

**PADM 5320.W01**

**DIVERSITY IN PUBLIC ADMINISTRATION**

Summer II 2022 Course Syllabus

Course Description: This course examines the importance of diversity, including race/ ethnicity, gender and other demographics in public administration at the local, state and federal level and in various types of public agencies.

 (3 credit hours: graduate level course)

Class meets: Online

Instructor Information: Dr. Beth M. Rauhaus, Associate Professor of Public Administration and MPA Program Coordinator

Office: Bay Hall 301

Office Phone: 361-825-3286

Email Address: beth.rauhaus@tamucc.edu

Office Hours: By Appointment

Course Materials: Readings and/ or educational videos will be posted in Blackboard or can be accessed through the library online catalog. This course will use open access materials, which are free and accessible online.

Required E-books available through library: *(library log-in required)*



Frederickson, H. G. (2015). Social Equity and Public Administration: Origins, Developments, and Applications. M.E. Sharpe, Armonk, NY.

Available at: https://go.exlibris.link/WnZsxgLk



Dolan, J. & Rosenbloom, D. (2016). Representative bureaucracy: classic readings and continuing controversies. Routledge: New York, NY.

Available at: https://go.exlibris.link/4qxlGXLT

Course Objectives: In this course, we will:

1. examine theories useful in understanding the importance of diversity in public administration and policy.
2. review and evaluate policies and practices used in recruiting, maintaining, leading, and managing a diverse public sector.
3. examine diversity, in its various forms, in a variety of public organizations, including regulatory, redistributive, and distributive agencies and understand the impacts a diverse public sector has on public administration.
4. understand the need for and how to achieve representative bureaucracy and representative policy making in a democratic society.

Course Requirements:

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| **Type of Assessment** | **Due** | **Value** |
| Discussion Boards | Continual | 100 points |
| Reflection Assignments | Week 1 & 3  | 200 points |
| Exams | Week 2 & 4 | 200 points |
| Final Assignment | Final Week  | 100 points |

*Grades are calculated on a ten point scale. At the end of the semester, students will have a possible score of 600 points.*

**Discussion Boards:** Throughout the course, students will participate in weekly discussion boards, where they will examine major themes from the assigned readings and apply the concepts. Discussion boards will open on Monday mornings at 6am and close on Friday at 6pm. Students should post 3-5 times in each discussion board, with their first post due no later than Wednesday at noon. Details on discussion board policies will be available in Blackboard. There will be a total of 5 discussion boards, each worth 20 points.

**Reflection Assignments:** After lessons, students will have graded activities, aimed at reflecting on the course material and concepts learned through discussion boards and applying skills applied to course content, etc. The assignments will assess students’ understanding of course materials and application of content to practices in diversity, equity, and inclusion. In written assignments, students must apply these concepts thoroughly and reference the readings using APA style citations. There will be a total of two assignments, each worth 100 points. Each assignment will be due on Friday at midnight. Dates are noted in the course schedule. Details for the assignments are included on the last slide of each lesson.

**Exam:** There will be two fifty question multiple choice exams assessing reading comprehension and course material from course lessons. Each exam is worth a total of 100 points. Exam 1 will be held at the end of Week 2 and cover content from previous lessons (Lesson 1 & 2). Exam 2 is a final exam and will be held at the end of Week 4.

**Final Assignment:** During the final week of class, there will be a comparable analysis worth a total of 100 points. Students will select a policy area or topic related to any DEI issue in the public sector to research and find best practices. Students will conduct a comparative analysis of these best practices. Details will be forthcoming.

*A few important notes regarding written assignments:*

For written assignments, please use standard font, such as Times New Roman, 12-point font, 1-inch margins, and double-spacing. Citations and note style should be consistent throughout, using APA Style citations. Papers should be of professional quality, thoroughly proofread, and clear of spelling and grammatical errors. Deductions will be made for such infractions.

References or sources of information for papers must consist of scholarly (peer-reviewed) articles or journals, government reports, or the readings for the class. The use of Wikipedia or other Internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

For more information on APA style citations, access this useful guide: <https://owl.english.purdue.edu/owl/section/2/10/>

Submissions must be handed in on time! Late submissions of papers will be subject to a **ten percent deduction per day late.** Discussion Boards **cannot be made up;** posting late will result in a grade deduction. Exams are timed and close promptly on the time noted on the individual assignment. Once the exam, closes you will not be allowed to take the exam. Do NOT email assignments to me, unless you have prior approval to do so.

*If you have a legitimate, excused absence, please do contact me to discuss the possibility of making up assignments. Legitimate excuses may include military service, medical emergencies, and/ or university related activities that are documented.*

Course Policies:

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center using DegreeWorks. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted.

* For all students with 0-45 hours earned you will be advised by the Islander Advising Center: University Services Center (1st Floor), 361-825-3453.
* For CLA students with more than 45 hours earned you will be advised by the CLA Academic Advising Office: Faculty Center 148, 361-825-3466.

For all other colleges with more than 45 hours earned, you will be advised by the Advising Center that oversees your major:

* College of Business: OCNR 120, 361-825-2653
* College of Education and Human Development: FC 201, 361-825-2662
* College of Nursing and Health Sciences: IH (3rd Floor), 361-825-2799
* College of Science and Engineering: CI 350D, 361-825-3928

Student Grade Appeals

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at <https://www.tamucc.edu/governance/rules-procedures/index>. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to University Center 324 and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. You may also submit a [PowerFormSigner](https://powerforms.docusign.net/b2fdcfe1-f63c-49b8-b143-3b93355ed3c3?env=na2&acct=c9e990f7-9b67-4e88-bbbb-3654e1e38b62&accountId=c9e990f7-9b67-4e88-bbbb-3654e1e38b62) online. July 26, 2022 is the last day to drop a class with an automatic grade of “W” this term.

