

NASPAA  
CONFERENCE PROGRAM

**2010 NASPAA Conference: Transitions in Public Service**

**Wednesday 9/29/2010**

**3-9 PM**                      **Wednesday**

**NASPAA Executive Council Meeting and Dinner**

**3:30-7 PM**                      **Wednesday**

**Registration**

**Thursday 9/30/2010**

**7-8 AM**                      **Thursday**

**Data Policy Committee Meeting**

**Standards Committee Meeting**

**7:30-8:30 AM**                      **Thursday**

**Policy Issues Committee Meeting**

The Committee welcomes all 2009 Deans Summit participants and everyone interested in federal hiring reform for an update and discussion.

**8-9 AM**                      **Thursday**

**Coffee Break**

**Welcome/Orientation for First-Time Conference Attendees and New Deans and Directors**

**Local Government Management Education Committee Meeting**

**Research Committee Meeting**

**Small Program Section Meeting**

**Doctoral Committee Meeting**

**Health Care Management Section Meeting**

**DO NOT DELETE**

**8 AM-5:30 PM**                      **Thursday**

**Registration**

**9-10:30 AM**                      **Thursday**

**Opening Plenary**

**Speaker: Shelley Metzenbaum**

**Associate Director for Personnel & Performance Management**

**Office of Management and Budget**

**Reaction Panel, Kathryn Newcomer, Chair**

**9 AM-5:30 PM**                      **Thursday**

**Exhibits Open**

## 2010 NASPAA Conference: Transitions in Public Service

**10:30-10:45 AM Thursday**

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**Coffee Break**

**10:45 AM-12:15 PM Thursday**

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### **Diversity Plans: Creating Them and Moving Beyond Them**

Many academic institutions, colleges and departments are involved in comprehensive diversity planning. Do programs develop diversity plans to meet accreditation standards or do they recognize that such plans are fundamental to achieving diversity in the classroom, academic departments, and the public sector? What is the importance of the process of developing such plans compared to the plan itself? Is meeting the institutional equal opportunity guidelines while recruiting adequate for creating a diverse workplace? This proposed COPRA-Sponsored panel includes presentations from four faculty members with varying experiences in the preparation of diversity plans in different institutions.

<i>Mohamad Alkadry</i>	Old Dominion University	Convener
<i>Sandra O. Archibald</i>	University of Washington	
<i>Susan Gooden</i>	Virginia Commonwealth University	
<i>Judith J. Kirchoff</i>	Rutgers University, Newark	

### **Student Learning Outcomes in Public Administration: Does the Emperor Have Clothes?**

The new NASPAA accreditation standards move beyond curriculum requirements and ask programs to assess the competencies of their students in broad domains related to public service. How have other accredited fields fared in the shift from "inputs" to the measurement of outputs and outcomes? Are we choosing the right outcomes in order to measure quality in public administration? How do we measure the impact of our graduates on the public sector?

<i>Burt Barnow</i>	Johns Hopkins University	Convener
<i>Crystal Calarusse</i>	National Association of Schools of Public Affairs and Admin	Organizer

### **Applying the Public Affairs/Administration Curriculum Across Disciplines**

Public affairs/administration programs are varied and flexible, giving them broad applicability to many university disciplines which could use the knowledge, skills and abilities that they offer. This panel explores the varieties of public affairs/administration curricula and their applicability across university disciplines.

<i>Sheldon Gen</i> and <i>Genie Stowers</i>	San Francisco State University	Co-Convener
"Applying Public Administration and Policy Across the University"	San Francisco State University	Co-Convener
<i>William C. Adams</i> and <i>Donna Lind Infeld</i>	The George Washington University	
"Managers versus Analysts: How MPA and MPP Students Diverge"	The George Washington University	
<i>Robert W. Smith</i>	Clemson University	
"Concentrations, Options, Specializations, Tracks and Focus Areas? Oh My: Balancing Marketing, Responsiveness, and Curriculum and Standards in MPA/MPP Programs"		
<i>Carl W. Stenberg, III</i>	The University of North Carolina at Chapel Hill	
"Preparing for Public Service: Transitions in the Dual Degree Experience"		

## 2010 NASPAA Conference: Transitions in Public Service

### Online MPAs - Opportunities and Challenges

Online classes offer a lot of flexibility and have become more important to graduate students who face many job transition challenges and uncertainty in this economy. Online program is also viewed by university administrators as a new source of revenue given the fiscal stress faced by state and local governments. This panel reviews three universities' experiences in online offerings and discusses some of the opportunities and challenges related to course delivery, program management, and pricing of online MPAs.

*Alfred Tat-Kei Ho* University of Kansas Convener  
and

*Kerry Krutilla* Indiana University, Bloomington  
"Assessing Students' Willingness to Pay for Online Courses: A Survey Study at Indiana University-Indianapolis"

*John R. Bartle* University of Nebraska at Omaha  
and

*Meagan Van Gelder* University of Nebraska at Omaha  
"The University of Nebraska at Omaha's Online MPA Program: A Review of Program Structure and Outcomes"

*Jessica Sowa* University of Colorado Denver  
"Reflections on 13 years of an Online MPA Program: Lessons in New Learning"

*Marc Holzer* Rutgers University, Newark Discussant

*Zachery T. Mohr* University of Kansas Discussant

### Roundtable: Considering Quality in PhD Programs: Transitions and Tough Times

How should we assess the quality of our PhD programs? This panel will identify indicators and methods that programs engage to consider quality, and will focus on two strategic issues related to quality: First, how do programs account for the complex mix of traditional full time students with an interest in academia and a growing number of nontraditional students with varied career expectations particularly given the implications for mentoring, socialization, time to degree, and so on. Second in tough economic times, how are programs managing the growing demand for degrees (as people return to school) and limited resources that can strain program quality. What strategies can programs engage to address these concerns?

