

Round Table on International Accreditation

Oct. 17, Thursday, 8:00 - 9:00 am

NASPAA now has accredited programs of public affairs, policy, or administration in Columbia, China, Egypt, New Zealand, South Korea, and Venezuela. This Round Table on International Accreditation will feature representatives of programs outside the U.S. whose programs have been accredited, site visitors, and members of COPRA who will share their experiences in accreditation process. The objective is to share opportunities and challenges, provide opportunities for NASPAA members interested in participating in international accreditation insight into the process, and, for representatives of programs considering accreditation, opportunities to learn what to expect through the accreditation process.

Greg Lindsey, University of Minnesota

88

Building Regional Networks of Governments and Universities: Lessons from the Volcker Alliance's G2U Initiative

Oct. 17, Thursday, 8:00 - 9:00 am

The Volcker Alliance's Government-to-University Initiative (G2U) convenes practitioners at all levels of government with leaders from proximate universities to strengthen the talent pipeline into public service and to promote productive research exchanges. This year, the Alliance launched two G2U Regional Councils in Austin and Kansas City. Schools of public affairs are core partners in this effort, and are uniquely positioned to drive regional collaborations like G2U. This panel showcases early lessons from the G2U initiative and includes speakers from the first two Councils. Panelists will reflect on the G2U experience to date, share successes and opportunities, and consider critical challenges to building sustainable, impactful collaborations between governments and universities.

Sara Mogulescu, The Volcker Alliance

Alfred Ho, The University of Kansas

Dustin Brown, US Office of Management and Budget

61

Digital & Analytic Literacy to Bridge the Data Skills Gap

Oct. 17, Thursday, 8:00 - 9:00 am

Panelists will give a short talk about a specific facet of digital literacy needs, followed by a moderated discussion with the audience. Speakers have been selected to consider a different facet of policy analytic needs relative to digital literacy and data privacy. Focus on enhanced teaching of technical and analytic skills today will prepare tomorrow's workforce to be problem solvers managing both machine and human assets. Therefore, the goal of this panel, which includes both academics and a government professional, is to draw connections between the expertise required in advancing technology use and data privacy and graduate education.

Dora Vertenten, University of Southern California

Juliet A. Musso, University of Southern California

Kathleen Conners, University of Minnesota

Logan O'Shaughnessy, US Consumer Protection Privacy Bureau

Matthew Young, Syracuse University

67

Diversifying the Faculty of Schools of Public Policy, Affairs, and Administration

Oct. 17, Thursday, 8:00 - 9:00 am

In order to effectively achieve the goal of Reconstructing Governance for the Next 50 Years, Schools of Public Policy, Affairs and Administration must have a diversified faculty, that, at least, reflect the diversity of their students. Strategies for achieving this goal will be presented in this panel.

Blue Wooldridge, Virginia Commonwealth University

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Jessica Mason, Virginia Commonwealth University
Najmah Thomas, University of South Carolina Beaufort
David Marshall, Network of Schools of Public Policy, Affairs, and Admin
Sandy Archibald, University of Washington

17

***Building Institutions to Promote Inclusive and Consequential Civic Engagement in Governance:
Bridging Research, Pedagogy and Practice***

Oct. 17, Thursday, 8:00 - 9:00 am

Promoting inclusive civic engagement, a primary goal of SDG16, is a challenging goal, especially in underdeveloped institutional environments. It requires well contextualized support from a range of actors. What are NASPAA schools currently doing—on the research, curriculum and experiential learning front—to prepare graduates to navigate the complex landscape involved? How does faculty research and practice contribute to the curriculum and student experiences on this front? How can reaching beyond the academy—to governmental, nongovernmental and international actors—contribute to this effort? The panelists will offer brief thoughts on these issues and invite the audience to contribute from their own experiences.

Paul Smoke, New York University
Derick Brinkerhoff, Research Triangle Institute
Jennifer M. Brinkerhoff, The George Washington University
Lois Takahashi, University of Southern California
John Gershman, New York University

100

Nervous Areas of Governments: Addressing Inequities Around the World

Oct. 17, Thursday, 8:00 - 9:00 am

This panel convenes several of the authors to be featured in an upcoming edited book which focuses on issues of inequity around the world. Together, the panel will expand our understanding of nervousness in the administration of government services in multiple countries, important historical and political considerations, and specific evidence of promising progress. It considers the complexity of nervous areas of governments, while identifying encouraging approaches and initiatives. The presenters at this panel will cover Islamophobia in France, Turkish migrants in Germany, gender in China, and the intersection of Indigenous and gender issues in Mexico.

Susan Gooden, Virginia Commonwealth University
Elizabeth S. Overman, University of Central Oklahoma
Sean McCandless, University of Illinois at Springfield
Yali Pang, Virginia Commonwealth University
Nadia Rubaii, Binghamton University

35

Cultivating Culturally Mindful and Inclusive Communication Strategies for Public Administration

Oct. 17, Thursday, 8:00 - 9:00 am

This panel highlights pedagogical practices that activate culturally mindful communication, inclusive language, and communication spaces for diverse communities. Building on Masami Nishishiba's award-winning book *Culturally Mindful Communication: Essential Skills for Public and Nonprofit Professionals*, the panel explores the use of stories, cultural moments, and reflection to understand cultural distinctions and cultivate practices to build understanding across cultures. The panel brings together academics and practitioners to share approaches in a variety of contexts.

Maja H. Holmes, West Virginia University
Masami Nishishiba, Portland State University
Rebecca Lambole, Portland Fire & Rescue

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John Ronquillo, University of Colorado Denver
Ellen Shiau, California State University, Los Angeles
Chris Cartwright, Consultant

68

The Challenges of Constructing Governance in U.S. Insular Territories

Oct. 17, Thursday, 8:00 - 9:00 am

The panelists will discuss the (i) challenges of constructing sustainable and inclusive governance in the US Insular Territories of Puerto Rico, Guam, and the Federated States of Micronesia, (ii) the historical role of public affairs education in the creation of spaces of autonomy and democratic governance in the territories and (iii) proposals for the implementation of SDG16 goals of transparency, accountability, and participatory governance under conditions of limited self determination.

Palmira N. Rios-Gonzalez, University of Puerto Rico - Rio Piedras Campus
John Rivera, University of Guam
Ron McNinch, University of Guam
Ansito Walter, University of Guam

33

From the Standards to the Present: Back to the Future?

Oct. 17, Thursday, 10:45 - 11:45 am

This proposed panel will focus its discussion on the changes that have occurred regarding NASPAA standards since their inception as well as their impact on program structures, content and the preparation of students for careers in public service. The panelists will also discuss the impact of the changing standards on the perception of the MPA, the demand for MPA program graduates and the preparation that mission based standards vs. the original more structured standards may imply for the future, among other related issues.

Merl Hackbart, University of Kentucky
Edward T. Jennings, University of Kentucky
Mary E. Guy, University of Colorado Denver

32

From Diversity to Inclusion to Power: Assessing the Progress of Women and People of Color in NASPAA

Oct. 17, Thursday, 10:45 - 11:45 am

Diversity in NASPAA— an organization that brings together educators representing institutions that prepare students to advance and improve public service— helps the organization to promote core public service values such as fairness and equity. But diversity is just the first step along the road to power for women and people of color; their achieving power in NASPAA also requires inclusion in all aspects of the organization. In this panel, we will assess – based on empirical evidence and personal reflections – where NASPAA is on the road from diversity to inclusion to power for women and people of color.

Susan Gooden, Virginia Commonwealth University
Marilyn Rubin, Rutgers University, Newark
Nadia Rubaii, Binghamton University
Patricia Ingraham, Binghamton University
Harvey White, University of Delaware
Maria D'Agostino, John Jay College of Criminal Justice, CUNY

9

Jumping the Wall: Creating Campus & UN Employer Partnerships to Cultivate Global Citizens at your NASPAA Institution

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Oct. 17, Thursday, 10:45 - 11:45 am

There is perhaps no more quintessential expression of the “global workforce” than the United Nations (UN). A career at the UN is for many students both the epitome of how one can make a global impact, while also being a seemingly elusive professional goal, separated by an impenetrable wall that few are perceived to get beyond. This panel will explore how three NASPAA Institutions have developed programs employing the UN’s 17 SDG’s, site visits and experiential learning to enhance career exploration and deepen students’ understanding of ‘how the work gets done’ within the UN and its partner organizations.

Katherine Lawton, The George Washington University

Tara Duprey, The George Washington University

Teri Mills, Duke University

Kirsten Gelsdorf, University of Virginia

102

Developing data science curricula and faculty in NASPAA Schools

Oct. 17, Thursday, 10:45 - 11:45 am

Panelists will share frameworks for data science curricula that focus on training MPA students or in-service public administrators in the use of confidential administrative data for evidence based policy-making; and will assess the implications of data science for faculty. Universities have been slow to build data science graduate curricula and faculties, but Schools of Public Affairs can bridge this gap because they have a wide range of experiences that can be applied to data science; extensive collaborative relationships with government agencies; and emerging relationships with university wide data science programs.

