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## Editor's Introduction: Diversity and Representation in Education

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Editors' Introduction

# Diversity and Representation in Education

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The *Journal of Public Management and Social Policy* begins its twentieth volume by including a collection of articles that explore various issues on diversity and representation in education. The issue begins with a discussion on emerging Hispanic serving institutions of higher education. It proceeds to examine not only the degree of Hispanic representation in some school boards, but the impact of perceptual representation on human resource practice in top fifty populated cities in the United States. The issue concludes with topics on regulatory environment for-profit institutions in higher education as well as the challenges facing the implementation of immigrant students' access to public education. These topics underscore the nature and scope of issues that have been and continue to be the focus of *JPMSP*. Generally, the issue collates six articles in the first issue of this twentieth volume of *JPMSP*.

The opening article, "Facilitating College Success among Emerging Hispanic Institutions: Multiple Perspectives Yield Commonly Shared Diversity Goals," by Susan Gooden and Kasey Martin examines multiple factors that influence Latino student success in the United States. Since promoting cultural competency and fostering Latino student success have been generally accepted as crucial factors, Gooden and Martin recommend that "Community colleges need to reach out to Latino students' families directly and include a family-based perspective in their recruitment and retention efforts."

Interestingly, "Together for Tomorrow: Improving Title I Education through Intersectoral and Governmental Collaboration," the second article by Thomas Bryer analyzes the theoretical and observed enactment of the first pilot project of Together for Tomorrow and "suggests lessons, and advances propositions" for structuring "intergovernmental and cross-sector partnerships to achieve social outcomes and community transformation."

In the third article, "An Empirical Evaluation of the Influence of Descriptive Representation on Human Resource Practice at the Local Government Level," P. Edward French, Doug Goodman, and Minion Morrison examine the impact of demographic changes and values on the practice of public personnel administration at the municipal level. While the literature suggests that public managers' race and gender may influence their leadership qualities and stance on policy, among others, they found that "supporting evidence of a strong link between descriptive representation and human resource practice and reform does not emerge from" their research as it pertains to functions and activities.

In the fourth article, "Representation and Hispanic School Board in North Central Texas: Confirming a Lack of Representation," Abraham Benavides and Fernando Medina deploy descriptive research methodology to examine the gap in numeric and proportional Hispanic representation on school boards in North Central Texas. Their study findings show that "Hispanic school board representation increases slightly as the percentage of Hispanic students increases," which confirms the authors' hypothesis. Yet, they caution that a closer review of the statistics shows that Hispanic underrepresentation on the school board is actually very endemic due to the existing election systems that exclude Hispanic students and their parents from political participation because of citizenship requirements. They called for future research to explore underrepresentation in other Hispanic compact school districts to discern whether the same phenomenon exists to overcome the problem of generalization to other areas.

The sixth article, "The Impact of the Higher Education Regulatory Environment on For-Profit Higher Education Institution" by Rhonda Myers and Berhanu Mengistu, uses ordinary logistic regression to investigate the influence of higher education regulatory environment in the United States on the for-profit higher education institutions. They found that the presence of for-profit colleges and universities is influenced by both the state higher education governance structure and by regional accrediting agencies. Whereas the usual assumption that strict regulatory environment tends to negatively affect business and retard economic growth, these authors suggest that any desire by states to decrease the prevalence of for-profit higher education institutions in their jurisdictions should

require state legislatures to strengthen governance structures of public colleges and universities.

In the final article, Christine Thurlow Brenner, Kirk Leach, and David Tulloch explore the issue of immigrant students access to public education in “Plyler Children: 21st Century Challenges with Judicial Policy Implementation Affecting Immigrant Children in New Jersey.” They acknowledge the difficulty in the implementation of *Plyler*, and call for local-level monitoring of public schools in compliance with court decisions and for institutional reforms to allow all children equal access to education. All six articles in this volume show the importance of social equity through diverse topics and issues presented.

Overall, I would like to express my gratitude to Tony Carrizales, for his leadership as the fourth editor-in-chief emeritus of *JPMSP*. Also, I welcome Marc Fudge on the *Journal's* leadership as the new managing editor, and offer sincere thanks to our committed editorial board, reviewers, and staff for their continued work. In sum, I would like to thank our contributors for considering *JPMSP* as an outlet for their research.