*Anne M. Khademian* Virginia Tech Convener

*John C. Morris* Old Dominion University

*Evan Ringquest* Indiana University, Bloomington

*Nadia Rubaii-Barrett* Binghamton University

*Edward P. Weber* University of Nevada, Las Vegas

### Small Programs, Limited Resources, Big Ideas: How Smaller, Mid-Career and State and Local Focused Programs are Making it in the Recession

During recessions, larger, traditional, full-time programs often see an increase in enrollment as students unable to find jobs opt to continue their education. But what about the other guys—the midcareer focused programs where working adults find themselves without tuition reimbursement benefits as state and local government and nonprofit budgets are cut? This panel will focus on how small, midcareer and state and local government and local nonprofit-focused programs are innovating to maintain or increase enrollments and program quality in times of limited resources. A panel of program directors will share examples from their programs and then it will be opened to discussion so others can share their ideas and lessons learned. This session is designed specifically to help smaller programs that are more regionally focused and serve mostly working adults.

*Kristen Norman-Major* Hamline University Convener

*Jo Ann Ewalt* Eastern Kentucky University

*James Fatula* State University of New York, The College at Brockport

*Christopher Koliba* The University of Vermont

### International Panel I: "Global Perspectives on Public Affairs Curricula"

*Iris Geva-May* Simon Fraser University Convener

*Bin Chen* Baruch College, City University of New York

*Allan Rosenbaum* Florida International University

*Jianmin Song* Shanghai University

*Feng Wang* Shanghai University

## 2010 NASPAA Conference: Transitions in Public Service

**12:30-2 PM Thursday**

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### **NASPAA Awards Presentation Luncheon**

**Speaker: Gary Loveman**  
CEO of Harrah's Entertainment, Inc.

**2:15-3:45 PM Thursday**

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### **Building and Integrating Undergraduate Education into Public Affairs & Administration & Public Service Programs: Approaches and Challenges**

This panel will involve discussion about how programs are engaging undergraduates in degree programs, covering curriculum, format and interdisciplinary approaches. Discussion will also cover the three models currently prevalent: (1) stand alone undergraduate programs in public service or public affairs; (2) undergraduate programs that feed into MPA and other graduate programs; and (3) the five year undergraduate and MPA degree.

<i>Frances S. Berry</i>	Florida State University	Convener
<i>Jennifer K. Alexander</i>	Cleveland State University	(Invited)
<i>Hugh T. Miller</i>	Florida Atlantic University	(Invited)
<i>Marc Holzer</i>	Rutgers University, Newark	

### **Standards and Resources for Teaching: Nonprofit Management - I**

The first paper in this session covers the integration of nonprofit management into schools of public affairs; the second paper reassesses the NASPAA Nonprofit Section's guidelines for teaching nonprofit management; the session ends with a facilitated discussion of potential changes to the section's guidelines and integration of nonprofit management into the new standards and the NASPAA mission.

<i>Mary Ann Feldheim</i>	University of Central Florida	Convener
"Integration of Nonprofit Management into New Standards and NASPAA"		
<i>Judith Sidel</i>	University at Albany, SUNY	
and		
<i>Steven Rathgeb Smith</i>	Georgetown University	
"Integrated Approach to Nonprofit Management Education in Schools of Public Affairs"		
<i>William Brown</i>	Texas A&M University	
and		
<i>Angela M. Eikenberry</i>	University of Nebraska at Omaha	
and		
<i>Barbara S. Liggett</i>	Western Michigan University	
"Nonprofit Management Standards"		

### **Transitions in Public Affairs Programs: Challenges in the Coming Faculty Retirement Boc**

Like public agencies and private corporations, schools of public affairs and administration are facing a major transition as the baby-boom generation starts to retire. The large cohort of faculty who came to our programs beginning in the 1970s is set to change its life patterns, raising important questions for both the retiring faculty members and the programs in which they have been teaching and doing research. This panel will address several questions related to this transition:

- Do our programs face the same challenges of replacing senior leadership as are being confronted in other organizations? If so, what are they doing about it?
- What problems will this transition will create? How can they be addressed?
- What opportunities does the transition offer? How can programs take advantage of those opportunities?
- How can programs take advantage of the knowledge and expertise of retiring faculty?
- What can or should our programs do to support faculty as they transition into new life phases?
- Do phased retirement programs work in ways beneficial to faculty and programs?

<i>Edward T. Jennings, Jr.</i>	University of Kentucky	Convener
<i>Jo Ann Ewalt</i>	Eastern Kentucky University	
<i>Jack H. Knott</i>	University of Southern California	
<i>Kathryn Newcomer</i>	The George Washington University	
<i>Nadia Rubaii-Barrett</i>	Binghamton University	

## 2010 NASPAA Conference: Transitions in Public Service

### Strategic Planning in an Era of Fiscal Austerity

Because of the world's unprecedented financial challenges, public universities in the United States now are engaged in programmatic reorganization and retrenchment, hiring freezes and layoffs, steep tuition increases, and initiatives to establish new markets, products, and revenue generation. While most public affairs programs are experiencing counter cyclical increases in enrollment, these increases present additional challenges, including the need for additional faculty.

This panel will explore how three public affairs programs have responded to the new financial austerity.

<i>Greg Lindsey</i>	University of Minnesota	Convener
<i>John R. Bartle</i>	University of Nebraska at Omaha	
<i>H. Brinton Milward</i>	The University of Arizona	

### Innovative Paths to Civic Engagement

In public administration there is renewed appreciation for the importance of civic engagement even as governance involves increasingly complex hybrid forms of organization. The nonprofit sector, always important in its mediating role, is grappling with demands for increased participation—and associated needs to develop leadership and citizenship. This panel examines the roles that universities and nonprofits play in this increasingly complex landscape for civic engagement. It considers how universities, foundations, and community nonprofits collaborate to promote civic engagement in different spheres and using varied strategies and media. Scholars and practitioners from the field will engage the challenges that nonprofit leaders confront in fostering participation; strategies and model practices; and the implications for public affairs education.

<i>Judith Millesen</i>	Ohio University	Organizer
<i>Juliet Ann Musso</i>	University of Southern California	Organizer
<i>Thomas Bryer</i>	University of Central Florida	
<i>Kevin P. Kearns</i>	University of Pittsburgh	

### International Panel II: "Program Accreditation in a Changing World"

<i>Iris Geva-May</i>	Simon Fraser University	Convener
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### Management Research: Frontiers of Public Management Research

This panel brings together identified experts in public management research to provide program administrators with a view of the future directions for public management research. The panel members will prepare responses for the following organizing questions to lead a discussion on the future of public management research.