Sherry Glied, New York University

Henry Brady, University of California, Berkeley

Julia Lane, New York University

Joshua Hawley, The Ohio State University

Sally Wallace, Georgia State University

47

Assurance of Online Learning: Guidelines and Practices to Ensure MPA Online Teaching Quality

Oct. 17, Thursday, 10:45 - 11:45 am

This panel examines application of existing online education knowledge in university settings to successfully enhance online teaching outcomes. The broad research questions addressed include:

- Overall, what does the literature suggest are the practical factors that contribute to an effective quality online program?
- What are the current practices of online education by NASPAA member MPA programs? What types of standards currently exist in MPA programs to ensure quality, and what recommendations emerge from member best practices?
- What resources can be leveraged to support online students’ retention and graduation?
- From students’ perspectives, what are the empirically significant factors related to program quality?

Ya Ni, California State University, San Bernardino

Lawrence Rose, California State University, San Bernardino

Montgomery Van Wart, California State University, San Bernardino

Naim Kapucu, University of Central Florida

Sharon Pierce, California State University, San Bernardino

10

Strengthening Your Home University Undergraduate Pipeline to Your Graduate Program

Oct. 17, Thursday, 10:45 - 11:45 am

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Learn how three Public Policy programs, with different University structural constraints and advantages, are successfully attracting top home university undergraduates to their Public Policy and Public Administration graduate degree programs.

David Garvey, University of Connecticut
Catherine Guarino, University of Connecticut
Daniel Smith, University of Delaware
Shajuana Isom-Payne, Virginia Commonwealth University

48

Enhancing Collaborative Governance Education in MPA Programs

Oct. 17, Thursday, 10:45 - 11:45 am

Collaborative governance has been intensively studied by researchers over the last two decades, but remains at the periphery of MPA programs. Researchers have documented the importance, ubiquity, and complexities of collaborative governance, but masters programs have been slow to incorporate it. Given that collaborative governance is an important means for enhancing public participation and transparency in government, and for overcoming power imbalances and improving policy outcomes, MPA programs should be teaching future leaders how to lead and manage effective collaborative partnerships. The panelists represent leading graduate programs making significant strides to bring research findings on collaborative governance into their curricula.

Craig W. Thomas, University of Washington
Shui Yan Tang, University of Southern California
Tina Nabatchi, Syracuse University
Julia Carboni, Syracuse University
Kirk Emerson, The University of Arizona

97

Supporting the Reviled Public Servant: What are programs doing?

Oct. 17, Thursday, 10:45 - 11:45 am

This panel will explore how the current sociopolitical environment impacts the perception of public service jobs. Driven by public service motives that may not necessarily be fulfilled by public service jobs that are confined by the government's agenda, MPA/MPP students in the field of public administration may find themselves in a unique situation. This predicament leads to the following question—what are the implications of the current administration's policy decisions on the perception of public service jobs by students entering or considering entering the field of public administration? What our MPA/MPP programs could do to help our students navigate this complex situation?

Bing Ran, Penn State Harrisburg
Elaine Yi Lu, John Jay College of Criminal Justice, CUNY
Mohamad G. Alkadry, University of Connecticut
Roger Hartley, University of Baltimore
Mark D. Robbins, University of Connecticut

79

Governance for Sustainable Development in Latin America: Challenges and Opportunities

Oct. 17, Thursday, 10:45 - 11:45 am

This panel will present the obstacles and successes of the evolution of governance for development through national planning and post-conflict electoral processes in Colombia, the process of building institutions in fragile countries such as today's Venezuela and how civil society organizations in Latin America are helping to shape effective, accountable and inclusive institutions at both the national and (trans)international levels. Drawing on the mandate of SDG 16, the panel aims to contribute to the understanding of public governance and sustainable

2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

development in less developed countries and generate discussion regarding the important role of public affairs in the region and beyond.

Fabian Telch, Binghamton University
Rosa Amelia Gonzalez, Instituto de Estudios Superiores de Administración-IESA
Sebastian Lippez-De Castro, Javeriana University, Bogota, Colombia
Susan Appe, University at Albany, SUNY
Fátima Bayma, Fundação Getulio Vargas
Pablo Sanabria, Universidad de los Andes

46

Whither Public Management and Administration Education – What will the next 50 years bring?

Oct. 17, Thursday, 1:45 - 2:45 pm

A hallmark of public affairs education over the last half-century has been a focus on public administration and management and the preparation of the next generation of public leaders. More recently, the advent of big data, data analytics, modeling, simulation and other analytical tools and approaches has put increased pressure on programs to include more analytical coursework in public affairs graduate professional programs. These new courses can sometimes crowd out space in the curriculum for management and administration coursework. At the same time, a raft of recent employer-based studies has shown that the demand for management and leadership skills in public service has increased rather than diminished. This panel draws on the expertise of deans and directors of public affairs programs who are also scholars of public management and administration to reflect on the history of public management and administration education, take stock of what strong public management and leadership programs are doing to incorporate public management and administration content into their degrees, and explore where the field is going.

Amanda Girth, The Ohio State University
Vicky M. Wilkins, American University
David Van Slyke, Syracuse University
Mary Tschirhart, The George Washington University
Stuart Bretschneider, Arizona State University

70

The Imperative of Public Policy Educaiton

Oct. 17, Thursday, 1:45 - 2:45 pm

What is the particular imperative for policy schools in this skill-rich environment? This panel will explore a policy school mandate for equipping students to be sophisticated data consumers & producers for providing public service, and informants to policy and legislation to balance consumer privacy, security, and the demands for convenience.

Sandy Archibald, University of Washington
Ramayya Krishnan, Carnegie Mellon University
Verna Smith, Victoria University of Wellington
Xufeng Zhu, Tsinghua University
Xun WU, The Hong Kong University of Science and Technology

86

Data4Good, Analytics and Social Justice: Implications for the Public Affairs Curriculum

Oct. 17, Thursday, 1:45 - 2:45 pm

The emerging use of data science and open data for social change is an exciting development in the practice of public service. Data scientists have fought human trafficking, gun violence, epidemics, discrimination and a host of other social problems. This development provides a unique opportunity for public affairs educators to blend

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

analytics with policy and social justice. This panel will discuss the integration of this exciting material into MPA/MPP and undergraduate programs and will relate the material to the NASPAA core competencies.

Maria P. Aristigueta, University of Delaware
John McNutt, University of Delaware
Chao Guo, The University of Pennsylvania
Shariq Siddiqui, Indiana University-Purdue University Indianapolis
Dobbler Gregory, University of Delaware
Laurie Miller, Cornell University
Michelle Everett, GAO

12

Exploring a new model of career services to online and mid-career MPA students

Oct. 17, Thursday, 1:45 - 2:45 pm

Career development is a crucial part of a successful MPA program. With the rapid growth in online and mid-career MPA programs, career development services and resources for non-traditional students has become an important issue. As we conceptualize the next 50 years of innovation in public affairs teaching and learning, new models of career development support to meet the needs of contemporary students should be an important part of the discussion. The main goal of this panel is to explore new opportunities and best practices of career services to online and mid-career students.

Weijie Wang, University of Missouri-Columbia
Alison Jackowitz, American University
Charles E. Menifield, Rutgers University, Newark
Dora Vertenten, University of Southern California
Kathleen Miller, University of Missouri-Columbia

18

Civic Technology Is the Future of Cities

Oct. 17, Thursday, 1:45 - 2:45 pm

From optimizing transportation systems to predicting the risk of deadly incidents such as structure fires and landslides, civic technology has the potential to dramatically improve public safety and quality of life. Developing effective civic technologies requires close collaboration between public officials, university researchers, and private citizens, as well as the political will to test bold new ideas. This panel brings together experts to share expertise on how to deploy innovations by bridging academic research with partners in local government, having an impact on communities while simultaneously enhancing the student experience.

Karen Lightman, Carnegie Mellon University
Neil Kleiman, New York University
Dan O'Brien, Northeastern University
Chris Goranson, Carnegie Mellon University

103

Growing a Commitment to Sustainability, Inclusivity, Civic Engagement, and Globalization in Public Affairs Programs; A Threshold Project

Oct. 17, Thursday, 1:45 - 2:45 pm

NASPAA's Executive Council has indicated it would like to see programs make strides in the future in four key areas: Sustainability, Inclusivity, Civic Engagement, and Globalization. To incentivize programs and to recognize those who have made a commitment in these areas, the NASPAA data committee is developing a NASPAA-driven recognition system to highlight and market our members in these areas. This panel will discuss the work of the NASPAA Data Committee to identify measures and indicators and a proposed method of sharing this information with the public broadly.

