Celebrating Women in Leadership for Nearly a Century

Valentina Fernandez
SPA/BA ’20

Fernandez was sworn in as the 2018-19 AU Student Government President. Born in Venezuela and raised in Puerto Rico, Fernandez recently became a U.S. citizen, and is a champion for diversity and inclusion.

Dean Vicky Wilkins

An award-winning scholar and teacher, Wilkins was named Dean of SPA in January 2018. She received the Rita Mae Kelly Research Award from the American Political Science Association in 2018.

Mayor Muriel Bowser
SPA/MPA ‘00

In 2015, Bowser, an SPA alumna, was the first woman to be elected mayor of Washington, D.C., in 20 years.

Professor Karen O’Connor

In 2000, O’Connor established the Women in Politics Institute to close the gender gap in political leadership.

Carol Laise
SPA/BA ’38

Laise was the first woman to serve as Assistant Secretary of State in 1973.

Catheryn Seckler-Hudson

As the first female dean at AU and SPA in 1957, Seckler-Hudson was also the first woman to become a full professor at AU.

Alice Paul
AU/PhD ’28

Paul, who graduated from AU in 1928, was a renowned suffragist and women’s rights activist.

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President Sylvia Burwell

Burwell is the first woman to be named President of American University. She received the Elliot L. Richardson Prize for Excellence in Public Service in 2018 from the National Academy of Public Administration.
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For the first 37 years of its history, ASPA was run by—and the national presidency was held exclusively by—men. These were giants like Luther Gulick, Donald Stone and Elmer Staats, and they labored for the good of the organization. It was not until 1974 that ASPA elected its first African-American president, Philip Rutledge, and two years later that Nesta Gallas became the first woman to hold the position. Gallas’ presidency was marked by shifting political landscapes and challenges, including budgetary constraints, the academic–practitioner divide and subject-matter ASPA Sections, which she strongly opposed on the principle that ours was a generalist organization.

It is important to reflect on the contributions of women in public administration generally. But, as ASPA approaches its 80th anniversary, there is something to be said for the women who have served, and continue to serve, our Society.

According to Patricia Florestano, the second woman to serve as ASPA president and Maryland’s former secretary of higher education, being a public servant is “a labor of love.” Pursuing a master’s degree and doctorate in the 1970s, she said women comprised a mere 15 percent of her graduate cohort. Looking back, she considered herself “very lucky” to have pursued a degree within the discipline. She speaks with excitement in her voice about how a life in public administration was something “enjoyable… powerful…exciting.”

Naomi Lynn, ASPA’s third female president and former chancellor of the University of Illinois system, remembered what it was like to teach a course about women in politics early in her career. “I had to write some of my own texts,” she said, recalling the difficulty in locating material about women in the political arena. Many glass ceilings had yet to break. Lynn noted “issues we (women) didn’t confront” in the 1970s and ‘80s. Today, she believes, “there’s been a wonderful awakening.”

Given their passion and dedication to public administration, it seems natural that Lynn and Florestano would recall their ASPA presidencies with fondness. They are proud of what they accomplished during their terms and spoke with admiration of those who served alongside them. Florestano was quick to confess that she “loved socializing” at annual conference, just so long as committee work was done for the day. For Lynn, her involvement at the conference was about the “very close friendships” she built and “respect” she developed for so many within the discipline.

“Every time I read the paper, I thank God there are organizations like ASPA where we have an opportunity to remind others how important public service is to our culture and our lives,” Lynn said. Florestano sees 2018 as a time for women “to be active, a time to be together and a time to speak out.” For both, public administration offers a discipline for women to strive toward progress and remind the world about the value of their work.

Speaking with both women raises parallels between the 1980s and today’s political environment. Florestano recalled when public administration was “under siege” under President Reagan, who “constantly put a negative spin on government.” Lynn could not shake the memory of “those who chose their careers working for the government” being treated with a complete lack of respect. Looking to the future, they took comfort knowing that women are not afraid to stand up and push against unfair treatment. Lynn laughed as she said, “It’s a bit overdue, but I’m enjoying it.”

One of the most striking similarities between Florestano and Lynn is the emphasis both place on pride in public administration. “I think all of us have to be proud of what we do,” Florestano said, noting that women in the discipline should speak out with pride about the vital nature of public service. “We have to be willing to speak with our friends, our neighbors, wherever we go.”

It becomes too easy to “lose sight of how really important your work is,” Lynn believed. Whether in the 1980s or 2018, she said men and women alike should take pride in public service. “It’s as important today as it’s ever been.”

Phillip Carlisle joined ASPA as its membership coordinator in 2017. Prior to joining ASPA, Carlisle served in a range of administrative roles at Albion College, Columbia University and Brandeis University. Carlisle received his MA from Brandeis University and his BA from Albion College. He can be reached at pcarlisle@aspanet.org.
This year marks the 40th anniversary of the Pregnancy Discrimination Act and the 25th anniversary of the Family and Medical Leave Act (FMLA).

The Pregnancy Discrimination Act of 1978 was enacted for several reasons, but primarily in response to a long, documented history of discrimination in hiring against pregnant women and forcing women out of the workforce if they became pregnant. Some had to take unpaid leave; others were simply and permanently out of a job.

Adopted in 1993, the Family and Medical Leave Act (FMLA) provides 12 weeks’ unpaid leave upon birth or adoption of a child plus some job security and protection; however, the employee must have worked more than 1,250 hours in the previous year and for more than one year for the organization. FMLA does not apply to organizations with fewer than 50 employees, leaving many full-time and part-time employees uncovered.

FMLA was the first piece of legislation President Bill Clinton signed into law on February 5, 1993. In a statement issued that day, he wrote:

The need for this legislation is clear. The American workforce has changed dramatically...These changes have created a substantial and growing need for family and medical leave...The rising cost-of-living has also made two incomes a necessity...There is a direct correlation between health and job security in the family home and productivity in the workplace...When businesses do not give workers leave for family needs, they fail to establish a working environment that can promote heightened productivity, lessened job turnover and reduced absenteeism.

This statement remains true 25 years later, complicated by the fact that many women and men report inconsistencies in how FMLA, maternity leave and paternity leave benefits are administered, regardless of whether leave is paid or unpaid. Some employees report feeling guilty for taking time off or worrying what their absence means for colleagues who must pick up the slack. Others report frustration and uncertainty about how much time they can take off.

Detailed in my book, Maternity Leave: Policy and Practice, my research reports on a comprehensive study of the FMLA...[that looks] at the unintended negative consequences of FMLA. [One researcher] provides an extensive history of laws pertaining to women in the workplace and the passage of the FMLA. [The researcher] suggests that women with low to moderate incomes may be disproportionately harmed despite the good intentions of the law. [The researcher] attributes this first to women not qualifying for FMLA when they need it, even if they work in an organization covered by FMLA, due to length of time on the job, or because they work part-time rather than full-time. Second, because of a short work history with a company, or less than full-time status, even if women work in an organization covered by FMLA, they may not be able to afford to take it because it is unpaid, and they may not have paid leave benefits accrued that would allow them to be paid for their time off. Third, collectively women still earn less than men, and if they head a single-parent household they have no one to help with the ongoing financial obligations during the unpaid time off. Fourth, women may work in organizations simply not covered by FMLA, but that does not mean they are not in need of this type of leave. [The researcher] contends that gender-neutral laws such as the FMLA often serve to perpetuate inequality by drawing attention to the differences between male and female workers, reinforcing the stereotypes of women as primary caregivers, and thus perpetuating the idea that women must be less committed than their male counterparts to their work. [The researcher’s] final argument that FMLA falls short of its intended promises is that there is still a “stigma” or bias against female employers who utilize FMLA. This bias, whether spoken or

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What About Women?

President Abraham Lincoln proposed a fresh standard for democracy when he uttered his hope that, “Government of the people, by the people, for the people, shall not perish from the Earth.”

The Gettysburg Address is considered one of history’s greatest speeches. But, I would humbly make a small change: Insert “all”—a government of all the people, by all the people and for all the people. I learned that the writings of Theodore Parker, a minister whose work included abolition and women’s rights issues, had inspired Lincoln’s words at Gettysburg. Parker’s original work and notion of democracy were all people—that is, inclusion before it became popular.

At ASPA’s 2018 Annual Conference, we wrestled with inclusion on the presidential panel titled, “Inclusion in Public Spaces.” Following a string of high-profile instances of public administrators navigating the question issue of Confederate symbols, we three panelists focused some of our comments on issues of race. Before the discussion ended, two women—one white, one black—raised the question, what about women?

I stand by the answer I gave: We always must be deliberate about who sits at the table of influence. Seek diversity, in all its combinations. That said, this nation has never dealt seriously with its original sins—slavery and genocide—so we as public administrators and educators must increase our comfort with inserting race in public policy discussions and lesson plans.

Even when we consider only women, add race. Historically, the suffrage movement was about white women, a point emphasized in Sojourner Truth’s 1851 speech, “Ain’t I a Woman?” As the 15th Amendment gave voting rights to black men (in theory), some white suffragists opposed it. By 1920, the Constitution granted women ballot box privileges. Nearly 50 years would pass before African Americans and others were furnished the vote through the 1965 Voting Rights Act.

White women have been ahead ever since. Although white men dominate most job categories in local and state government, according to 2015 federal statistics, white women maintain a presence and sometimes lead white men numbers employed in government agencies. White women also lead women of color in every job category. According to the Reflective Democracy Campaign’s WhoLeads.Us report, white men and white women hold 65 percent and 25 percent of elected offices, respectively, compared with men of color and women of color who hold seven percent and four percent.

These statistics reveal a troubling power dynamic, but we must still pursue a government for all people. As public servants, we must accept the truth that government has given advantages to some based on race. We must understand that these policies and practices have enduring consequences in our communities today.

Because government—those hired and elected—rarely reflects our diverse society, we must deliberately engage the broader community, including the under-represented and those isolated by race and income. We must hold public meetings in different neighborhoods, at different times, in different formats. We should explore new ways of gaining feedback, from mobile phone surveys to neighborhood walks. This must occur often, not merely periodically or during election season.

When creating public policy, we must identify who isn’t included in this discussion. How can we hear from more people? What do the disaggregated data—by race and gender—show? How will people of color be affected, now and in the future? Who will benefit or be hurt by this policy? How can we change the policy to address longstanding inequities? White women are uniquely situated to ask questions and press for meaningful responses as they are more likely than people of color to sit at the table but may have experienced exclusion themselves.

Two approaches can trigger these changes. Mine can be symbolized by adding a leaf to the dining table to expand the size and conversation. For a second, I turn to the late Shirley Chisholm, who earned her place in history as the first African-American woman elected to Congress and the first African-American to seek the presidency through a major political party. Chisholm, whom I met when I was a young reporter, said, “If they don’t give you a seat at the table, bring a folding chair.”

The wisdom of Chisholm and Truth is relevant in the age of “#MeToo” and “Time’s Up.” Chisholm instructed us, “You don’t make progress by standing on the sidelines, whimpering and complaining. You make progress by implementing ideas.” And, Truth reminded us, “If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again!”

Let’s get to it.

Carla J. Kimbrough, CDP, program director/racial equity at the National Civic League, is a certified diversity professional. She can be reached at CarlaK@NCL.org.
It was wonderful to see and spend time with so many of you at ASPA’s 79th annual conference in Denver. President Janice Lachance and our talented National Office staff provided an invigorating experience that we will remember for a long time to come. In addition to addressing the pressing issues of the day, the conference provided a window into ASPA’s growth and evolution—and a look ahead—as we continue to work within our strategic plan framework and enter a period of transition occasioned by the membership’s adoption of bylaws changes last fall.

These changes make it possible to manage our affairs more effectively, balance governance responsibility between our National Council and Executive Committee and capitalize on successful initiatives that provide real value to you, our members—Public Administration Review, e-learning and PA TIMES to name just a few.

Simply put, ASPA is an institution on solid governance footing, allowing us to take the long view as we consider paths and set priorities to help us to achieve our goals into the future.

**What is our purpose and, as important, what is the rapidly changing environment we seek to influence? What are our challenges and opportunities? How do we accomplish our goals? What does success look like?** As I begin my term as your 2018-2019 president, these are the questions I want us to address in the next year. The answers will provide a roadmap for the work ahead.

Our environment could not be more challenging. Since the late 20th century, it has been shaped and driven by information—a fundamental shift in how human civilization operates—and by individual consumers enabled by communications, not nation states. Further, our purpose is daunting: How do we prepare the public service to respond to the needs of the 21st century? This includes changing an environment that holds the public service in low regard and attracting a diverse and talented workforce. It also means achieving our goals within constrained fiscal means.

