in Graduate PP/PA Education

Kraemer, K. L., & Northorp, A. "Curriculum recommendations for public management education in computing: An update," *Public Administration Review*, 1989, 49, 5: 447-453.

Abstract:

Government managers and staff are using computers extensively. Moreover, they feel that computers and computer-based information are key to their own productivity and that of their organizations. However, managers and their staffs are not well trained to use computers, and they may not be getting as much out of computers as they could. Consequently and as directed by the new National Association of Schools of Public Affairs and Administration (NASPAA) guidelines, more attention needs to be given to computer literacy and applications in public-management educational programs. This study, based on a 1988 study of computing in 46 cities in the United States, fills in some details of what types of knowledge and skills should be offered.

Issues in Graduate PP/PA Education

Lee, D. S., & Cayer, N. J. "Recruitment of minority students for public administration education," *Public Administration Review*, 1987, 47, 4: 329-335.

Abstract:

Equal opportunity has been a major issue in American public administration for the past two decades. Schools of public affairs are a major avenue by which young professionals enter public administration careers and thus can facilitate entry by minorities into the public work force. This study examines efforts of NASPAA-member graduate programs to recruit and prepare Black and Hispanic students for government careers. While enrollments of Blacks and Hispanics have increased in the past decade, evidence reveals a need for further efforts by public administration graduate programs to enhance educational opportunities for these minorities and thus increase their employment opportunities.

Issues in Graduate PP/PA Education

Lepawsky, A. "**Graduate education in public policy**," *Policy Sciences*, **1970, 1, 4: 43-457**

Abstract:

Contemporary social transformation and accelerated politicization are inducing and requiring changes in the epistemological structure and the substantive content of the social and political sciences. To accommodate to and to facilitate these changes there is here proposed an interdisciplinary program of graduate education in Public Policy which is designed (1) to aggregate the most relevant materials and usable generalizations of the sociopolitical sciences and (2) to strike a balance between viable theory and tested experience. Although the curriculum is intended to be primarily contemporaneous and futuristic, it incorporates comparative and historical as well as normative and positivistic materials and methods. A variegated and qualified body of students is expected to be recruited for the proposed program as its principal intellectual and creative component.

Issues in Graduate PP/PA Education

Lewis, G. B., & Oh, S. "Graduate education and federal career success: How well does the MPA stack up?" *Journal of Public Affairs Education*, **2008, 14, 3: 463-474.**
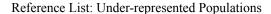
Abstract:

Using a 1% sample of federal personnel records for 1983 through 2003, we compare the career success of employees with master's degrees in public administration (MPA) to those with bachelor's degrees or graduate degrees in other fields—especially law, business administration, and the social sciences, the degrees most likely to compete for our students. Federal employees with master's degrees in any field tend to be one grade higher and earn 13 to 16% more than comparable employees with bachelor's degrees. Although federal employees with law degrees earn substantially more than other graduate degree-holders, those with a master's in public administration have salaries, grades, and supervisory authority comparable to those who have a master's in business administration (MBA) and those with master's degrees in the social sciences.

Issues in Graduate PP/PA Education

Lewis, P. P. "Developing leadership skills in schools of public policy and administration," *Journal of Public Affairs Education*, **2008, 14, 2: 175-189.**

Abstract:

Increasingly, schools of public policy and administration are acknowledging the importance of including leadership training in their curricula. This paper describes a core strategic presentation skills course that has been developed over time to strengthen students' leadership skills—particularly their perception of themselves as change agents. The paper describes three major influences on the course's evolution, outlines the design and content of the course, and concludes with an analysis a survey that suggests that students' self-perceptions as change agents were positively affected by their experience in the course.

Issues in Graduate PP/PA Education

Mackelprang, A., & Fritschler, A. L. "Graduate education in public affairs/public administration," *Public Administration Review,* **1975, 35, 2: 182-190.**

Abstract:

It is fashionable to describe the field of public affairs/public administration as eclectic, interdisciplinary, applied, and career-oriented. These terms, while reasonably accurate descriptors of the prevailing self-image of the profession, are shown in a recent national survey to represent more the ideal than the real. This article presents an in-depth analysis of the 1974 graduate program survey of member institutions of the National Association of Schools of Public Affairs and Administration (NASPAA). The results, though contradictory to many current assumptions about education in the profession, provide a firm empirical base for continued dialogue on the state of professional education in public affairs/public administration.