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Stacy Drudy, Network of Schools of Public Policy, Affairs, and Admin
Michael A. Shires, Pepperdine University
Amanda Wolf, Victoria University of Wellington
R. Karl Rethemeyer, University at Albany, SUNY
Daniel Smith, University of Delaware

78

Deans Perspective on Cultivating Diverse Leaders in Public Policy

Oct. 17, Thursday, 1:45 - 2:45 pm

U.S. demographics are changing, and universities have a responsibility to attract and retain graduate students that reflect the richness and diversity of the world around us. Especially for public policy and international affairs programs that are charged with training the next generation of leaders, it's essential to devise innovative strategies that bring students from traditionally underrepresented groups in and prepare them for leadership at the highest levels. You will hear from deans whose schools currently host Public Policy and International Affairs (PPIA) Junior Summer Institutes. They will discuss current and emerging strategies for increasing the pipeline of diverse graduate students.

Simone Gbolo, PPIA
Laura Bloomberg, University of Minnesota
Michael Barr, University of Michigan, Ann Arbor
Miguel Centeno, Princeton University
Jackie Speedy, Carnegie Mellon University
Gladys Sriprasert, Carnegie Mellon University

64

Future of Jobs, Competencies, and Teaching in Public Affairs in the US, Chile, Kyrgyzstan, and Indonesia

Oct. 17, Thursday, 1:45 - 2:45 pm

According to the World Economic Forum's Future of Jobs Report in 2018, 54% of all employees will require significant reskilling or upskilling already by 2022, and one third of the skills required by employers will be entirely new. The key trends driving these dramatic changes include advances in technology, among others. This panel explores: (1) how are such shifts in jobs and competencies unfolding in public affairs, and (2) how might educators best prepare students for these changes and the governance challenges in terms of content and process. We draw and compare our observations from the US, Chile, Kyrgyzstan, and Indonesia.

Mahabat (Maha) Baimyrzaeva, Middlebury Institute of International Studies at Monterey
Cristián Pliscoff Varas, Universidad de Chile
Erlyana Erlyana, California State University, Long Beach
Carolyn Mayer Taylor, Fielding Graduate University
Pradeep Chandra Kathi, University of Southern California

111

Innovative Teaching Strategies for Public Budgeting and Financial Management

Oct. 17, Thursday, 1:45 - 2:45 pm

Public budgeting and financial management courses are considered one of the most challenging courses by many MPA students. These courses include both theoretical and technical components that largely build upon economic, political, and management theories and knowledge. They also require hands-on applications using both quantitative and qualitative reasoning. This panel discusses how instructors of budgeting and financial management use a variety of innovative teaching strategies to improve student learning outcomes in their courses. The panel consists of three presentations reflecting the teaching and learning experience of a diverse set of MPA programs in the U.S. research universities and teaching institutions.

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Rui Sun, California State University, Dominguez Hills
Janey Qian Wang, San Francisco State University
Justin Marlowe, University of Washington
Michael Thom, University of Southern California

13

Turning the SDG16 Spotlight on ourselves: An analysis of Policy Schools' diversity plans then and now

Oct. 17, Thursday, 3:00 - 4:00 pm

SDG16 requires entities to "...build effective, accountable and inclusive institutions at all levels". These institutions of course include schools of public policy and affairs. Panelists in this session will each share a critical analysis of their own School's diversity and inclusion plans over the past 15+ years: what has changed in these plans as they have evolved over time in terms of language used, goals set, data gathered, accountability structures employed? Why? What internal or external factors influenced this evolution? We expect this analysis will spark a robust audience discussion about similarities or differences in evolution across programs.

Laura Bloomberg, University of Minnesota
Susan Gooden, Virginia Commonwealth University
Charles E. Menifield, Rutgers University, Newark

93

Engineering and Public Policy: New Developments in Integrating Engineering Into Masters of Public Policy and Masters of Public Administration Programs

Oct. 17, Thursday, 3:00 - 4:00 pm

Our session will focus on the opportunities and challenges associated with integrating engineering concepts and tools into our master's programs. The first talk will focus on a Sloan Foundation initiative to support this integration at representative NASPAA institutions. We will also report on two Sloan Foundation workshops, one held at Arizona State University and the other at the Maxwell School, which convened Deans and Directors of NASPAA schools with an interest in fostering such partnerships. The remaining talks will provide examples at Carnegie Mellon, Ohio State, and North Carolina State, respectively, of existing programs that have achieved such integration.

Donald Siegel, Arizona State University
Jerrell D. Cogburn, North Carolina State University
Laura Steinberg, Syracuse University
Elizabeth Newton, The Ohio State University
Ramayya Krishnan, Carnegie Mellon University

20

Using Data (and Alumni) to Inform and Build Curriculum

Oct. 17, Thursday, 3:00 - 4:00 pm

While there have been unprecedented innovations in how public affairs education is taught and learned, the question remains as to how we would adapt to the new tools and methods that are now available to better prepare the next generation of public servants. This panel directly addresses this question by examining various inputs from MPA programs, alumni, and employers, as well as several innovative assessment techniques, such as e-portfolios, to better equip our students with applied skills.

Myung Jin, Virginia Commonwealth University
Breanca Merritt, Indiana University-Purdue University Indianapolis
Genie Stowers, San Francisco State University
Robert T. Greenbaum, The Ohio State University
Stacy Drudy, Network of Schools of Public Policy, Affairs, and Admin

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109

Public Interest Technology—Training the Next Generation at the Intersection of Technology & Public Policy

Oct. 17, Thursday, 3:00 - 4:00 pm

Technology has evolved so quickly and become so omnipresent in daily life that the field of Public Interest Technology is rising in prominence. It's no longer a question, but a certainty: knowledge of technology—how it works, how it's designed, and how to deploy it—is essential for the next generation of leaders serving the public, and there is growing demand for interdisciplinary education that combines public affairs and technology coursework. Earlier this year, the Public Interest Technology University Network was formed, "to train the next generation of software engineers, policymakers, civic leaders and social justice advocates to develop, regulate and use technology for the public good. In other words, the group aims to both humanize technologists and technologize humanists."

Join Tara McGuinness, Senior Fellow and Senior Adviser at New America Foundation, and leaders from public policy schools in the Public Interest Technology University Network for a visionary panel as we discuss the future of this exciting field and the opportunities for us as educators to lead the charge.

Tara McGuinness, New America Foundation
Maria Cancian, Georgetown University
Pete Peterson, Pepperdine University
Kenneth Rogerson, Duke University

101

3rd Annual Voinovich Public Innovation Challenge

Oct. 17, Thursday, 3:00 - 4:00 pm

In this annual competition, three finalists will "pitch" an innovative idea or approach that their program has developed to enhance teaching, learning, or community impact. A panel of expert judges from diverse schools and areas of expertise will select the 2019 winner. This top finalist will receive a \$3,500 award to further develop their innovative initiative. Join us for an inspiring discussion of what's next in public affairs teaching and learning! The Voinovich Innovation Challenge is co-sponsored by NASPAA and Ohio University's George V. Voinovich School of Leadership and Public Affairs.

Mark L. Weinberg, Ohio University
Information on how to submit at www.naspaa.org/voinovich-public-innovation-challenge.,
Submission Deadline: August 15, 2019.,

6

Community Research Labs: Innovative Opportunities for Teaching and Learning

Oct. 17, Thursday, 3:00 - 4:00 pm

Community Research Labs are emerging across the country and providing unique teaching and learning opportunities for faculty, students and practitioners. These partnerships between governments, nonprofits and universities facilitate the testing of new program and policy ideas through rigorous field experiments and other evaluation techniques.

Tom J. Barth, The University of North Carolina at Charlotte
David Swindell, Arizona State University
Leonard Lopoo, Syracuse University
Sylvia R. Benatti, University of the District of Columbia
Zachary Mohr, The University of North Carolina at Charlotte

44

The MPA Capstone Portfolio as a Celebration of Student Learning and Assessment Tool

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Oct. 17, Thursday, 3:00 - 4:00 pm

In the last 25 years, the use of professional portfolios to demonstrate important skills and document student learning outcomes has increased in MPA programs across the country. As the pressure for outcome-based evidence of student learning together with increased expectations to develop detailed assessment methods, we expect the portfolio will continue to grow in popularity. In this panel we use an Ignite© presentation format to share how four MPA programs are documenting competency-based student learning while celebrating student achievement. Since each presenter has only five minutes, the bulk of the session will be interactive.

Judith Millesen, College of Charleston
Kevin Donnelly, Bridgewater State University
William Simonsen, University of Connecticut
Fred Mayhew, James Madison University
Holly Raffle, Ohio University
Stephen Weinberg, University at Albany, SUNY

31

Rethinking How We Teach Policy Analysis

Oct. 17, Thursday, 3:00 - 4:00 pm

Policy analysis has long been taught as a linear process, moving in an orderly way from problem definition to solution. But, the policymaking process is messy, complicated and political. Most urgently, the attention to and appreciation of facts and data are increasingly under threat. How can we train future policy makers and public administrators to build logical, thorough and persuasive arguments in an environment that eschews evidence and prioritizes rapidly produced and easily consumed information? This panel will tackle this question by presenting innovative approaches to teaching policy analysis that prioritize practical application, multi-modal skills and broader considerations of equity.