ASPA has opportunities to make meaningful change. We need to increase membership. We need to strategically involve and strengthen Chapters and Sections. We have a broad talent pool, including researchers and practitioners, who can propose solutions. **Together, ASPA can make a difference in four high impact areas critical to the future: finance, infrastructure, social equity and civil service reform.**

How? First and foremost, through communications in all its aspects. The big word for this is *branding*. What is a brand? Simply, it is everything our audiences think, feel and observe when interacting over time with ASPA programs, services and communications. It helps our partners, audiences and ourselves *understand* ASPA. A brand shows itself: through our website; advertising and marketing, physical environment and internal communications, member communications and programs, at events, in press relations and media and in interaction with Chapters, Sections and staff.

We need to rebrand ASPA, not so much to change our focus but to instill a sense of urgency and communicate confidence that we can make a difference in the public arena. We will rebrand APSA with solid content covering these high impact areas; through relationships with academics and practitioners, by listening to the “customer” and “non-customer”; and via aspanet.org and social media. We will develop partnerships with organizations and, through them, identify and communicate with the audiences we want to reach. And, of course, we will listen to the public, both consumers and non-consumers of our information.

What does success look like?

- Regained respect for the public service and public servants, measured in multiple ways
- New and more partnerships leading to innovative, results-oriented action on the high impact issues
- A recognizable, impactful brand
- A robust ASPA with an increased operating budget and endowment

In the year ahead, I will be reaching out and listening to you, and working with the National Council and staff to continue to enhance ASPA’s positive impact on the communities we serve. I invite you—*urge* you—to play an active role to re-establish public service as a foundational value of our political systems.

*Jane Pisano is professor in the University of Southern California (USC) Sol Price School of Public Policy. She has been on the school’s faculty since 1991. Pisano served as president and director of the Natural History Museum of Los Angeles County from 2001 to 2015. She can be reached at jpisano1@me.com.*
What elevates public service work and the need for a wide array of skills and competencies? The opportunity for motivating, worthwhile, stimulating and influential careers that contribute to the public’s and organizations’ quality of life. MPA graduates work within and across the nation’s network of public, private and nonprofit entities, operating within our governance system’s values, policies and institutions that manage economic, political and social affairs. Knowing how to learn, retaining what has been learned and developing a lifelong desire for learning are critical.

Reading, writing, listening, speaking and mathematical skills are more important than ever. But, literacy includes critical thinking, writing and reasoning skills and solving complex problems. Many technologies help decipher meaning and express ideas using visual data. Digital packages and streaming video help communicate ideas in new ways. And, geographical information systems (GIS) and other tools demonstrate that a picture is worth a thousand words.

The ability to find, evaluate and use information appropriately—information literacy—requires accessing information efficiently and effectively, evaluating it critically and competently and using it accurately and creatively. Massive databases exist and online browsing and searching skills are essential. So, too, are recognizing bias, accuracy and quality, as well as conducting research and interpreting and applying the data.

Cultural literacy recognizes and appreciates diverse people and cultures in an interconnected world in which partnerships and competition reside. Understanding and appreciating other cultures can enrich, not divide. World history, geography and multiple languages are important to know, as are American history and democratic government.

Communication literacy involves social and personal skills, like collaborative and interpersonal skills that facilitate teamwork. Personal responsibility entails being accountable for one’s ethical and legal actions. Just because something can be done does not mean it should be.

Inventive thinking helps adapt to, learn from and master accelerated change in a complex world. Curiosity, creativity and risk taking help manage complexity when adjusting and adapting to changing environments. Thinking, learning and creating requires self-confidence and motivation for independent learning, which also involves risk taking, experiencing success and failure and adjusting accordingly. In the classroom and workplace, this includes a willingness to think deeply about topics and share that thinking with others, listening to their perspectives and critiques, and then building on the experiences.

Public service needs people with basic knowledge about how government works and operates within the broader governance system. Know-what, know-how and know-who about public service so you become capable of doing things you could not do before. Then, sustain that capability throughout your life. Ultimately, the MPA experience should enable you to take responsibility for your own learning.

Higher-order thinking involves creativity, decisionmaking, problem solving, seeing things in the mind’s eye and knowing how to learn and reason. Systems-oriented values explain complex relationships and monitor and improve performance. Uncovering systemic patterns for seemingly different personal, organizational and social issues helps find leverage points that allow for acting effectively and efficiently, while simplifying environmental complexity. Cooperation is not necessarily hampered by competition. Rather, contrasting ideas compete with each other until one stands out as better. Together, competition and cooperation create a richer system than either creates alone.

A systems view includes leaders and followers, but also leaders as mentors. Open inquiry is a key systems value: What seems good from one vantage point may be looked upon differently when taking into account the larger context. What is good for you or your unit may not be good for the larger organization or public interest. Open inquiry also enables intuition and emotion to play a role.

Possessing basic knowledge is the starting point for moving to higher levels of cognitive learning. With comprehension, you start to understand and interpret problems, from which you can then learn to apply your knowledge to new situations.

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Affective learning is about how we deal with things emotionally—feelings, values, appreciation, enthusiasm, motivations and attitudes. It involves skills related to awareness, active participation, valuing—from simply accepting to making commitments—and organizing values into priorities. For example, what should be the balance between freedom and responsible behavior? Thinking about and internalizing values results in a value system that influences your behavior in pervasive ways.

Touchstone Values

Are ethics and integrity touchstone values in the professional life of ASPA members? Of course, of course, of course. Consider activities held during ASPA’s 2018 Annual Conference. The Section on Ethics and Integrity in Governance, led by Chair Richard Jacobs, and Public Integrity, ASPA’s journal led by editor in chief Carole Jurkiewicz, joined forces to host the Section’s 20th anniversary celebration. The special half-day colloquium featured an inspiring talk by Patricia Harned, chief executive officer of the Ethics and Compliance Initiative, and a champagne toast to ever more robust advocacy for ethical governance in the United States and abroad.

In addition to sponsoring or endorsing 23 panel sessions, the Section presented its inaugural Ethics in Action Award to Joel Clement, currently engaged in a whistle-blowing lawsuit against the U.S. Department of the Interior. Clement filed the suit after he was removed from his job as a policy and science expert analyzing how climate change affects Alaska’s Native communities. The suit alleges that he was reassigned to an accounting position for which he had no experience. Although dozens of Senior Executive Service personnel were reassigned by Interior Secretary Ryan Zinke, Clement was the only one to speak out.

The 2018 Nesta M. Gallas lecture, delivered by Walter Shaub, Jr., former director of the U.S. Office of Government Ethics, spotlighted ethics and integrity. An outspoken critic of the Trump administration’s ethical standards and behavior, Shaub reminded the audience about the alarming failure to recognize public service as a profession. He asserted that people enter the public service because they care about others. His call for the promotion of high ethical standards in government earned a rousing standing ovation.

To draw on the military expression, ethics and integrity are front and center in ASPA—right where they should be.

ASPA Past President Don Menzel is author of Ethics Management for Public Administrators. He can be reached at donmenzel@verizon.net.

Avoid fragmenting ideas and information by integrating material from many fields—public administration, political science, economics, community psychology, planning, sociology, organizational theory, the humanities and business administration to name a few. Challenging times, characterized by public distrust of public service, require talented people at the cutting edge of change and seeking a stimulating environment in which to serve the interests of the broader community and work on matters of significant importance.

A high quality American democracy is largely dependent on MPA students.

Beverly Cigler is Penn State distinguished professor of public policy and administration emerita. She can be reached at cigler@psu.edu.
All Women Means ALL Women

By Brenda Allen

ASPA’s Section for Women in Public Administration (SWPA) welcomed Brenda Allen, vice chancellor for diversity and inclusion at the University of Colorado Boulder, as the keynote speaker at its 2018 Awards Breakfast. Below are excerpts of Allen’s remarks, which focused on issues of diversity, inclusion and intersectionality.

The title of my presentation is, “All Women Means ALL Women.” Pause for a moment and think about what that means for you personally. When you do, what comes to your mind, to your heart and to your spirit? ALL, in caps. That means shouting it, that kind of emphasis.

In early 2017, I followed the news about the proposed Women’s March on Washington, scheduled for the day after the presidential inauguration. More than 600 sister marches were planned for the same day in the United States and around the world. When I learned that one would take place in Denver, I debated about attending. In my experience, initiatives about women often assume a pre-existing unity among women that neglects to acknowledge differential power relations, as well as systems of oppression that women from varying backgrounds can experience.

I also read about the controversy surrounding the march’s leadership; the original organizers were all white women and some prospective attendees were concerned that the march would fail to address concerns of women of color. To their credit, the leaders invited three young women of color to become national co-chairs. They created a diverse national committee and appointed a group of civil rights icons as honorary co-chairs. And, they developed a program focused on a wide variety of women and gender issues. I was pleased to see these developments and their developing documents, including their mission and policy statement.

These calls to action are nothing new. They go back to the Women’s Convention in Akron, Ohio in 1851. As they say, past is prologue; the more you understand history, the less likely you are doomed to repeat it. Sojourner Truth spoke at that convention. Because of her concerns that the issues were related to white women—I would add white middle-class women, because we have to think about intersections—she said, “I have born 13 children and seen almost all sold off to slavery. When I cried out with my mother’s grief, none but Jesus heard me. Ain’t I a woman?”

I was impressed when one of my students, a Muslim undergraduate student leader, told me she was going to be a speaker for the Denver march. The organizers were being inclusive and thoughtful about who would participate. I searched the program online and saw they had a wide variety of speakers who represented diverse perspectives on women’s issues.

I am grateful I attended the march; the experience was transformative and extremely powerful. As a result, I feel much more optimistic about our future, about focusing on women and gender issues and especially focusing on the premise: All Women Means ALL Women.

I am also intrigued by ASPA’s 2018 Annual Conference theme, Mission Focused and Service First: Creating Innovative Solutions. That lends itself to All Women Means ALL Women, as well.

Think about your mission—that is, your role within your organization. If you are striving to improve something, you have to be aware of a wide variety of identities. It is so important to be mission focused.

Innovative solutions. These are crucial as we think about my theme: intersectionality and inclusion.

You probably know that whenever we truly value diversity, whenever everyone truly feels included, we have increased innovation, satisfaction, productivity, and on and on. But, you have to have the right conditions. It is not about “add diversity and stir,” or needing a representative. To optimize this notion in service of the mission of the organization or institution, you have to think about promoting inclusive attitudes and behaviors that encourage, edify and empower ALL women.

How? I am sure you are familiar with intersectionality. In addition to belonging to a marginalized gender category—women—many also are members of other marginalized groups.
We never can accomplish gender equity without considering those other identity categories that inform gender constructions and meanings.

Intersectionality goes all the way back to Truth, but it was coined by Kimberly Clark through a lawsuit in which black women were concerned they were being discriminated against and a legal approach could not determine whether the discrimination was sexism or racism. Clark determined that their intersection had its own separate meaning, one that takes both into account. In all demographic categories, there are labels and meanings that privilege some and leave others open to discrimination. Women often embody both—privilege and prejudice.

I am straight, cisgender, middle class, able bodied, mentally capable and a United States citizen. That last one is more present for me than ever before. Taking for granted privileges for citizens; I am likely to enjoy privilege for all of these.

I also may experience discrimination due to being a black, female baby boomer.

Power dynamics are compounded in our professions by things like our place in hierarchy and our level of education. All of them bring aspects of power to the table. How do your labels matter? How do you perceive them mattering to others? How have you been socialized to anticipate discrimination because of them? How privileged are you?

We must strive to be inclusive of all women and be aware of these complex dynamics. According to a report from Deloitte University Press, there are six signature traits of inclusive leaders. I find the concept useful in my growth and development as a leader, as a member of the academy, as a person in this world trying to make a difference, as well as in my work with my colleagues at the chancellor’s leadership team and every person who reports to me.

The author defines inclusion as treating people in groups fairly; personalizing individuals and valuing the uniqueness of others; and leveraging the thinking of diverse groups for smarter ideation. Think about whether these six traits resonate for you: commitment, courage, cognizance of bias, curiosity, cultural intelligence and collaboration.

All of these traits are viable for being more inclusive and fulfilling the idea that all women means ALL women. As you think about them, consider how they matter to you, regardless of your gender and sense of privilege or domination. How valued do you feel or tend to feel? Think about that as you engage with others.

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How did you first become passionate about public administration and public service?

The example my parents and community set guided me. My mother served in countless civic, business and church organizations, and my father joined every civic group with a funny hat. My sister and I always would do two rounds of trick-or-treating—our second round, for candy, only after we had done a first round for donations to UNICEF. The idea of service—of giving back—was all around me growing up, so I think it has always been with me.

Describe the path you took to reach your area of expertise and what fascinates you about it.

I have been fortunate to have paths to different places. I did not have a career plan, but instead thought about where I could contribute, learn and enjoy. I came to American University (AU) after serving as secretary of Health and Human Services (HHS) and director of the U.S. Office of Management and Budget (OMB) under President Obama. Before that, I was president of the Walmart Foundation and spent more than a decade with the Bill and Melinda Gates Foundation. I always have been interested in making change at scale, and how large, complex organizations can deliver an impact.