Issues in Graduate PP/PA Education

Myers, S. L. Jr. "**Analysis of race as policy analysis,**" *Journal of Policy Analysis and Management*, **2002, 21, 2: 169-190.**

Abstract:

Modern policy analysis training largely ignores race as a substantive area of inquiry. Many significant race-related topics in contemporary policy have escaped the attention of professionals in the APPAM community. The tools and techniques of modern policy analysis-particularly those that emphasize the tension between equity and efficiency-certainly ought to be of use in finding solutions to nagging problems confronting communities of color. Unfortunately, a quick look at the articles published in the Journal of Policy Analysis and Management (JPAM) or the courses taught at the top schools of public affairs reveals a lack of race analysis within the discipline. The discipline that does focus on race analysis-ethnic studies-provides little emphasis on policy analysis. Reviewing the top African American studies programs in the nation, we see that these programs largely ignore policy analysis as a problem-solving tool. Yet there are quite a few reasons to create closer connections between analysis of race and policy analysis, and, happily, there are many opportunities, frequently unexplored, for enhancing these connections.

Issues in Graduate PP/PA Education

Pegg, L.C. "Diversity training and education in the work place: A case study analysis," *Journal for Vocational Special Needs Education,* **1997, 19, 2: 62-66.**

Abstract:

A case study of a human service agency is used to demonstrate opportunities and dangers of diversity training, outline steps needed to manage transformation to multiculturalism, and make recommendations for lasting change in the areas of leadership, education and training, evaluation and follow-up, culture and management systems, and communications.

Issues in Graduate PP/PA Education

Rice, M. F. "Organizational culture, social equity, and diversity: Teaching public administration education in the postmodern era," *Journal of Public Affairs Education,* **2004, 10, 2: 143-154.**

Abstract:

An important issue closely related to social equity in public service delivery is the teaching of diversity/diversity management in public administration education. This essay addresses this observation in two ways. First, the essay provides an overview of the traditional cultural environment of public organizations and offers a view of a social equity subculture. Second, the essay presents a perspective on teaching diversity in public administration education as a way of enhancing a social equity focus in the classroom. The premise of this essay is that social equity can best be achieved if public administrators, public managers, and public service delivery personnel have a clear understanding and appreciation of diversity and diversity management that is built into the organization's culture. If social equity is seen as having a connection to diversity within a public organization, it may impact how well the organization advances social equity in the public service delivery process. A concluding thought of the essay is that the teaching of social equity and diversity must be included in public administration education coursework and curricula along with a concerted effort to diversify—racially and ethnically—public administration faculty.

Issues in Graduate PP/PA Education

Rice, M. F. "Promoting cultural competency in public administration and public service delivery: Utilizing self-assessment tools and performance measures," *Journal of Public Affairs Education*, 2007, 13, 1: 41-57.

Abstract:

Demographic changes and growing cultural diversity in the U.S. population have resulted in a greater possibility that, during a service delivery encounter between client and public agency provider, there will occur an exchange involving different cultural backgrounds, material realities, beliefs, practices, behaviors, and language. This increasing cultural diversity raises several important questions about the future role of public administration and the delivery of culturally appropriate and culturally responsive public services. These questions, which focus on the central issue of cultural competency in public administration and public service delivery, include What is cultural competency in public administration and public service delivery? Can public agencies become culturally competent organizations? What self-assessment tools and performance measures will improve an agency's ability to provide culturally appropriate and responsive services? This paper addresses these questions by providing a definition of cultural competency in public administration and public service delivery and by identifying self-assessment tools and performance measures that can assist public agencies in moving toward cultural competency in delivering public services and programs.