Rachel Meltzer, The New School
Peter Linquiti, The George Washington University
Michael A. Stoll, University of California, Los Angeles (UCLA)

106

Cultivating the Next Generation of Sustainable Development Practitioners

Oct. 17, Thursday, 3:00 - 4:00 pm

Considering the human resource demands of the sustainable development field today and over the coming decade, it is essential to identify education programs and initiatives that can prepare a new generation of practitioners with skills necessary to address the UN SDGs in this fast-changing field. This panel is jointly proposed by the Tsinghua University and the University of Geneva to discuss the evolution of master's program towards UN SDGs, the curriculum design and training methods in master's programs, the role of online education in development education, and how to evaluate existing training and education programs for sustainable development practitioners.

Xufeng Zhu, Tsinghua University
Yongping Wu, Tsinghua University
Scott Fritzen, University of Washington
Nicolas Levrat, University of Geneva
Chengzhi Yin, Tsinghua University

54

The Role of Academic Journals in Advancing Research Directions and PhD Education in the Next 50 Years

Oct. 17, Thursday, 4:15 - 5:15 pm

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

In the past couple years there has been a major generational shift in the the editorial leadership of major journals in the field of public administration. New editors are at the helm of JPART, PAR, RoPPA, Governance, and two new journals, PPMG and the Journal of Behavioral Public Administration are now up and running. This roundtable will initiate a conversation among these editors and the session participants about the role of academic journals in both doctoral education and future research directions in PA.

Kirk Emerson, The University of Arizona
Mary Feeney, Arizona State University
Jeremy Hall, University of Central Florida
Ken Meier, American University
Jessica E. Sowa, University of Baltimore

91

A Roundtable Discussion: Twenty-Five Years of Ranking Public Administration and Policy Master's Degree Programs

Oct. 17, Thursday, 4:15 - 5:15 pm

This roundtable of deans and former deans will discuss their experiences with the ranking of their programs and how they "make sense" of it. In addition to a general discussion of experiences, the deans will respond to a recent paper (H. George Frederickson and Edmund C. Stazyk. 2019, "Twenty-five Years of Ranking Public Policy and Administration Graduate Programs 1995-2020: An Analysis and Discussion). On March 12, 2019, U.S. News & World Report released their most recent ranking of master's degree programs in public administration and policy. This is the 9th such ranking, the 1st occurring in 1995, followed by updated rankings approximately every third year. Then, in 2018 U.S. News moved to an annual ranking. All told, there have been nine rankings in a span of 25 years.

H. George Frederickson, The University of Kansas
Barbara Romzek, American University
Mark Bovens, Utrecht University
Trevor Brown, The Ohio State University
John R. Bartle, University of Nebraska at Omaha

120

Covering Data Analytics for MPA Students: Towards an Instructional Framework

Oct. 17, Thursday, 4:15 - 5:15 pm

What do future public service leaders need to know about data analytics? Familiarity with new forms of data, facility with evolving analytic tools, a grasp of decision making frameworks that can enable effective use of new forms of data and analysis, and understanding of the governance and ethical issues raised by increased reliance on big data and artificial intelligence are all important. Experts on each of these dimensions of data analytics will provide perspectives on key skills and the central issues. Additionally, a framework for developing curricula that adequately prepares students for appropriate use of data analytics will be discussed.

Saba Siddiki, Syracuse University
Johannes Himmelreich, Stanford University
Justin Bullock, Texas A&M University
Seth Frey, University of California Davis
Robert Bifulco, Syracuse University

65

Transitions to Digital Classrooms: Issues and Experiences of NASPAA Small Programs

Oct. 17, Thursday, 4:15 - 5:15 pm

One transition that MPA programs have made is the transformation from face-to-face to a digital classroom. Previous studies documented the growth of online education for MPA/MPP degrees. What does the transition

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PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

entail and what are the consequences for NASPAA small programs? This panel contributes by examining experiences of three small MPA programs that have transitioned to online. After discussing curriculum and teaching methodologies, performances in classroom and online are compared to determine whether quality depends on the mode of instruction. We conclude by considering factors affecting learning effectiveness of both modes of instruction.

Peter F. Haruna, Texas A&M International University
Aziza Zemrani, The University of Texas Rio Grande Valley
Beth Rauhaus, Texas A&M University-Corpus Christi
Maria Reyes, Texas A&M International University
Menhaaz Momen, Texas A&M International University
Chul Hyun Park, University of Arkansas at Little Rock
Abraham Benavides, University of North Texas

5

Powerful Diversity Pathways: PPIA a incubator of Diverse talent of practitioners of power in public service

Oct. 17, Thursday, 4:15 - 5:15 pm

The panel will focus on the alumni experiences of the Public Policy & International Affairs Fellowship (PPIA) program as practitioners in Public Service. They will share their experiences in the PPIA program, graduate school, and as practitioners shaping new narratives in public service. During this panel, the panelist will make a case for the need for schools of public affairs and International Affairs to increase their capacity in the work of increasing domestic representation in public service.

Simone Gbolo, PPIA
Sophal Ear, Occidental College
Lena Benson, British Government - Department for International Trade (DIT)
Juana Hernandez, Los Angeles Area Chamber of Commerce
Seyron Foo, Southern California Grantmakers
Josh Diosomito, GAO
Simone Gbolo, PPIA

66

International internships in public administration & management programmes: how to take them to the next level?

Oct. 17, Thursday, 4:15 - 5:15 pm

The panel especially wants to explore the practical aspects of how to monitor internships in a multilateral setting, exploiting its added value. Important in this matter is the use of online tools in order to monitor the internships. While the student in a classical internship is working separately from his/her fellow students, online tools can bring them together allowing them to learn from each other.

Frank Naert, Ghent University
Doerte Busch, Berlin School of Economics and Law
Angelina Delgado, Baruch College, CUNY
Wenbin Zang, Southwestern University of Finance and Economics
Bertel De Groote, Ghent University

26

Innovative Teaching in Public Administration - Ideas You Can Use

Oct. 17, Thursday, 4:15 - 5:15 pm

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PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

This panel will present a variety of innovative teaching ideas that have been successfully used in the classroom. Audience members will be encouraged to share their own success stories as well.

Shannon Orr, Bowling Green State University
Mark Henderson, Mills College
Margaret Stout, West Virginia University
Sylvia R. Benatti, University of the District of Columbia

2

Exploring Opportunities for Partnerships to Advance Nonprofit Studies & Management at NASPAA

Oct. 17, Thursday, 4:15 - 5:15 pm

This panel features discussion to explore ways in which NASPAA might partner with other associations focused on the field of nonprofit studies—ARNOVA, ISTR, NACC—to enhance mutual interests related to advancing nonprofit studies and management to better prepare students for the next 50 years of public service. Each of the presenters will provide an introduction to their associations and avenues for possible partnership opportunities with NASPAA and with each other.

Angela M. Eikenberry, University of Nebraska at Omaha
Alicia Schatteman, Northern Illinois University
Jack Meek, University of La Verne
Matthew Hale, Seton Hall University
Susan Appe, University at Albany, SUNY
Lisa Dicke, University of North Texas
David Birdsell, Baruch College, CUNY

40

Innovations in Experiential International Education: Embedding and Embodying to Extend Learning

Oct. 17, Thursday, 4:15 - 5:15 pm

Public policy education was cast almost 50 years ago, long before a varied and growing series of disruptions in the public sphere came to challenge the conventional typologies of public affairs education. Comprehensive public affairs schools are particularly challenged as to how to teach targeted critical thinking and analysis skills within international education initiatives. Such programs are also confronted with preparing graduates to be agile and adaptable, prepared to take on grand policy challenges of a global scope. Each panelists will share unique programming initiatives to accomplish such goals.

Jenny K. Morrison, The University of Texas at Austin
Carissa Slotterback, University of Minnesota
Jonathan Koppell, Arizona State University
Matthew R. Auer, The University of Georgia
Neil Kleiman, New York University

114

The Future (and Present) of PhD Programs in Public Affairs

Oct. 18, Friday, 8:00 - 9:00 am

A panel of directors from PhD programs in public administration, policy and management discuss the state of doctoral education in the field. Panelists will discuss patterns of demand for doctoral education in public administration, management and policy; Changes in degree requirements; Norms and expectations for dissertations; The student experience and socialization, and; the evolving job market for PhDs in policy, management and administration.

Dave Marcotte, American University

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Anna Amirkhanyan, American University
Elsie Harper-Anderson, Virginia Commonwealth University
Stephanie Moulton, The Ohio State University
Ron Zimmer, University of Kentucky

16

Learning by Doing: Experiential Learning Makes Policy Education Real

Oct. 18, Friday, 8:00 - 9:00 am

To prepare policy students for the real world, there's no substitute for robust experiential learning. From working with actual clients on capstone projects to courses with hands-on components, experiential learning gives students the opportunity to learn how policy gets made and how to navigate complex collaborations with multiple stakeholders. With the right local partnerships in place, cities and communities can also serve as test beds for university research centers and teaching innovation, further enriching the student experience. On this panel, policy school deans and faculty with a proven track record in creating experiential learning will discuss the value of this approach for students and government partners alike.

