

THE Record

Lyndon B. Johnson
School of Public Affairs

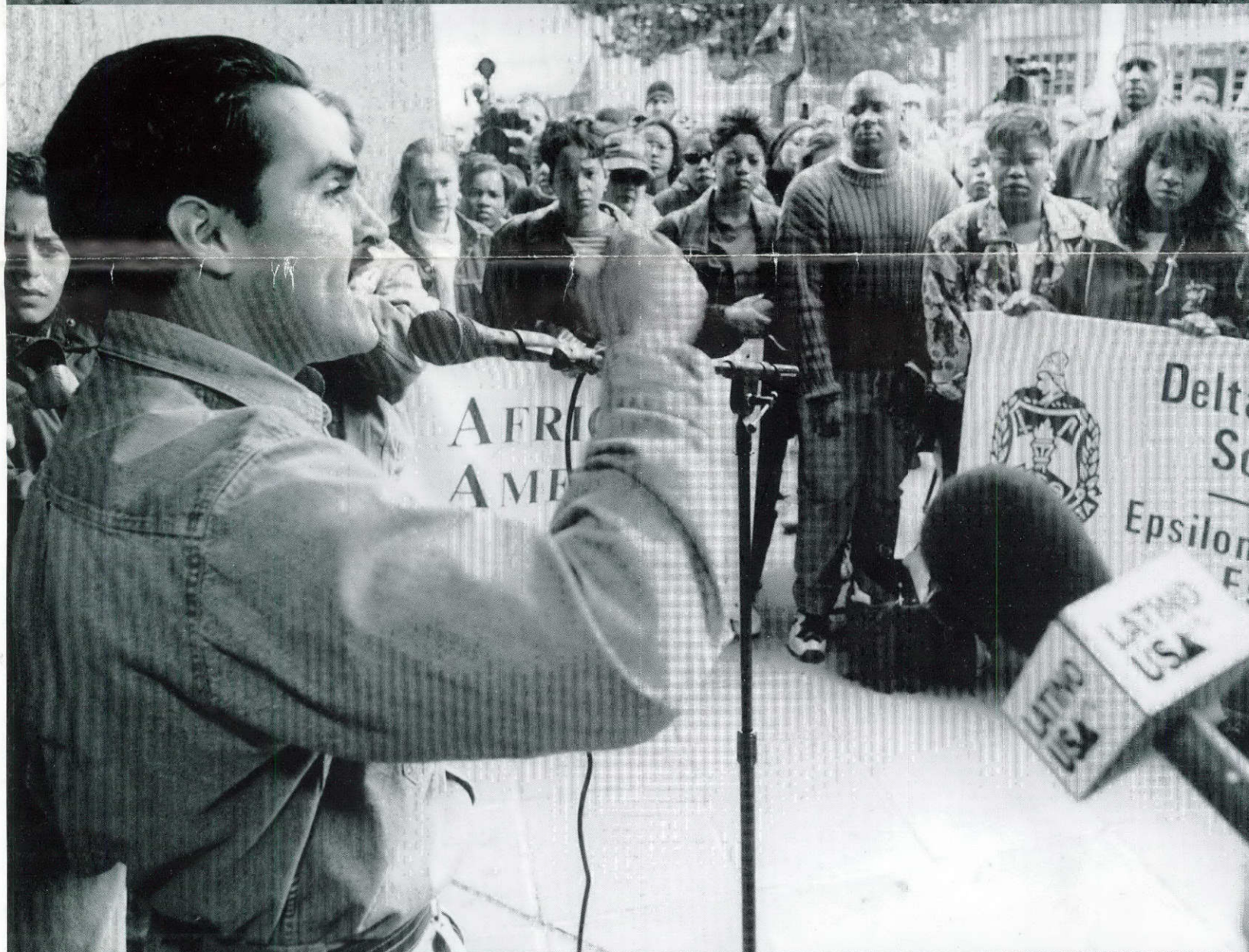
97-361

The University of
Texas at Austin

JUL 19 1997

Number 134
Spring 1997

The Hopwood Aftermath



Hopwood—the landmark court decision that ended racial preferences for Texas college students last summer—has sparked a widespread debate about the pros and cons of affirmative action.

While the debate continues to reverberate at the state capitol and on campus, many at the LBJ School agree that increased awareness and positive communication are needed.

See stories, p. 4

INSIDE

FEATURES

The Hopwood Aftermath

Landmark legal case prompts debate, reassessment of admissions/financial aid policies, and diversity forums—4

Removing Barriers to Student Learning

Study looks at children's fears and other factors that may impede adjustment to middle school—11

A Salute to Dean Max Sherman

A look at Sherman's 14 years as dean—6-7

EVENTS—2

Scott & White Assembly examines tough health care issues

Ethics forum looks at privatization

Graduation convocation scheduled

Sustainable development conference held in March

School sponsors 14th Pre-Session Legislative Conference

VISITORS GALLERY—3

FACULTY NEWS—5

WHAT'S NEW—8

International public policy program established

Long-distance learning expands options

Crime research center opens

Texas-Bangladesh antipollution initiative announced

Grant supports community research

STUDENT COMMUNITY—9

LBJ Journal publishes ninth issue
Student News

ALUMNI UPDATE—9

RESEARCH IN ACTION—10

LBJ School participates in UT Austin ChildFest

Handbook for parents published

Austin Free-Net recognized as national model

1996-97 Policy Research Projects

STAFF NOTES—12

Scott & White Assembly examines tough health care issues



LBJ School Professors David C. Warner and Aditi Gowri (seated, right) confer with Scott & White Assembly participants. Jacqueline A. Pugh (second from left), who was one of the discussion session leaders, is an associate professor in the Department of Medicine at San Antonio's JT Health Science Center.

Maria de la Luz Martinez

Some of the country's toughest health care questions were discussed and debated by national health experts at an assembly sponsored by the LBJ School and the Scott & White health care delivery system on February 19-22.

Structured in the American Assembly format introduced by Dwight D. Eisenhower at Columbia University in 1950, the group discussed the impact of changes in technology, demographics, and medical care organizations, as well as challenges posed by an increasing emphasis on outcomes, competition, and cost.

The event, "America's Health: Seeking Solutions for the 21st Century," culminated in a consensus document by the assembly participants, who included health care experts, physicians, drug company executives, and government officials.

The final document's public policy recommen-

dations will be sent to the U.S. Congress, governors, deans of medical schools, editorial page editors, and others who are in a position to influence medical practice in the U.S.

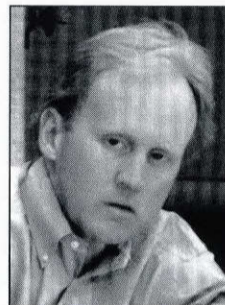
LBJ School Professor David C. Warner, whose research interests include health policy and health and mental health finance, was the assembly policy director.

Other participants from the LBJ School included Dean Max Sherman; Ray Marshall, the Audre and Bernard Rapoport Centennial Chair in Economics and Public Affairs and former Secretary of Labor; and Alex Pham (LBJ Class of 1993), a health care reporter for *The Boston Globe*.

LBJ School Professors Jacqueline Angel, Aditi Gowri, and Pat Wong served as rapporteurs. Austin physician Mike Mouw, who is currently enrolled in the LBJ School's mid-career program, also served as rapporteur.



Alex Pham



Mike Mouw

Sustainable development conference held

A conference on sustainable development—considered to be one of the most important topics facing the international community in the 21st century—was held March 3-5 on the Rice University campus in Houston.

Called "Sustainable Development: Managing the Transition," the conference featured experts on sustainable development in the western hemisphere, policymakers, business leaders, and scholars.

Conference sections covered key aspects of sustainable development, a concept that combines economic development and environmental protection into a single model. Topics included the global commons project of the National Academy

of Sciences, challenges of the 21st century, ethics and leadership, science and uncertainty, market tools, stakeholder participation, and population and consumption.

The event merged the biennial De Lange Conference of Rice University and the Woodlands Conference of the Houston Advanced Research Center (HARC). It was organized by LBJ School Professor Jurgen Schmandt, who is the director of the Woodlands Center for Global Studies at HARC; LBJ School graduate Marilu Hastings (Class of 1990); and members of the Rice University community.

LBJ School student Laura Ubarri participated in the closing panel discussion, "Charting the Roadmap."

In addition to HARC and Rice University, conference partners included the LBJ School and the National Academy of Sciences.

Forum discusses ethics, privatization

As more public sector functions are privatized, the increasing number of government and business mergers are creating a new dilemma: should private businesses be required to adopt the rules of ethical conduct practiced by government?

"Ethics in the Era of Privatization"—a forum hosted by the LBJ School, the Graduate School of Business, and the Law School—examined this issue and other related topics on March 24.

The forum is part of the annual Professionals at the Crossroads series, which allows persons from different disciplines to explore complex issues from various perspectives.

Panelists included Frank Cross, professor, UT Austin Department of Management Science and Information Systems; Warner Croft, managing partner for state and local government practice, Andersen Consulting; LBJ School Professor Aditi Gowri; Michael Totty, staff reporter for the *Wall Street Journal*; and Sarah Woelk, director of education and advisory opinion, Texas Ethics Commission.

At the LBJ School, the event was coordinated by second-year student Bergan Norris and first-year student Gretchen Hirasl.

Editor Jack Rosenthal is graduation speaker

Jack Rosenthal, editor of *The New York Times Magazine*, will give the keynote address at the LBJ School's 26th Annual Graduation Convocation on Saturday, May 17.

Rosenthal, who has held his current position since 1993, is a 1982 recipient of the Pulitzer Prize for editorial writing and is a former national urban affairs correspondent.

This year's graduation ceremony—scheduled for 11 a.m. in the UT Bates Recital Hall—will honor 16 December 1996 graduates and approximately 100 May graduates. Mrs. Lyndon B. Johnson will present the Lyndon Baines Johnson Foundation Award for Academic Excellence.