1. What do you see as the top three new questions that will be at the core of public management research for the next 10 years?
2. How will the growing internationalization of the field affect both this future research agenda and our approaches to public management research?
3. What types of research designs and methods are likely to support this future public management research agenda?
4. How will changing information technology affect how we distribute new research knowledge and what does this imply about the future of public management research journals?

<i>Stuart Bretschneider</i>	Syracuse University	Co-Convener
<i>Burt Barnow</i>	Johns Hopkins University	Convener
<i>Barry Bozeman</i>	The University of Georgia	
<i>Carolyn Heinrich</i>	University of Wisconsin, Madison	
<i>Jocelyn Johnson</i>	American University	
<i>David Van Slyke</i>	Syracuse University	

**3:45-4 PM**

**Thursday**

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**Coffee Break**

## 2010 NASPAA Conference: Transitions in Public Service

4-5:30 PM

Thursday

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### Standards and Resources for Teaching Nonprofit Management - II

The NASPAA Nonprofit Section brings together invaluable resources for individuals teaching in the area of nonprofit management. First, the initiatives and efforts of other organizations focusing on nonprofit management will be shared and discussed with representatives from American Humanics, ARNOVA, and ASPA. Second, the new initiative from the Exempt Organization's section of the IRS will be shared, and the resources for educators and for nonprofit organizations will be discussed. Lastly, the updated Nonprofit Resource Guide from our NASPAA section will be unveiled along with other resources for NASPAA members teaching nonprofit management. The goal of the session is to provide extensive integrated resources for individuals teaching in this emerging field.

<i>Mary Ann Feldheim</i>	University of Central Florida	Convener
<i>Jessica Sowa</i>	University of Colorado Denver	
<i>Roberta Zarin</i>	Internal Revenue Service	

### The Pedagogy of Philanthropy in Practice

There is an increased recognition that philanthropy may be taught outside the historically informal framework of families and communities. As a result, experiential philanthropy courses are becoming more widespread in institutions of higher learning. Research demonstrates that giving college and graduate students the opportunity to learn about and experience philanthropy heightens their charitable giving, civic engagement and understanding of democratic ideals and the nonprofit sector. Many of these courses are supported by foundation grants, thus enabling students to be real-time philanthropists by giving them money to disburse to local nonprofits. In this way students can directly confront the stewardship responsibilities, complexities and challenges of giving. This panel will feature four individuals who reside at universities to discuss their roles in building the next generation of philanthropic leaders and a moderator from a private foundation whose work relates to engaging the next generation in philanthropy.

<i>Allison Sole</i>	Andrea & Charles Bronfman Philanthropies	Convener
<i>Elenore Garton</i>	Brandeis University	
<i>Louise Sawyer</i>	New York University	
<i>Ellen Schall</i>	New York University	

### Teaching Ethics in a World of Transitional Values

Controversy over the demonstrative value of teaching ethics in the MPA curriculum as well as the method of such instruction is long-standing and vigorous. Participants in this roundtable will focus on an outcomes approach to the methodology of teaching ethics; modalities of instruction; the value of a stand alone ethics course vs. incorporating ethics into other course topics; evidence regarding the impact of ethics instruction on administrative behavior; and what a course on ethics instruction might ideally encompass.

<i>Terry Cooper</i>	University of Southern California	Convener
<i>Carole L. Jurkiewicz</i>	Louisiana State University	Convener
<i>Frank Anechiarico</i>	Hamilton College	
<i>Domonic A. Bearfield</i>	Texas A&M University	
<i>James S. Bowman</i>	Florida State University	
<i>Melvin J. Dubnick</i>	University of New Hampshire	
<i>H. George Frederickson</i>	The University of Kansas	
<i>Donald C. Menzel</i>	Ethics Management International	
<i>Jeremy F. Plant</i>	The Pennsylvania State University at Harrisburg	

## 2010 NASPAA Conference: Transitions in Public Service

### **The MPA in Evolution: Looking Through a Global Lens**

Institutions of higher education throughout the world have developed graduate programs in Public Administration and Public Policy. This panel looks at these programs in Brazil, China and Singapore, and provides insight concerning how institutions in the U.S. are working with their colleagues in other countries to expand and improve public service education, worldwide.

<i>Marilyn Rubin</i>	John Jay College of Criminal Justice, CUNY	Convener
<i>Xu Xiaolin</i>	Huazhong University of Science & Technology	
	"MPA Education in China: An Eight-Year Retrospective"	
<i>Fatima Bayma de Oliveira</i>	Getulio Vargas Foundation/Brazil	
	"The MPA in Brazil: Evolution and Growth"	
<i>Meredith Newman</i>	Florida International University	
	"Public Administration Education and Training Worldwide: A View from the Ground"	
<i>Wei Wu</i>	Nanyang Technological University	
and		
<i>Wenxuan Yu</i>	Nanyang Technological University	
	"Educating Chinese Students for Public Service: The EMPA in Singapore"	

### **Health Care Reform Implications for Health Management Education**

2010 Health Care Reform Legislation will require changes in Health Management Programs in NASPAA Schools. In the classic sense of public administration as the field of public policy implementation, health management programs are facing transitions in the way health care is delivered, hence, in the way health care management is taught in MPA and MPP programs. In these transitions, programs can decide to be leaders in shaping the changes or followers waiting for change to happen. This panel explores transitions as opportunities for health management programs in the public administration domain.

<i>Robert J. Thompson</i>	East Carolina University	Convener
	"Health Care Reform: Changing the Landscape of Health Management Education in MPA and MPP Programs"	
<i>David J. Dausey</i>	Carnegie Mellon University	
	"The Implications of Health Care Reform for Educating Tomorrow's Health Care Leaders"	
<i>Judith J. Kirchhoff</i>	Rutgers University, Newark	
	"Health Care Reform Means Health Management Education Must Change: A Look Back at Health Specialty Track Infrastructure Development* and a Look Forward Through the Lens of Health Reform"	

### **Educating Students to be Effective Leaders in the Global Society**

The discussion will focus on educating students to be effective leaders in the global society by providing international experiences while they are enrolled in the MPA program. The discussion will address a variety of models: MPA students on short study trips that are reinforced by classroom instruction at home, students who go abroad for a semester as provided through reciprocal exchanges, and study abroad experiences of MPA students who engage in research projects with MPA students at partner universities.