Gladys Sriprasert, Carnegie Mellon University
Diana Beck, University of Minnesota
Alison Cullen, University of Washington
Jerome Lewis, University of Delaware

75

Open Source Content for Building Data Science and Analytic Courses in Public Affairs

Oct. 18, Friday, 8:00 - 9:00 am

Public sector agencies and nonprofit organizations can benefit greatly from employees that have skills to effectively leverage data for management. Public affairs programs typically require micro-economics and inferential statistics, but few provide training on working with data in the wild and evidence-based problem-solving. This panel will present work using open source tools like R and optimization models in Excel to build courses tailored for the future workforce in the public and nonprofit sectors. The panelists will describe the benefits and challenges of teaching these skills in schools of public affairs and share resources for instructors that wish to create capacity in their programs for data and management science.

Cynthia Searcy, Georgia State University
Chris Silva, Brigham Young University
Jesse Lecy, Arizona State University
Andrew Heiss, Georgia State University

94

Inclusive Governance: Perspectives from Gender Awareness in Public Affairs Education

Oct. 18, Friday, 8:00 - 9:00 am

According to the NASPAA data center, sixty percent of students enrolled in public administration programs are female, a trend that has been consistent during 2013-2017. How are our public administration programs educating this group of students? Do they have the same educational outcomes as their male counterpart? These questions reflect an important issue that is closely related to UN Sustainable Development Goal 16 (SDG16), which promotes to "build effective, accountable and inclusive institutions at all levels." So, are our programs delivering inclusive and effective public affairs education? What can we do more?

Elaine Yi Lu, John Jay College of Criminal Justice, CUNY
Ken Meier, American University
Triparna Vasavada, Penn State Harrisburg
Xiang Gao, Zhejiang University
Yasmine Ergas, Columbia University

23

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Part-Time Study: Creating Programs That Work for Working Professionals

Oct. 18, Friday, 8:00 - 9:00 am

When they come back to school for a graduate degree, mid-career professionals bring unique value and perspective to their public affairs studies. But part-time students who remain on the job while they pursue their degree have distinct needs and demanding schedules. It puts the onus on us, as educators, to create programming that delivers an impactful education while helping the student maintain career success and work-life balance. When we talk about teaching innovation, the delivery of part-time and distance learning programs that make sense for professional students should be at the top of our priorities. On this panel, leaders of part-time public affairs programs will discuss lessons learned, best practices, and the future of education delivery.

Amy Seymour, Carnegie Mellon University
Krisinda Doherty, The University of Chicago
George Dougherty, University of Pittsburgh
David W. Chapman, Old Dominion University
David Coursey, The University of Texas at Arlington

96

Conversatorio, the current state of public administration education in Latin America

Oct. 18, Friday, 8:00 - 9:00 am

the current state of public administration education in Latin America

Palmira N. Rios-Gonzalez, University of Puerto Rico - Rio Piedras Campus

121

Status of Teaching of Ethics in Public Administration and How It Should Be Taught in The Future

Oct. 18, Friday, 8:00 - 9:00 am

That ethics is very important in several aspects of human endeavor is undebatable. All academic disciplines teach or expose their students to ethics. With such clear significance in academic and government sectors, one would assume that unethical activities would be very infrequent. However, recent news indicate that unethical behaviors are becoming more frequent the US. Two questions we asked are: (1) how is ethics being taught to future public administrators? And (2): How should ethics be taught to our future public administrators? Findings of a survey of selected masters and doctoral programs in Public Administration is reported here with recommendations.

Fabian K. Nabangi, Grambling State University
Ghislain Gueye, Louisiana Tech University
Geoffrey Lemmy Akoma, Grambling State University
Ogbonnaya Nwoha, Grambling State University
John Dogbey, Louisiana Tech University

89

Embracing our citizenship(ness): Scholar, teacher, and community impact perspectives

Oct. 18, Friday, 8:00 - 9:00 am

This panel will discuss the role of academics in enhancing and promoting citizenship through our work with and in the community and classroom. We explore the following questions: what does it mean to be a good citizen for students and professors? What is the role of pedagogy in helping to facilitate discussions about citizenship and to promote learning in the classroom? Our panel explores teaching techniques and conversations that we have found helpful in practicing citizenship in and outside of the classroom. The goal of our panel is to have a roundtable conversation around promoting citizenship and participation in government and the nonprofit sector.

Tara K. Bryan, University of Nebraska at Omaha
Dyana Mason, University of Oregon
Karabi C. Bezboruah, The University of Texas at Dallas

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Robbie Robichau, Georgia Southern University

71

Artificial Intelligence and Big Data: An Agenda for Public Affairs Research and Education

Oct. 18, Friday, 9:15 - 10:15 am

Technical and organizational innovations such as Big Data, the Internet of Things and Smart Government have fueled renewed interest in policy analysis in the public sector. Beyond statistical modeling, this renewed vision of analytics incorporates other computational approaches such as artificial intelligence (AI) and machine learning into public management and public policy analysis. We will discuss in this panel key capabilities that need to be included in the public affairs curriculum as well as alternative ways of incorporating such capabilities. Topics discussed in the panel include Data Management and Governance, Ethical, Policy, regulatory and other technical implications.

Michael Ahn, University of Massachusetts at Boston

Jesse Lecy, Arizona State University

Luis Luna-Reyes, University at Albany, SUNY

Sherri Greenberg, The University of Texas at Austin

Yu-Che Chen, University of Nebraska at Omaha

J. Ramon Gil-Garcia, University at Albany, SUNY

Stuart Bretschneider, Arizona State University

72

Reinventing Public Service Education: Reflections and Innovation

Oct. 18, Friday, 9:15 - 10:15 am

The future success of public service education rests squarely on the willingness of faculty and university leadership to frankly discuss shortcomings and to tackle them head-on. For several years a group of deans have been discussing the challenges and opportunities universities face and have formed a task force to determine how to address them. The Task Force to Reinvent Public Service Education will present their best ideas on the most urgent reform needs and share insights from their collective development of a "Blueprint for the Future of Public Service Education." Come ready to critique and participate in this interactive session.

Sara Mogulescu, The Volcker Alliance

Angela Evans, The University of Texas at Austin

Trevor Brown, The Ohio State University

Matthew R. Auer, The University of Georgia

Kathryn Newcomer, The George Washington University

28

Sharing the Stage: Opportunities and Challenges for Public Affairs Programs in Multidisciplinary Colleges/Schools

Oct. 18, Friday, 9:15 - 10:15 am

This panel will examine the challenges and opportunities facing "public affairs programs" that are housed in Colleges, Schools or Divisions that are home to multi-disciplinary programs. These programs that are embedded in these organizational units often must navigate issues of competition, limited resources, varying priorities and mutual dependencies. Even individual programs within public affairs oriented units confront similar issues. This panel will explore a series of critical questions and issues associated with this organizational context. Open dialogue and interaction is the primary feature of this session.

Robert W. Smith, University of Illinois at Springfield

Bruce McDonald, North Carolina State University

Jessica E. Sowa, University of Baltimore

Naim Kapucu, University of Central Florida

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Akhlaque Haque, The University of Alabama at Birmingham
117

Advancing Social Justice in Public Affairs Curriculum

Oct. 18, Friday, 9:15 - 10:15 am

Public affairs professionals have significant impact on either deepening or mitigating social inequities. As such, public affairs instructors must address issues of social justice in their curriculum. Critical and social pedagogy provides numerous tools to advance these goals. This panel details four tested pedagogical approaches: a) social equity, diversity, and inclusion (SEDI) workshops to train professors and public servants; b) teaching students how to recognize and combat inequities; c) using popular culture as vehicles to explore social equity; and d) using critical theory to highlight and address social inequity at the meta, micro, mezo, and macro-levels.

Sean McCandless, University of Illinois at Springfield
Jeannine M. Love, Roosevelt University
Jodi Benenson, University of Nebraska at Omaha
Lori Brainard, The George Washington University
Nicole Elias, John Jay College of Criminal Justice, CUNY
Jamie Levine Daniel, Indiana University, Bloomington
Margaret Stout, West Virginia University

36

Minority-Serving Institutions Serving Minority Students: Challenges, Opportunities, and Best Practices

Oct. 18, Friday, 9:15 - 10:15 am

Hispanic-Serving Institutions (HSIs) and other MSIs are critical in effective and inclusive governance and public policy making. They are essential in educating minority students and developing them into catalysts and changemakers for more equitable and inclusive communities and economies. When serving their minority-majority student bodies, MSIs often face unique challenges and will hence have to identify and implement unique and innovative solutions. This panel seeks to initiate and facilitate a dialogue regarding 1) unique challenges facing minority students, 2) unique challenges facing MSIs, 3) impacts of NASPAA accreditation on student learning and program operations in MSIs, 4) Innovative solutions and best practices.