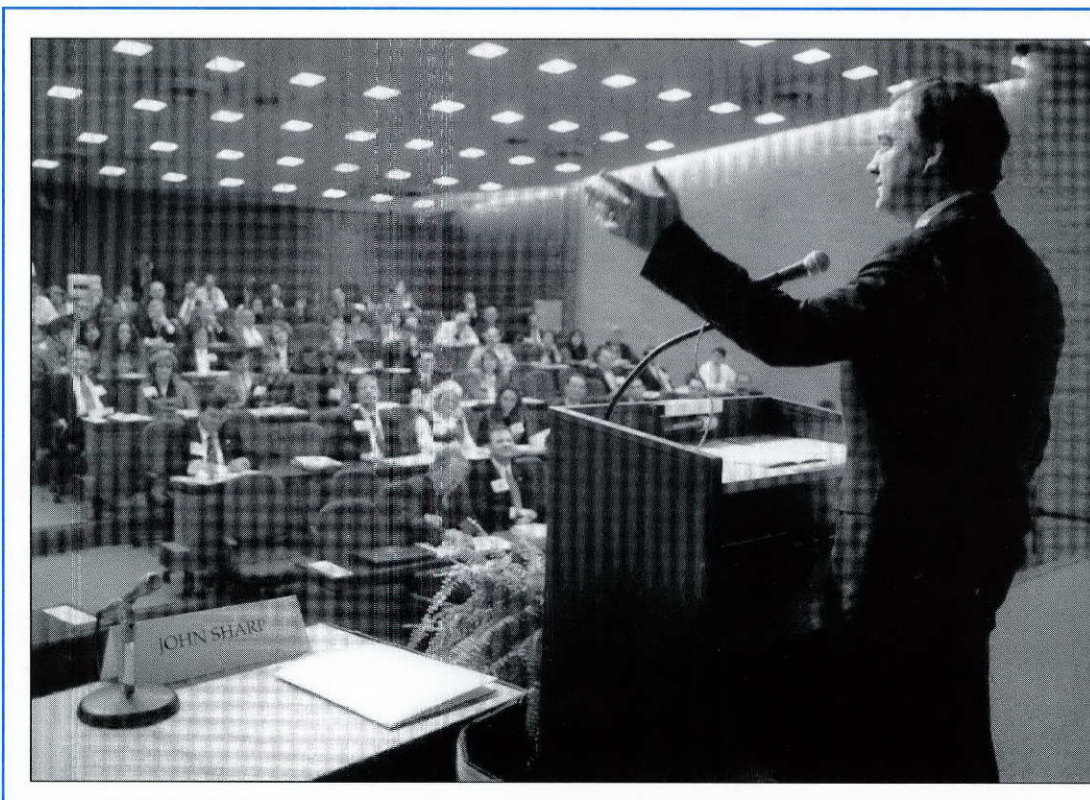
A reception for graduates, their families and friends, faculty, and staff members will be held immediately following the ceremony at the Joe C.

Thompson Conference Center.

The university-wide commencement ceremony—which includes a grand procession of degree candidates and faculty, the traditional lighting of the tower, the singing of the alma mater, and fireworks—will be held the same day at 8 p.m.

This year the UT commencement extravaganza is entitled "Every Childhood Holds a Treasure" and features Marian Wright Edelman, founder and president of the Children's Defense Fund.

The ceremony will take place on the South Terrace of the Main Building. In the event of rain, the convocation will be moved to the Frank Erwin Center. For more information visit the Commencement '97 Web page at <http://www.utexas.edu/commencement/97>.



Maria de la Luz Martinez

14th Pre-Session Legislative Conference

The day after he released his fourth Texas Performance Review, Comptroller John Sharp discussed a few of his cost-cutting recommendations with participants of the 14th Pre-Session Legislative Conference. The conference, cosponsored biennially by the LBJ School and the Texas Legislature, is an educational forum held prior to the opening of the regular session for members of the Legislature.

VISITORS GALLERY

Members of the LBJ School community had an opportunity this year to meet and share ideas with a variety of public officials, program administrators, political scholars, and other policy specialists. The talks ranged from evening lectures to more intimate chats and receptions that featured international scholars; well-known national, state, and local figures; award-winning authors; and representatives of the news media.

Gerald Ford/Walter Cronkite

On two evenings in February students received special guest passes from the LBJ Library to listen to talks by former president Gerald Ford and former CBS newscaster Walter Cronkite.

Ford gave the closing address at a symposium entitled "Are the Elephant and Donkey Headed for Extinction?: The Future of Political Parties in America." The talk, on renewing the American political process, was the third annual Harry Middleton Lecture, which is endowed by Lady Bird Johnson and named after the director of the LBJ Library.

The talk by Cronkite was cosponsored by the UT Austin Center for American History.

Governor George W. Bush

Students met with Governor George W. Bush at the Texas Capitol Press Room on April 17 for a discussion on current political topics and a question-and-answer session.

The visit was arranged by first-year student Jesse Barba, who is a member of the Public Events Committee.

Clinton Advisers Begala and Caputo

Paul Begala, former senior political adviser to President Bill Clinton, and Lisa Caputo, former press secretary to Hillary Rodham Clinton, were the featured guests at a "Chat Room" sponsored by the LBJ School.

The event included a question-and-answer session on Begala's and Caputo's "roller coaster ride" with the president and Mrs. Clinton.

U.S. News & World Report Editor

James Fallows, an award-winning author and the new editor of *U.S. News & World Report*, discussed the impact of the media on America's social and political life during a fall lecture at the LBJ School.

In his talk, Fallows discussed the public's complaint that the news media has a liberal bias, stressing that party ideology does not underlie the decision to cover an event, particularly in the national television media and mainstream newspapers and magazines.

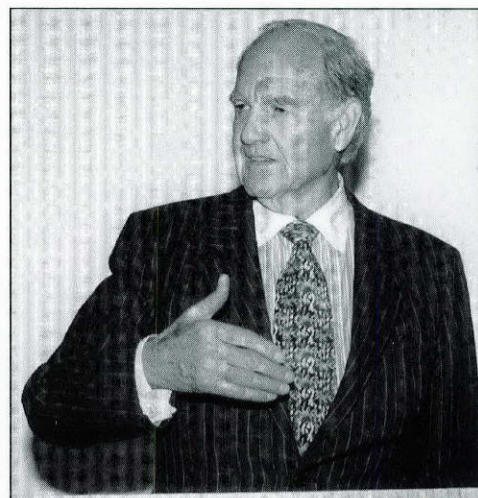
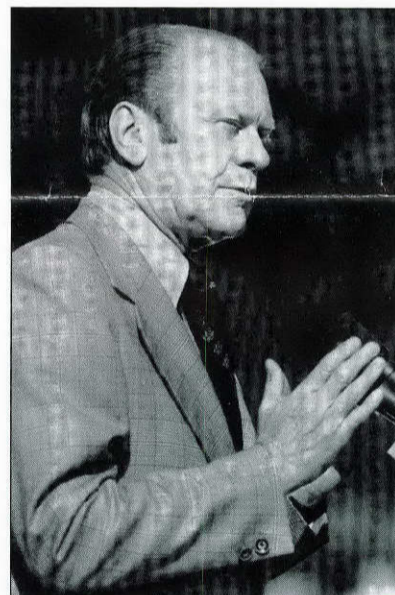
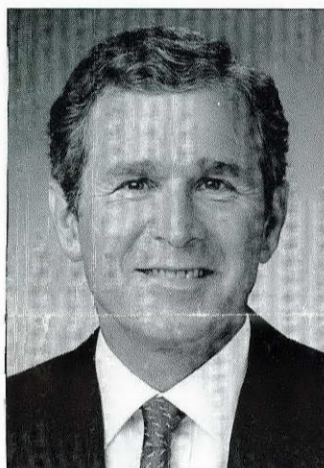
Fallows' most recent book, *Breaking the News: How the Media Undermine American Democracy*, was released in January. He is also the author of *Looking at the Sun* and *National Defense*, for which he won the National Book Award.

A former speechwriter for President Jimmy Carter, Fallows was the Washington editor of *Atlantic Monthly* prior to becoming editor of *U.S. News & World Report* in September 1996.

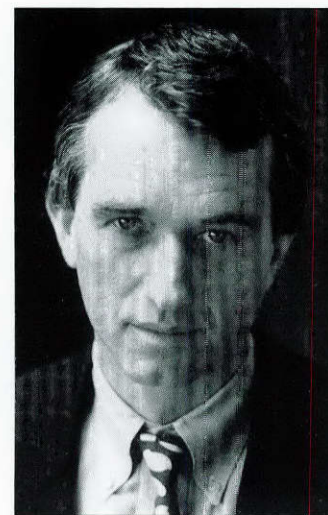
The lecture was sponsored by the LBJ School and the UT Austin College of Communication.

Ambassador Hugo Paemen

Ambassador Hugo Paemen, head of the European Commission delegation in Washington, D.C., vis-



Maria de la Luz Martinez



Clockwise from top: George S. McGovern; Robert F. Kennedy, Jr.; Willie Morris; Gerald Ford; George W. Bush; Walter Cronkite



Gerald R. Ford Presidential Library

ited the LBJ School in March. During his visit, Paemen met with LBJ School staff and faculty members and talked to area representatives of college and university international programs.

George S. McGovern

Former U.S. Senator George S. McGovern gave a March lecture on American foreign policy after the Cold War.

McGovern, the 1972 Democratic nominee for U.S. president, served in the U.S. House of Representatives from 1957 to 1961 and in the U.S. Senate from 1962 until 1980.

In his talk, McGovern offered his opinions on a number of foreign policy issues, including post-Cold War defense priorities (he made a case for cutting at least \$65 billion from the \$265 billion defense budget), the expansion of NATO to the Russian border (he believes expansion would reduce rather than enhance security because it would alienate the Russians), and the peacekeeping role of the United Nations (he advocates using the U.N. World Court to settle most international disputes).

Currently, McGovern is the president of the Middle East Policy Council in Washington, D.C., and is on the Board of the National Council on Alcoholism and Drug Dependency.

McGovern's visit was coordinated by the LBJ School Ph.D. Colloquium and the Public Events Committee.

Robert F. Kennedy, Jr.

Robert F. Kennedy, Jr., came to the LBJ School on April 11 for an informal talk with students and a reception given in his honor.

Kennedy, who serves as chief prosecuting attorney for the Hudson Riverkeeper organization and senior attorney for the Natural Resources Defense Council, was in Austin in conjunction with Wildflower Days at the National Wildflower Research Center.

Kennedy's involvement in environmental affairs is well known. The New York City watershed agreement, which he negotiated on behalf of environmentalists and New York City watershed consumers, is regarded as an international model in stakeholder consensus negotiations and sustainable development.

Willie Morris

Mississippi author Willie Morris, one of the South's premier literary figures, visited the LBJ School in February to give a lecture entitled "Why I Am an Author."

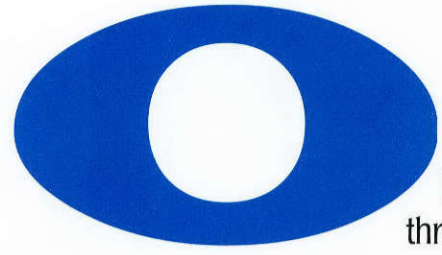
A former editor of *Harper's*, the *Texas Observer*, and the *Daily Texan*, Morris has written

various books, including *North Toward Home*, which won the 1996 Richard Wright Medal for Literary Excellence.