And, I always have had a love of learning and a deep appreciation for education and intellectual curiosity. Nowhere brings those together quite like our institutions of higher learning. You can see that impact in our faculty’s cutting-edge research and innovative teaching; the ways our staff build and maintain a safe and inclusive community and keep the university operating efficiently every day; and the amazing things our students accomplish while they are on campus and after they graduate and become alumni. I have seen it firsthand, coming from HHS and seeing the great work our Washington College of Law’s Health Law program does to wrestle with today’s tough questions in health policy, and prepare our students to be the leaders of tomorrow. AU is a place for changemakers. I am honored to work alongside so many of them.

What are today’s most critical public administration challenges? How can we address them?

The challenges public administration faces are many of those we face at a private university—how the fundamental ideas of learning and work are changing and how we put inclusion and equity at the center of our community. But, perhaps one of the most important is the need, in this time of divisive rhetoric and posturing, to focus on the substance. In health care, there was so much rhetoric that very few people took the time to get to the substance of what was going on, what policy changes occurred and how they related to what was happening in people’s lives. Trying to shift conversations to substance over rhetoric can help us make progress.

I saw that progress when Congress expanded funding to fight the opioid epidemic and passed, with bipartisan majorities, the Medicare and CHIP Reauthorization Act in 2015 that supported reforming our health care delivery system. This important legislative progress supported the ability of those in public administration to make progress through implementation.

What advice do you have for new public administrators, especially women, as they enter the discipline?

When I was at OMB and HHS, I had a habit of holding regular breakfasts with Members of Congress. These breakfasts were purposely oriented around issues where we agreed and could make progress. Starting from common ground—expanding funding for medical research, for example—helped us to not only make progress on important issues for the American people, but also build the muscles for doing the harder things. When the time came to work on the tougher issues, we already knew how to work together.

I would offer three pieces of advice to up-and-coming public administrators based on these experiences. First, relationships are important,
How did you first become passionate about public administration and public service?
This will sound too simple, but I wanted to help as many people as possible. It seemed that public service would be the best way to do it. I grew up in a large family—the second of five girls—in Hawaii. When we fell on hard times, my family had to rely on food stamps and the free school lunch program. We were so grateful for the help, but I also remember skipping lunch so my friends would not know that I received free and reduced lunch. I remember all of the paperwork my mom completed to apply for these programs and the long lines. Much later, I realized that people affected by large scale programs need them to work better. I knew that I could be part of helping people by going into public policy and public administration.

Describe the path you took to reach your area of expertise and what fascinates you about it.
I am a generalist but came into this work as a budget analyst and through the quantitative public policy door. The budget is a great way to see all parts of an organization and understand its values. Because numbers are finite, people make a choice toward something and away from alternatives, “tradeoffs” as we like to say in the budget and economic world. Now, I naturally think in tradeoffs, even when no numbers are involved. The toolkit to which I have added over the years includes many other skills that help with leadership. But, my numbers skills come in handy.

What are the biggest challenges that women face in the public sector?
A challenge for women—and even for some men just entering their careers—occurs when you are different from most people in the room. This can sometimes lead to being underestimated, unnoticed or excluded. I see this not as a challenge but as an opportunity to watch and learn from everyone. If you keep an eye on what efforts are useful and helpful to your organization, you can volunteer for projects that will give leadership visibility into you and how you work. I assumed that people would appreciate my contributions once they got to know me—and it helps to accompany it with hard work. Overall, this has happened for every job I have had.

What are today’s most critical public administration challenges? How can we address them?
It is a challenging time to work in public administration and public policy given the decline in trust in our government at every level. One antidote is to provide top-notch work and help your organization provide the best customer service possible. I have seen people come into contact with public organizations and come away surprised that they worked so well.

My job now is to help the Urban Institute do its very best work so we can highlight what works to help increase opportunity, whether through public policy and programs or public-private partnerships. This has been rewarding because I am part of a team that works to elevate the debate and hopefully increase public trust in government and help the public hold it accountable for good results.

What advice do you have for new public administrators, especially women, as they enter the discipline?
Approach your mentor and network development as an ongoing process of getting to know people and being of service when you can. Do good work whenever possible so people remember you. My main advice to everyone is to develop a good sense of curiosity so you can learn from everyone with whom you work, even those peers and friends outside work, including former colleagues. Keeping tabs on your network allows you to learn about other jobs and experiences and helps you think about your own journey.
How did you first become passionate about public administration and public service?

My pre-teen years were spent in Louisville, Kentucky as the eldest of four children of a staunchly Republican mother and a Democratic father. Such assertions as, “If you really support that, I’ll just get to the polls and cancel out your vote” arose when positions hardened. But, most of the time this situation was wonderful for teaching us to look at both—or more—sides of issues before making decisions.

These discussions, and the excellent governmental coverage of the Louisville Courier-Journal, so fascinated me that I decided I should somehow acquire a few hundred acres in the Lexington/Danville area and secede to form my own county. At about age 11, I spent a weekend planning import/export laws and then more time on governmental structure, emblems and national anthem. This never became a reality, but the fascination with how governments work became a lifetime passion.

Describe the path you took to reach your area of expertise and what fascinates you about it.

Rather than linear, my path has been parallel strands that finally braided together into something wonderful.

After earning two liberal arts degrees, I taught high school and community college and then switched to advertising research for an international firm in New York. While glamorous and exciting, it was not very soul satisfying. I moved to Rhode Island to direct research and communications on a national research project in career counseling, which brought me into contact with many nonprofits and governmental agencies. My MBA in management science enabled me to become a successful consultant to state agencies. Before long, I was executive director of the State Council on the Arts and followed it with nonprofit sector research for the Urban Institute, teaching at the University of Rhode Island and serving on nonprofit boards and legislative commissions.

Continuing with those interests meant I needed a Ph.D. encompassing all three sectors, which I earned at Brandeis University, focusing on policy analysis and specializing in economics. Everything came together with my appointment as deputy assistant secretary of defense for civilian personnel policy, after which I returned to academia as management professor and dean at Penn State.

As you began your career as a public administrator, what was the most difficult barrier to entry? How did you overcome it?

In my early career, job ads were segregated: jobs for men; jobs for women; jobs for either, which tended to be things like stuffing envelopes at home. I figured out very early that the smart thing to do was to look in the “jobs for men” section, apply and convince people I could do the work even though I was a woman. This was made easier than for some because I had been a sports reporter and columnist in high school and became sports editor of my undergraduate newspaper and official statistician for men’s intercollegiate sports. This was pioneering in the 1960s. But, it gave me the language necessary for banter in positions thereafter.

It seemed that to win at a job, as in a sport, one needed to learn the rules and then play them better than others did. This meant earning the respect of international labor lawyers for the military departments by starting meetings on time and ending them two minutes early with a list of assigned follow-up tasks. It meant earning the degrees that would garner respect; for instance, in leading labor negotiations with the Germans, having a doctorate
How did you first become passionate about public administration and public service?

In my first assignment as a cooperative education student at GAO in 1975, I studied the de-institutionalization of the mentally challenged. For years, these patients were housed in large institutions. In the early 1960s, federal and state governments shifted their approach to care with the intent to move those who could live on their own with supportive services into other living situations. We looked at what had happened in the 15 years following that shift. I saw firsthand how policies with laudable goals can result in unintended consequences. Solutions to one problem often create others if policymakers and public administrators approach change with a myopic attitude. The assignment hooked me on the importance of public service. I never looked back.

Describe the path you took to reach your area of expertise and what fascinates you about it.

My path was not very strategic at the outset. In my first year at GAO, I worked on 14 different studies, much of it grunt work. My motto was: If it is boring and mundane, let me figure out how to do it well, but fast. I finished my tasks quickly so I got to move on to other assignments. I learned a little about a lot of things. Later, I took advantage of opportunities to try new things, which often moved me out of my comfort zone. When I retired from GAO, it was easy to look back and feel good about the work I had done. The diversity of my experiences set the stage for what I do now. I consult and teach on a wide variety of topics. It makes life exciting.

Tell us about some of your role models and mentors. Why have they have played valuable roles in your career trajectory?

My dad was my first and most influential role model. A public servant, he taught me the importance of caring for and supporting those with whom you work, no matter their level, background or experience. I am fortunate to have had several mentors in my career, people who cared about my growth and development. They took the time to truly get to know me. To them, mentoring was not a job or task, but an investment. Several became my dearest friends.

As you began your career as a public administrator, what was your most difficult barrier to entry? How did you overcome it?

My most difficult barrier was being taken seriously. I was not an accountant in an accounting agency. Thankfully, GAO was transitioning to a first-class research organization and I was party to it. Being one of the first women at GAO, and then one of its first homegrown Senior Executive Service women, had its challenges. In the early days, it, like many other organizations, had an “old boys” network. I worked hard to straddle fitting in with the “guys” and being myself. I pushed hard for diversity of ideas and thoughts. I was helped by being surrounded by incredibly talented people who cared about the same issues I did. When I stuck my neck out, I knew I was not doing it just for myself.

Public administration regularly has a dichotomy between practitioners and academics. As a practitioner, what are some best practices for engaging academics to inform your on-the-ground experiences?

I grew up reading academic studies written for a non-practitioner audience. I still see that problem today. My experiences at GAO and the Partnership for Public Service have taught me that researchers need to put themselves in the shoes of those they are hoping to help if they want their work to matter. For the last five years, I have taught “Leadership Skills for the 21st Century” in George Mason University’s Schar School of Policy and Government MPA program. My guiding principle is marrying theory with a heavy dose of practice because I want my students to leave the course saying, “I learned things I can immediately apply to my work and life.”
How did you first become passionate about public administration and public service?

When I was considering career options decades ago, the thought of pursuing a business career made me yawn. It still does. What can be more essential than working to ensure a safe, constructive environment within which people pursue their dreams? I care passionately about public service because it is the stage upon which we live our lives. It is rewarding to have spent decades training students to be compassionate, effective public executives.

Describe the path you took to reach your area of expertise and what fascinates you about it.

I worked as a practitioner for a decade before jumping ship and embarking on an academic career. When I made the switch, I promised myself that if I did not fit in the academic world, I could always return to the “real” world. As luck would have it, it fits me perfectly and I never have looked back.

That said, I am a better theorist and researcher and teacher because I draw upon the realities of practice. That experience is my disciplinarian; it keeps me focused on what really matters and informs my research to this day.

Interestingly, my research interests began decades ago in the field of psychology and a fascination with emotion. After a master’s thesis on the subject, I expanded my focus to public programs, organization theory and organization behavior. In one way or another, most of my writings attempt to answer the question, why do people act as they do? Seeking the answers has taken me down many paths: the difference gender makes, the effect of organizational structures on behavior and the personal demands of public jobs. My research trajectory is more of a loop than a line. My current work on emotional labor combines my passion for public service with my early interest in individual differences and emotion. This allows me to investigate the everyday lived experience public service workers encounter around the globe, especially with regard to emotive demands.

Tell us about some of your role models and mentors. How have they have played valuable roles in your career trajectory?

Three people—ASPA stalwarts all—immediately come to mind: Phil Rutledge, Naomi Lynn and Rita Mae Kelly.

The more I write about social equity, and the more that I see fabulous young scholars pursuing the subject, the more I wish Phil Rutledge were still among us. He was such a compelling, persuasive advocate, powerfully urging the public administration community to establish structures—Sections, initiatives, conferences—that would advance the pursuit of equity.

I am grateful to Naomi Lynn, for she gave me the opportunity to write my first publication on gender in public service. It was like removing a straitjacket when I found my voice and started writing about the difference gender makes.

Rita Mae Kelly was there for me, involving me in a research project about women’s careers in public administration and what it takes for them to move up the ladder.

There are many, many more who paved the way for me, and to each I am grateful.

What is your vision for equity in public service? Do you believe we can achieve that vision, both for those delivering the service and those receiving it?

Let me narrow the question to gender equity. I dream of the day when it is no more unusual to encounter a woman in top leadership than to encounter a man. Will we achieve that? Not in my lifetime, although we came close with Hillary Clinton’s candidacy. History is filled with pushing and pulling. For every advance that women make—every toehold gained—it is followed by a push backward. This is what happened after women won the vote, after women entered the workforce. Culturally, Americans are programmed to expect continued on page 30
Patria de Lancer Julnes
Director, School of Public Affairs, Penn State Harrisburg

Patria de Lancer Julnes earned her PhD in public administration at Rutgers University. Her academic and professional expertise focuses on performance measurement, accountability, innovation in government, corruption and citizen-driven governance. Julnes has consulted with government and nonprofit organizations in the United States and abroad to develop effective performance management systems that help improve the outcomes of their programs. She can be reached at pdd10@psu.edu.

How did you first become passionate about public administration and public service?

As a child growing up in the Dominican Republic, I observed civil unrest—protests due to economic conditions of people; university students protesting the conditions of the university; teachers at the university striking because of poor pay. As a high school student, I always was interested in how government works and thinking about what it should be doing to help the people it represents. I was intrigued by the tenets of socialism as a form of governance; I was appalled by the apparent corruption in government and the impunity with which many in government behaved. All of these things made me care about the need to improve public service in the Dominican Republic.