Shaoming Cheng, Florida International University
Jonathan Anderson, California State University, San Bernardino
Christina A. Medina, New Mexico State University
Brady Collins, California State Polytechnic University, Pomona

77

Globalizing the MPA Curriculum: Preparing Students to Govern Beyond the Next 50 Years

Oct. 18, Friday, 9:15 - 10:15 am

This panel will explore ways that MPA programs in universities that serve students from diverse backgrounds in different countries are striving to prepare graduates for careers in increasingly globalized government agencies/ministries and NGOs for the next 50 years. These new realities are requiring MPA programs to adapt program content, learning materials, and teaching methods in order to produce graduates who are able to function ethically and effectively in shared governance leadership roles in the US and around the world

J. Steven Ott, The University of Utah
Aziza Zemrani, The University of Texas Rio Grande Valley
Khaldoun AbouAssi, American University
Laila El Baradei, The American University in Cairo
Deborah L. Trent, Civil Strategies

37

The SDG 16+ Agenda: Exploring the Potential to Reframe how Human Rights are Taught and Experienced by 2030 and Beyond

Oct. 18, Friday, 9:15 - 10:15 am

Universities are increasingly recognized as important players in advancing the Sustainable Development Goals (SDGs) through teaching, research, and collaboration. Many educational institutions, however, approach sustainability only through the climate or environmental lens. What makes the SDGs historic is not only their universal application, but the inclusion of rights, and particularly, the cluster associated with what has come to be known as “the 16+ Agenda”—the goals and targets that will enable the creation of peaceful, just, and inclusive societies.

Panelists will explore the pros and cons of educating new generations of public policy practitioners and scholars with the knowledge and skills to promote human rights using the SDG framework.

Sarah Mendelson, Carnegie Mellon University

Judith Kelley, Duke University

Tony Pipa, Brookings Institution

Nadia Rubaii, Binghamton University

41

Universal Required Competencies and Course Competencies of Required Courses in Public Budgeting & Financial Management

Oct. 18, Friday, 9:15 - 10:15 am

The Budget and Financial Management Section of NASPAA begins its annual review of the execution of Universal Required Competencies and course competencies in budget and financial management. As MPA students face the challenges of the next 50 years, budget and financial management practices must effectively meet the demand for transparency and accountability as well as support innovative decision making. The panel addresses how the Universal Required Competencies are linked to course-specific competencies and how those linkages and course competencies may vary by the number of required courses in budget and financial management and the focus on the level of government.

Meagan Jordan, Old Dominion University

Carol Ebdon, University of Nebraska at Omaha

Helisse Levine, Long Island University, Brooklyn

Katherine Willoughby, The University of Georgia

Kurt Thurmaier, Northern Illinois University

Skip Krueger, University of North Texas

56

Oct. 18, Friday, 9:15 - 10:15 am

Michael A. Shires, Pepperdine University

Preparing the Future Leaders of Public Service to be Voters

Oct. 18, Friday, 10:30 - 11:30 am

Elections at every level matter. Most public administration students understand this, though in the 2014 midterms only 30.5% of public administration students voted. As educators of the future leaders of public service, public administration schools have a responsibility to engage students across campus as voters. This panel will feature two of NASPAA’s civic engagement partners - the ALL IN Campus Democracy Challenge and the Students Learn Students Vote Coalition - will share lessons learned from schools that strategically engage their students as voters, and will discuss the role that public administration schools and scholars can have in this important work.

Clarissa Unger, Young Invincibles

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Stacy Drudy, Network of Schools of Public Policy, Affairs, and Admin
Jennifer Domagal-Goldman, ALL IN Campus Democracy Challenge
Edie Goldenberg, University of Michigan, Ann Arbor
116

Social Media and Disruptive Politics

Oct. 18, Friday, 10:30 - 11:30 am

Questions to be addressed in this panel include: What is the role of social media in the mobilization of mass protests? Can social media be used to reduce radicalization? How technological changes affect political behavior in general? How should master's degree programs in public policy (and public affairs and public administration) prepare their students to work on these questions, which require big data analysis? What are the appropriate tools and how to teach the students the required data skills?

Merit Janow, Columbia University
Megan Metzger, Stanford University
Tamar Mitts, Columbia University
Zachary Steinert-Threlkeld, University of California, Los Angeles (UCLA)
112

Including Native American Public Policy and Administration courses into mainstream MPA/MPP Programs

Oct. 18, Friday, 10:30 - 11:30 am

American Indian Studies (AIS) and Native American Studies (NAS) programs are an emergent tool for colleges and universities in attracting Native students to their institutions. Course offerings in these academic programs range from community programming in cultural practice, such as arts and craft, and include courses grounded in policy, community development, governance, and public administration. Courses that fall into the latter category are not fully recognized as viable within schools of political science, public administration, and public policy, which impacts the validity and definition of AIS/NAS programs. Is this due to lack of understanding by university administrators or is it a choice asserted by the AIS/NAS community?

Jack Soto, American Indian College Fund
118

Case Studies in China MPA Education

Oct. 18, Friday, 10:30 - 11:30 am

John R. Bartle, University of Nebraska at Omaha
Rong Tan, Zhejiang University
Xiang Gao, Zhejiang University
Anan Yang, Tsinghua University
Hongping Lian, Beijing Normal University
Wenguang Zhang, Beijing Normal University
113

Approaches and Perspectives on Educating Nonprofit Leaders

Oct. 18, Friday, 10:30 - 11:30 am

This colloquium explores the increasing maturity and diversity of programs dedicated to preparing nonprofit leaders and professionals. Drawing on the work of O'Neill and Young (1988) and subsequently O'Neill and Fletcher (1998) to document and review the nature and character of programs and approaches to preparing individuals for work in and with nonprofit organizations. This sessions presents material from an upcoming edited book that covers issues and concerns with the practice of educating individuals to lead in the third sector. This includes viewpoints on the field as an area of study, approaches to curriculum, and administrative perspectives.

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William Brown, Texas A&M University
Matthew Hale, Seton Hall University
Robert Ashcraft, Arizona State University
Steven R. Smith, Georgetown University
59

Core Issues of Managing MPA Programs for New Directors

Oct. 18, Friday, 10:30 - 11:30 am

One of the challenges that MPA programs face is the preparation of faculty to serve as program directors. This panel addresses that challenge by having seasoned chairs and program directors discuss some of the core issues that new directors will face and how they can work to meet the challenges that they face. Areas of discussion include the types of public affairs degrees that programs can offer, strategic planning, faculty development, and community outreach.

Bruce McDonald, North Carolina State University
Hunter Bacot, The University of North Carolina at Greensboro
Jerrell D. Cogburn, North Carolina State University
Jared J. Llorens, Louisiana State University
Kathryn Newcomer, The George Washington University
Tom J. Barth, The University of North Carolina at Charlotte
William S. Hatcher, Augusta University

8

Hitting the Ground Running: Embedding Students in Government

Oct. 18, Friday, 10:30 - 11:30 am

Embedding students in real policy contexts is the best way to bridge the gap between the classroom and the professional world. Whether it's full-time work in a policy office or hands-on projects with government clients, experiential learning has become an essential aspect of public policy education. Join leaders from several schools that have established successful experiential learning programs in Washington, DC, as they share lessons learned and talk about the impact of these experiences on their students.

Marie Coleman, Carnegie Mellon University
Amanda Girth, The Ohio State University
Ryan Williams, Syracuse University

108

Naming Privilege, Social Justice, and Racism Through Reflective Pedagogy and Student Experiences

Oct. 18, Friday, 10:30 - 11:30 am

In the context of political divisiveness and degraded public discourse, public administrators, positioned simultaneously as actors within the formal institutional system yet not directly subject to political forces that sweep across the population, are uniquely situated to foster and add norms and models of empathy, inclusion, and social justice to their objectives of efficiency and effectiveness. This panel addresses new pedagogical imperatives stemming from this context and need. Across four presentations, the panel addresses social justice pedagogy at the level of individual courses (introductory and capstone), an entire program, and the larger college campus.

Maja H. Holmes, West Virginia University
Brandi Blessett, University of Cincinnati
Lori Brainard, The George Washington University
RaJade M. Berry-James, North Carolina State University
Vanessa Lopez-Littleton, California State University-Monterey Bay

42

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Oct. 18, Friday, 10:30 - 11:30 am

Michael Bailey, Georgetown University

Beyond inclusion: Recruiting and retaining diverse faculty and students

Oct. 18, Friday, 1:30 - 2:30 pm

COPRA's Diversity Across the Standards webpage states, "Programs are expected to provide program- and mission-specific diversity plans that detail strategies to promote faculty, student, and curricular diversity and foster an overall climate of inclusiveness." The challenge is that diversity, equity, and inclusion each require different methods of intervention, different resources, and different measurement tools in order to co-create shared governance models that promote unrestricted social arrangements conducive to working successfully across significant differences. This panel looks at diversity through three lenses, a recruitment or supply-side lens; a participatory or inclusion lens; and an integration or justice lens.