Issues in Graduate PP/PA Education

Rivera, M., & Ward, J. D. "Employment equity and institutional commitments to diversity: Disciplinary perspectives from public administration and public affairs education," ***Journal of Public Affairs Education***, **2008, 14, 1: 9-20.**
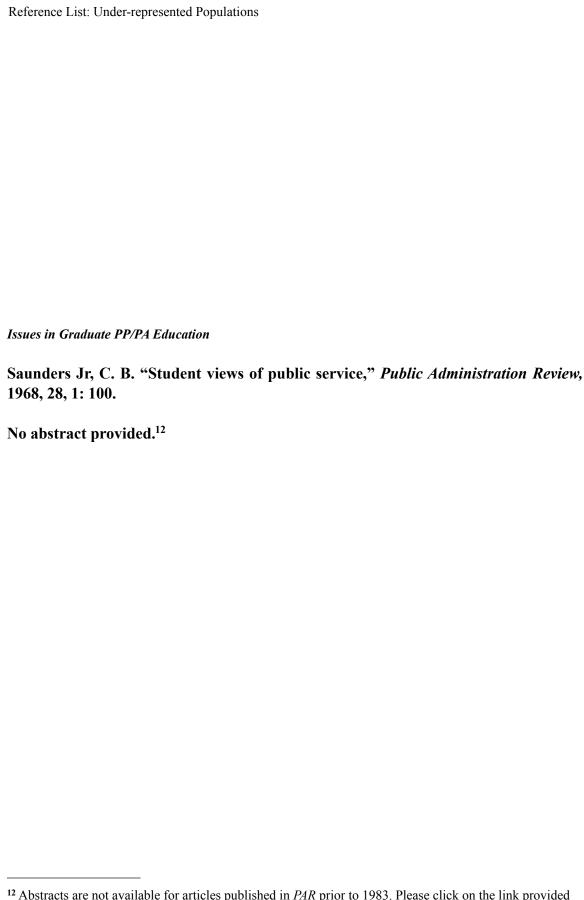
Abstract:

Are racism and discrimination forgotten issues in public administration research on the promotion of diversity in graduate education and faculty employment? Studies touching on diversity and employment equity usually address subjects such as education and training—the competencies needed by professional administrators, for example—as well as best practices in diversity management, persistent problems such as the lack of racial or gender diversity in upper management positions in public sector agencies, and the enduring challenges of minority recruitment and retention in public administration programs. The subjects of racism and discrimination as such—or of underlying factors generally—are seldom addressed centrally. Consequently, questions such as the following arise: What role might racism play in academic as well as public sector employment? What about other lines of causation impacting discrimination? How do individual, group, and institutional predispositions and actions affect employment equity? How have such questions been addressed in the public administration literature? In other research and research applications in the social, behavioral, and management sciences? And, finally, what can be learned from successful and failed diversity-promotion practices among academic programs? A significant body of empirical research is uncovering patterns of action that have the intended or unintended effect of excluding candidates of color from recruitment pools, interview short-lists, and faculty hiring and advancement opportunities. This essay reviews and analyzes some of this literature, particularly as it relates to public affairs education. On that basis, it suggests the following: (1) new directions for diversity-related research, (2) changes in the articulation of diversity commitments, particularly by public administration departments and programs, and (3) ways to successfully realize those institutional commitments (assuming that they are more than rhetorical), pointing to research that specifies proven practices.

Issues in Graduate PP/PA Education

Rubaii-Barrett, N. "Teaching courses on managing diversity: Using learning contracts to address challenges and model behavior," *Journal of Public Affairs Education*, **2006, 12, 3: 361-383.**

Abstract:

Managing for diversity is widely recognized as an increasingly important component of public administration curricula. Students must be prepared to function effectively in a workplace characterized by greater diversity among coworkers and the publics served. Despite the recognized need for courses on managing diversity, many faculty feel ill-prepared to determine course content and teach such courses. This article provides practical and normative justifications for the use of learning contracts in diversity courses. From a practical standpoint, learning contracts are an effective means of meeting the needs of diverse students and increasing course relevance while reducing the burden on the instructor to completely retool and develop a new area of expertise. The author asserts that learning contracts should be used because they are an appropriate instructional strategy for the adult learners who comprise public affairs programs and they provide a means for the instructor to model a behavior that demonstrates valuing diversity as an asset. The author presents a step-by-step guide to learning contracts tailored for use in diversity courses, provides examples of learning contract provisions developed by students in courses on managing diversity, and shares feedback received from students about the process.

Issues in Graduate PP/PA Education

Saunders Jr, C. B. "Student views of public service," *Public Administration Review,* **1968, 28, 1: 100.**

No abstract provided.[12]

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[12] Abstracts are not available for articles published in *PAR* prior to 1983. Please click on the link provided to access the article in its entirety. If the link is inactive, copy the URL and paste it in your browser.