Brown Bag Talks

This year's Public Events Committee brought numerous speakers to the LBJ School for lunch-hour talks with students. The visitors included **Steve Bartlett**, former Dallas mayor and congressman; UT Austin President **Robert M. Berdahl**; **Michael Brintnall**, president of the National Association of Schools and Public Affairs and Administration; *Texas Monthly* Executive Editor **Paul Burka**; **Juan Escobar**, U.S. Customs agent and former immigration officer; **Dianne Hardy-Garcia**, executive director, Lesbian/Gay Rights Lobby of Texas; **Joseph Hulings**, former U.S. Ambassador to Turkmenistan; **Tom Luce**, Dallas attorney and activist; **Mark McKinnon**, former Democratic campaign consultant; **Bill Miller**, political consultant; **John Ralston Saul**, Canadian philosopher and writer; and **Robb Southerland**, chief executive officer and founder of the Austin Crime Prevention Institute.

The Hopwood Aftermath



IN THE HEELS OF THE HOPWOOD CASE DECISION last year, the LBJ School community was thrown into a spirited discussion over the perceived merits and setbacks of the decision to end affirmative action in the admissions process. At brown bags and public forums organized by the LBJ School Admissions and Financial Aid Committee, in hallways and classrooms, and via the Internet, many expressed their opinions and exchanged the latest in the unfolding case.

While some thought that the LBJ School should regard the Hopwood decision as a challenge to improve the admissions process, others urged the School to assume a strong leadership role in promoting the value of diversity. And while some students expressed the opinion that the School should simply adhere to the legal ruling, others were compelled to voice their dissatisfaction over a policy they felt would hinder the School in its attempts to provide access to those who are underrepresented. Some of these views appear on this page.

In an effort to air some of the controversial issues, students organized two LBJ School forums on diversity this spring. The first event, dedicated to Barbara Jordan, is featured on this page. The other, called "Using Diversity to Our Advantage," was designed as a "policy prescription," a place where students could gather suggestions on how to avoid conflicts

and reinforce tolerance. Using leadership as its theme, this second forum was organized by second-year students Peter Bradford and Oscar de la Torre and first-year student Jay Brown.

As part of the official response to the Hopwood decision, the LBJ School's Admissions and Financial Aid Committee worked during the fall semester to streamline and formalize the admissions process so that it would conform to new university requirements (see story below).

To view university articles and continuing developments related to the Hopwood case, check out the following Internet sites:

- <http://stumedia.sp.utexas.edu/webtexas/hopwood/>
- <http://tarlton.law.utexas.edu/hopwood/hopwood.htm>

New admissions guidelines set

New admissions and scholarship guidelines for the LBJ School were approved by the faculty in time for the spring recruitment of next year's entering class. The changes were prompted by the Hopwood case, which resulted in federal and state rulings that now forbid a student's race from being considered in admissions, recruitment, and financial aid decisions.

According to Professor David Eaton, who chaired the LBJ School committee dealing with this important change, race and gender have never been criteria for admissions to the LBJ School.

"The LBJ School has always attempted to find positive reasons to accept applicants rather than negative reasons to reject them," he said, "but because the school's criteria had never been articulated, it was feared that the process could be subject to challenge."

The committee held about 15 public forums to solicit information that would be used in establishing criteria for admissions and financial aid awards.

The new criteria—which include the broad categories of academic background, experience, analytic skills, and motivation—are now being used for both admissions and financial aid decisions for the regular two-year master's program,

all master's-level joint degree programs, and the mid-career program.

"We are not making any distinction among students on the basis of ethnic background," Eaton said. "As far as financial aid is concerned, we restructured the awards to standard one-, two-, three-, and four-semester awards and any student is eligible for one of these standard merit awards."

In addition to the School-based activities related to this revamping process, the LBJ School also participated in a university-wide problemsolving encounter designed to simplify the admissions process. This activity—referred to as a "RAPID" process—involved Ford Motor Company facilitators and university administrators who are involved in admitting students and awarding them financial aid packages.

As a result of this new process, LBJ School recruiters can now admit students and make financial aid offers faster than before. "In the past, some applicants did not know what their financial aid packets were until the summer. This year we will have made all initial decisions by the end of March," Eaton said.

Besides streamlining the applications process, all university sources of financial aid have now been combined, which has allowed the LBJ School admissions committee to allocate more money earlier.

"Before, the LBJ School ran a risk of informing students too late to be competitive," Eaton commented. "Now we have one process and everything is decided at one time. The bottom line is that everyone is being treated equally, we're letting applicants know earlier, and we are able to extend better financial aid offers than in the past."

On the cover

In the aftermath of the Hopwood case decision, LBJ School student Oscar de la Torre—pictured at a university-wide rally—was featured in various newspaper articles and television reports focusing on the case. Among those who interviewed him was a crew from "The NewsHour with Jim Lehrer." (Cover page photograph by Victor Caivano, *The Daily Texan*/©1996 Texas Student Publications)

The Debate over Hopwood: LBJ SCHOOL INSIGHTS

"Ethnic diversity is a valuable goal because it brings with it diversity in student backgrounds and cultures. Having said that, I think that the Hopwood decision, even if upheld, will have less impact than most people think. Nothing in the law prevents universities from extending preferences to students from low-income backgrounds, and in general using other socioeconomic indicators that will lead to the required ethnic diversity at the expense of admitting a few low-income whites."

"Diversity is an intellectually bankrupt, utterly hollow concept put forth by those who recognize race-based affirmative action can no longer be defended on the grounds of righting past wrongs."

"I happen to believe the vision of our founding fathers, that this would be a place of equality and acceptance and democracy. Twelve years of public school taught me that much. But growing up in the inner city next to a housing project with police cars patrolling the streets and drug deals going down on my front step has taught me another thing, and that's that we've got a long way to go."

"As long as we're at a school of public affairs, I think it's a delightful idea that we ponder alternatives to affirmative action. Personally, I hope affirmative action programs are upheld by the United States Supreme Court as being constitutional, but whether they are or not, other methods for remedying discrimination must be put in place."

"... if we can't understand racial issues, how can we expect society to do any better?"

Source: LBJ School electronic mail system

Forum dedicated to Barbara Jordan

How can people from diverse backgrounds use their unique perspectives to enrich and improve public policy? What can community organizations and the private sector contribute to the evolution of the public welfare system?

These and other questions were the focus of the Barbara Jordan Memorial Forum on Diversity in Public Policy held at the LBJ School on February 15.

The event included a keynote address by Texas State Representative Ron Wilson and a roundtable discussion on the welfare-to-workfare transition. Mary Beth Rogers, former chief of staff to Governor Ann Richards and now holder of the Visiting Mike Hogg Professorship in Urban Management at the LBJ School, was the moderator for the roundtable discussion.

According to forum committee chair Burt Edwards, the purpose of the event was to reaffirm

the school's commitment to diversity and to recognize the accomplishments and diverse backgrounds of the many LBJ alumni working throughout the nation.

"Diversity has always been one of the LBJ School's strengths," said Edwards. "We wanted to do something that would celebrate that tradition while emphasizing the need to continue moving in that direction."

The public forum—intended to be an annual event—was named for Professor Barbara Jordan, who taught at the LBJ School from the time she retired from the U.S. Congress in 1979 until her death in January 1996.

The event was sponsored by the LBJ School's Public Affairs Minority Liaison Committee, the Graduate Public Affairs Council, the National Association of LBJ Alumni, and the UT Austin Office of Graduate Studies.



Ida Powell, who was a member of the LBJ School's first graduating class (1972) and is now assistant corporation counsel for the District of Columbia, joined other LBJ School graduates in a discussion that addressed the need for diversity and concerns about welfare and education. Other panelists (seated, left to right) included LBJ School Professor Mary Beth Rogers, Patrick Bressette (Class of 1991), associate director, Center for Public Policy Priorities; Mario Castro (Class of 1995), coordinator, American Institute for Learning; and Judith Manriquez (Class of 1993), associate, Public Strategies.

New faculty join LBJ School



William K. Black

Three new assistant professors were added to the LBJ School's faculty roster in fall 1996. The three—William K. Black, Shama Gamkhar, and Aditi Gowri—have expertise in a range of policy areas including public finance; criminal justice policy; ethics; environmental economics; industrial organization; and science, culture, and values.

William K. Black

Professor Black has a Ph.D. in criminology, law, and society from the University of California at Irvine and a J.D. from the University of Michigan Law School.

His professional background includes appointments as senior deputy chief counsel for the San Francisco Office of Thrift Supervision; deputy director of the National Commission on Financial Institution Reform, Recovery, and Enforcement; general counsel for the Federal Home Loan Bank of San Francisco; and director of litigation for the Federal Home Loan Bank Board in Washington, D.C.

He has also served as adjunct professor of law at the Santa Clara University School of Law, regents' lecturer at the University of California at Irvine, and guest lecturer at the Stanford Business School.

Professor Black's research and writing deal with criminal justice policy issues such as white-collar crime, savings and loan industry reform, and financial services regulation. He has offered extensive testimony before the U.S. Congress and the California Assembly on issues related to finan-



Aditi Gowri

cial services regulation, white collar crime, and the ethics investigations of former Speaker of the House James Wright and the "Keating Five."

Shama Gamkhar

Professor Gamkhar has a Ph.D. in economics from the University of Maryland at College Park.

A native of India, she has a master's degree in the philosophy of economics from the University of Delhi and a master of arts in economics from the University of Bombay.

She has written on a variety of topics, including the state and local response to federal grant reductions in the United States and the performance of the Indian economy. From 1993 to 1995 she was an instructor of macroeconomics and microeconomics at the University of Maryland.

This year Professor Gamkhar codirected a policy research project on state and local debt management in Texas and taught courses in pub-



Shama Gamkhar

lic financial management.

Among her recent publications is "Asymmetries in the Response to Increases and Decreases in Intergovernmental Grants: A Comment and Some Further Evidence," coauthored with Wallace Oates. The article appeared in the December 1996 issue of *National Tax Journal*.

Aditi Gowri

Professor Gowri has a Ph.D. in social ethics from the University of Southern California and two master's degrees—an M.A. in ethics and public policy from the University of Southern California and an M.A. in interdisciplinary studies from York University.

Her principal fields of study are ethics and public policy; medical and business ethics; sociology of knowledge (science and religion); science, culture, and values; and the history of mathematics.

Recent articles include "Towards a Moral Ecology: What is the Relationship between Collective and Human Agents?," which will appear in *Social Epistemology* and "Speech and Spending: Corporate Political Speech Rights under the First Amendment," to be published in the *Journal of Business Ethics*.

This year she taught policy development courses and two seminars, one entitled "Moral Action within Organizations" and another on health, ethics, and policy.



Teaching excellence award winners Kenreth Matwiczak and Maureen Berner (center) were honored for their commitment to students at an LBJ School reception in February. Shown with them are TETA committee cochairs Rachel Feit (left) and Kindra Norton.