Judith Millesen, College of Charleston
Henry Akwo Elonge, Clark Atlanta University
Alisa Hicklin, The University of Oklahoma
Meg Myers Morgan, The University of Oklahoma
Marla Robertson, College of Charleston

21

Exploring Social Justice Curricula and Pedagogy at All Levels

Oct. 18, Friday, 1:30 - 2:30 pm

This roundtable will contribute to the field's diversity and inclusion endeavors by exploring social justice curricula and pedagogy at all levels (i.e., school/college, program, classroom). It asks, what is being done, and what can be done, to prepare public administrators to champion equity and inclusion within their government? How can principles of social justice be integrated into PA classrooms, programs, and schools/colleges? What must occur in order for this to happen?

Tia S. Gaynor, University of Cincinnati
Brandi Blessett, University of Cincinnati
Roland Anglin, Cleveland State University
Anthony Starke, Jr., University of Colorado Denver

24

Urban-Focused Curriculum in MPA/MPP Programs: Bringing -- and Keeping -- the City In

Oct. 18, Friday, 1:30 - 2:30 pm

The challenges for public administration in the next fifty years extend across a wide range of issues, but for MPA/MPP programs located in cities, the challenges for strength in an urban-focused curriculum cross into specific areas of the urban environment. This panel will present cases on how transformations underway in cities become part of an urban-focused public affairs curriculum in MPA/MPP programs and how faculty bring these important issues to students through a range of educational initiatives. An urban-focused curriculum will also incorporate perspectives and skills necessary to provide evidence to challenging urban issues.

Sabina E. Deitrick, University of Pittsburgh
Cathy Y. Liu, Georgia State University
Christopher Stream, University of Nevada, Las Vegas
George Dougherty, University of Pittsburgh
Suzanne M. Leland, The University of North Carolina at Charlotte
William Riggs, University of San Francisco

38

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Attacks on the Administrative State and the Future of Public Administration

Oct. 18, Friday, 1:30 - 2:30 pm

The American administrative state is under challenge through Supreme Court opinions suggesting substantial limitations to Congress's ability to delegate decision-making to administrative agencies, sidelining and silencing of scientific experts in the government, moves to weaken agency capacity, and substitution of judicial judgment for administrative judgment. This panel addresses the broader context of challenges to the administrative state, the specific legal and constitutional issues facing the administrative state, potential effects on social equity, and the implications for public policy and administration and the education offered by NASPAA programs.

Edward T. Jennings, University of Kentucky
Sara McClellan, California State University, Sacramento
Stephanie Newbold, Rutgers University, Newark
William Resh, University of Southern California
Blue Wooldridge, Virginia Commonwealth University

151

Government Partnership at the Intersection of Technology and Policy – Changes in Public Administration Education

Oct. 18, Friday, 1:30 - 2:30 pm

Students, faculty, and employers question whether graduate professional education in public administration and policy is keeping pace with the changes occurring in the broader governance environment with respect to technology. In this panel, leaders in the public and private sectors discuss with two academic deans the evolving nature of emergent technologies and how government engages its partners and strengthens mission effectiveness. Types of curricular needs and changes required for employers across sectors to confidently hire MPA graduates to work at the intersection of technology and policy will be discussed. Panelists will address the technical and design, policy and governance, and broader societal implications of adopting new forms of technology on government.

David Van Slyke, Syracuse University
Anne Rung, Amazon
Keith Snider, Naval Postgraduate School
Susan L. Marquis, Pardee Rand Graduate School

98

Teaching Data Analytics in PA Programs

Oct. 18, Friday, 1:30 - 2:30 pm

The panel is to discuss: a) What data analytics skills should be taught, and why; b) how the class may fit into a MPA or MPP curriculum, c) how to handle students with lower computational capacity; d) How to evaluate students and let students illustrate their efficacy; e) how to embrace various public values, such as equity, diversity, and transparency, and how we should approach this issue; f) what cyberinfrastructure is needed to equip students for future job needs.

Alfred Ho, The University of Kansas
Sukumar Ganapati, Florida International University
Christopher Koliba, The University of Vermont
Matthew Young, Syracuse University
Udaya Wagle, Western Michigan University

7

New Models for Experiential Learning, Experimentation and Collaboration – or - What is a Tech&Narrative Lab and Why Does It Belong In a Public Policy School?

Oct. 18, Friday, 1:30 - 2:30 pm

2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Technology advancements continue to increase in size and scope, and the impact on society is manifold. But many policy and analysis approaches remain rooted in old models and capabilities. Therefore, enabling new ways to explore, understand, experiment with, and implement emerging technology is critical for the future of policy analysis, exposition, and action. These capabilities also present new modes for experiential learning and training. This panel will discuss concrete examples of explorations with emerging technology across different fields. Approaches such as hackathons, competitions, rapid prototyping, community science, and crowdsourcing will be covered, as well as the different stakeholder populations.

Todd Richmond, Pardee Rand Graduate School
David Nelson, University of Southern California
Leslie Saxon, USC Keck School of Medicine
Osonde Osoba, Pardee Rand Graduate School
Sangita Baxi, Pardee Rand Graduate School
Robyn McDougle, Virginia Commonwealth University

95

Governance for the Next 50 Years: The Case for Emotive Competencies in Public Affairs Education

Oct. 18, Friday, 1:30 - 2:30 pm

As NASPAA makes more inroads into program accreditation around the globe, its standards must keep pace. This panel will demonstrate how emotive competence underpins Standard 5.1. and is fundamental to communicating and interacting productively with a diverse and changing workforce, as well as to leading and managing in public governance. The central argument of the panel will be that emotive competence should be included along with competencies already required in the Standards. India incorporates emotional maturity in its criteria for evaluating public servants. China, Korea, Taiwan, and many other countries are sensitive to the emotive component of public service work.

Sharon H. Mastracci, The University of Utah
Mariglynn Edlins, University of Baltimore
Mary E. Guy, University of Colorado Denver
Pallavi Awasthi, Florida Atlantic University

51

Innovation in Public Affairs Teaching and Learning in the MENA Region in the Next 50 Years: Chasing a Mirage?

Oct. 18, Friday, 2:45 - 3:45 pm

The current status of innovation in public affairs teaching and learning in the MENA region is in a dismal state. Admittedly, the implementation of modern methods of teaching and learning requires investment in areas such as the capacity building of human resources, infrastructural development, purchasing of instructional materials and equipment. There is a concern about the quality of innovation in teaching and learning among the countries in the region as they differ in political, administrative and financial capabilities. In addition, the experiential learning, an influential method of public affairs teaching and learning, techniques such as field visits, case studies, lab experiments, simulations, internships yield only limited benefits as most governments in the region are reluctant of being at risk of public exposure and scrutiny. In this backdrop, the panel seeks to understand the future of innovation in public affairs teaching and learning in the MENA region in the next 50 years.

Shahjahan Bhuiyan, The American University in Cairo
Ghada Barsoum, The American University in Cairo
Hamid Ali, The American University in Cairo
Hiba Khodr, The American University of Beirut
Farid Elshan, Doha Institute for Graduate Studies

83

Systems Thinking and Simulation to Promote Innovation in Public Affairs

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Oct. 18, Friday, 2:45 - 3:45 pm

The increasing availability of data has renewed interest in applying a diversity of approaches for problem solving and policy analysis. Systems approaches and simulation are particularly appealing for their strengths in representing complexity and producing environments for learning, policy analysis and decision making. Moreover, systems thinking and simulation have the potential to serve as drivers of innovation in the public sector, increasing efficiency, improving value for citizens in the provision of public services and/or improving public policy. Participants in this panel will share their visions and current practices in incorporating simulation and systems thinking into their curricula.

Luis Luna-Reyes, University at Albany, SUNY
Yu-Che Chen, University of Nebraska at Omaha
Adam Eckerd, Indiana University-Purdue University Indianapolis
Julie Maurer, The Ohio State University
Todd Schenk, Virginia Polytechnic Institute & State University
Julia Carboni, Syracuse University
Yushim Kim, Arizona State University

53

Fostering Diversity in Public Policy Schools—Putting the Puzzle Pieces Together

Oct. 18, Friday, 2:45 - 3:45 pm

The advancement of Diversity & Inclusion in our public policy schools is one that requires a holistic process – diversifying faculty and staff, recruiting and retaining a diverse student body, implementing strategies for classroom inclusion, expanding curriculum to be more representative of our diverse communities, and at the broadest level ensuring a supportive cultural context within our institutions. This panel will dive into each of these component pieces – highlighting best practices from faculty on the front lines of each of these endeavors. The panel as a whole will then take a step back to discuss/consider how these pieces work together.

Victoria DeFrancesco Soto, The University of Texas at Austin
Carla Koppell, Georgetown University
Carmen Mezzera, APSIA
Catherine Weaver, The University of Texas at Austin
LaVonna Blair Lewis, University of Southern California
Julieta Marotta, Maastricht University
Lutz Krebs, Maastricht University

99

Governance and Policy Practitioners in South Asia: Training the next generation of Policy Professionals and Administrators in South Asia.