<i>Maria P. Aristigueta</i>	University of Delaware	Convener
<i>Bill Collins</i>	University of Delaware	
<i>Jared Cummer</i>	University of Delaware	
<i>Kenneth M. Matwiczak</i>	The University of Texas at Austin	
<i>Bolanle Ogunmakin</i>	University of Delaware	

## 2010 NASPAA Conference: Transitions in Public Service

### **Retirement: Preparing for the Transition in the Federal Workforce**

Linda Springer, the former head of the U.S. Office of Personnel Management (OPM), described a forthcoming "retirement tsunami" in her speeches. According to many experts, 60 percent of the federal government's rank and file workforce and 90 percent of its top managers will be eligible to retire in the next decade. Over the next five years, the federal government could lose more than 550,000 employees. With this kind of turnover looming, government needs to expand the search for talent. The government's lengthy and difficult job application process, including the time to obtain security clearances, does not inspire college graduates to join the federal workforce.

The Chinese write the word "crisis" with two characters, one of which means "danger" and the other "opportunity." The pending workforce crisis (the retirement tsunami) can also be viewed as a tremendous opportunity - to reshape the federal government, to flatten hierarchies, to remake the way government and citizens interact, and to change the culture of the bureaucracy. It is an opportunity to mold government into a high performance organization, to create a more resilient workforce and to make government itself more resilient. It is an opportunity to create a twenty-first century government driven by a twenty-first century workforce. It is an opportunity not presented since the Hoover Commission studies of nearly seventy years ago and likely not presented again for another generation.

<i>Alan Balutis</i>	Internet Business Solutions Group	Moderator
<i>Robert Childs</i>	U.S. Department of Defense	
and		
<i>Gerry Gingrich</i>	U.S. Department of Defense	
"The Future Workforce: Gen Y Has Arrived"		
<i>Matthew Collier</i>	U.S. Office of Personnel Management	
"Recruiting and Retaining the Workforce of the Future"		
<i>Sandra Smith</i>	U.S. Department of Defense	
"New Generation" - A Report by the Federal CIO Council Workforce Committee		

**6-7:30 PM Thursday**

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**Local Host Reception  
University of Nevada, Las Vegas Campus**

**Friday 10/1/2010**

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**7-8 AM Friday**

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**Coffee Break**

**Executive MPA Committee Meeting**

All directors of executive education programs are encouraged to attend.

**Finance Committee Meeting**

**International Committee Meeting**

**Undergraduate Committee Meeting**

**8-9 AM Friday**

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**PAA National Council Meeting**

**Comprehensive Schools Section Meeting**

**Diversity Committee Meeting**

**Marketing Committee Meeting**

**Nonprofit Section Meeting**

**Social Equity Committee Meeting**

**JPAE Editorial Board Meeting**

David Schultz and Kristen Norman-Major, Editors

## 2010 NASPAA Conference: Transitions in Public Service

**8 AM-5:30 PM**                      **Friday**

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**Registration**  
**Exhibits Open**

**9:15-10:45 AM**                      **Friday**

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### **Accrediting the Executive MPA/MPP Under the 2009 Standards**

*David Birdsell*                                      Baruch College/City University of New York                                      Convener

### **Hard-Won Lessons about Managing Change from the Larger NASPAA Schools**

NASPAA schools are facing major changes brought on by changing student and faculty demographics, needed curricular reform, education technology innovations, budget stringencies, heightened competition, and a host of other reasons. What can we learn from change efforts at some of the larger NASPAA schools that might be applied elsewhere? The panelists have all been involved in significant change efforts at their schools as deans, associate deans, and/or directors, as well as professors. They will each offer their own "lessons learned" and the audience will be invited to further the dialogue.

*John M. Bryson*                                      University of Minnesota                                      Co-Convener  
and

*Barbara C. Crosby*                                      University of Minnesota                                      Co-Convener  
"A Decade of Change at the Humphrey Institute of Public Affairs: A Case of Organizational Transformation"

*Sandra O. Archibald*                                      University of Washington

*Frances S. Berry*                                      Florida State University

*Thomas P. Lauth*                                      The University of Georgia

### **Innovations in University-Community Engagement**

Universities have been long explored ways to be more closely connected to the communities in which they are located. This panel will provide case studies of innovative ways in which universities are broadening their connections and expanding the definition of the communities they serve. The cases involve in differing degrees new values, new structures, and new partnerships. The panelists will identify the steps involved in making the changes that their universities have made and lessons that can be learned from their experiences. In addition the co-chairs will also give a broader overview of innovation issues in both higher education and local government.

*Kathryn Mohrman*                                      Arizona State University                                      Convener

*James H. Svara*                                      Arizona State University                                      Convener

*E. Lee Bernick*                                      University of Nevada, Las Vegas

*David Y. Miller*                                      University of Pittsburgh

*J. Steven Ott*                                      The University of Utah

### **Transitions Among Undergraduate Public Affairs and Administration Programs**

This session provide an opportunity to share information on learning objectives, curriculum development, and outcomes measurement in NASPAA-related undergraduate programs. Panelists will be selected from a cross-section of programs offering undergraduate public affairs and administration programs which are involved in a variety of transitions. This session will also assist with the longer-term goal of establishing a data warehouse of information on NASPAA-affiliated undergraduate programs.

*Harvey Newman*                                      Georgia State University                                      Convener

*Zulema Blair*                                      Medgar Evers College of the CUNY

*Craig P. Donovan*                                      Kean University

*Jonathan Koppell*                                      Arizona State University

*Wie Yusuf*                                      Old Dominion University

## 2010 NASPAA Conference: Transitions in Public Service

### Teaching Social Equity Within the MPAMPP Curriculum

NASPAA's new standards focus on public service values and among the most important are those tied to social equity. NAPA refers to social equity as the "fourth" pillar of public administration and yet MPA and MPP programs often have more difficulty incorporating the concept of equity into their core curriculum. Disciplinary sub-areas such as budgeting, policy analysis, economics and human resources all lend themselves to the social equity concept. This panel would explore both free standing and integrative approaches to building social equity into the curriculum with the objective of helping faculty not only meet the intent of the new standards but explore creative ways to rethink how social equity can be enhance their programs.