Matwiczak and Berner added to university teaching honor roll

In a tribute to superior teaching skills and commitment to education, LBJ School students selected Adjunct Professor Kenneth Matwiczak and teaching assistant Maureen Berner as the recipients of the 1996-97 Texas Excellence Awards.

Administered by the UT Ex-Students Association, the awards are part of a program that promotes excellence in teaching by recognizing outstanding faculty members, teaching assistants, and advisers. Selections are based on nominees' commitment to student learning, accessibility outside of class, ability to challenge and motivate students, and enthusiasm for teaching.

Matwiczak was named the LBJ School's winner in the faculty teaching category and Berner in the teaching assistant category.

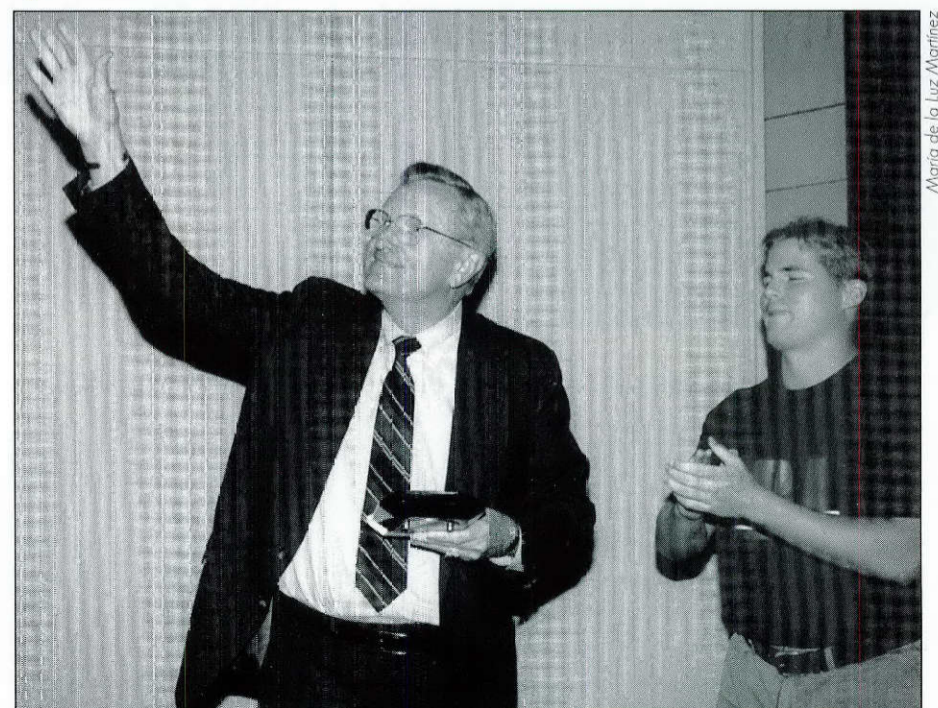
Ken Matwiczak

Matwiczak, who came to the LBJ School in 1993, teaches courses in applied statistics and econometrics, quantitative decision methods, and microeconomics.

Students who nominated him for the teaching award called him an "awesome" and "demanding" professor and praised him for being "available for help outside of class—both at home and in office."

see **Teaching awards**, page 12

Lynn Anderson retires



Students honored retiring professor Lynn Anderson at the annual State of the School address on April 7 by presenting him with a timepiece. Anderson has held a number of teaching, research, and administrative positions at the university since 1946. As director of the Institute of Public Affairs, he brought valuable insight to the master of public affairs program when the institute was merged with the LBJ School in 1970. Pictured at right is first-year student Toben Nelson.

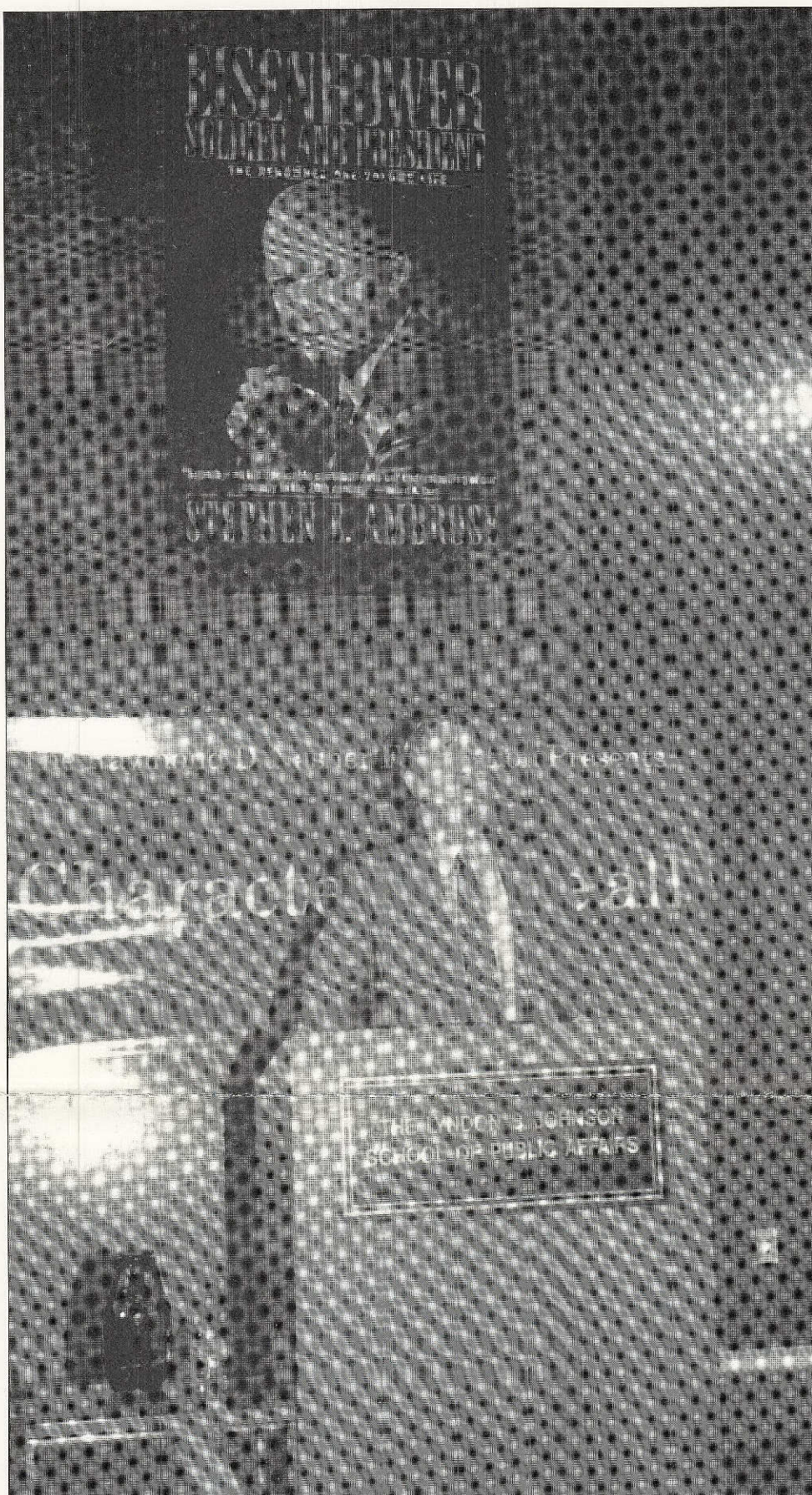
A Salute to

MAX SHERMAN will retire from the deanship of the LBJ School at the end of August after a 14-year tenure as dean. When he came to the School in 1983, he brought a distinguished record of service in higher education and government that included seven years in the Texas Senate and four years as president of West Texas State University. This background, and a continuing commitment to the public service component of the School's program, has served the LBJ School well. In the words of former Dean Elspeth Rostow:

"Among Max Sherman's many contributions to the LBJ School during his long tenure as Dean, particularly notable has been his skill in narrowing the distance between the School and the public sector. At his behest, practitioners have contributed valuably to the School while, at the same time, students, faculty, staff, and alumni have had increasing opportunities to share in the work of government at all levels and to contribute their talents and their research to the solution of public problems. Through all these efforts, under Dean Sherman's direction, the School has gained an enhanced national and international reputation as an outstanding graduate program dedicated to public service in its fullest sense. The LBJ community, including its burgeoning network of graduates, owes Dean Sherman a great debt of gratitude for his patient and informed leadership over more than half of our first quarter century."

Dean Sherman's public service activities during his years as dean have been continuous and varied. In addition to holding numerous appointments to public boards and commissions, he has been active in national organizations that promote excellence in government, most notably the Ford Foundation's National Committee on Innovations in American Government and the National Commission on the State and Local Public Service. He has also been a leader in national organizations devoted to the profession of public affairs, including the National Academy of Public Administration and the National Association of Schools of Public Affairs and Administration. Dean Sherman has led the LBJ School as an institution in the direction of public service by supporting the sponsorship of professional development programs for state and local public officials, fostering partnerships with government and nonprofit groups to conduct research and sponsor public forums, and promoting student and faculty involvement in community service activities. On the international front, he has supported programs such as the Hubert H. Humphrey Fellowship Program for mid-career professionals from developing countries as well as professional and academic exchange programs with universities throughout the world, which not only make available the school's resources to international students and public officials but also enlarge and enrich the experience of LBJ School students and faculty.

The photographs on these two pages provide an overview of Dean Sherman's many activities and contributions during his years at the LBJ School.



Maria de la Luz Morfinez

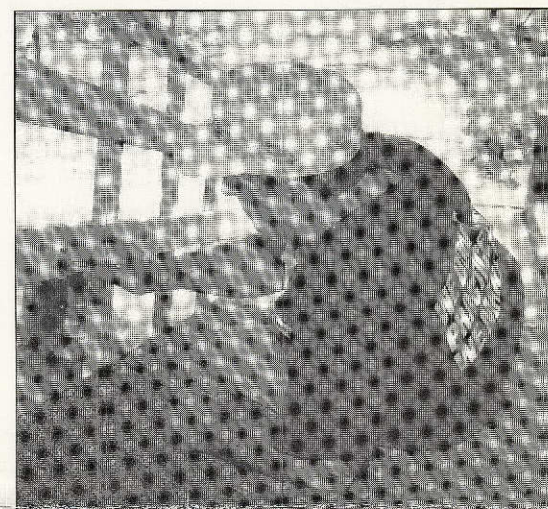
Under Dean Sherman's leadership, the LBJ School has sponsored hundreds of events designed to foster dialog on major public issues. One of the most successful of these was the "Character Above All" lecture series in spring 1995, which brought ten eminent presidential biographers to the School to speak on the impact of character on the leadership of presidents from Franklin Roosevelt to George Bush. The lectures aired on C-Span and were later published in a book by Simon and Schuster.