Campus Emergencies
At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

* For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. It’s a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
* There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don’t have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
* If we hear a fire alarm, we will immediately evacuate the building and proceed to the nearest safe exit.
	+ Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
	+ Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
	+ Review the evacuation route (see specific Building Emergency Plan).
* TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
	+ The notifications include emails, text and pre-recorded messages, as appropriate.
	+ Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
	+ Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
* Shelter in Place via Code Blue.
	+ "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
	+ If there is a shelter in place for a tornado warning, our preferred location is the bottom floor of this building, away from windows and doors.
* Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight.  For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/

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For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf.

Civil Rights Reporting
Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

**Course Schedule:**

*This course schedule is subject to change. Any changes will be announced in Blackboard/ via email. Since this is an online class, checking email daily is important.*

**Week 1: July 5-8**

**Introduction to Social Equity & Diversity in Public Administration**

 Read:

* Frederickson e-book introduction, Chapter 1 “Social Equity and the New Public Administration” and Ch. 3 “Social Equity: the Democratic Context”
* Representative Bureaucracy e-book, Ch. 1 “Theoretical Underpinnings: why does the social background of Public Administrators Matter?” and Chapter 3 “Social Representation and Public Administrators’ Worldviews”
* ICMA. (1 Feb, 2022). In their own words- defining equity for local government. *PM Magazine*. <https://icma.org/articles/pm-magazine/their-own-words-defining-equity-local-government>
* Smith, Carl. (9 December 2021). Has the Public Sector Done Enough to Create a diverse workforce? Governing. <https://www.governing.com/work/has-the-public-sector-done-enough-to-create-a-diverse-workforce>

Watch:

Mini Lectures “Dr. Rauhaus explains….” On YouTube, linked in powerpoint

Activity:

* Discussion Board 1 & Reflection Assignment 1

**Week 2: July 11-15**

**Exploring Representative Bureaucracy: Diversity in Organizations**

Read:

* Johnson, S. (2016). “How Fire Departments Could Look Like the Communities They Serve.” *Governing.* Available at: <http://www.governing.com/gov-institute/voices/col-steps-improve-fire-department-diversity.html>
* Wilkins, V. & Williams, B. (2008). Black or Blue: Racial Profiling and Representative Bureaucracy. *Public Administration Review.* 68(4), 654-664.

https://doi.org/10.1111/j.1540-6210.2008.00905.x

- Saidel, J., Loscocco, K. (2005). Agency leaders, gendered institutions, and

Representative Bureaucracy. *Public Administration Review*, 65, 158-171.

* Maciag, M. (2015). “Where Police Don’t Mirror Communities and Why It Matters” Governing. Available at: <http://www.governing.com/topics/public-justice-safety/gov-police-department-diversity.html>
* Eskridge, R., Webb Farley, K. & Rauhaus, B. (1 September 2019). Understanding Gender Differences: A Close Look at Local Government Managers. *PM Magazine.* <https://icma.org/articles/pm-magazine/understanding-gender-differences>

Watch:

Mini Lectures “Dr. Rauhaus explains….” On YouTube, linked in the powerpoint .

Activity:

* Discussion Board 2 & Exam

**Week 3: July 19-23**

 **Diversity, Public Policy & Governing**

Read:

* Frederickson e-book, Chapter 6 “An Intergenerational Social Equity Ethic”
* Head, B. (2022). Improving Social Well-Being and Social Equity. In Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges. Springer. <https://link.springer.com/book/10.1007/978-3-030-94580-0>
* Sun, S., Rosenfeld, J., and Denice, P. (January 2021). Policy Brief: “On the Books, Off the Record: Examining the Effectiveness of Pay Secrecy Laws in the US”. Institute for Women’s Policy Research. <https://iwpr.org/wp-content/uploads/2021/01/Pay-Secrecy-Policy-Brief-v4.pdf>
* Trent, S. (1 May 2021). How to facilitate inclusive community outreach and engagement. *PM Magazine.* <https://icma.org/articles/pm-magazine/how-facilitate-inclusive-community-outreach-and-engagement>
* Watch:

Mini Lectures “Dr. Rauhaus explains….” On YouTube.

Activity:

* Discussion Board 3 and Reflection Assignment 2

**Week 4: July 25-29**

**Diversity Tool Kit: Managing Diversity and Being an Inclusive Leader**

Read:

* ICMA. (2018). ICMA Equity and Inclusion Toolkit. [https://bit.ly/3O5wUMY](https://t.co/ZjMhff4K3z)
* Representative Bureaucracy e-book Ch.2 “Public Personnel Policy and Social Representation: How do policies for recruitment, selection, promotion, pay, and retention affect representative bureaucracy?”
* Smith, K. (2019). Beyond Compliance: Recruitment and Retention of Underrepresented Populations to Achieve higher positions in local government. ICMA Leading Edge Research. <https://icma.org/sites/default/files/Beyond%20Compliance-FINAL.pdf>
* UCLA Equity, Diversity, and Inclusion. “Communication Best Practices”. Available at <https://ucla.app.box.com/v/communication-best-practices>
* Leon, J. M. (1 February 2022). Diversifying Your Leadership Team. *PM Magazine.* <https://icma.org/articles/pm-magazine/diversifying-your-leadership-team>
* MP Associates, Center for Assessment and Policy Department, and World Trust Services (2021). Racial Equity Tools Glossary. https://icma.org/documents/racial-equity-tools-glossary

Watch:

Mini Lectures “Dr. Rauhaus explains….” On YouTube.

Activity:

* Discussion Board 4 & Exam 2

**Week 5: August 1-5**

**Final Week**

* Discussion Board 5 & Final Assignment (100 points)