<i>B.J. Reed</i>	University of Nebraska at Omaha	Convener
<i>John R. Bartle</i>	University of Nebraska at Omaha	
<i>Kristen Norman-Major</i>	Hamline University	
<i>Blue Wooldridge</i>	Virginia Commonwealth University	

### Transitions in Class Content and Focus: Teaching About "Race and Diversity" in Public Administration

There are those who feel that teaching about race and diversity is difficult because of the sensitive nature of the subject matters. Further, engaging a diverse class on the subjects of race and diversity may become more difficult because students may become too emotional and boisterous and professors "control" of the class may be threatened. Therefore, as a result, professors may choose to omit race and diversity as subject matters in the public administration classroom. Yet, race and diversity are everyday issues in American society and public administration and public service delivery are impacted directly and/or subtly by race and diversity. Even if race and diversity were not issues then how does one teach and engage about race neutral actions? This panel session offers approaches and strategies focusing on the teaching of the subjects/topics relating to race and diversity in the public administration classroom.

<i>Mitchell F. Rice</i>	Texas A&M University	Convener
"Strategies and Resources for Teaching about Race in Public Administration"		
<i>Audrey L. Mathews</i>	California State University, San Bernardino	
"Teaching the Mosaic: Organizational Behavior, Diversity and Race"		
<i>Ethel Hill Williams</i>	University of Nebraska at Omaha	
"Teaching Issues of Social Equity in Public Administration: A Pedagogical Approach"		
<i>Mario A. Rivera</i>	University of New Mexico	
and		
<i>Richard G. Johnson, III</i>	The University of Vermont	
and		
<i>Glenda Kodaseet</i>	University of New Mexico	
"A Dialogic Model for Cultural Competency in the Graduate Classroom"		
<i>James Ward</i>	Mississippi University for Women	
"Lowering the Level of Uncomfortability in Class Discussions on Race and Institutional Commitments to Diversity"		

### Public Policy & Public Administration Research

This panel includes presentations on three cutting-edge research areas in the public policy/public administration field.

<i>Burt Barnow</i>	The Johns Hopkins University	Convener
"A Research Agenda for Performance Management in the Federal Government"		
<i>Anand Desai</i>	The Ohio State University	
and		
<i>Yushim Kim</i>	Arizona State University	
and		
<i>David Landsbergen</i>	The Ohio State University	
"Stories Managers Would Like to Tell"		
<i>Marvin Mandell</i>	University of Maryland, Baltimore County	
"Recent Advances in Regression Discontinuity Designs"		
<i>Kathryn Newcomer</i>	The George Washington University	
"A Research Agenda for Performance Management in the Federal Government"		

**10:45-11 AM                      Friday**

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**Coffee Break**

# 2010 NASPAA Conference: Transitions in Public Service

11 AM-12:15 PM Friday

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## Disseminating Data about Executive Education Programs

*David Birdsell* Baruch College/City University of New York Convener

## Ethical Transitions and Development as a Public Service Professional

This roundtable discussion will explore the ethical growth and development of public service professionals. Becoming ethical is not a static enterprise. It is a life-long, dynamic process that is especially salient in the pursuit of a successful career in public service. Yet many stumble on the path to becoming ethically competent. But what is ethical competency? This is not an easy question to answer. PA/A programs are expected to provide students knowledge of ethical behavior but also to ensure an educational experience that enables them to behave ethically. Regardless of the approach that a program takes, it is up to the program faculty to ensure that a student's capacity to think and act ethically have been enhanced to a level that constitutes ethical competency. In the final analysis, however, the pursuit of ethical competency occurs day to day over the duration of one's professional career.

*Terry Cooper* University of Southern California Convener

*Donald C. Menzel* Ethics Management International Convener

*James S. Bowman* Florida State University

*Melvin J. Dubnick* University of New Hampshire

*Carole L. Jurkiewicz* Louisiana State University

*Manfred F. Meine* Troy University Florida Campus

*Jeremy F. Plant* The Pennsylvania State University at Harrisburg

*James H. Svara* Arizona State University

## Roundtable: Successful Mentoring and Socialization Strategies for Non-Traditional PhD Students

This roundtable brings together pairs of faculty mentors and students from NASPAA-affiliated doctoral-granting schools around the nation to discuss successful strategies for mentoring and socializing non-traditional students. By involving both mentors and mentees, participants and audience members will gather perceptions and evidence about successful and, perhaps, not-so-successful mentoring strategies. A significant amount of attention will be given to discussion with the attendees to build a set of "best practices" that can be shared across NASPAA schools with doctoral programs.

*Vivian W. Greentree* Blue Star Families Convener

*John C. Morris* Old Dominion University Convener

*Suzanne Beaumaster* University of La Verne

*Anne M. Khademian* Virginia Tech

*Robin McKinnon* National Institute of Health

*Kathryn Newcomer* The George Washington University

*Adrian Stevens* Pitzer College

## Educating for Cultural Competency

Section 5.1 of the NASPAA standards call for a universal competency that allows students to communicate and interact productively with a diverse and changing workforce and citizenry. Educating public administrators to be culturally competent is vital as the communities we serve become increasingly diverse across factors such as age, race, ethnicity, class, sexual orientation and ability. On this panel, selected authors of chapters from the upcoming volume, *Cultural Competency for Public Administrators*, will present their work on educating for cultural competency.

*Susan Gooden* Virginia Commonwealth University Convener

*Kristen Norman-Major* Hamline University Convener

*Crystal Calarusse* National Association of Schools of Public Affairs and Admin

and

*Nadia Rubaii-Barrett* Binghamton University

"The Evolution of Cultural Competency as a Standard for Accreditation"

*Pamela Lewis* Virginia Commonwealth University

"A Framework for Cultural Competency in PA Programs"

*Mario A. Rivera* University of New Mexico

"A Dialogic Model for Cultural Competency in the Graduate Classroom"

*James Francisco Bonilla* Hamline University

"Designing, Teaching and Assessing Learning Outcomes for Managerial Leadership"

## 2010 NASPAA Conference: Transitions in Public Service

### Using the GRE Lists to Market, Recruit and Admit Quality Students

Panelists will present and engage discussion about the usefulness of GRE's for admission requirements and in program recruitment efforts. Topics to be discussed include providing insider tips in how to use the web-based GRE service tool that provides graduate schools with updated and targeted mailing and email lists of prospective graduate students. Participants will learn successful cost-sharing strategies as well as easily implemented website tracking methods which can provide concrete data to help determine the success of your GRE recruitment efforts.