LBJ School announces new Max Sherman Chair

When Max Sherman came to the LBJ School in 1983, he brought a background in state government and politics that became an important resource for students and faculty members. His insights into the political process are those of someone who not only served for many years as an elected state official but who has continued to be involved in state and local government through participation in task forces, boards and commissions, and other activities.

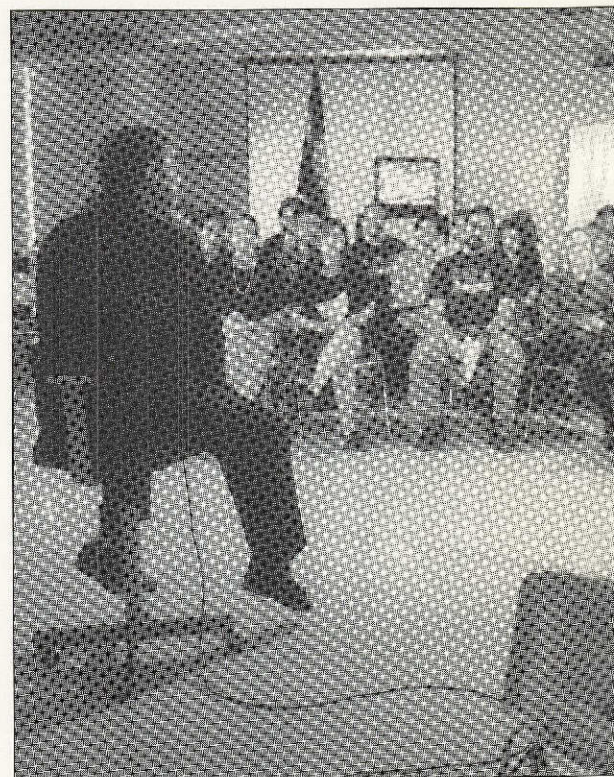
In recognition of Dean Sherman's many contributions to state and local government, and in recognition of the need to continue attracting faculty members with extensive government experience, the LBJ School is establishing the Max Sherman Chair in State and Local Government. The chair will support a professor with a distinguished background and reputation in state or local government who can offer students and faculty an insider's perspective on contemporary issues.

Mrs. Lyndon B. Johnson, Honorary Chair of the Sherman Committee, joins the committee in inviting gifts or pledges to the endowment fund. Questions about the fund should be directed to Carlton Schwab, Director of Development, LBJ School of Public Affairs, Box Y, Austin, Texas 78713-8925, telephone: (512) 471-2760, fax: (512) 475-8866.



Maria de la Luz Morfinez

During one of the semiannual LBJ Service Days sponsored by LBJ School students, Dean Sherman joined other members of the LBJ School community to repair the local Pediatric AIDS League home. An advocate of public service at all levels, the dean has encouraged volunteerism among students as well as faculty and staff.



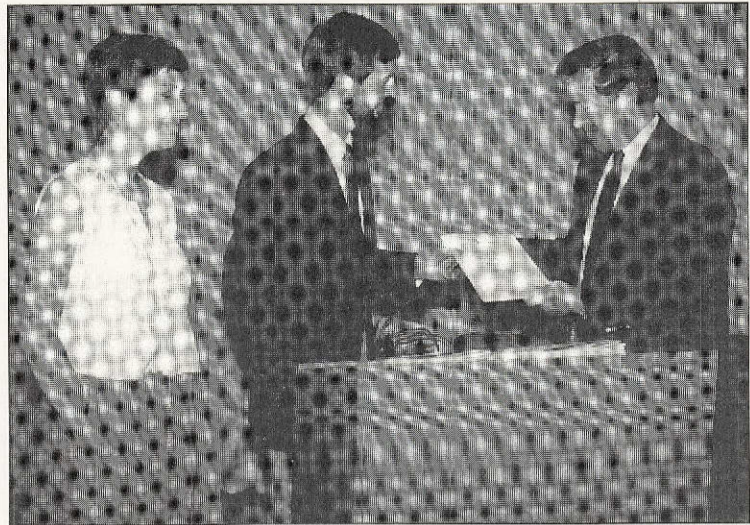
A 1996 teleconference between the LBJ School and Syracuse University House Speaker Newt Gingrich on the future role of public servants in government technologies has greatly expanded the resources available to students and faculty.

Dean Max Sherman



Dean Sherman and Mrs. Lyndon B. Johnson are familiar figures at the LBJ School's annual graduation convocation. In the 14 years the dean has been at the School, more than 1,200 students have graduated from the master's program.

Maria de la Luz Martinez



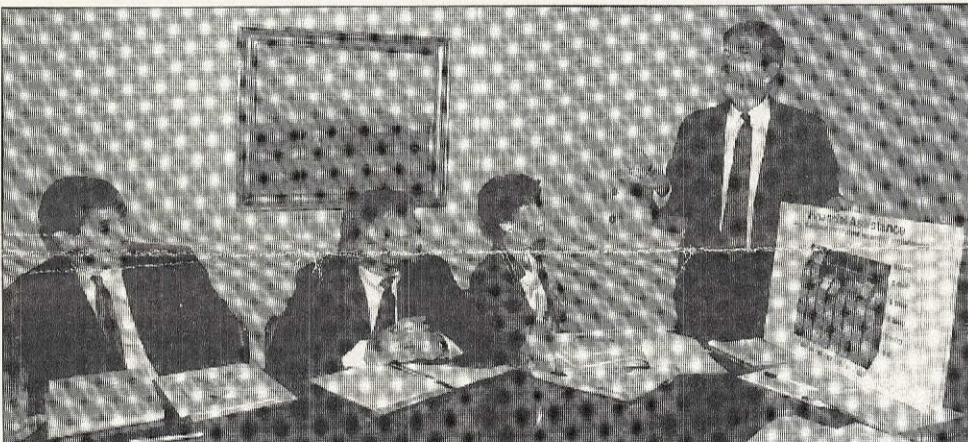
Dean Sherman's support for the *LBJ Journal*—a publication written, edited, and managed by LBJ School students—has been essential in the journal's development over the past eight years. The dean is pictured here with inaugural editors Tamar Osterman and David Twenhafel at ceremonies announcing the publication of the first issue in spring 1989.

Maria de la Luz Martinez



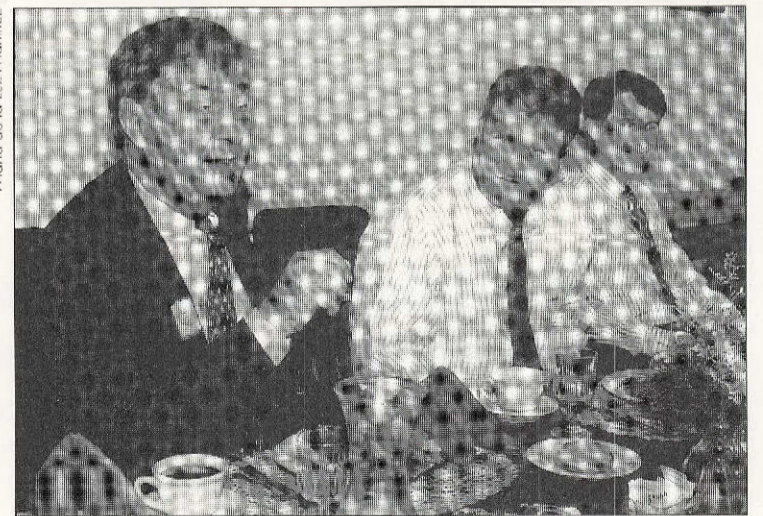
Dean Sherman's strong support for international programs has brought students and public officials from throughout the world to the LBJ School. He is pictured here with students from Kyung Hee University of Korea, who attended a four-week lecture series presented by LBJ School faculty in 1993.

Maria de la Luz Martinez



Fourteen new endowments have been created during Dean Sherman's tenure, seven of which provide funding for student fellowships. Among them is the J. J. "Jake" Pickle Scholarship Fund, which has awarded approximately 75 fellowships to master's and Ph.D. students and funded 38 summer internships since its establishment in 1991. The dean is pictured here making a presentation to the Pickle Fund Committee during the fundraising drive, which raised \$1.7 million for the endowment.

Maria de la Luz Martinez



During Dean Sherman's tenure, "Breakfast with the Dean" meetings have become a tradition, giving students an opportunity to share ideas and concerns in an informal setting.



Maxwell School enabled students from both schools to interact with computer terminal. During Dean Sherman's tenure, the availability of new technology has benefited both schools.

Maria de la Luz Martinez

Search for new dean underway

After Dean Max Sherman announced last fall that he would retire from the deanship as of August 31, 1997, UT Austin President Robert Berdahl appointed a 16-member consultative committee to undertake a nationwide search for a new dean. The committee, which met from December 1996 until mid-April 1997, includes three LBJ School students, five LBJ School faculty members, five UT Austin faculty and administrators (non-LBJ School), and three non-UT representatives, one of whom is an alumnus of the LBJ School. In April the committee submitted a slate of candidates to President Berdahl, who will make the final decision.

The LBJ School's World Wide Web site (<http://www.utexas.edu/lbj/>) will provide information about the new dean when the appointment is announced.

Maria de la Luz Martinez



Dean Max impersonators have made frequent appearances at the LBJ Follies over the years. . . .

International public policy program involves 17 Texas universities

The LBJ School is the lead institution in a consortium of 17 Texas universities that will prepare students to become regional experts in international public policy.

Funded by a \$381,000 grant from the U.S. Department of Defense National Security Education Program, the project will support students who are interested in obtaining graduate degrees while acquiring advanced language training and extensive overseas experience.

To qualify for the three-year program, a student must demonstrate proficiency in one of a dozen languages of Asia, the Middle East, Eastern Europe/Russia, or Latin America.

Students can be funded for up to one year of professional public affairs fieldwork in a foreign country and may be able to earn as many as three master's degrees simultaneously (or two master's degrees and a certificate from a foreign university). The program also provides funding for students interested in pursuing a doctoral degree.

According to LBJ School Professor David J. Eaton, the project's principal investigator, the program will enable graduates to enter American governmental institutions and be productive immediately.