Describe the path you took to reach your area of expertise and what fascinates you about it.

Notwithstanding my prior experience, my path to public administration and focus on performance measurement, government reform and accountability was not straightforward. When I came to live in the United States, I enrolled in college to study marketing (I also minored in economics). As I approached the end of my undergraduate studies, I found that my heart was not in business. I took a course on the social control of business; that course started to, once again, bring out my concerns for making government work for the people. As I interviewed for a spot in an MBA program, it became clear that the private sector was not my calling. I wanted to help government improve so it could respond to citizens’ needs. That led to my pursuing an MPA—not an MBA—and subsequently a PhD in public administration at Rutgers.

Tell us about some of your role models and mentors. Why have they played valuable roles in your career trajectory?

Marc Holzer was one of my role models in my PhD program. His passion for public service and improving government performance is unparalleled.

He has dedicated his life to it and it has been an inspiration. I also had Professor Marcia Wicker as a PhD student; an incredibly productive scholar, she cared about social justice. Franz Jerome, whom I met while enrolled in community college, was the best math teacher I ever had. He gave me confidence to pursue anything I wanted.

Do you believe that being a woman matters in your profession? If so, how?

Yes, especially when it comes to being in a leadership position. It is not always a smooth ride and there are strange expectations as to how women must behave. Also, I believe there are cultural differences that are not always appreciated. To be fair, I have heard the same thing from women in other fields in academia. One thing is certain: Women have great capacity to handle disparate tasks simultaneously and can often see the intricate pictures that others cannot.

What are today’s most critical public administration challenges? How can we address them?

I do not claim to have the solution, but I think the biggest challenge is the apparent disenchantment with government on the part of the up-and-coming generation. They are not convinced that public service is a noble profession and do not believe we can reach great societal goals through the institution of government action. As a result, many do not seek jobs in public service. But, not all is lost: They are turning their attention to nonprofits and other organizations outside government to pursue their dreams of a better society. We need to find ways to re-engage our younger generations and show them how government-related work has been—and can be—an instrument for achieving better outcomes for all.
How did you first become passionate about public administration and public service?

I have been involved in scientific work since 2003 and am a doctor of law and associate professor of administrative science at Ivane Javakhishvili Tbilisi State University. I first became passionate about public administration as a field of science years ago. I clearly remember when I received an offer for my appointment as a head of the Civil Service Bureau. I realized that new opportunities were opening to implement scientific approaches to what I had devoted myself to in previous years. My passion for civil service began later with my second dissertation devoted to civil service reform issues. It included scientific analysis and legal solutions for problems that Georgian civil service faced at the time.

Describe the path you took to reach your area of expertise and what fascinates you about it.

For any representative of any field, the most important skill is solid knowledge of field theory, principles and values. My path has involved acquiring knowledge, analyzing it and introducing best practices, with the goal of sharing this knowledge with my students, the future of my country. I am self critical by nature and can be very demanding of my colleagues, but these traits drive me to analyze readily accepted concepts, make corrections to these ideas and continue to refine them. This refinement makes my area of expertise all the more fascinating, especially when I see the results of implementation provide success in my country through public administration reform.

Do you believe the fact that you are a woman matters in your profession? If so, how?

No. Generally, when we talk about professional expertise in Georgia, gender does not really matter. I have never faced a problem in career advancement due to gender. If one is a professional, nothing else matters. I also would note that women in the workforce need to pay more attention to family; support from your close relatives is necessary to be successful. No matter your gender, you need support from your family.

What are today’s most critical public administration challenges? How can we address them?

It is necessary to be clear about the country when answering this question. Each nation faces specific challenges and difficulties. Generally, the most crucial challenge is creating public services that the community trusts. There is no universal method for resolving this problem because each society is different; there always will be people dissatisfied with administrative standards. Rapid societal development increases challenges, as well. Public administration should be flexible and adaptable to address new challenges and foresee future needs.

What advice do you have for new public administrators, especially women, as they enter the discipline?

Individuals entering public service need to realize that they are serving their country and its citizens; you need to feel the essence of this idea. Your inner attitude reflects on your performance. Choose carefully whether to begin a career in the public sector. If you are certain, learn the values that come from theory—their origins and significance. Gain this knowledge through in-depth analysis.

As for women: Concentrate on becoming professionals and growing in your skills. Think less about the impact your gender has on your profession. Citizens do not care whether the person from whom they receive services is a man or a woman. In society, we all represent the state and we are all at service to our citizens. Society demands professionalism, regardless of gender.
How did you first become passionate about public administration and public service?

In high school, my American government teacher was an attorney with the Michigan county court system. He encouraged the class to hold mock trials and debates, which brought civic institutions to life and made his class my favorite. It also led me to study political science at Michigan State University where, in my favorite class my junior year, my professor would regale students with stories and case studies about local public agencies where she had worked before becoming an academic. Her stories demonstrated the messy yet fascinating world of large scale organizing for public purposes.

While working one summer at the Michigan Friend of the Court—an advocate for “the best interests of the children” in cases of domestic disputes—I saw staff working to make stressed and struggling systems serve families with minimal resources but meaningful results. The questions for me: How do you make policy come to life and function well? When it works, what makes it work? The dedication and motivation of public servants as key to making low resourced, complex structures—often with multiple reporting lines—work and work well, have inspired and motivated my scholarship over the years.

What distinguishes government operations across the United States and fuels our underappreciated and complex intergovernmental system? The decision on the part of public servants to serve the public, accept positions with salaries often far below the private sector and operate under continuous and rightful scrutiny of elected officials and the media. All civil servants make this choice, from the enforcement and market regulatory lawyers in the Securities and Exchange Commission through the 1960s, 70s and 80s, to the bank supervisors of the FDIC working to insure the integrity of the Federal Deposit Insurance Fund, to the firefighters and emergency responders on the front lines of homeland security.

Tell us about some of your role models and mentors. How have they played valuable roles in your career trajectory?

Don Kettl, Minnis Ridenour and Tish Long are three of my mentors. In 1993, during my second year as an assistant professor at the University of Wisconsin—Madison, Don Kettl invited me to attend a small conference called the Public Management Research Conference. About 30 scholars attended, the rock stars of the public management world and revolutionaries pushing public administration to engage with economic theory, more rigorously develop relevant theory and advance the methodological foundations of our scholarship.

I spent two days sharing my work, listening, talking and listening more, and began to chart a path toward scholarship focused on managers’ actions when fostering organizing, rather than just the dynamic of organizing. To this day, Don has invited me to participate, nominated me, encouraged me, introduced me, listened to me and advised me on my career and scholarship. His support and model of a career with robust and engaging scholarship that informs, motivates and connects with the world of practice has been tremendously impactful in my career and life.

Since coming to Virginia Tech, Minnis Ridenour, a former CFO and senior fellow for resource development, has been a partner in developing SPIA and the cornerstone Ridenour Faculty Fellowship Conference. A guide and role model for strategic and impactful leadership, he also has been a friend and guide for considering the next steps of my career.

Tish Long is the former director of the National Geospatial Intelligence Agency—the first woman to direct a major intelligence agency—and current member of numerous boards, including the Virginia Tech Board of Visitors. She motivates and inspires bold leadership and the importance of clear vision, transparent communication and care and concern.
Describe the path you took to reach your area of expertise and what fascinates you about it.

I am from a socio-economically, ethnically and racially diverse neighborhood in Queens, in the gritty, grimy New York City of the 1980s. Homelessness was rampant. AIDS was devastating the city. I wondered why my advanced classes in junior high were largely comprised of Caucasian and Asian students, while our neighborhood was largely minority. These were some of my earliest experiences with disparities and injustice. I decided to attend Hunter College for my undergraduate degree. There, I met a woman in my history class who pursued her education after she retired. She changed my life. She had worked her entire life, raised her family and had an amazingly positive outlook on life, even though she was a holocaust survivor. She inspired me to follow my passion about changing the world. This set me on my first career as a practitioner in family and child welfare-related organizations. Following 20 years of public service, I completed my PhD—working and raising a family at the same time meant it took me longer—and entered academe. I love trying my best every day to inspire my students and conduct meaningful, applied research.

What is your vision for equity in public service? Do you believe we can achieve that vision, both for those delivering the service and those receiving it?

My vision for equity is a boundary-less world without global social justice extremes, where we have successfully reduced socio-economic, environmental, health and welfare disparities. This is achievable. It will happen because injustice occurs in real time. Because one person speaks up and others show up to spur global social movements.

My vision? We translate these movements into public service equity building initiatives. That we knock down the artificial barriers that divide us. This will take leadership and commitment to long-term and far ranging change, so our role as academics and practitioners is to spread the word. This is public service today. We recognize that how we change the world is up to us, but change it we will. It’s a big planet, but a small world. We will develop public service workers around the world who exemplify the best of us—resiliency to overcome failure, the ability to change course or chart new paths to accommodate new knowledge, fearlessness in adversity and deep compassion and fairness in considering “other.” With live streaming and social media, there are few dark corners we cannot peer into. But with this awareness comes responsibility. We will succeed.

Do you believe that being a woman matters in your profession? If so, how?

Research shows us the impact of women in leadership when we have a seat at the decisionmaking table. We have made a lot of progress. The reason is simple: Our voices matter. I firmly believe that being a woman matters in my profession, just as building real inclusion overall matters. Engaging leadership that has the lived experiences: socio-economic, demographic, gender, sexual identity. All of these matter in determining and delivering public service in our global world.

My unique experiences and perspectives catalyze with those of others, translating into greater depth for not only identifying public service issues but creating and navigating the most effective tools with which to resolve them. Adaptation and innovation occur naturally when we build inclusion and bring individuals with diverse experience, training, education and knowledge together.

Who are the most influential women in public service today? Why are their roles so significant?

I have selected three women who currently inspire me personally because I believe inspiration is influential.

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How did you first become passionate about public administration and public service?

As a member of the Talented Tenth (a leadership class of African Americans in the early 20th century), public service was a family and community expectation. President John Kennedy’s call to action challenged me to serve my community and country. From an early age, the question for me was where, not if. Additionally, enforcement of newly passed civil rights legislation required people working in government to ensure these laws were institutionalized. I decided I was going to be one of those people who worked in the system to change the system.

I developed my passion for local government while working for the City of Kansas City, Missouri. Local government is where you make a visible difference in the quality of community life. It is where services are delivered and where that which matters most to people in their everyday lives—land uses, public safety, public amenities and economic viability—are debated, legislated and administered. More important, it is where officials are accessible to the public and where you receive immediate feedback on the job you are doing. This is where I could add value to community life and promote democracy.

Tell us about some of your role models and mentors. How have they played valuable roles in your career trajectory?

My mother instilled in me the courage to act on behalf of the greater good, even if it was not popular. Knowing I could always go home, I was not held captive, afraid of losing my job. She was a thoughtful listener, offered positive and supportive feedback when I sought her advice and wisdom; comforted me when I needed a shoulder to cry on; and gave me unconditional love and support when I second-guessed myself. When I had doubts, she restored my self-confidence and reminded me it is a job, not who I am.

Other role models taught me the political nuances of the job; gave critical feedback and praise; taught me the importance of observing more than talking; that life is not always fair: you might be the best person for the job but not hired; and to cope with criticism—city managers make decisions that often have no right or wrong answers and require the courage to do what is in the public interest. Mentors helped me learn the art of governance and how to keep my job and personal life in perspective.

Describe the path you took to reach your area of expertise and what fascinates you about it.

I began my career in a city where good government was a practice. I learned what could be achieved. As a woman of color, becoming city manager would be a challenge. To be successful required understanding operations, budget and finance. I did not have confidence that men who had never worked for a woman or a person of color would give me their best advice, even if I was the city manager. I learned the nuts and bolts of operations through a series of jobs that included responsibility for budgeting. And, I soon discovered I loved operations; negotiating economic development deals, developing the trash collection route and supervising operations at water and wastewater treatment plants were exciting because they are at the heart of government.

In doing the work, I found personal growth and professional accomplishments. It prepared me to become city manager. I knew what questions to ask, how to recognize good staff work and how to know when I was given incomplete information. I understood what it meant to do the job well every day, when to stand with staff and when to demand more of them.

Valerie Lemmie
Director of Exploratory Research, Charles F. Kettering Foundation

Valerie Lemmie joined the Kettering Foundation in 2014 as its director of exploratory research. Prior to joining the foundation, she served as acting chief of staff and district director for Congressman Mike Turner; public utilities commissioner of Ohio; and city manager in Cincinnati and Dayton, Ohio and Petersburg, Virginia. A published author and noted speaker on public management and democratic governance, she received her BA from the University of Missouri and MA from Washington University. An active volunteer and member of numerous professional and community boards, she can be reached at vlemmie@kettering.org.
Do you believe that being a woman matters in your profession? If so, how?