<i>Scott Talan</i>	American University/NASPAA	Convener
<i>Valerie S. Rogers</i>	University of Connecticut	
<i>Meagan Van Gelder</i>	University of Nebraska at Omaha	

### Culture Change and Web 2.0: The Impact on Faculty and the Organizations They Serve

Public sector organizations, as well as government agencies at all levels (Federal, state and local) have begun embracing the use of social networking tools. In addition, the Internet revolution presents challenges and opportunities for MPA programs, charged with educating the next generation of public service professionals who will work within these organizations. Graduates of MPA programs will need different skill sets than their predecessors. At the same time, new media has gained a foothold in MPA instruction, allowing professors to integrate various forms of new media within their classes. MPA programs will need to transition, with enthusiasm, towards Web 2.0 applications in research, teaching, and communication. This will lead to benefits for both current and future public administrators and improve the performance of the organizations in which they work.

<i>Erik Bergrud</i>	Park University	Convener
<i>Melvin J. Dubnick</i>	University of New Hampshire	
<i>Angela M. Eikenberry</i>	University of Nebraska at Omaha	
<i>Leila Sadeghi</i>	Rutgers University, New Brunswick	
<i>Antoinette Samuel</i>	American Society for Public Administration	

### Roundtable: Building Guidelines for Programs with Budgeting, Finance, and Financial Administration Specializations

This roundtable will lead off a discussion with audience members about what guidelines might be developed related to NASPAA standards for programs that claim specialization in Budgeting, Finance, and Financial Administration (BFFM). These would be similar in scope and purpose to the guidelines developed for programs with local government and nonprofit specializations. There is no formal BFFM section or committee at NASPAA meetings, and the roundtable will also discuss the desirability of creating a more visible and permanent identify or programs with a BFFM specialization at the NASPAA meetings.

<i>Kurt Thurmaier</i>	Northern Illinois University	Convener
<i>Dwight Denison</i>	University of Kentucky	
<i>Carol Ebdon</i>	University of Nebraska at Omaha	
<i>Marilyn Rubin</i>	John Jay College of Criminal Justice, CUNY	
<i>C. Kurt Zorn</i>	Indiana University, Bloomington	

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**12:30-2 PM**                      **Friday**

### Public Leadership Luncheon - Sponsored by Pi Alpha Alpha

**Speaker: TBD**

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**2:15-3:45 PM**                      **Friday**

### Funding Opportunities in Public Affairs

Many researchers in the fields of public policy and public affairs require sponsorship from government agencies or foundations to pay for the researchers' time, research assistance, travel, and data. This panel includes representatives of four federal agencies that support research by public affairs researchers through grants and contracts. Panel members will discuss the types of research they support, limits on the types of research and amounts that are funded, how interested researchers can learn about funding opportunities, and the process by which researchers can apply.

<i>Burt Barnow</i>	Johns Hopkins University	Convener
<i>Naomi Goldstein</i>	Administration on Children & Family	
<i>Julia Lane</i>	National Science Foundation	
<i>Robin McKinnon</i>	National Institute of Health	
<i>Dionne Toombs</i>	National Institute of Food & Agriculture	

## 2010 NASPAA Conference: Transitions in Public Service

### Employer Perspectives

*David Birdsell* Baruch College/City University of New York Convener

### Social Entrepreneurship: Benefit or Challenge for Public Affairs Programs?

Both in the United States and internationally, "social entrepreneurship" is a concept that has been attracting considerable interest among public affairs students, scholars and practitioners, even though ambiguities about its meaning and value remain. In the last decade, dozens of graduate programs have been established. Most are based at schools of business, though many also involve public affairs or administration schools. All share the objective of either focusing on earned income for public or nonprofit entities, or more broadly, incorporating strategies from business entrepreneurship into the curricula for students in public service; whether in the private sector, nonprofit organizations, and government. This panel will examine the implications of this trend: what does it add to the public affairs curriculum, what does it take away, and what is its likely future in public affairs education?

*Mary Ann Feldheim* University of Central Florida Convener

*Wolfgang Bielefeld*  
and  
Indiana University-Purdue University Indianapolis

*Leslie Lenkowsky* Indiana University, Bloomington  
"The Challenges of Developing a Social Entrepreneurship Program"

*Carol Chetkovich* Mills College  
"Social Entrepreneurship and Social Justice: A Critical Assessment"

*Renee A. Irvin* University of Oregon  
"Social Entrepreneurship: Incorporating Practice into Teaching"

### Public Affairs Programs Under Attack

In the recent wave of university budget reductions, public administration and public policy programs around the country have been targeted for reorganization or even elimination. This panel will examine three such cases and explore how those programs have reacted to these "attacks" Strategies for preventing or responding effectively to such efforts will be explored.

*Robert B. Denhardt* Arizona State University Convener

*Maria P. Aristigueta* University of Delaware

*Roger Hartley* Western Carolina University

*W. Bartley Hildreth* Georgia State University

*H. Brinton Milward* The University of Arizona

### Roundtable: Public Administration Around the World with the Fulbright Program

The Fulbright Scholars Program provides opportunities for public administration and public policy faculty to live, teach, and conduct research in many dozens of countries around the world. Four professors will discuss their Fulbright experiences in China, Egypt, Malaysia, Taiwan, and the Ukraine. They will discuss the value and impact of their experience, offer tips for embarking on a Fulbright, and explore how the field is defined and viewed in these countries.

*Kathryn Newcomer* The George Washington University Convener

*Catherine Johnson Matto* Inst. of International Education/The George Washington Univ. (Invited)

*William C. Adams* The George Washington University

*Donna Lind Infeld* The George Washington University

*Linda-Marie Sundstrom* California State University, Long Beach

### Pathways to Participation: Exploring Modes and Models of Citizen Engagement

Renewed interest in public service and participatory governance challenges educational and governmental institutions to think critically about both what they do and how they do it. Noting the gap between theories of citizen engagement and their practical application, this panel explores modes of citizen participation and how transitions within the realms of academia, public administration and civic organizations might be leveraged to build capacity for consensus-based governance.