"With many competing career paths available today for the 'best and brightest' students, American universities have a difficult time encouraging

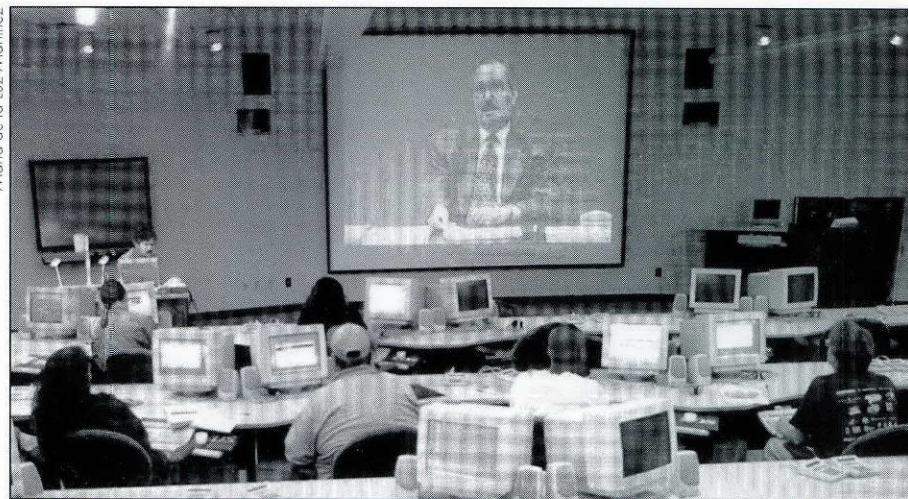
students to develop fluent foreign language skills, knowledge of other cultures, and professional competence in areas responsive to U.S. national needs," he said. "This international affairs program will attract some of the strongest graduate students in the nation to Texas public policy programs and yield civil servants who can be valuable to federal agencies upon graduation."

The consortium is made up of the public affairs programs that participate in the Texas International Educational Consortium. These include programs at The University of Texas institutions in Austin, Arlington, Dallas, El Paso, San Antonio, and Tyler; Angelo State University; Lamar University; Midwestern State University; Southwest Texas State University; Sul Ross University; Texas A&M University institutions in College Station and Corpus Christi; Texas Southern University; Texas Tech University; the University of Houston (Houston branch); and the University of North Texas.

Foreign universities cooperating in this effort include schools in Argentina, Bangladesh, Brazil, Chile, the Czech Republic, Hong Kong, India, Israel, Japan, Kazakhstan, Korea, Morocco, Poland, Russia, and Turkey.

For information contact Sheila Cavanagh, Center for Environmental Resource Management in Latin America, 512/232-2176.

Bridging the Distance



Through the latest video-conferencing technology, public affairs students and their counterparts in other cities and countries were able to meet throughout the year in virtual classroom settings. Students in Chandler Stolp's Political Economy II class (Western Hemispheric Economic Integration) are shown here at the College of Business Administration's EDS Financial Trading and Technology Center, a facility that includes a broadcast studio/classroom that is equipped with real-time video and data transmission. Shown on the screen is Alejandro Ibarra, professor of economics at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM).

Other projects that were involved in similar activities this year included:

- a policy research project on water and drought management in the binational lower Rio Grande basin directed by Professors Jurgen Schmandt and Chandler Stolp; the group cooperated with a parallel project at ITESM;
- several LB. School students registered for a video conference course on Texas health policy that was simultaneously broadcast from the UT School of Public Health in San Antonio (UTSPH/SA), the Texas Department of Health (TDH) in Austin, and the UT School of Public Health in Houston (UTSPH/Houston); the course was taught by LBJ School Professor David Warner, who also teaches at UTSPH/SA, as well as Charles Begley, with UTSPH/Houston; and Eric Baumgartner, director of managed care at TDH;
- the LBJ School Hubert Humphrey fellows participated in a videoconferenced workshop on international economic development with their counterparts at Pennsylvania State University in March.

Multidisciplinary crime research center established at UT Austin

UT Austin has established a multidisciplinary research center for conducting basic research on crime and its causes and consequences, as well as policy and evaluation research in criminal justice and criminal justice administration.

The primary objectives of the Center for Criminology and Criminal Justice Research (CCCJR) are to provide a forum for faculty, criminal justice administrators, policymakers, and practitioners

to exchange information and expertise; to facilitate collaborative research with state and local criminal justice agencies; and to provide research and training opportunities to graduate students.

The CCCJR combines the expertise of faculty research associates and graduate students at UT Austin from the LBJ School, the College of Liberal Arts, the School of Law, the College of Business Administration, and the School of Social Work.

Texas/Bangladesh partnership works toward cleaner environment

Managers and engineers in Texas environmental industries will conduct training workshops for Bangladesh professionals under a new cooperative effort funded by the Council of State Governments' Center for Environment and Safety. The \$150,000 grant will allow both American and Bangladeshi project participants to work toward a cleaner environment.

The cooperative effort—called the Texas-Bangladesh Joint Initiative on Environmental Management Systems and Pollution Prevention—establishes an ongoing partnership between Bangladeshi and Texas industries. The partnership will include technology transfer for environmental management and pollution prevention in two target Bangladeshi industries, fertilizers and leather tanning. It will also develop markets for exporting environmental technologies and expertise from Texas.

Under the training aspect of the project, Texas experts will work with Bangladesh representa-

tives who will later teach local industry professionals about environmental management systems and pollution prevention. Training will include such topics as developing and implementing environmental audits and procedures, record-keeping, and inspection.

In addition to providing training, the initiative will also identify opportunities for improved water and wastewater treatment, management of toxic wastes, pollution prevention, and energy conservation.

The initiative involves a consortium of public and private sector organizations from Texas, led by the LBJ School and including the Lower Colorado River Authority and various for-profit engineering firms. The LBJ School has a long-standing relationship with Bangladesh on environmental matters and has been involved in an exchange program with the Bangladesh University of Engineering and Technology since 1993.

Grant supports community research

A two-tiered effort to increase the diversity of students in graduate programs and raise the awareness of environmental problems in communities where residents are poor or disadvantaged is currently underway at UT Austin.

Funded through a \$50,000 U.S. Environmental Protection Agency grant administered by the Southwest Voter Research Institute, the project involves LBJ School Professors Jorge Chapa and David Eaton as well as UT Austin Vice Provost Ricardo Romo and Gilberto Cardenas, an associate professor in sociology who is also the director of the UT Austin Interuniversity Program for Latino Research.

Chapa, who directs the university's Graduate Outreach Program, said ethnic minorities are traditionally underrepresented in graduate programs. One reason may be that they have trouble making a connection between their lives and graduate research, he said.

Eaton, an expert in the area of environmental policy, believes that students can be inspired to study community-based environmental problems if they are made aware that these problems are not distributed randomly and that there is a direct connection between risk and where people live.

The environmental equity project, as it is called, will draw on the basic concern for human health to spark more student interest. Interdisciplinary in nature, students would take courses in public policy, environmental science, economics, engineering, geography, and sociology. Students could focus their research on particular communities, like the *colonias* in the Rio Grande Valley or small neighborhoods near petrochemical refineries in Houston.

To help motivate more students to study the

environment, the group has established an information site on the World Wide Web that is being used by university recruiters during their visits to schools.

The Environmental Equity home page provides general information about the university and its graduate programs. It also outlines the federal government's goals for environmental equity and provides links to sites that contain additional details about career possibilities, funding resources, and research opportunities. To access the Environmental Equity site, point your browser to <http://www.utexas.edu/academics/eneq>.

THE RECORD

Lyndon B. Johnson School of Public Affairs
The University of Texas at Austin
Max Sherman, Dean

The Record is published for students, faculty, alumni, and friends of the LBJ School. Articles and suggestions are always welcome.

Produced by the LBJ School Office of Publications—Marilyn Duncan, Director

Managing Editor: María de la Luz Martínez
Design and Technical Production: Doug Marshall

Editorial Assistant: Elaine Wheeler

Distribution: Le Na Chung

Not printed with state funds.

Visit *The Record* on-line at:
<http://www.utexas.edu/lbj/pubs/record/>

LBJ Journal publishes ninth issue

The ninth issue of the *LBJ Journal of Public Affairs* was published in April and distributed to members of the LBJ School community as well as state and federal legislators and others interested in public affairs.

Like previous issues, this year's *Journal* presents a variety of perspectives on public policy, but the articles all touch on the interplay between government and the people.

"One lesson is clear," the managing editors write in the opening of the book, "increased participation at all levels of society . . . makes for better outcomes."

This year's "Practitioner's Corner" is by Susan Martin, executive director of the U.S. Commission on Immigration Reform, who worked closely with Barbara Jordan when she served as commission chair. The article examines the implications of the immigration legislation recently passed by Congress and admonishes federal policymakers to remember that they are dealing with individuals when they create their policies.

The lead student article, "Urban Revitalization and the Franchise Myth," is by Corinna Nicolaou.

The article argues against the use of franchises to bring about economic development in inner cities.

Other articles are "Alternative Dispute Resolution: Approaches for Public Policy" by Kim Mae Van Winkle; "Dallas Divided: Race, Power and Public Housing" by Gina Briley; "The Vision for a Village: African-American Churches as Partners in Redevelopment" by Christine Quigley; "Intellectual Property Rights: Cure for Cultural Appropriation?" by Jordan Erdos; "Private Money for Public Policy: Independent Foundations and Health Care" by Craig Wacker; "Fiscal Incentives and the Economic Development Game" by Brian Siegel; and "Leadership: A Personal Experience" by Anjum Khurshid.

The *Journal* also includes a list of LBJ School theses and professional reports completed in 1996 as well as an index of past articles.

This year's managing editors are Abigail Cramer and Shreedhar Kanetkar; associate editors are Kierstan Gordon, Bob Hall, Sarah Kihneman, Mimi Scheffler, and Andrea Venezia.

The *Journal* can also be viewed on the World Wide Web at <http://uts.cc.utexas.edu/~journal>.



During a career fair at the LBJ School, GPAC President Doug Kirsch and PAMLICO Co-chair Erik Paulino pick up materials from Michelé Sisson (LBJ Class of 1996) of Ancersen Consulting. The fair, organized by the LBJ School Placement Office in February, drew 40 recruiters representing 31 organizations and agencies. About half of the recruiters were LBJ School alumni from private consulting firms, Texas state agencies, local and area government entities, nonprofit organizations, and the federal government.

ALUMNI UPDATE

Student News

Graduate Public Affairs Council

In addition to supporting such activities as the Texas Excellence Teaching Awards, the Follies, and events sponsored by other LBJ School student groups, the Graduate Public Affairs Council organized the second annual State of the School address on April 7.

The address included a presentation by Dean Max Sherman, an update on the School's new admissions policies, and a report from the Dean's Search Committee.

GPAC also held spring elections for 1997-98 president and treasurer. Natasha Borges Sugiyama is the new president and Jennifer Allis is treasurer. Elections for vice president and secretary will be held in the fall so that the incoming class can participate.

Community Service Organization

Community Service Organization members organized a variety of activities that allowed LBJ School students, faculty, staff, and alumni to interact with each other while giving back to the community. These included two public service days and a blood drive.