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Issues in Graduate PP/PA Education

White, S. "Multicultural MPA curriculum: Are we preparing culturally competent public administrators?" *Journal of Public Affairs Education*, 2004, 10, 2: 111-123.

Abstract:

This article addresses the level of formal diversity training that masters of public administration (MPA) students receive in their coursework. By examining the top twenty public affairs programs as ranked by *U.S. News and World Report,* this article examines the extent to which students of public affairs are adequately trained in their future work as public servants. Are students required to take courses involving diversity or cultural competency? Are such courses offered only as electives? When diversity areas are addressed, what areas within diversity (e.g, race/ethnicity, gender, disability, sexual orientation, class, age, religion) receive the most attention? These data suggest that fewer than half of the top-ranked schools cover diversity or cultural competency in their MPA curricula. When the curricula do address these issues, they typically cover race, ethnicity, and gender but give very little attention to other areas such as sexual orientation, age, religion, and disability. This article concludes by offering recommendations on how to better incorporate diversity and cultural competency training into MPA curriculum.

Issues in Graduate PP/PA Education

Wyatt-Nichol, H., & Antwi-Boasiako, K. "Diversity across the curriculum: Perceptions and practices," *Journal of Public Affairs Education*, **2008, 14, 1: 79-90.**

Abstract:

One step toward generating social equity in public policy and administration is to expose future leaders within the field to a variety of discourses from historically marginalized groups. The new *Diversity Across the Curriculum* standard recently passed by NASPAA requires MPA/MPP programs to incorporate diversity into the curriculum and other program activities. Through the use of a survey of program directors and a separate content analysis, this study examined the extent to which stand-alone courses on diversity are offered, the instructional strategies used to incorporate the subject of diversity into existing courses, and MPA/MPP program directors' perception of the standard. Results indicate that race, ethnicity, and gender continue to receive more attention than other elements of diversity. Most programs also attempt to integrate issues of diversity into existing courses rather than offer stand-alone courses. Program directors emphasized the need for flexibility because of variations in size, composition, and resources of graduate public policy and administration programs.

Trends in Minority Involvement in Higher Education

Trends in Minority Involvement in Higher Education

Blackwell, James E. "Faculty Issues: The Impact on Minorities," *Review of Higher Education*, **1988, 11, 4: 417-34.**

Abstract:

Strategies for assuring adequate minority candidates for faculty positions include institutional commitment, early identification and recruitment, and pre- and post-doctoral financial aid programs. Institutions must hire more minority faculty and develop sound policies to retain them. Minority faculty can improve undergraduate education for all students.

Trends in Minority Involvement in Higher Education

Brooks, J.S & Young, M.D.S. "Supporting Graduate Students of Color in Educational Administration Preparation Programs: Faculty Perspectives on Best Practices, Possibilities, and Problems," *Educational Administration Quarterly,* **2008, 44, 3: 391-423.**

Abstract:

This article presents findings from a study that examined faculty perspectives on how individual faculty members and institutions support graduate students of color in educational administration preparation programs. The purpose of this study was to identify strategies that faculty members and institutions employ to support graduate students of color. The authors were also interested in understanding challenges that face individuals and institutions as they seek to provide such support. Data were collected through a series of focus group sessions and from individual interviews conducted with a diverse sample of faculty members during a 3-year period. Findings suggested that effective support for graduate students of color in educational administration preparation programs entails proactive yet thoughtful, individual, and institutional work in four areas: (a) recognizing and engaging issues of race in educational administration preparation programs, (b) effective and race-sensitive mentorship, (c) creation and sustenance of multi-tiered and multi-purpose support networks, and (d) establishment of formal and informal support structures.

Trends in Minority Involvement in Higher Education

Bumphus, W.G & Roueche, J.E. "Community Colleges Often Lead the Way in Diversity Efforts," *Diverse: Issues in Higher Education,* **2007, 24, 11: 82-82.**

Abstract:

The article focuses on the diversity efforts of community colleges in the U.S. It states that American community colleges enroll well over half of the nation's undergraduate students, and that these colleges represent the higher education point of entry for the majority of minority students. It is inferred that these colleges have made impressive progress in recruiting and developing leaders and administrators who represent the diversity of their student body and the local community.