*Jill Jamison Rissi* Portland State University Convener

*Tara A. Blanc* Arizona State University

*Barbara C. McCabe* Arizona State University

*Greg Wolf* Portland State University

*Christopher Stream* University of Nevada, Las Vegas Discussant

## 2010 NASPAA Conference: Transitions in Public Service

### Social Equity and Public Service in the New Millennium

In 1968, H. George Frederickson called for the addition of a "third pillar" to public administration, with a focus on social equity as a value equal in status to economy and efficiency. Over time, however, schools of public affairs/administration/policy/management have come to rely almost exclusively on economic tools and quantitative analytics in evaluating decision-making. In today's global context, with ever-widening disparities and inequality, it is imperative that our curricula also incorporate a social equity lens if we are to carry out our collective mission to prepare the next generation of public service leaders. This panel will explore the challenges and opportunities for fully integrating a social equity framework into a rigorous public service education, and discuss the analytic tools necessary to achieve this goal.

<i>Ellen Schall</i>	New York University	Convener
<i>Franklin D. Gilliam, Jr.</i>	University of California, Los Angeles (UCLA)	
<i>Nicole Mason</i>	New York University	
<i>Michael A. Stoll</i>	University of California, Los Angeles	

**3:45-4 PM**                      **Friday**

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**Coffee Break: Sponsored by Baruch College, CUNY  
Celebrating NASPAA's 40th Anniversary &  
100 Years of Public Service Education at Baruch College**

**4-5:30 PM**                      **Friday**

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**Annual Business Meeting**

**5-6 PM**                              **Friday**

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**INPAE Get Together**

**DO NOT DELETE**

**6-7 PM**                              **Friday**

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**Reception Sponsored by the University of Texas at Austin**

<b>Saturday 10/2/2010</b>
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**7-9 AM**                              **Saturday**

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**Executive Council Breakfast Meeting**

**8-9 AM**                              **Saturday**

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**Coffee Break**

**8-10 AM**                              **Saturday**

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**Registration  
Exhibits Open**

**9 AM-12 PM**                      **Saturday**

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### Site Visitor Training: Part 1 of 2

Potential Site Visitors will be trained on how site visits will be conducted under the new standards. The training will consist of a brief overview of the Site Visit process; how site visitors will interact with the new online accreditation management system; the move to a competency-based approach to accreditation and what COPRA expects the SVT to look for under the new standards. This is part one of a two part session, Site Visitors are required to attend both sessions to be considered fully trained. There are no additional costs to attend this session, however; please remember to register in advance (contact [drudy@naspaa.org](mailto:drudy@naspaa.org)). (Practitioners only attending the Site Visitor Training sessions please contact Stacy Drudy at [drudy@naspaa.org](mailto:drudy@naspaa.org)).

## 2010 NASPAA Conference: Transitions in Public Service

### Program Director Education and Development: Part 1 of 2

The Program Director's Education and Development session will focus on what is expected of programs under the new standards. The session will consist of an overview of the philosophy of NASPAA Accreditation; the competency-based approach to accreditation; understanding the Self Study Instructions (i.e. Bases of Judgment/ Rationale); how to navigate the new online accreditation system; and discussion of Standards that may cause programs confusion (i.e. Standard 5--getting started, and how to articulate your faculty nucleus). There are no additional costs to attend this session, however; please remember to register in advance (contact [drudy@naspaa.org](mailto:drudy@naspaa.org)). Program Directors are welcome to attend part two of this session that will be conducted in conjunction with the Site Visitor Training.

**9:15-10:45 AM**                      **Saturday**

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### Preserving Quality in Times of Fiscal Austerity: A Case Study of a PhD Program

This panel session probes the issues and lessons learned when a mid-sized department of public administration in a large Texas university re-established a moribund PhD degree program. This case study offers an example of how one department of public administration seeks to adapt and grow in a highly competitive environment. What innovations were developed to sustain quality, accountability and sanity in a fiscally constrained environment? What is the program's long-term prospect for success, and how will that success be measured? Panelists examine four topics: (1) the institutional and historical context for re-establishing the Ph.D. program, (2) student adaptations to program changes, (3) impacts on human resources, and (4) student learning outcomes.

<i>Robert L. Bland</i>	University of North Texas	Convener
<i>Lisa Dicke</i>	University of North Texas	
<i>Laurie Long</i>	University of North Florida	
<i>Vaida Maleckaite</i>	University of North Texas	

### Local to Global: Incorporating International Content in Domestic Schools of Public Administration

There are a number of public administration schools that have an avowed international focus, but most schools in the U.S. continue to focus their research and teaching on more domestic (local, state or national) public administration. However, increasingly domestic and global are less distinguishable, so almost all public administration schools are introducing international content into their curriculum. This panel brings together representatives from three schools to explore what is being done to globalize curriculum while still maintaining a core focus on the traditional domestic mission of the school.

<i>John Casey</i>	Baruch College, City University of New York	Convener
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"Transitioning from Gotham to Global: What do our Students Need to Know in a Globalized World?"

### Preparing Public Managers for Sustainable Societal Transformation in a Developing South Africa

This paper explores the fundamental points of departure for transformation in South Africa and the potential of higher education institutions to prepare public managers for sustainable societal transformation in a developing South Africa to meet the demands of all who live in it against the background of the gradual assimilation of this country into the global village in the interests of better quality of life for all.

<i>Krishna K. Tummala</i>	Kansas State University	Convener
<i>I. W. Ferreira</i>	Cape Peninsula University of Technology	
	"Approaches to Public Administration Education at South African Universities"	
<i>Kishore Raga</i>	Nelson Mandela Metropolitan University	
	"South African Historical Overview and Recommendations to Cultivate a Professional, Dedicated and Committed Worker's Corps in the South African Public Service"	
<i>J. Derek Taylor</i>	Nelson Mandela Metropolitan University	
	"The Current State of the South African Public Service and Higher Education for South African Politicians and Public Officials"	

## 2010 NASPAA Conference: Transitions in Public Service

### Research in Federalism, State and Local Government: Confronting New Challenges

Interactions among federal, state and local governments have become particularly complex in recent years, affecting substantive issues that include government finance, health care, elections, disaster response and immigration, among others. This panel explores these recent trends, highlighting the challenges public managers and policymakers now face in light of shifting federal/local dynamics. These changes' impacts on the PA curriculums are considered.