As city manager, I discovered staff initially responded to me based on how I looked rather than what I said or did. Walking into the room changed the interpersonal dynamics and brought race and gender to the forefront. Without prompting, male employees announced how much they respected people of color, even if it was not reflected in staffing and contracting practices; how important it was to have women and people of color represented in the profession—it was just so hard to find qualified ones; and I was the first African American woman they had worked for. My very presence struck fear. Yes, being a woman of color matters.

It also changes the narrative about “the right thing to do.” Before I arrived, women and people of color were marginalized or ignored, both in city hall and the community. My challenge was deciding if I wanted to be popular and go along with how “the boys” had always conducted business. I would have their support and they would have my back. Or, would I have the courage of my convictions and change the order of things to ensure women and people of color had equal access and opportunity within the bureaucracy and in the delivery of public services?

Changing the order often drew unfair criticism. The local newspaper editorial announced on my first day in Petersburg that I was Superwoman and fair game as city manager. I knew it had not said the same about previous male city managers. With advice from mentors and supportive colleagues, I worked to change the system for the better. I also worked to not get trapped into false dichotomies of old versus new ways, and instead focused on adding value to community life and promoting organizational efficiency, effectiveness and equity. Being a woman, that is the difference I could make.

What are today’s most critical public administration challenges? How can we address them?

Our key challenge is, “What is happening to our democracy?” Polarization, declining confidence in government and mutual mistrust between public officials and citizens are rocking its foundation. Citizens feel alienated from government, do not believe government acts in their best interests and increasingly seek solutions through small, often insular networks of people who look and think like them. Public administrators have attempted to combat these challenges through public participation initiatives, civic engagement projects and demonstrations of accountability, but mistrust and public confidence continue to erode.

Understanding representative government to include the work people do with one another and government might be a solution. Public administrators must recognize citizens as coproducers in fixing shared problems, rather than constituents on the sidelines. It requires moving from engagement initiatives to strategies that help you work with people rather than for people to:

- Name problems to capture what is most valuable to citizens.
- Frame issues for decisionmaking that identify all the options and the advantages and disadvantages in them.
- Deliberate publicly to make sound decisions by moving from opinions and first impressions to shared and reflective judgment.
- Identify and commit civic resources, in addition to other community resources.
- Organize complementary action.
- Learn as a community to maintain civic momentum.
How did you first become passionate about public administration and public service?

When I was in the sixth grade, I learned that the Prince Edward County, Virginia public schools had been closed for five years because whites refused to integrate the schools. They instead chose to establish a segregated, whites-only private school system. It shocked me that children my age had been denied an education because of the color of their skin. That felt wrong. It felt un-American.

In high school, I leaned about hunger in America. I could not understand how this was possible in the land of opportunity. I became increasingly frustrated as my awareness of racism grew. Why was it dangerous for my black friends to visit or live in certain neighborhoods of my community?

I wanted to eliminate this unfairness and came to appreciate that government is armed with some of the best tools to tackle these issues. The more I worked in and with government, the more I came to appreciate that I needed to engage in politics and policy debate, as well as effective, fair, understandable and courteous administration of those policies.

What is your vision for equity in public service? Do you believe we can achieve that vision, both for those delivering the service and those receiving it?

We must work to advance equity in public service, in terms of whom we serve and how we serve them. Those facing similar problems and opportunities should enjoy similar rights, benefits, information, opportunities and respect regardless of color, gender or beliefs unless those beliefs violate others’ rights, impede their opportunities or impose costs on them without compensating benefit.

In practice, advancing equity has government implementation implications. It means that as governments choose program goals, they also need to think about and explicitly set equity goals. For example, the federal government does this well with its national HealthyPeople.gov goals, explicitly considering and including goals for reducing health care disparities as a complement to health and quality of life goals.

Equitable public service tends to work best when it diversifies those designing and providing the services. Those from the communities they serve often are better able to understand relevant characteristics of those being served to adapt program design accordingly to advance social, economic and environmental objectives.

What are the biggest challenges that women face in the public sector?

This question got me listing challenges for the first time, a longer list than I expected. Words spoken by women get less attention than those by men. Less qualified job applicants with male names get rated more favorably than more qualified candidates with female names. Office socializing practices often make it hard for women to get tapped for growth opportunities. The list goes on.

This leads me to conclude that the biggest challenge facing women in the workplace is not letting these challenges get in your way. Do not waste brain time and energy allowing them to frustrate you. Instead, keep your eyes on the prize: Decide the problems you want to fix and the opportunities you want to pursue for a better world. Take the initiative to take on what needs to be addressed instead of waiting to be assigned. Continually learn and adjust your actions accordingly. Enlist and support others, especially but not only women. Learn the facts and understand the context for action. Brainstorm next steps, then act. Also, keep FIT to succeed: focus, interaction, tenacity!
What are today’s most critical public administration challenges? How can we address them?

We need government and we need it to work well. For that, we need government to be understood, adequately resourced, wisely implemented and appropriately staffed. This can prove difficult for many reasons. Few notice when government works well but plenty notice when it does not. Government lacks strong drivers to encourage continuous improvement. Recurring debate about government objectives complicates implementation. Gut instincts to reward good performers and punish bad can frustrate workers, encourage measurement manipulation and undermine public trust. Perhaps most frustrating: Good government costs money that few are willing to pay.

Nonetheless, government can adopt a number of practices to tackle these challenges and improve in honest, fair, courteous, timely and understandable ways.

- Set clear outcomes-focused objectives. Explain why they were chosen.
- Measure and analyze to find ways to improve.
- Clearly communicate strategies. Explain why they were chosen.
- Regularly share experience, brainstorm ways to improve and decide next steps.
- Frequently communicate performance in timely, readily understandable and easily accessed ways.
- Sort out responsibilities.
- Use effective motivational mechanisms.

Public administration regularly has a dichotomy between practitioners and academics. As a practitioner, what are some best practices for engaging academics to inform your on-the-ground experiences?

We desperately need to figure out how to bridge the practitioner/academic divide. The payoff from successful partnerships is high. To inform priorities and the design of government action, it needs research to identify problems needing attention, understand their characteristics and find the causal factors that influence them. Government also needs research to identify promising practices, validate their beneficial impact, determine which can be successfully replicated and determine how to encourage broader adoption in increasingly cost-effective ways.

Bridging the practitioner/academic divide can be difficult. Academics operate on a very different timetable than government. Their writing tends to require long lead times; their availability is limited by their teaching schedule, and (pre-tenure) they need to publish in refereed journals. Practitioners and academics also are motivated by very different priorities and incentive systems. Nonetheless, productive long-term partnerships are possible and valuable. Start with a clear sense of the questions you want answered. Then, reach out to academics doing relevant research. Explore their interest in partnering on field research—analyzing data, running measured trials, conducting surveys. Allow time to explain and improve data quality and to set up well-designed trials.
Describe the path you took to reach your area of expertise and what fascinates you about it.

I always have been interested in issues that impact marginalized groups. I was fortunate to work with my PhD mentor, Professor Elizabeth Corley at Arizona State University (ASU), on issues of women in STEM disciplines (science, technology, engineering and math). For my doctoral dissertation, I worked on job satisfaction and productivity of foreign-born scientists, an area that continues to excite and fascinate me. I recently published a piece on the glass ceiling that Asian Indian scientists experience in academia. It was interesting to see how several individuals have internalized Western models of leadership. Why so few leaders are women and minorities is a question that intrigues me. I continue to work on challenges that women and minority leaders confront in the public sector.

Tell us about some of your role models and mentors. Why have they have played valuable roles in your career trajectory?

My first role model was my mother; a teacher by profession, she continues to inspire me. I have seen her passion, dedication and love for education. She is truly inspirational and has played a very important role in shaping me as a person and scholar. I have been fortunate to work with N. Joseph Cayer, professor emeritus of public administration at ASU, with whom I credit my research interest in human resources management. A great mentor, role model and fantastic human being, he is always available to guide and encourage me. I have had excellent mentors like Elizabeth Corley, Evan Berman and Jeannine Relly. I look up to the work of Norma Riccucci, who continues to inspire me through her research and writing.

What is your vision for equity in public service and do you believe we can achieve that vision—both for those delivering the service and those receiving it?

My vision for an equitable society is one where gender, skin color, creed, religion, sexual orientation, ability differences, national origin, appearances, age or any other difference are not hindrances, but are celebrated and cherished. I envision a society that is inclusive; those in power do not discriminate against those who look or talk or think differently. I envision a society where women and minorities are treated equitably, where women do not face a motherhood penalty or experience pay inequities because they choose to temporarily exit the workforce due to care giving responsibilities.

We can reach equity when women and minorities do not have to constantly prove themselves in the workplace, where they are not doubted for their abilities. I am not sure we can achieve this soon. As humans, we have implicit biases that play a role in how we behave and act; oftentimes unknowingly, we create divisions and fault lines. Making attitudinal shifts and questioning our implicit biases take conscious effort that goes well beyond making structural or policy changes.

As you began your career as a public administrator, what was your most difficult barrier to entry? How did you overcome it?

First, I have a non-traditional background. Second, I do not have a public administration background. I received my bachelor’s degree in agricultural science from Acharya N. G. Ranga Agricultural University in Hyderabad, India. I never envisioned going to graduate school, let alone getting a master’s degree in a foreign country. Some extraordinary circumstances led me to apply for a MS in agribusiness management at ASU, but I started my journey in a place where everything seemed foreign. I was fortunate to have good friends who helped me through my time as a student.

What led me to public management was a class I took with Professor Mark Edwards, who helped innovate the concept of 360-degree evaluation. He triggered my interest in management and I sought to further my knowledge in the area. At the time, a

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How did you first become passionate about public administration and public service?
I first became passionate about them when I learned in a training seminar that the instructor—even after coming to understand that a minority was the best choice for his team—would not have hired that individual had it not been for affirmative action. It was then that I realized with certainty that we had not “arrived.” I realized that I had the ability to help people grow, develop and reach their full potential. I began to appreciate that I could make a difference in people’s lives. It became obvious that my voice was speaking not just for me but for all of the women and minorities who faced similar situations or struggles.

Describe the path you took to reach your area of expertise and what fascinates you about it.
I started working for the Pennsylvania Department of Corrections 31 years ago as a clerk typist. Currently, I am the second in command of the agency. That alone fascinates me, as does the fact that I did not let naysayers distract me from my overall goals: in fact, they propelled me to succeed and overcome each obstacle with strength and determination. *Finding Strength in the Struggle* is the title of one of Bishop Vashti McKenzie’s books. That is what I did. I look back and sometimes wonder how I had the energy and desire to keep going. But, I did so only by God’s grace and mercy.

Tell us about some of your role models and mentors. Why have they have played valuable roles in your career trajectory?
One of my greatest mentors is Margaret Moore (no relation) because she, like other mentors, took a calculated risk and gave me an opportunity to prove that I had what was necessary to become an effective leader. She has encouraged me from the day I met her, but she also has told me what I needed to hear, not just what I wanted to hear.

Do you believe that being a woman matters in your profession? If so, how?
I do believe that being a woman matters because we provide necessary diversity in decision-making, communications and leadership, to name a few. We must set examples for our young women to know they deserve to have a seat at the table based on the skills they bring to it.

As you began your career as a public administrator, what was your most difficult barrier to entry? How did you overcome it?
The most difficult barrier was maintaining who I was as a person and not compromising my values and beliefs to be accepted in a male-dominated field. I overcame it by staying true to myself, making sure I was prepared for the next steps and listening to the trail blazers who went before me and were willing to impart their lessons learned and strategies for success. I overcame my challenges by remembering that faith, family and friends are the most important things.
How did you first become passionate about public administration and public service?

When I was 10 years old, I visited Chicago with my family. Walking around the city, I saw an older gentleman rifling through the trash for food. It was the first time I had seen someone experiencing homelessness. I was very confused and upset about how this could happen. Right then, in the third grade, I knew I wanted to do something about what I witnessed, a job where I could help serve and empower people.

Tell us about some of your role models and mentors. Why have they played valuable roles in your career trajectory?

I have been fortunate to have so many mentors along the way, especially through the Southeastern Conference for Public Administration (SECoPA) and ASPA. One of the most important was a woman named Louise, my boss at my first professional job in South Carolina state government, which I began after completing my MPA. I could not have been more fortunate to learn from someone who was always completely professional and ethical. She taught me so much about the importance of integrity and public service in an environment rife with “good old boy” politics. She was very encouraging when I decided to return to school, while working full time, to get my PhD.

What are the biggest challenges that women face in the public sector?

Explicit and implicit bias; the absence of paid family leave and other support structures for men and women with families; the gender dilemma faced by women who want to be leaders; and a lack of self-confidence. Scholars in our field and others have documented these challenges. The first steps toward overcoming them are acknowledging they exist and talking about them. I never miss the opportunity to introduce students to the works of Stivers, Guy, Newman, Babcock and others to start the conversation and raise awareness about the unique workforce challenges women face.

What are today’s most critical public administration challenges? How can we address them?