Trends in Minority Involvement in Higher Education

Coyan, M.N. et al. "The Leadership Institute for a New Century: LINCing Women and Minorities and into Tomorrow's Community College Leadership Roles," *Community College Journal of Research and Practice,* **2000, 24, 5: 375-382.**

Abstract:

The Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and Iowa State University Higher Education Program created a partnership to develop women and minorities for leadership roles in community colleges. The Leadership Institute for a New Century (LINC) program, which is in its eleventh year, uses a combination of national and state community college leaders, community leaders, trustees, and university faculty members to offer personal and professional development activities for participants. University credit that may be used as part of an academic degree program and for state licensure purposes is granted. Participants are nominated by their college; participate in monthly seminars; and complete projects related to local, state, and national issues. Nearly 70% of participants reported receiving a leadership promotion or advancement during or since their acceptance into the LINC program. The majority indicated that the program was very influential in their advancement. With the predicted impending administrator shortage, more cooperative leadership development programs need to be developed. The future of our community college system depends on the development of leadership opportunities and an infusion of leadership.

Trends in Minority Involvement in Higher Education

Du Brock, C.P., Fenske, R.H. & Porter, J.D. "Tracking Financial Aid and Persistence of Women, Minority, and Needy Students in Science, Engineering, and Mathematics," *Research in Higher Education,* **2000, 41, 1: 67-94.**

Abstract:

This longitudinal research study focused on persistence and financial aid of women, underrepresented minorities, and needy students majoring in science, engineering, and mathematics (SEM) in a large, public university in a metropolitan area. Beginning in fall 1989, four consecutive freshmen cohorts (n's = 1967, 1679, 1614, and 1924, respectively) were tracked through 1996–97. SEM majors persisted and graduated at higher rates, but took longer to graduate than non-SEM majors. Women, underrepresented minorities, and needy students received more gift aid than other student populations. However, only women had lower departure rates and graduated at higher rates than other SEM student populations. Compared to non-SEM majors, gift aid for SEM majors was more likely to be awarded on the basis of merit rather than need. Average loan indebtedness increased rapidly from 1989–90 through 1996–97 for both SEM and non-SEM majors. Implications of the findings for improved institutional and federal policy are indicated, and further research on the study topics recommended.

Trends in Minority Involvement in Higher Education

Eckel, P. et al. "Creating a Web of Support: An Important Leadership Strategy for Advancing Campus Diversity," *The International Journal Of Higher Education,* **2008, 55, 1: 69-92.**

Abstract:

Research demonstrates that leadership, particularly among presidents, is important for moving a diversity agenda forward and make appreciable progress on it. The research questions pursued here are: What is the role of the college president in advancing a diversity agenda? What strategies do presidents identify as important to facilitating a diversity agenda? There were three main findings: (1) strategies are deployed in a non-linear way best represented through a web metaphor, (2) six sets of actors that serve as key nodes on the web and specific strategies were crucial to enhancing and deepening the web-developing an internal network, hiring, mentoring, partnering with faculty on the curriculum, supporting student affairs staff, working directly with and learning from students, and establishing external networks; and, (3) strategies within the human resource frame are noted by presidents as particularly important to moving a diversity agenda forward.

Trends in Minority Involvement in Higher Education

Hess, F.M. & Leal, D.L. "Minority Teachers, Minority Students, and College Matriculation: A New Look at the Role-Modeling Hypothesis," *Policy Studies Journal,* **1997, 25, 2: 235-258.**
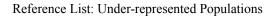
Abstract:

This article presents for the first time systematic evidence that the percentage of minority faculty has a significant positive relationship with overall college matriculation rates in urban school districts across the nation. Although there is little discussion in the education literature of how minority teachers might influence achievement by students of all races, there is a widespread assumption that minority teachers improve the performance of minority students. The assumptions are that minority teachers will be role models for minority students and empathetic toward them, thereby enhancing performance. It is also believed that white teachers generally have low expectations for minority students or are racist, and, therefore, hinder student performance. However, there is little evidence to support either of these claims for same-race teachers. The data support this assertion, but they also suggest an important caveat. The study explains why this finding could mean that systemic school district behaviors induce the higher rates of college attendance, while the ethnic makeup of faculty acts as a proxy for these behaviors. This finding has important policy implications, inasmuch as focusing only on the role-modeling hypothesis might lead to incomplete or incorrect reform remedies for urban school districts.