<i>Jeremy L. Hall</i> and <i>Michael W. Hail</i>	The University of Texas at Dallas  Morehead State University	Convener
	"Federalism in Transition: The Current State of Federalism and Intergovernmental Relations in Practice and in the PA Curriculum"	
<i>Abraham Benavides</i>	University of North Texas	
	"Sanctuary Cities, Enforcement Cities, Neutral Cities and Immigration: The Conundrum for Local Municipalities"	
<i>Angie McGuire</i> and <i>Dorothy Olshfski</i>	The University of Texas at Dallas  Rutgers University, New Brunswick	
	"Moving Up in a Downturn: Municipal Transitions"	

### Service in the Community: Getting the Attention of Those Around You

Numerous public administration and policy programs throughout the nation have formal and informal arrangements to offer training, symposium and other activities to state legislatures, state executive branch and other state and local government agencies. These training programs offer an opportunity, particularly for state-funded schools, to establish ties within state governments, obviously something in our interest. This panel consists of some of our colleagues who have established these types of programs who will talk about what types of programs work and what doesn't seem to work and provide some suggestions about how to get started in doing these types of activities including tips about managing these programs, and financial implications would be valuable.

<i>William Hoyt</i>	University of Kentucky	Convener
<i>Kathleen M. Beatty</i>	University of Colorado Denver	
<i>Carolyn Heinrich</i>	University of Wisconsin, Madison	
<i>Jeffrey D. Straussman</i>	University at Albany, SUNY	
<i>Paul Teske</i>	University of Colorado Denver	

### Public Administration Shaping the "Unscripted Future"

Rapid global, economic and social changes are profoundly affecting both institutions and individuals. This panel will discuss the rate and scope of the social/technological/global changes being faced; the impact of those changes on individuals or the "Unscripted Future"; identification of shifts in emphasis of public administration in 2020; and the barriers currently posed by U.S. higher education, along with resulting shifts in emphasis by 2020.

<i>Laurie N. DiPadova-Stocks</i>	Park University	Convener
<i>Kay Barnes</i>	Park University	
<i>Erik Bergrud</i>	Park University	
<i>Rebekkah Stuteville</i>	Park University	

### Education in Public Administration: Tearing Down the Walls at Universities

This panel will focus on the issues of offering quality undergraduate and graduate public administration programs. Three different, but related, perspectives of meeting student needs will be discussed in the areas of: eliminating distinctions between adult and traditional education, providing a historical and pedagogical platform for undergraduate programs in public administration, and exploring the knowledge traits of in-service and pre-service public administration students.

<i>George Dougherty, Jr.</i>	University of Pittsburgh	Convener
<i>Robert A. Croft</i>	Saint Louis University	
<i>Craig P. Donovan</i>	Kean University	
<i>Kirsten Loutzenhiser</i>	University of Illinois, Springfield	
<i>Meagan Van Gelder</i>	University of Nebraska at Omaha	

**10:45-11 AM**                      **Saturday**

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**Coffee Break**

## 2010 NASPAA Conference: Transitions in Public Service

11:15 AM-12:45 PM Saturday

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### Development of an MPA Major Field Test

This panel will describe the process by which they have developed a major field test for the MPA degree. This includes representatives from five geographic areas in the U.S.

<i>Paulette C. Jones</i>	Mid-America Christian University	Convener
"Building a Major Field Test for the MPA Degree"		
<i>Elaine Ahumada</i>	California Baptist University	
<i>Michael Card</i>	The University of South Dakota	
<i>Stephen King</i>	Southeastern University	
<i>Pat Kircher</i>	California Baptist University	
<i>Ervin Martin</i>	Belhaven University	

### Enhancing Teaching in Public Administration: Topics and Pragmatic Approaches

Panel addresses inspiring and innovative perspectives on themes and practical approaches useful for enhancing rigor, relevance, and quality in teaching of public administration.

<i>Deborah LeBlanc</i>	National University	Convener
<i>Sudha Arlikatti</i>	University of North Texas	
<i>Thomas Dunn</i>	Troy University	
<i>Manfred F. Meine</i>	Troy University Florida Campus	
<i>Rene Rendon</i>	Naval Postgraduate School	
<i>Keith Snider</i>	Naval Postgraduate School	
<i>Deya Zavala</i>	University of North Texas	

### International Panel III: Exploring Educational Borders: Working Group on Student and Faculty Exchange Programs--Opportunities and Challenges

<i>Iris Geva-May</i>	Simon Fraser University	Convener
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### Teaching Homeland Security & Emergency Management

"How to effectively develop and integrate courses into post-secondary curriculum on homeland security and emergency management "

With 30 undergraduate programs in emergency management and 14 in homeland security, 20 graduate programs in emergency management and 14 in homeland security offered by colleges and universities as well as numerous other certificates, it important to look at what the core competencies, how those in homeland security relate to those in emergency management, and how the curriculum offered by MPA Programs differs from curriculum offered by other schools and departments in the field. What are the core competencies? What accreditation standards are being pursued? How do the fields differ in courses offered? Is there any role for NASPAA?

<i>Christine Springer</i>	University of Nevada, Las Vegas	Convener
<i>Emily Bentley</i>	Savannah State University	
<i>Keith Clement</i>	California State University, Fresno	
<i>Kay Goss</i>	SRA International	
<i>Stan Supinski</i>	Naval Postgraduate School	

12:30-3 PM Saturday

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### Site Visitor Training and Program Director Education & Development: Part 2 of 2

This section of the training will bring Site Visitors and Program Directors together and will focus on two main areas: how Site Visitors should review Standard 5 (competencies)/ what Program Directors will need to show, and the interview process of site visits (what questions visitors should ask and what program directors should be prepared to answer). There are no additional costs to attend this session, Site Visitors are required to attend part 1 & part 2.