The greatest challenge for public administration is continuing to attract and retain the best and brightest talent. Unfortunately, young people—and many of our politicians—no longer see government as an important piece of the puzzle in resolving today’s most pressing problems. This makes it challenging to attract new people to the field, either as appointed or elected officials.

Do you believe that being a woman matters in your profession? If so, how?

Yes. My first position as an academic was at a public university that served very rural and low income communities where, because of traditional family structures and few opportunities, girls had few professional female role models. Having worked with many of these students, I was shocked to realize that there were still communities in our country that discouraged women from attending college. I also was surprised with how many young men lacked the experience of working under or alongside women in professional settings. Prior to that experience, it had never occurred to me that being female had an impact on what I did. To this day, I still hear from former and current students about how, because of their experiences with me, they realized women could balance both a professional career and a family, while making a difference in their communities.
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especially when you ground them in respect for others. Second, it is important to look for opportunities to find common ground. And, third, build trust.

For women entering public service, it is important to seek and find other women from whom you can learn and to whom you can contribute. At the same time, keep in mind the women who blazed the trail for you at a different time. For me, I always was inspired by women like Madeleine Albright, our first female Secretary of State, and Carla Hills, the first woman to serve as secretary of Housing and Urban Development.

Public administration regularly has a dichotomy between practitioners and academics. As a longtime practitioner, what are some best practices for engaging academics to inform your on-the-ground experiences?

In my roles at the Gates Foundation, HHS and Walmart, I worked closely with academics. And, AU is a place where students learn how to push forward new frontiers of research, while at the same time appreciating the importance of tying it to practical on-the-ground impacts. In either role, you must be closely attached to both the substance and the analytics.

Here are three best practices I have learned. First, ask clear questions. Second, be clear about the impact and how research and scholarship are going to be used. Third, create spaces where academics can come to be a part of the private sector and government, and where people working in the private sector and government can do the same with the academy.

Here at AU, we have a wealth of opportunities for students to bring both of those together—partnerships between our schools and practitioners in the field. One such partnership, in place since 1975, is a joint effort between our School of Education’s Institute for Innovation and Education and the Lab School of Washington. For one year, our graduate students work in The Lab School where they see firsthand how a multi-sensory approach to learning can help young students who learn differently succeed. It is a partnership that has been deeply rewarding for both sides; it shows one way that we can build bridges between the substance and analytics of public administration.
more than compensated for being a woman, given their respect for education.

**What advice do you have for new public administrators, especially women, as they enter the discipline?**

It is so important to take the profession seriously and to be seen doing so. This means having the credentials to do the job and being willing to acquire more as the position evolves. Having or seeking those credentials cuts off accusations of being unqualified, accusations often leveled against women. Here are a few specific recommendations:

- Be willing to take on challenging projects, ones that require extra time or energy, as they can position you both as a team player and a leader.
- Never whine; it is unprofessional and demeaning.
- Always dress a notch above the people you supervise to show you are serious about the position.
- Be civil to everyone around you, never becoming the type known for “smiling up and spitting down.”
- Polish your writing skills. People who can write well are rare and cherished in the work world.
- Whatever your job, try to develop a volunteer role on the side. This not only helps your community, but also balances your work life and gives you new skills and greater depth.
- Join your professional association to build skills, make contacts and gain wider recognition, all while helping the profession itself.

Public administration regularly has a dichotomy between practitioners and academics. As a practitioner, what are some best practices for engaging academics to inform your on-the-ground experiences?

Unfortunately, practitioners sometimes regard academics as living in an unrealistic theory-land with no practical experience to temper their pronouncements. And, academics sometimes see practitioners as mired in bureaucratic rigamarole. My life has embraced both sides throughout all of my roles. I constantly try to translate one side for the other. Helpful practices include running meetings on time, with an agenda and for a purpose; insisting that all recommendations be accompanied by an economic analysis, as all decisions have financial consequences; ensuring that all levels and constituencies affected by a decision have a say in the development of that decision, even if it takes time; and using humor to defuse tension when the groups have to work together.

**MEGHNA SABHARWAL**

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friend and mentor suggested I think about public management as a long-term option; when I looked into the ASU doctoral program, I liked what I saw. Being among the very few Asian Indians in the field of public administration when I was accepted in 2003 was daunting at first. I did not have a network of people to whom I could reach out. However, my association with ASPA and our Section for Women in Public Administration led me to meet some great scholars and make some very good friends.

**What advice do you have for new public administrators, especially women, as they enter the discipline?**

They always say: **Network, network network.** While important, networking does not come easily to everyone, especially when starting a career. That is ok; do not try too hard. Just be present. Show up at conferences, present your research, go to events for young professionals and students. You are bound to meet peers and individuals at similar career stages. Take the time to know them; ten years from now, they will be your peer group, the ones with whom you present at conferences, your potential collaborators, friends and academic family.

Of course, seeking mentors is always important. Join the ASPA Sections useful to you. These are smaller, more intimate groups and you are less likely to feel like a number. Do not take rejection too seriously; it is just part of the game. For women entering public service, it is ok to self promote. Make a list of your achievements. Do not underestimate your abilities. Seize opportunities and apply for various awards and scholarships. Never stop believing in yourself!
challenges. As a fellow of the National Academy of Public Administration, her interest in the effective governance of large institutions, as well as our democracy, reorients public administration to the integral role we play in effective democracy.

I also would mention Martha Feldman, the Johnson chair for civic governance and public management at the University of California—Irvine. While visiting at the University of Michigan in 1998, I was fortunate to engage in a wonderful academic collaboration with this renowned organizational theorist and public management scholar, focused on inclusive management theory—that is, how public managers facilitate inclusion of stakeholders and ideas to foster and resource new ways of knowing public problems. I anticipate that her understanding and application of practice theory to the today’s challenges of organizing will transform the way we understand large scale organizing and managing in future years. She breaks through the dichotomies of scholarship and practice, politics and administration, in ways that bring light and insight to our practices and relationship between practices and outcomes. We often ask why organizations never learn. Yet Martha’s work is opening the empirical and theoretical world to this challenge in groundbreaking ways.

Kelly Clements, deputy high commissioner for refugees at the United Nations, is at the heart of one of the most severe challenges in modern history: the refugee crisis brought on by conflict, famine and failing regimes. Motivated by human tragedy, Kelly leads with smart knowledge and skills and a deep understanding of the organizational, jurisdictional, political and economic challenges that must coalesce to make a difference. She once pointed out that the skills learned in graduate school at Virginia Tech to make and read a budget and manage the financials were foundational to her ability to lead effectively.

My second choice is Mariko Silver, president of Bennington College and former acting assistant secretary for international affairs at the Department of Homeland Security. She is changing the way higher education operates in service to students and in preparation for taking on the world’s complex challenges. As a fellow of the National Academy of Public Administration, her interest in the effective governance of large institutions, as well as our democracy, reorients public administration to the integral role we play in effective democracy.

I also would mention Martha Feldman, the Johnson chair for civic governance and public management at the University of California—Irvine. While visiting at the University of Michigan in 1998, I was fortunate to engage in a wonderful academic collaboration with this renowned organizational theorist and public management scholar, focused on inclusive management theory—that is, how public managers facilitate inclusion of stakeholders and ideas to foster and resource new ways of knowing public problems. I anticipate that her understanding and application of practice theory to the today’s challenges of organizing will transform the way we understand large scale organizing and managing in future years. She breaks through the dichotomies of scholarship and practice, politics and administration, in ways that bring light and insight to our practices and relationship between practices and outcomes. We often ask why organizations never learn. Yet Martha’s work is opening the empirical and theoretical world to this challenge in groundbreaking ways.
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Women’s under-representation in academia and scholarship is not a new topic but one that deserves updated and renewed discussion. In a 2018 Public Integrity article, “A Tale of Two Journals: Women’s Representation in Public Administration Discipline,” we reported that “women’s presence in public administration discipline and their scholarly research productivity is low when compared to that of men.”

A 2015 National Science Foundation study found that about half of PhD degrees in public administration are awarded to women. Yet we learned that only 36 percent of women hold academic positions, according to data obtained in a 2017 survey of Network of Schools of Public Policy, Affairs and Administration (NASPAA)-accredited Master of Public Administration program websites. Women successful in securing tenure-track academic positions are subject to “the leaky pipeline” metaphor: They are not represented as well as men when promoted through the ranks from assistant to full professor.

According to the NASPAA survey, the distribution of female and male faculty holding tenure-track or tenured positions in public administration varies. Women are more numerous than men in assistant (39 percent vs. 23 percent) and associate professor (36 percent vs. 28 percent) positions but far less numerous in full professor positions (25 percent vs. 49 percent). These numbers demonstrate that female public administration faculty are leaked out of the academic pipeline while male faculty are more successful moving through the ranks.

Why is the gender gap still significant? For one, we suggest that research productivity differs by gender. One would expect that all three areas of teaching, research and service play a prominent role in faculty assessments; however, research productivity is the critical factor when faculty are evaluated for tenure, promotion and/or salary increases. At ASPA’s 2018 Annual Conference, we presented preliminary findings on the state of faculty research productivity in public administration. They suggest that women publish, on average, at 57 percent of men’s overall publication rate and 70 percent of men’s five-year academic rate. In terms of publication types, men publish almost twice as many peer-reviewed articles as women, while women publish slightly more non-peer reviewed publications.

How to explain the research productivity gap? The list below, though not exhaustive, suggests factors that may play a key role:

- The amount of time assigned to conducting research differs between women and men. Women allocate less time than men to research activities and more time to teaching and service activities.
- Type of research methodology differs. Women are more inclined to use qualitative and mixed methods in their research, while men are more inclined to use quantitative methods. The former tends to be more time consuming and thus generates fewer publications within a given amount of time.
Mentoring, especially collaboration with internal and external peers, differs. Typically, men are involved in more research collaborations than women.

Work-life balance differs. Women still are expected to contribute more at home, especially when they have young children during their tenure-track years.

Journals’ editorial board affiliations can impact research productivity as women continue to be under-represented in leadership editorial roles, according to a 2015 article by Mary Feeney.

Impact of published work also differs. Women are cited at a lower rate than men, according to a 2013 *International Organization* article by Daniel Malinik, Ryan Powers and Barbara Walter.

Why does this matter? Women continue to represent a disproportionately larger percentage of the public sector workforce. According to the U.S. Department of Labor, women are 50 percent more likely to work in that sector, while Susan Grundmann noted in 2011 that women comprise 43.81 percent of the federal workforce. At the local level, the National Research Center found in 2014 that women make up 30 percent of local government department leadership.

Clearly, women are well represented in public service. That women’s scholarly contributions are not equally represented suggests their perspectives and research interests are under-represented in the classroom. Michelle Evans noted in a 2018 *Journal of Public Affairs Education* article about MPA ethics course syllabi that students have fewer opportunities to see women’s work reflected in their courses. The impact is worth exploring considering that women’s education in public administration programs and the literature to which they are exposed affect the perspectives and opinions they carry into their careers.

How can women in public administration academe increase their research productivity?

- Consider more co-authoring opportunities. Collaboration between the genders can provide better mentoring opportunities, as well as smoother access to publication.
- Cite women’s research to increase attention to their outstanding scholarship.
- Use women-authored articles when teaching to impact generations of scholars and professionals.

Network, network, network. Such organizations as ASPA’s Section for Women in Public Administration and Academic Women in Public Administration (AWPA), together with varied social media channels, are an optimum way to increase awareness in real time about publication opportunities, disseminate women’s publications and encourage women to engage in research in more active ways.

The research productivity gap between women and men in public administration academe remains significant, but much progress has been made to close it. We are hopeful the gap will narrow even further and that the shifting representation will positively impact public service leadership.

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Hillary Knepper, chair of the Section for Women in Public Administration’s National Awards Committee, is associate professor and chair in the Department of Public Administration at Pace University. She can be reached at hknepper@pace.edu.

Rebecca Tekula is executive director of the Helene and Grant Wilson Center for Social Entrepreneurship and assistant professor in the Department of Public Administration at Pace University. She can be reached at rtekula@pace.edu.

As we think about our theme and focus on inclusion in powerful ways, as we think about intersectionality beyond race and gender, think about other aspects of identity that include salient and protected class, as well as those that have power implications in our organizations. These all require commitment.

What are you going to keep doing? What are you going to stop doing? What will you start doing to really achieve this idea that all women really means ALL women. Make a pledge to yourself.

I leave you with the following thought: I am not free while any woman is un-free, even when her shackles are very different from my own.
Academic Women in Public Administration (AWPA), a self-organizing network of women public administration scholars, transcends individual universities, professional associations and research areas to provide discipline-wide support to academic women. AWPA aims to serve all PhD-seeking and -holding academics in public administration who identify as women.

There is growing evidence of explicit and implicit gender bias in the academy, which negatively affects academic women throughout their careers. Gender bias in the workplace takes different forms but all have long-term consequences. Research shows that it permeates the academic hiring process, such as stereotyping in job market discussions and through marital bias (in which female candidates in committed relationships are more negatively affected than male candidates).