During public service days, volunteers work for half a day at a variety of city locations. This year the work included helping with barbed wire fencing at Barton Creek Habitat Preserve for Nature Conservancy of Texas; removing graffiti as part of a City of Austin Community Services Division project; and assisting with "Hoop It Up!," a three-on-three basketball tournament to benefit the Muscular Dystrophy Association.

Lesbian, Bisexual, and Gay Policy Forum

The Lesbian, Bisexual, and Gay Policy Forum (LBGs) and the Lesbian/Gay Rights Lobby of

Texas cosponsored a legislative breakfast at the Texas State Capitol on March 24. The event allowed members of the two groups to meet with state lawmakers and discuss current legislation that will affect lesbian and gay Texans.

On March 23, the LBGs participated in a march to the state capitol entitled "It's Time for Justice." The march was organized to bring attention to hate crimes in Texas. The LBGs are supporting the Texas Hate Crime Bill (Senate Bill 80) sponsored by Senator Rodney Ellis (LBJ Class of 1977).

Public Affairs Minority Liaison Committee

Members of the Public Affairs Minority Liaison Committee (PAMLICO) redefined the organization's mission and goals as a minority student organization.

According to PAMLICO Co-Chair Erik Paulino, the group's top priority this year has been to create "a sense of support and 'family' for . . . students of color at the LBJ School."

He said that in addition to making concerted efforts to increase PAMLICO's participation in school events and programs, the group has also supported the LBJ School's efforts toward diversity.

This year's activities included the first annual Barbara Jordan Memorial Forum on Diversity in Public Policy (see story, p. 4); Youth Empowerment Day, an annual day-long event at Johnston High School coordinated by PAMLICO and members of the Life Skills and Education Awareness Program; and the second annual "Celebration of Diversity" potluck dinner, which welcomed visiting Humphrey Fellows to the LBJ School and exposed participants to foods from different cultures.

Apfel to head social security

The *Baltimore Sun* has announced that President Clinton will nominate Kenneth S. Apfel (LBJ Class of 1978) to be commissioner of Social Security.

If confirmed, Apfel will succeed Shirley Chater. He is currently the associate director for human resources at the White House Office of Management and Budget. From 1993 to 1995 he was assistant secretary in the Department of Health and Human Services.

Spinner honored posthumously

Steven Lowell Spinner, a job training adviser to the U.S. Senate Labor and Human Resources Committee who dedicated his career to workforce development policy, was selected by the LBJ School National Alumni Association as the recipient of the 1996 Distinguished Public Service Award. A 1984 graduate of the LBJ School, Spinner died in September 1995.

In nominating him for the award, one LBJ School graduate wrote, "If one goal of the award is to provide recognition and appreciation for the outstanding graduate, then we should join those who stopped action on the floor of the U.S. Senate to do so. If a goal is to recognize the value of public service, then we should acknowledge one who spent his career and his life in public service."

Spinner led a bipartisan staff effort to craft legislation consolidating federal training and education programs. This legislation, known as the Workforce Development Act (Senate Bill 143), was approved by the U.S. Senate two weeks after Spinner's death and was subsequently passed by the House of Representatives.

Last summer the LBJ School established the Steven Lowell Spinner Internship Fund and launched a fundraising effort, which is still underway. Income from the endowment will be used to fund the required 12-week summer internship for a student interested in workforce development policy.

Gifts or pledges to the fund should be sent to Carlton Schwab, Director of Development, LBJ School of Public Affairs, Box Y, University Station, Austin, Texas 78713-8925.

Annual alumni reception dates announced

The LBJ School's annual receptions for alumni will be held on Friday, June 20, in Washington, D.C., and Friday, August 22, in Austin.

The Washington reception takes place in the Cannon Caucus Room (Room 345 of the Cannon House Office Building) from 5:30 to 8 p.m.

The reception for Austin-area alumni will be in the Great Hall of the LBJ Library from 5:30 to 8:30 p.m.

Visitors discuss local, federal, and international issues

Three LBJ School alumni who visited the School this year shared with students their experiences in the local, federal, and international policy fields.

- Amy Peck Abraham (Class of 1987), a senior analyst for education with the U.S. Senate Budget Committee, visited the School in January and discussed the balanced budget amendment and various education spending issues. During her visit she also made presentations to two of Professor Ken Tolc's public administration and management classes. During the presentations she answered questions about the federal budget process and its program management.

- Nancy Jackson (Class of 1992), who is a program officer for the U.N. High Commissioner for Refugees, came in October and talked about refugees, displaced persons, and geopolitics. During the presentation she discussed some of her U.N. assignments, including her experiences in the Sudan, where she was involved in the effort to repatriate Ethiopian refugees to their mother country.

- Barry Robinson (Class of 1976) personnel director for the City of Greenville, Texas, was accompanied by Greenville City Manager Ed Thatcher in his visit to the School. Their talk, "Crisis Management: The Greenville Arsons," was a behind-the-scenes account of their experiences last summer when their small North Texas town was invaded by news media after a series of black church arsons.



Maria de la Luz Martinez

Tori Williams (standing, left), director of the Austin Learning Academy, and LBJ School Executive Assistant Kay Albin (standing, second from right) share in the fun with ChildFest participants.

LBJ School participates in ChildFest

The LBJ School was among approximately 50 UT Austin departments and organizations that participated in ChildFest, the crowning event of the university's Year of the Child celebration.

The fair, held on March 23 at the Frank C. Erwin Jr. Special Events Center, was the first of its kind in Austin. It featured 130 research, performances, and hands-on activities designed to educate and entertain children, parents, teachers, and others who provide care and services to young people.

The LBJ School's exhibit, titled "The Faces of Public Service," included two separate activities. One was a computer demonstration of a model Web site developed by an LBJ School policy research project for the Austin Learning Academy

and Austin Free-Net (see related story, below). The second activity enabled children to select from a list of public service roles (president, senator, mayor, police chief, or fire chief) and then receive a printed certificate with their name and honorary title.

Other local colleges and universities—including St. Edward's University, Huston-Tillotson College, and Austin Community College—joined UT Austin in showcasing their child-related activities during the event.

Among the LBJ School staff who helped plan and coordinate ChildFest were Publications Director Marilyn Duncan, who headed the publicity committee, and Kay Albin, executive assistant to the dean, who coordinated the LBJ School's exhibits.

Austin Free-Net program recognized

A community service program called Austin Free-Net, which the LBJ School has been affiliated with for three years, received a grant last fall from the Telecommunications and Information Infrastructure Assistance Program of the National Telecommunications and Information Administration.

The Austin Free-Net program provides low-income residents with access to advanced technologies so that they can develop the skills needed to compete in the 21st century. This year, LBJ School students enrolled in a policy research project directed by LBJ School Professor Lodis Rhodes and Gary Chapman, coordinator of the 21st Century Project at the LBJ School, examined

what residents know about the superhighway and how they use it. The project has also developed an easy-to-use interactive tool to allow citizens to create information about their neighborhoods and post it to the World Wide Web.

As one of 67 programs selected from 800 applications, Austin Free-Net received \$246,000.

According to Larry Irving, Assistant Secretary for Communications and Information, U.S. Department of Commerce, "The Austin Free-Net project was chosen because it will serve as a model for many communities across the country of how the information infrastructure can serve all Americans. . . ."

Handbook for parents published

A book based on work done by a two-year policy research project on accountability in public schools was published in April by Omni Publishers of San Antonio. The book, *Improving Your Child's Education: A Parent's Handbook for Working with Schools*, is by LBJ School Professor Chrys Dougherty, who directed the project.

Written in a question-and-answer format, the book is intended to help parents become better informed about their children's schools. It gives parents places to go for help, questions to ask, answers to expect, and steps to take.

The basic premise of the book is that the more a parent knows about his or her children's school and education, the better education the children are likely to receive.

The book is divided into two parts. The first half is about being informed; the second half is about getting involved. A glossary provides the

definitions of educational words and phrases and an appendix provides sources of additional information.

Just for the Kids, a school reform organization established by Dallas attorney Tom Luce, will assist with the distribution of the book. Just for the Kids supports public schools by forming a community base made up of parents, educators, and other citizens.

In addition to a 200-page national edition, special editions of the book will be available for some of the larger states.

The book costs \$18.95, but volume discounts will bring the cost of the book below \$10. The table of contents and several excerpts are available on the Internet at the following site: uts.cc.utexas.edu/~cdclass/handbook/.

For more information, contact Omni Publishers at 1/800/375-1711.

1996-97 Policy Research Projects

Managed Community Long-Term Care in Texas: Planning for the 21st Century Using the Internet
Director: Jacqueline L. Angel, Assistant Professor of Public Affairs

Neighborhood Computer Networks—How to Build and Use Them
Directors: Lodis Rhodes, Professor of Public Affairs; Gary Chapman, Coordinator, 21st Century Project

Texas Railroad and Maritime Transport Planning
Director: Leigh B. Boske, Associate Dean and Professor of Public Affairs

Evaluation of Texas Mental Health Managed Care Initiatives
Directors: David C. Warner, Professor of Public Affairs; Pat Wong, Associate Professor of Public Affairs; Pamela M. Diamond, Director, Program Evaluation and Outcome Studies, Texas Tech University Health Sciences Center

How to Solve Neighborhood Problems: A Guide for Local Officials and Neighborhood Activists
Directors: William Spelman, Associate Professor of Public Affairs; Steven Dietz, City of Austin Planning and Conservation Services

Texas State and Local Government Debt Management
Directors: Kenneth M. Matwiczak, Adjunct Associate Professor of Public Affairs; Shama Gamkhar, Assistant Professor of Public Affairs

An Urban Agenda for Texas
Director: Robert H. Wilson, Mike Hogg Professor in Urban Policy and Director, UT Austin Urban Issues Program

Policy Perspectives on Texas Colonias
Director: Jorge Chapa, Associate Professor of Public Affairs and UT Austin Associate Dean of Graduate Studies

Environmental Quality and Economic Development
Director: David J. Eaton, Bess Harris Jones Centennial Professor in Natural Resource Policy Studies; Jobaid Kabir, Adjunct Assistant Professor of Public Affairs and Senior Engineer, Lower Colorado River Authority

Recasting Workforce Development Policies and Programs—Assessing Texas in Light of National and State Reform Efforts
Directors: Christopher T. King, Director, LBJ School Center for the Study of Human Resources (CSER); Robert E. McPherson, Senior Research

Associate, CSHR; Michael Patterson, Executive Director, Texas Council on Workforce and Economic Competitiveness

Water and Drought Management in the Lower Rio Grande Basin
Directors: Jurgen Schmandt, Professor of Public Affairs and Director, Center for Global Studies, Houston Advanced Research Center; Chandler Stolp, Associate Professor of Public Affairs and

Director, LBJ School Program in U.S.-Mexican Policy Studies; George Ward, Research Scientist and Associate Director, UT Austin Center for Research in Water Resources

Barriers to Student Learning in Diverse Schools
Directors: Richard L. Schott, Professor of Public Affairs; Cindy Carlson, UT Austin Professor of Educational Psychology; and Laura Lein, Senior Lecturer, UT Austin School of Social Work



Maria de la Luz Martinez

A panel of performance evaluation experts worked with a policy research project team, the Center for the Study of Human Resources (CSHR), and the Texas Council on Workforce and Economic Competitiveness to devise a plan to measure workforce development system performance in the state. The experts included (seated at left, left to right) Charles Trott, associate director, Center for Governmental Studies, Northern Illinois University; Ann Blalock Lenski, president, Admiralty Inlet Consulting, Seattle; Martin Jensen, senior policy analyst, National Governor's Association; Kay Albright, senior political advisor, North Carolina Commission on Workforce Preparedness; Burt Barnow, senior policy analyst, Center for Policy Studies, Johns Hopkins University. Also pictured (at head of table) is CSHR Director Chris King.

