

This volume, Volume 16, of the *Journal of Public Affairs Education* celebrates 15 years of *JPAE*. As part of that celebration, each issue leads off with a reflection from one of its past Editors.

This second issue presents reflections by James Perry, *JPAE*'s second Editor-in-Chief. He discusses the National Association of Schools of Public Affairs and Administration's (NASPAA's) history with the Journal, *JPAE*'s role in helping to legitimate the scholarship of teaching, and — in response to Danny Balfour's (2010, p. 1) remembrance of initial concern about whether there would be “enough submissions of acceptable quality to sustain” the Journal — he salutes *JPAE*'s substance. This issue's cover photo is of the School of Public and Environmental Affairs (SPEA) at Indiana University, in recognition of *JPAE*'s history there with Professor Perry.

Following Professor Perry's recollections, the first four articles in this issue fit together so well that they could be a symposium, even though they were developed and submitted separately. The articles by Mastracci, Newman and Guy; Barrett, Rubaii-Barrett and Pelowski; Kennedy and Malatesta; and Brudney and Martinez are on the related topics of teaching emotional labor, teaching civility, and teaching ethics. The second of these, by Barrett, Rubaii-Barrett, and Pelowski, is likely to be the most controversial because it argues for “swift response to even minor incivilities . . . and a more cautious approach to admitting and embracing new students” (2010, p. 144). Whatever one's reaction to the advice in these four articles, certainly they all address issues of importance to the many students who will become public and nonprofit administrators. As a group, we should reflect on these topics and how they might fit into our programmatic responsibilities and realities.

The next two articles also dovetail amazingly well. Both the Broucker and the Newcomer and Allen articles are well-grounded in literature on the assessment of program learning outcomes, as defined by knowledge transfer. Newcomer and Allen develop a logic-model-based theoretical framework for assessing programs, and Broucker both develops a model and uses interviews based in a validated instrument to assess two different public affairs master's programs — one traditional and one executive. Both articles come to the conclusion that it is the interaction of three different elements — the student, the educational program, and the workplace organization — that determines the extent to which students transfer learning to the workplace. This consensus has important implications for our programs, for it means that even high-quality programs that admit unprepared students or whose students work in inappropriately structured organizations will not succeed at knowledge transfer.

The article by Morçöl and Ivanova stands alone, but is no less interesting for that. Using content analysis, it assesses the extent to which master's and Ph.D. programs in public policy favor teaching either quantitative methods or

qualitative methods. Thus, it provides a revealing snapshot of the current state of methods education in public policy programs.

Two more articles present an interesting contrast that illuminates some of the nature of the editorial task. Credit for the editorial decision to publish the article by Ormsby and Williams, which uses an ethics course to analyze how information literacy skills may be integrated into existing classes, belongs to former editors Mario Rivera and Nicholas Giannatasio, who accepted the article before *JPAE* transitioned to Arizona State University. The old and new shake hands here because this article abuts the first piece of a new section I am introducing to the Journal, called “Conversation Starters.” Ryan’s short piece on international immersion programs launches this intermittent section with a bang, and argues passionately for something that we as a field should think — and talk — about.

Last, Mayo’s book review addresses a perennial topic in Public Affairs education: How do we improve the teaching of statistics? The review of Rohrbaugh’s unconventional-textbook response to this question should prove useful to all of us who tackle this area.

As I write this at the end of March, southern Arizona’s temperatures are already in the 80s. By the time this issue comes out, spring should be well on its way in most of the places where *JPAE* readers gather. May you enjoy the new season and this new issue!

— *Heather E. Campbell, Ph.D.*
Editor-in-Chief
Arizona State University

REFERENCE

Balfour, D. (2010). Reflections on founding *JPAE*: Fifteen years after. *Journal of Public Affairs Education*, 16(1), 1-3.