On the job, gender bias is present in workload assignments, productivity and promotion. Women faculty perform significantly more service than men; they often conduct “shadow” advising, supporting junior scholars and students, but do not get credit for it. Scholarship by women is less likely to be cited and is under-represented in course syllabi. Bias permeates teaching evaluations, where students comment on women faculty members’ appearance and tone of voice and regularly report most positive performance from male instructors. In experiments with online courses, instructors with female names consistently get lower teaching evaluations than those with male names. It also persists in tenure evaluation.

Academic women report gender bias at academic conferences, including being less likely to be invited to serve as keynote speakers or on expert panels; being less likely to be called on during question-and-answer periods, even when comprising a larger proportion of the audience; and struggling with childcare concerns. They increasingly report harassment at the events.

In 2015, the Public Management Research Conference hosted an open forum to discuss the lack of women in editorial leadership in public administration journals. It extended to conversation on the lack of nominations of women for research awards and barriers that women scholars face in advancing their research agendas. In response, Leisha DeHart Davis, from University of North Carolina, convened a group of women to discuss gender bias in public administration and what could be done about it. What emerged was a call to organize and work intentionally and strategically to advance gender equity in the discipline.

In 2016, the University of Washington’s Evans School hosted the first AWPA meeting to tackle some of these issues. More than 100 academic women gathered to discuss the challenges and what we, as a community of scholars, could do to take action. AWPA developed a set of goals, including the following:

- Raise awareness of implicit gender bias in the academy.
- Create a directory for academic women in public administration.
- Promote women’s research.
- Increase the presence of women’s research in course syllabi.
- Increase the number of women scholars who win awards by nominating them for their work.
- Remove barriers to women’s inclusion at conferences.
- Provide support, information and networking opportunities for women scholars.

AWPA has been enthusiastically welcomed by faculty, PhD students and professional organizations. Since 2015, with the hard work of volunteers and support from academic departments, deans and professional associations, its members...
have organized events, receptions and panels at conferences around the world to raise awareness about gender bias. It has initiated a Twitter account (@AWPArocks) and Facebook page (https://www.facebook.com/AWPArocks) to promote women’s scholarship, help women connect and provide support to isolated scholars. We host webinars on tenure, promotion and bullying in the academy, and work with conference organizers to address child care challenges.

In addition, AWPA houses a directory on our website that lists more than 390 women scholars, organized by name, rank, institutional affiliation and research area. The directory is designed to help conference organizers avoid male-dominated panels, increase gender balance at events and find collaborators, guest speakers and panel participants. Scholars who identify as women are invited to add themselves to the directory.

AWPA does not keep a formal membership list; we welcome all who are interested in supporting and advancing gender equality in public administration. Our events are open to those who share our mission and we invite you to propose events, host webinars, connect online and contribute to our collective effort to raise awareness and support for women’s research.

Mary Feeney is associate professor at Arizona State University’s School of Public Affairs. Her research focuses on public and nonprofit management, sector comparisons, public values and science and technology policy. She can be reached at mkfeeney@asu.edu.

For more information on AWPA, visit https://awparocks.weebly.com/.

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Leveraging the Power of Feminine Leadership

By Alana Love

Research and social science reveal that organizations benefit from women in leadership roles in measurable and important ways. Yet their representation at senior levels in most organizations is starkly less than that of men. This is true in both the public and private sectors, despite the fact that the proportion of women and men at the entry level is similar.

In a recent McKinsey/LeanIn.Org study, women comprised 48 percent of hires at the entry level in corporations. However, their numbers dropped sharply with progression to the C-suite, where white women represented 18 percent of the total, women of color only three percent.

The prevalence of women in public sector senior roles is equally disproportionate. In the Women Leaders Index, a study published by the Global Government Forum, women occupy 34.4 percent of public sector leadership positions in the United States, trailing five other countries: Canada, Australia, South Africa, the United Kingdom and Brazil.

For those women who successfully navigate the leadership gauntlet, the journey is not without its trials. Many adopt behaviors that do not match their personalities to survive in largely male-dominated cultures, where masculine behaviors are valued over feminine ones. We need them to do the opposite.

Studies show that women leaders tend to be more relationship oriented, collaborative and empathetic and be better listeners. These traits are essential to building high performing teams, interfacing with clients, solving complex problems and ultimately shaping cultures where all employees can thrive. Women struggle to be themselves in environments that demand they conform to a male leadership model which, in fact, may prompt them to seek other outlets for their talents.

Organizations can implement eight actions to shift this paradigm:

1. **Recognize that unconscious bias exists in an organization, despite best intentions.**

   Unconscious bias training should be implemented broadly and deeply, beginning with top leadership. Examine systems for hiring and promotion and eliminate the risk of gender bias creeping into the equation. Consider such tools as blind resumes, gender neutral job descriptions and diverse interview panels as ways to level the playing field for female job candidates. Remember that you may be completely unaware of how your own biases impact women in the organization.

2. **Commit to increasing female representation in senior roles.**

   This action means doing more than talking about how much women are valued in an organization. Prove it by implementing development programs that fast track talented women to important positions in which they gain experience and exposure. Then, support them with strong senior level sponsors to advocate for them. Women need mentors, as well, to act as a sounding board and offer guidance in navigating the inevitable twists and turns of a career.
3. **Develop, measure and communicate gender parity targets at every level.** This action challenges an organization to commit to measurable goals and holds senior management accountable for results. Like any other business metric, organizations pay attention to what gets measured. Gender parity should have equal billing with other mission critical objectives.

4. **Allow women to be authentic at work.** According to a recent Accenture study, both women and men feel strongly that their ability to advance at work is enhanced when they have freedom to be themselves. This means aligning the roles they are asked to play with their individual passions and eliminating non-essential dress or appearance requirements, so employees are free to express themselves and honor ethnic or cultural traditions. Giving permission to be themselves, both in outward appearance and inner purpose, increases their engagement level and ability to contribute.

5. **Reward performance and results, not merely presence.** Offering all employees—not just women—greater adaptability in where and how the work gets done creates a culture of workplace flexibility that benefits everyone. When flexible work policies are more than window dressing, they remove the stigma that women otherwise experience when they choose to utilize them.

6. **Expand trust networks.** It is easy for men to assume women have similar experiences at work. When it comes to trust networks, that is rarely the case. It is important to examine an organization’s trust networks and determine how inclusive they are. Ask, “Am I a trusted advisor and advocate for women?” Can the men on a team answer that question affirmatively? When women are excluded from trust networks, they lose access to the information and support needed to succeed.

7. **Encourage and support women’s networks.** The most beneficial women’s networks are open to men. They provide a safe space to exchange ideas and experiences, learn from others and expand understanding. Funding such networks moves beyond lip service to their value.

8. **Acknowledge the gender pay gap.** No matter the exact amount, the gender pay gap is a reality that must be addressed. Organizations should acknowledge the current state of pay inequity between men and women and define and communicate gender pay-gap goals. The lack of open communication does not convince anyone that it does not exist, especially the women an organization most wants to retain.

These steps ultimately shape the culture of an organization and create an inclusive environment where women are valued. Once they achieve leadership positions, women tend to help develop other women, contributing to achieving gender parity.

It is a win-win for everyone.

*Alaina Love is chief operating officer and president of Purpose Linked Consulting and co-author of *The Purpose Linked Organization: How Passionate Leaders Inspire Winning Teams and Great Results* (McGraw-Hill). She is a recovering HR executive, former research scientist, global speaker and leadership expert. She can be reached at alove@thepurposelink.com.*
Women in Public Administration can mean many things. What is your Section’s mission?

The Section for Women in Public Administration’s (SWPA) mission can be summed up as providing a place where women and men work together on projects and programs that promote participation and recognition of women at all levels and areas of the public sector.

Social equity is one of ASPA’s core values. Describe some of the work that SWPA does around this value and how it works to advance women in public administration.

Equity can be achieved only when you have representation and a voice in decisions that matter to women and under-represented minority groups. Twelve female national presidents and other leaders throughout ASPA have roots in SWPA. It is a training ground for future leaders.

SWPA offers networking opportunities by working together on committees, participating in Section activities at the ASPA Annual Conference, regional meetings and Chapter and Section programs. Through our professional development workshops, we offer a platform where women and minorities can come together and have a constructive dialogue around issues that impact their advancement in the workplace.

This year, SWPA collaborated with four other Sections at the Annual Conference to conduct an Ally Training on issues of equity, diversity and inclusion. Workshops are a vehicle for providing training, knowledge and skills to practitioners, students, young scholars and researchers in public administration, with a special focus on under-represented populations: women and minorities.

The definition of “women in public administration” has changed a lot over time. Where have women made the most progress—and the least.

Women represented 30 percent of the workforce in 1950. Today, they represent 48.6 percent and outpace men in attaining college degrees. Thirty-six percent of women age 25 to 29 years have a college degree, compared to 28 percent of men in the same age group.

Despite this growing workforce population, women have not yet reached a critical mass in leadership positions. Only 15 of 195 global heads of state are women; they make up fewer than five percent of all Fortune 500 CEOs. Women hold less than 20 percent of the seats in the U.S. House of Representatives and only 21 percent of the seats in the U.S. Senate. This trend continues in the nonprofit world, where women represent only 20 percent of its leadership.

Women have come a long way since they first earned voting rights in 1920. However, we live in interesting times. Challenges remain. Even today, it is suggested that women are unfit for certain jobs due to biology. They continue to be subject to issues of glass ceilings and glass cliffs, and inequities persist as they earn 77 cents to the dollar when compared with their male counterparts.

How does your Section work to ensure female academics and female practitioners are equally served by your programming? What resources and benefits do you provide?

SWPA is an inclusive organization of academics and practitioners at all levels of public service. We strike a balance between our academic and practitioner communities by offering scholarships, awards and professional development workshops. SWPA has been the leader in awarding scholarships to young and emerging professionals to interact with national leaders in public administration.

We offer three scholarships a year and always strive to award at least one to a practitioner. The Joan Fiss Bishop Award honors an individual who, by example and action, has promoted increased participation of women in the public administration profession; exhibited defined contribution to increased involvement in the public sector; demonstrated innovative leadership and accomplished professionalism in the individual’s public sector career; and made a commitment to the public administration profession through ASPA membership. Our workshops are always inclusive of issues that impact both academics and practitioners.
What do Section members tell you is SWPA’s most valuable benefit?

Our members report that the benefits of greatest value include ASPA conference-related activities like the SWPA Annual Awards Breakfast, SWPA social, scholarship awards for students and the professional development workshop. These activities have helped strengthen participation among members.

The annual breakfast has become a tradition, open to all ASPA members and their guests. It provides the opportunity for them to join SWPA in honoring women through the awards program and learn from a featured speaker of significant accomplishment. At the breakfast, the new SWPA officers are introduced and awards bestowed on four women honored for their contributions. We engage the winners through offering ASPA/SWPA membership and plan to do more.

How did you originally become an ASPA member? How did you get involved in SWPA?

I became an ASPA member in 2007 while pursuing my doctoral education, and first became involved with SWPA three years later. A good friend introduced SWPA to me and I loved the energy and welcoming environment at the meetings I attended. I initially volunteered to serve on the scholarship committee and chaired it for several years. Over the past few years, I have chaired the professional development workshop. This year, I assisted with case study development for the Ally Training. I served as vice chair last year before ascending to my current position.

I have met amazing women and made great friends through my association with SWPA. I look forward to continuing my journey with this amazing Section for years to come.

Find SWPA online at http://aspaswpa.weebly.com/. Meghna Sabharwal is a tenured associate professor and a PhD director at the University of Texas at Dallas in the Public and Nonprofit Management program. Her research expertise lies in public human resource management, specifically related to workplace diversity, job satisfaction, performance, comparative human resource management and high-skilled immigration. She can be reached at meghna.sabharwal@utdallas.edu.

FMLA AND MATERNITY LEAVE
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implied, is part of some organizational cultures, and it impacts whether a woman takes leave. This occurs even when organizations have policies in place that go above the minimum requirements of leave allowed under FMLA.

Notwithstanding advancements in voluntary adoption of paid leave by some organizations, many others actually have decreased paid maternity leave benefits offered to female employees, choosing instead to let unpaid leave under FMLA take the place. This is perhaps FMLA’s greatest unintended consequence.

The United States has a long way to go before maternity leave is recognized and respected by all as an important employee benefit in an organization. We have a long way to go to change some women’s perceptions about utilizing maternity leave—that is, that they will be professionally penalized if they fully utilize it. The more men who utilize FMLA for paternity leave, the more acceptable the practice may become for women to do so.

Many states and cities have begun to consider paid maternity leave benefit policies. Barriers include funding sources, but affordable funding options are successful approaches to which we can point. It may be time for public administration to collectively give voice to this topic and fight for reasonable and responsible paid leave benefits.