REMOVING BARRIERS TO STUDENT LEARNING

Maria de la Luz Morfinez

ONE OF THE MOST DIFFICULT TRANSITIONS children face during adolescence is the move from elementary to middle school. Hoping to identify the barriers these children face and how these problems affect their achievement, a group of researchers at the LBJ School has been working since 1994 to gather data that will allow them to make recommendations to school administrators.

Using selected schools from the Austin Independent School District, the project has compiled an extensive database on the subject. The results of the work done to date will be published this summer.

According to Professor Richard L. Schott, the policy research project director, the work began at the suggestion of a member of the Austin school board and one of the area directors of the Austin Independent School District, who were concerned about the problems ethnic minority children and children from lower socioeconomic groups face in Austin's urban school system.

"Traditionally minority children have a rougher time in terms of academic achievement and school adjustment," said Schott. "When elementary school busing ended in the mid-1980s and Austin returned to neighborhood schools at the elementary level, children became racially isolated."

The transition into middle school is especially difficult, he explained, because it involves numerous adjustments that include moving from a homogeneous school environment into multicultural, multiethnic schools; taking long bus rides (up to 45 minutes) to school; and dealing with the psychological and sociological problems of adolescence.

The research effort is headed by Schott, who specializes in public policy, administration, and management. Other UT Austin faculty team members are Cindy Carlson, a professor of educational psychology who is an expert in family systems theory and adolescence; Laura Lein, a senior lecturer at the School of Social Work who is an anthropologist and who has worked extensively with lower socioeconomic populations; and Harriett Romo, an associate professor in the Department of Curriculum and Instruction who has a special interest in Hispanics.

In 1994-95 and 1995-96 the project was funded by the Austin Independent School District, Texas Education Agency, Regional Service Center XIII,

and the LBJ School. This year, the project was supported by a two-year \$50,000 Carnegie Corporation grant awarded to Carlson and Lein. The Carnegie money is part of a \$2.1 nationwide initiative to stimulate research and expand the knowledge of the sources of ethnic prejudice among young people.

"This is the age where prejudice reduction programs are most important," said Schott. "We hope that the current project will provide insights so that we can discover under what conditions one can inculcate or infuse values of tolerance to different groups."

The Study

In an attempt to determine how such factors as peer relationships, family structure, school culture, and classroom dynamics impede or—in some cases—enhance student learning, project members are applying a variety of research methods. These include surveys, classroom observations, focus groups, and interviews.

In the first year of the study, three elementary schools and Lamar Middle School—which is located in north central Austin and is fed by black, Hispanic, and white populations in the northwest and east sides of the city—were chosen for in-depth study. Lamar Middle School was of particular interest because it contains a wide range of socioeconomic and ethnic groups and because most children are bused.

In order to study the culture of each of the campuses the project conducted nearly 100 classroom observations and surveyed about 700 fifth, sixth, and eighth grade students.

As observers, LBJ School students were given a first-hand look at classroom dynamics, which al-



Patricia Moralez explains one of the study's questionnaires to students in a seventh grade Texas history class.

lowed them to see how teachers interact with their students, how discipline is handled, and how groups become segregated or integrated.

Through focus group meetings with fifth grade students, the researchers were able to pinpoint children's basic fears of going to middle school as well as their expectations.

In the second year of the study, the project was expanded to include parent interviews. In addition, children who had moved from the fifth grade to the sixth grade were reinterviewed to see if their fears had materialized and whether new problems could be identified.

This year's work will conclude the research done at Lamar Middle School and its feeder elementary schools. The project has also expanded to Fulmore Middle School, which unlike Lamar is a neighborhood school. In this particular aspect of the study, more focus is being placed on student ethnic relationships.

What has been learned? According to Schott, each phase of the project has unearthed more issues that need further study. Among these are the more

well-known challenges, such as reduced self-esteem and the need by adolescents to establish an identity separate from their parents. "They are looking for peer reference groups," Schott explained.

But there are other issues that are being uncovered. For example, children of mixed race have a unique set of problems because they do not identify with a core ethnic group, and recent immigrants to the United States are isolated not only from the general population but from members of their own ethnic groups who are second generation.

Because of these related problems, the project team has concluded that there is a strong need for teachers with multicultural competence. In their report to the Austin Independent School District, the researchers recommend that the school district provide more professional and personal support for teachers.

According to an excerpt from the report, "some faculty appear to have difficulty in effectively reaching students from lower socioeconomic and minority backgrounds." This is attributed to the "unprecedented, sometimes overwhelming, demands on their time and energy" and to the fact that "many teachers were initially prepared many years ago for a different kind of student body."

Other recommendations include: (1) strengthening the preparation of fifth grade students making the transition to sixth grade, and (2) restructuring Lamar Middle School as a learning community along the lines of a model proposed in 1989 by the Carnegie Corporation and now recognized by the education community as an innovative teaching paradigm.

This Carnegie model consists of small learning communities whose features include students and teachers grouped in teams, an integrated academic curriculum designed to enable students to think critically, flexible instruction, greater engagement of families with schools, and heterogeneous groupings, among other strategies.

The study's report will be published in the LBJ School's Policy Research Project Report Series.



Professor Richard Schott and LBJ School student Julie Cline (third from right) visit with Fulmore Middle School students (clockwise, starting in the middle) Desiree Ybarra, Darina Castillo, and Elisabeth Donoghue.

As part of a university-wide Year of the Child celebration, the Record is spotlighting some of the LBJ School's work that is related to families and children. This page features a long-range study on children's fears and other factors that may impede adjustment to middle school. Page 10 contains articles about ChildFest, a newly released handbook for parents, and the Austin Free-Net Program.

THE Record

Lyndon B. Johnson School of Public Affairs • The University of Texas at Austin • Box Y • Austin, TX 78713-8925

Nonprofit
Organization
U.S. Postage
Paid
Permit No. 391
Austin, Texas

STAFF NOTES

Darrell Piersol retires/Bales heads GEDP

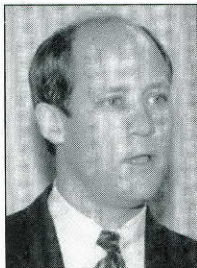


Darrell Piersol, director of the Governor's Executive Development Program (GEDP), retired at the end of January. Well known by top-level state government executives across Texas as well as members of the private sector and the academic community, he had

been GEDP director for more than a decade.

GEDP was established by the Texas Legislature in 1985 to increase the efficiency and productivity of state government by improving the skills of those in charge of state agencies and offices. The program came to the LBJ School the same year.

With Piersol at its helm, the program has trained more than 600 executives in Texas state government through intensive training seminars that take place every year. The three-day seminars are taught by private sector leaders, academic experts, and public officials. Topics include management skills, human resource management, and strategic planning.



Barry Bales, assistant dean for professional development, replaced Piersol as GEDP director. As assistant dean Bales also has administrative responsibility for the LBJ School Office of Conferences and Training and the Governor's Center for Management Development (GCMD). Both GEDP and GCMD are collaborative efforts with the Office of the Texas Governor.

King Named CSHR Director

Chris King, who has been conducting research at the LBJ School's Center for the Study of Human Resources (CSHR) since 1980, was named center director this year. He had been associate director since 1991. Currently a lecturer at the LBJ School, King codirected in 1996-97 a policy research project that examined Texas' new workforce development system.



His research at CSHR currently focuses on welfare reform issues, the measurement of training program success, and the

design of evaluation frameworks for state workforce development systems.

King, who has a Ph.D. in economics from Michigan State University, has taught microeconomics, labor economics, human resources management, and policy analysis at the University of Utah, Southwest Texas State University, and UT Austin.

King has been a major contributor to the design, research, and implementation of program performance standards for the Job Training Partnership Act (JTPA), Food Stamps, and other programs since the 1970s. He served on JTPA performance standards advisory committees and work groups in the early-to-mid-1980s and has since been a technical consultant to many performance measurement projects.

Lucy Neighbors Honored

Lucy Neighbors was chosen by the LBJ School community to receive the 1996-97 LBJ Appreciation Award. The award, established in 1991 as part of

the LBJ School's 20th anniversary, recognizes staff members whose initiative, reliability, and attitude make life easier for others in the School.

Neighbors, who is faculty assistant to Professors Lynn Anderson, Chryst Dougherty, Pat Wong, and Jorge Chapa, came to the LBJ School in October of 1994. Before that, she worked for seven years at General Electric in the Dallas area. From 1977 to 1981 she lived in Iran, Saudi Arabia, and France and was involved in a range of community service activities in those countries.

Faculty, staff, and students who nominated Neighbors for the award praised her initiative and resourcefulness, particularly in the area of technology and Internet communications.

"Lucy has voluntarily taken on the task of breaking us in to the cyber world," wrote one of her nominators. "She has shown tremendous leadership, innovation, and patience in learning the technology, setting up the system, and tutoring the rest of us."



Maria de la Luz Martinez

Teaching awards, continued from page 5—

A retired U.S. Army lieutenant colonel, Matwiczak has a Ph.D. in industrial engineering from Texas A&M University. He has over 24 years of experience in a variety of positions as a teacher, manager, leader, and applied researcher.

Before coming to the LBJ School, Matwiczak was an instructor and associate professor in the Department of Systems Engineering at the U.S. Military Academy in West Point, New York.

Maureen Berner

Berner, an LBJ School Ph.D. student, assists three professors with a seminar on the changing relationship of local/state/federal areas of public sector budgeting.

In nominating her, students described Berner as an "extremely accessible" teaching assistant who "went way above and beyond the call of duty" and who helped students "excel and believe in their own potential."

A Presidential Management Intern from 1991 to 1993, Berner's rotations in that program include assignments to the U.S. House Budget Committee, the U.S. General Accounting Office's European office, and finally to the GAO's Accounting and Information Management Division, where she later was hired as an evaluator in the Budget Issues Group.