Trends in Minority Involvement in Higher Education

Long. M.C. "Affirmative action and its alternatives in public universities: What do we know?" *Public Administration Review,* **2007, 67, 2: 315: 330.**

Abstract:

University administrators have made difficult choices in response to the changing policy context for the use of affirmative action in admissions. This paper synthesizes the empirical literature on affirmative action and evaluates the efficacy of alternative strategies, including top-percent programs, class-based affirmative action, and targeted recruiting. The analyses offer several findings of interest to officials who direct such programs: (1) Affirmative action preferences given by top-tier universities have been large; (2) affirmative action leads minorities to enroll in higher-quality institutions; and (3) affirmative action has mostly positive effects on minority students later in life. The evidence shows a decline in minorities' relative share of enrollment at flagship public universities after affirmative action was eliminated in several states, and the alternative strategies used by these universities have not offset these declines.

Trends in Minority Involvement in Higher Education

Marcus, L.R. "Staff Diversity and the Leadership Challenge," *Equity & Excellence in Education,* **2000, 33, 2: 61-67.**

Abstract:

Examines the intergroup relations among administrators at a college that had been successful in hiring women and people of color at all levels of its administrative staff. Despite seeming cohesiveness, interview data reveal that below the surface lurked a dissimilitude related to gender and race/ethnicity that hindered the college's ability to achieve the potential of its diversity.

Trends in Minority Involvement in Higher Education

Marshall, C. "Social Justice Challenges to Educational Administration: Introduction to a Special Issue," *Educational Administration Quarterly,* **2004, 40, 1: 3-13.**

Abstract:

Challenging the field of educational administration to take an activist and prosocial justice stance, this article introduces the special issue. Some professors and preparation programs are inadequately attuned to equity concerns. Standards and testing for administrator licensure touch only the surface of cultural diversity, equity, and democracy. Disproportionally small percentages of administrators are women and minorities. Still, with the high turnover of administrators and with the work of scholars in Leadership for Social Justice, the time for transforming the field is now.

Trends in Minority Involvement in Higher Education

Siegel, D.J. "Building a Pipeline for Diversity through Intersectoral Collaboration," *The International Journal of Higher Education and Educational Planning,* 2008, 55, 5: 519-535.

Abstract:

Findings are presented from a year-long study of a cross-sector collaboration to prepare underrepresented students for postsecondary education and beyond. The LEAD (Leadership Education and Development) Program in Business is an initiative involving universities, corporations, a federal government agency, and a nonprofit coordinating body in an effort to introduce students to business education and careers in business. This paper analyzes and compares (1) the starting conditions catalyzing the involvement of different sectors, (2) sustainability factors, (3) negotiation of the terms of involvement, (4) the actual experience of partnership, and (5) the difference made by a coordinated approach to pipeline development.

Trends in Minority Involvement in Higher Education

Walpole, M. "Emerging from the Pipeline: African American Students, Socioeconomic Status, and College Experiences and Outcomes," *Journal in Higher Education,* **2008, 49, 3.**

Abstract:

This study focuses on how social class affects the college experiences and outcomes for African American students in 4-year colleges and universities. Using a national, longitudinal data base, the findings indicate that low SES African American students have less contact with faculty, study less, are less involved with student organizations, work more, and have lower grades than do their high SES peers or all African American students. Furthermore, 9 years after entering college, low SES students report lower incomes, lower rates of degree attainment and lower aspirations than their high SES peers, and were less likely to have attended graduate school. Logistic regression results indicate that sex, college GPA, and plans following college significantly affect the likelihood that a student will attend graduate school.

Trends in Minority Involvement in Higher Education

Ward, N.L. "Improving Equity and Access for Low-Income and Minority Youth into Institutions of Higher Education," *Urban Education,* 2006, 41, 1: 50-70.

Abstract:

This article discusses the educational achievement status of racial and ethnic minorities, specifically African Americans and Latinos as compared to their Caucasian peers. In addition, this article describes several long-standing federal educational initiatives designed to improve educational equity and access on the part of low-income and underrepresented minorities into institutions of higher learning. Finally, the promise of a relatively new educational initiative called GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is illustrated with a detailed description of Connecticut's successful implementation of this approach. Underscored are implications this article has for research, policy, and practice in the educational arena.