Victoria Gordon is professor in the Political Science Department at Western Kentucky University and director of the Center for Local Governments. She is updating her book, Maternity Leave: Policy and Practice, with colleague Beth Rauhaus, MPA coordinator at Texas A&M University. She can be reached at victoria.gordon@wku.edu
ASPA’s 2018 Annual Conference was held in Denver, March 9-13, around its theme, Mission Focused and Service First: Creating Innovative Solutions. Within this framework, plenary lecturers and featured speakers were drawn to a shared reality and topic of discussion: Constituents at all levels of civic participation are searching for ways to engage with their leaders...and it is public administration’s role to help them learn how.

From start to finish, speakers on the main stage looked at public administration through their personal lenses, but their diverse perspectives brought them back to a critical factor within mission and service: engagement. They focused both on enabling engagement with elected officials, as well as enabling the right kind of engagement.

It was through that lens that innovative techniques and strategies were brought to light throughout the conference, throwing open the doors to new and different possibilities within public service.

**Plenaries Bring Theme to Life**

Four plenary lecturers and keynotes captured attendees’ attention during the conference, looking at civic engagement and participation, technology, ethics and more.

Walter Shaub (formerly director of the U.S. Office of Government Ethics) addressed conference attendees on Monday morning as the 2018 Nesta M. Gallas Lecturer and provided a look at the current presidential administration and its ethical missteps. Outlining decisions that have left many members of the Trump administration in a quagmire, Shaub’s point was larger than politics: the ongoing trend of failing to appreciate public service is damaging to its future.

“People enter public service for one reason,” he stated. “Because they care. We have to get young people interested in serving.”

Shaub repeatedly returned to ethics and transparency in government service, and its role in serving a mission and inspiring new public servants. “Ethics rules exist to protect (people) against a variety of challenges,” he argued. “You can’t accomplish anything if those in office are working for personal gains. They should be working for the people.”

“The people” is where the conference started. The opening keynote lecture, delivered by Valerie Lemmie of the Kettering Foundation, reflected on how we can help democracy work as it should. Lemmie asked. “Citizens don’t get involved in what they don’t care about, or if they don’t feel they’ve been heard. How do we create these spaces?” Lemmie asked. She then described creative ways to pursue a healthy democracy and innovate at the local level to create space for citizens to get involved in their own advancement.
“You need to speak (the citizens’) language,” Lemmie said. “The way you talk about the work you are doing matters. You need to name—in terms they recognize—the problems, as citizens see them. And then enable them to help fix their issues.”

“Fixing their issues” is where Donald C. Stone Lecturer Tina Nabatchi of the Maxwell School at Syracuse University continued the dialogue on Monday afternoon. Her presentation focused on public participation and creating civic infrastructure for it.

“Conventional participation usually takes place at open meetings with open mics, with less than one percent participating on average,” Nabatchi said. “One of the first steps to improving this is to give good process. Treat them like adults. Provide information and choices. (Citizens) need to understand complex processes and we need to explain it. Give them room to tell their stories. Give them room to take action.”

Nabatchi outlined a number of processes and systems to encourage participation, demonstrating some of the techniques throughout her remarks.

“Lots of processes are meant to push citizens to a pre-determined outcome. The answer to that is to engage people earlier in the process,” Nabatchi observed.

Systems and processes, including using technology as an aid, intersected nicely with this year’s Elliot Richardson Lecturer, P.K. Agarwal, dean of Northeastern University—Silicon Valley, as he discussed innovation and technology in government. Looking at disruption, wealth creation, transformation and the challenges all of these elements bring to the public sector, Agarwal led his audience through a brief history of what the industrial and technological revolution has meant to society. From horse-drawn carriages to the Model T, from Uber to drones to driverless cars, Agarwal outlined the ways technology has pushed us all forward—and the challenges public administrators must address to maintain an orderly society.

“If government doesn’t step up, the private sector will fill the void,” he observed. “Machines are going to learn. Who will teach them? This is an ethical issue you must address.”

Connecting sectors through lessons learned and best practices was in the spotlight on Saturday morning, when the National Academy of Public Administration and ASPA joined to present their annual National Public Service Awards.

This year’s honorees all made their impact in the public sector, two through their work in the armed forces and a third through her work protecting and fighting for immigrant, refugee populations.

Adm. William McRaven of the University of Texas System, Susan Raufer of U.S. Citizenship and Immigration Services and Gen. Mark Welsh, III of Texas A&M University were on hand to accept the honor from ASPA and NAPA leaders.

“A few of my colleagues wondered if I’d be intimidated to be up here,” Raufer remarked as she...
accepted the award. “I’ve fought for some of the most disenfranchised populations in the world, so to be on stage with an admiral and a general doesn’t intimidate me in the least. I’m proud to share the stage with them.”

Featured Events Address Ethics, Equity
If creating space for engagement was a common theme on the main stage, which space and created for whom became the drumbeat for that dialogue. The Gloria Hobson Nordin Social Equity Luncheon, Section for Women in Public Administration Awards Breakfast and eight presidential panels tackled these questions.

Gloria Hobson Nordin Award winner L. Douglas Wilder, former governor of Virginia, reflected on “for whom” during his remarks at Sunday’s luncheon.

"America started off in a little place in Virginia, and then moved west, and further west, until we occupied the land between both oceans,” he said. “We don’t do that enough today. We’re too content with who we are and where we are, rather than say, ‘What do we need to do to improve?’ ”

“Sexism and racism can both be at play when you interact and intersect,” Allen said. “There are labels that privilege some and prejudice others. Gender, race, nationality, economic status, generational labels—we all have discrimination and privilege.” She challenged the audience to dedicate themselves to diversity and be truly committed to it: “Commitment is in your head and heart.”

Commitment was a central theme when four higher education leaders and former admirals and generals shared their lessons learned in military service and ways those lessons have translated in the rest of their careers. The presidential panel, featuring Adm. Bobby Inman, Adm. William McRaven, General you comfortable; history should make you uncomfortable. It’s about the past and is constantly revised. Revision means new questions and new narratives. You should never be comfortable.”
Mark Welsh, III and General Jeff Howell, brought the discussion back to creating space for engagement, this time through commitment to the team.

“When I joined the UT System, I knew nothing about higher education,” McRaven, chancellor of the University of Texas System, observed. “I had to learn the language. You adopt to them, not them to you. Service to your organization is about something bigger than you. It’s never about you; it’s always about the team. If you make it about you, you’re not leading.”

The panelists also addressed equality, directly addressing the lack of demographic representation among the panelists themselves.

“The best team is the most diverse team,” McRaven said. “Four white men don’t always provide that. In the military, no one cares about your demographics, for the right reasons. Within higher education, we look beyond your skills and work to change the culture through diversity.”

The panelists recognized the importance of creating space to develop new leaders. “People need support structures,” Inman said. “Focus on selecting your leaders and making sure they’re trained properly to do the job. Leadership doesn’t always come naturally, but you can help develop the skills.”

Creating Innovative Solutions

In addition to the plenaries, breakfasts, lunches, awards and receptions, the 2018 conference featured more than 170 panels, as practitioners and researchers shared with each other recent knowledge gained and innovative ways that data can be put to use.

Including Section-led symposia, hands-on workshops, Founders’ Fellows panels and more, the five days of sessions enabled almost 1,300 attendees to bridge the scholar-practitioner divide and engage with each other around how they can individually and collectively enable society to solve our challenges in new and different ways.

Buzz is already building around ASPA’s 2019 conference, taking place March 8-12 in Washington, DC. Meanwhile, those who were in Denver are just beginning to put data, skills and knowledge to use to create new spaces—for new ideas, better research, redirected missions and better engagement that reflects the public we all serve.

As Valerie Lemmie said, “The health of democracy is measured by the quality of its citizens. Recognize the value the citizens can provide and work with people to find the solutions.”
Conference-goers socialize in the hallways between panels.

Colorado Lt. Governor Donna Lynne addresses attendees during Sunday afternoon’s presidential panel.

Mary Guy delivers opening remarks at Saturday afternoon’s Ally Training session.

Vanessa Fenley presents during a workshop looking at public health challenges.

ASPA Past Presidents gather for a group photo while at the conference.

Colleagues enjoy some downtime at the Denver Aquarium, host of this year’s Welcome Reception.

Members of the audience participate as Stone Lecturer Tina Nabatchi demonstrates innovative ways to engage with citizens.
Members in the News

Gooden Named Interim Dean at VCU’s Wilder School
2016-2017 President Susan T. Gooden has been named interim dean of Virginia Commonwealth University’s (VCU) L. Douglas Wilder School of Government and Public Affairs, effective May 15. A professor of public administration and policy, Gooden began her VCU career as associate professor in 2004 and since has served in such leadership roles as director of graduate programs, director of the Wilder Graduate Scholars Fellowship and executive director of the Grace E. Harris Leadership Institute.

“I am excited about the opportunity to serve as interim dean,” Gooden said. “I look forward to increasing the Wilder School’s visibility, elevating our national reputation and strengthening our connections.”

Prior to her arrival at VCU, Gooden was assistant and associate professor in the Center for Public Administration and Policy at Virginia Tech, where she was founding director of the Race and Social Policy Research Center. She holds an AAS in Natural Science from Patrick Henry Community College, a BA in English and MA in Political Science from Virginia Tech, and an MA and PhD in Political Science from the Maxwell School at Syracuse University. Gooden was a post-doctoral fellow in The Carolina Minority Postdoctoral Scholars Program at the University of North Carolina—Chapel Hill.

Osowski Awarded Doctorate
National Council District I Representative Joshua Osowski, a Superintendent with the New Jersey State Park Service, successfully defended his doctoral dissertation at Rutgers University—Newark in Spring 2018. His thesis, “Skills and Personality Traits of the Collaborator: A Study of State Park Managers,” found that the personality trait “agreeableness” and being good at “group process skills” is linked with successful collaboration. One important application of this research is that practitioners need formal training in group process skills so they can improve their collaborative outcomes.

Mali Honored for Excellence in Teaching
Nidhi Vij Mali, assistant professor of public policy leadership at the University of Mississippi, has received the Howell Family Outstanding Teacher of the Year Award. Named after alumni donors Norris Howell and Lynne Thomas Howell, the endowment provides funds to recognize the outstanding teacher of the year within the college. Mali was recognized during commencement exercises in May 2018.

Gooden and Spriggs Participate on Kerner Commission Panel
2018 marks the 50th anniversary of the publication of the Kerner Report, the landmark report declaring, “our nation is moving toward two societies, one white, one black, separate and unequal.” To commemorate the anniversary, the Institute for New Economic Thinking—in collaboration with the Eisenhower Foundation, Roosevelt Institute and American Assembly—recently organized a half-day event that included a research panel and public forum hosted at the Union Theological Seminary. It followed the launch of “Healing Our Divided Society: Investing in America Fifty Years After the Kerner Commission, a Fiftieth Anniversary Kerner Report Update.” ASPA members Susan T. Gooden and William Spriggs served as panelists.
Ho Honored with Faculty Teacher of the Year Award

The University of Kansas’ School of Public Affairs and Administration has honored former National Council member Alfred Ho with its prestigious Faculty Teacher of the Year Award. The recipient, either a faculty member or adjunct instructor, is selected through a vote of students in all public administration academic programs. The award criteria include excellence in teaching techniques, curriculum development and student learning.

Reed Announces Retirement as UNO Senior Vice Chancellor

Longtime member B.J. Reed has announced his retirement from the University of Nebraska at Omaha (UNO), where he serves as senior vice chancellor for academic affairs, in Spring 2019.

Reed has witnessed and participated in a significant transformation at UNO during his 36 years of service. He helped turn the College of Public Affairs and Community Service, where he was chairman and dean, from a small organization spread out in multiple houses on the western edge of campus to a vital part of UNO. Several programs in the college have won national recognition from U.S. News and World Report, including the Master of Public Administration.

Reed, previously with the National League of Cities, arrived at UNO from Washington, DC in 1982. He became UNO’s chairman of public administration three years later. Dean John Bartle commented that Reed has been a mentor and role model in even-handed leadership, allocation of resources, transparency and tenderness. “Everybody respects and likes B.J., and that doesn’t happen too often in life,” Bartle said.
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World-Class Faculty  Rutgers SPAA's faculty generates knowledge and best practices in public and nonprofit management and administration, and collaborates with public and nonprofit organizations and professionals throughout the U.S. and worldwide. Our faculty publish in the top journals, serve on key editorial boards and as editors, and participate in the leading academic conferences and associations.

Leading Research  Rutgers SPAA faculty and students conduct cutting-edge research in the fields of public and nonprofit management and administration through SPAA research centers and projects in areas such as public performance measurement; human resource management; nonprofit organizations and philanthropy; technology and information management; public finance and budgeting; experimental and behavioral public administration; transparency and ethics; and legal foundations of public administration.

Exemplary Students  Rutgers SPAA educates and motivates students to choose careers in public service and administration through its innovative and highly ranked degree and certificate programs that are nationally and internationally accredited. SPAA graduates are teaching and gaining tenure at dozens of universities and holding executive-level positions in the nonprofit and public sectors in the U.S. and around the globe.