Oct. 18, Friday, 2:45 - 3:45 pm

Panel focuses on both system level and “nuts and bolts” issues in public policy and administration (PP&A) education and training in South Asia. These include: PP&A education in an era of rapid economic growth and rising inequality; unique (and universal) contexts that drive PP&A education in SA countries; critical knowledges and skills required to meet the challenges of rapid socio-economic transformations; nature of the supply and demand for the graduates of PP&A programs; standard setting and program evaluation mechanisms (internal and external) for the PP&A programs; mix of pre-entry and mid-career students; relationships between degree and non-degree granting training institutions.

Uday Desai, The University of New Mexico
R. Sudarshan, Jindal School of Government and Public Policy
Sk Tawfique Haque, South Asia Institute of Policy and Governance, North South University, Bangladesh.
(Invited)

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S. Sutharsan, Divisional Secretary, Jaffna, Sri Lanka. (Invited)
Christopher Koliba, The University of Vermont

80

Teaching Sustainable Accountability for Public Integrity: UN SDG 16 and The Role of Civic Participation

Oct. 18, Friday, 2:45 - 3:45 pm

Two targets of United Nations Sustainable Development Goal (SDG) 16 are to “Substantially reduce corruption and bribery in all their forms” and “Develop effective, accountable and transparent institutions at all levels.” The SDG itself also seeks to encourage “effective, accountable and inclusive institutions.” As NASPAA aims to embrace the principles of Goal 16 as elements of the public administration curriculum, this panel will offer specific national examples that can be used as illustrative case studies in relevant courses, and will explore the role of civic participation in promoting sustainable movements toward government integrity.

Daniel L. Feldman, John Jay College of Criminal Justice, CUNY
C L Jurkiewicz, University of Colorado at Colorado Springs
Yahong Zhang, Rutgers University, Newark
David Jancsics, San Diego State University

25

Expanding the Discussion about Public Service Values

Oct. 18, Friday, 2:45 - 3:45 pm

Articulating and incorporating public service values into the curriculum is critical for NASPAA accredited programs. A recent study by Svava and Baizhanov (2019) suggests programs struggle to connect their articulated public service values and curricular content. This panel takes up the challenge of articulating a broader range of public service values to animate the public affairs classroom. The panelists will speak on values including a democratic ethos, sustainability, merit and fairness, diversity, equity, inclusion, globalization, and technological innovation. We invite the audience to engage in dialogue about how a broader range of public values can shape the public affairs curriculum.

Eric Zeemering, The University of Georgia
Jared J. Llorens, Louisiana State University
Rachel Krause, The University of Kansas
Tina Nabatchi, Syracuse University
Aroon Manoharan, University of Massachusetts at Boston

60

The Role of Public Administration in the Future Dispensation of Reparations for Slavery, Jim Crow, and Post-Civil Rights Anti-Black Discrimination

Oct. 18, Friday, 2:45 - 3:45 pm

Since President George Washington freed his enslaved and saw to it that "a regular and permanent fund be established for their support," the reparations debate has simmered in the United States. It went mainstream when the U.S. House of Representatives discussed reparations to African Americans on Juneteenth (June 19th) 2019. This panel will feature reparations scholars posing questions as to amounts, modalities, and the structure of possible reparations policy proposals. The time seems right for scholars and practitioners of public administration to join the debate and for schools of public policy, public affairs, and public administration to contribute their expertise.

Thomas Craemer, University of Connecticut
Kirsten Mullen, author
Trevon Logan, The Ohio State University

150

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Entrepreneurial Education to Move Ideas to Impacts

Oct. 18, Friday, 2:45 - 3:45 pm

This session presents three new approaches to integrating entrepreneurialism into public affairs curricula. These approaches emerged from faculty participation in an NSF EAGER Grant charged with moving Innovation Corps methodologies into the public and nonprofit space. Members of the NSF-funded Curriculum Development Team from the University of Texas, Arizona State University, and Texas A&M University will overview their experimental pilots, lessons learned, and discuss the opportunities for enhancing entrepreneurial approaches in schools of public affairs and policy nationwide. The lessons highlight challenges presented by traditional semester constraints, faculty expertise, and the importance of students engaging stakeholders outside the classroom.

Angela Evans, The University of Texas at Austin
David Swindell, Arizona State University
Jenny K. Morrison, The University of Texas at Austin
Kathryn Semcow, Miracle Consulting
William Brown, Texas A&M University

90

Big data for the public good

Oct. 18, Friday, 2:45 - 3:45 pm

Panelists will present work that has brought big data into the classroom and/or public-sector related research and technical assistance arenas. A discussion of the sources and uses of these data will be the focus of the panel and include discussions related to accessibility, privacy/identification, and partnerships with public sector partners in the use of unique big data.

Sally Wallace, Georgia State University
Varun Rai, The University of Texas at Austin
Jackie Speedy, Carnegie Mellon University
Henry Brady, University of California, Berkeley
Neil Kleiman, New York University

11

Oct. 18, Friday, 2:45 - 3:45 pm

Amanda Olejarski, West Chester University

Pi Alpha Alpha: Models for Engaging Students

Oct. 18, Friday, 4:00 - 5:00 pm

Pi Alpha Alpha faculty advisors from a variety of NASPAA programs will share their university models for engaging students. Examples include collaborating with organizations, community outreach, and webinars.

Amanda Olejarski, West Chester University
Nicole Elias, John Jay College of Criminal Justice, CUNY
Bridgett King, Auburn University at Auburn
Mary Bruce, Governors State University
Sabina Deitrick, University of Pittsburgh
Maria D'Agostino, John Jay College of Criminal Justice, CUNY
Allison Turner, West Chester University

29

Robots, VR, and Flexible Course Delivery: Training the Next Generation of Public and Nonprofit Sector Professionals

Oct. 18, Friday, 4:00 - 5:00 pm

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

Experiential learning is fundamental for our students to apply theory to practice in a public service education. To ensure what we are teaching in our classrooms (online and in person), we share how we have provided innovative teaching approaches (e.g. robots, virtual reality, book clubs, zoom) to meet the needs of a changing and diverse workforce. We offer an interactive roundtable discussion of mini presentations from teacher-scholars who are transforming the way we do experiential learning in our in-person and online classes.

Sara Rinfret, University of Montana
Adam Brewer, University of Montana
Christina Barsky, University of Montana
Andrea Vernon, University of Montana
Abraham Benavides, University of North Texas
Nadia Rubaii, Binghamton University

1

Finding Practical Solutions to Administrative Challenges in Small Programs

Oct. 18, Friday, 4:00 - 5:00 pm

This panel will bring together a group of MPA coordinators from different programs. Panel presenters will discuss an administrative problem they faced in the course of managing their programs and a solution they implemented to solve it. The panel will be a mixture of presentations and roundtable discussions, where the presenters can share real solutions that they have come up with and could potentially be transferable to other programs. The goal is for panel attendees to away with practical ideas and advice on how they can address administrative challenges associated with running an MPA program at universities with limited resources.

Luke Fowler, Boise State University
Beth Rauhaus, Texas A&M University-Corpus Christi
Julie C. Olberding, Northern Kentucky University
William S. Hatcher, Augusta University

4

Factors Impeding/Facilitating the Integration of Diversity, Inclusion, and Participation in the MPA/MPP Curriculum: Issues and Experiences in Comparative Perspective in Africa and the Middle East

Oct. 18, Friday, 4:00 - 5:00 pm

MPA/MPP programs in Africa are embracing the UN's Sustainable Development Goals when it comes to issues pertaining to ecology and climate change. However, they seem to be struggling with embracing diversity, inclusion, and participation. This panel addresses Track 2 by examining factors impeding/facilitating the integration of diversity, inclusion, and participation in the MPA/MPP curriculum in Africa and the Middle East. We explore the potential for teaching sustainable development from a theory-based interdisciplinary perspective with the goal of helping students to develop appreciation for diversity, inclusion, and participation and the strategies for implementing them from the ground up.

Peter F. Haruna, Texas A&M International University
Bakry Elmedni, Long Island University, Brooklyn
Genevieve Meyers, University of Detroit Mercy
Helisse Levine, Long Island University, Brooklyn
Rabia Naguib, Doha Institute for Graduate Studies

3

Building Synergy between Public Affairs and Urban Planning - Opportunities and Challenges

Oct. 18, Friday, 4:00 - 5:00 pm

This panel will be both practical and aspirational in its discussion of the potential that the fields of public affairs and urban planning have as institutional and substantive partners. Panel participants will share their range of

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2019 NASPAA ANNUAL CONFERENCE
PRELIMINARY PANEL SCHEDULE as of 8/5/2019 12:19 PM

experiences working in schools that house both public affairs and planning programs - some of which are long-standing arrangements and others quite new. Using their school specific contexts as a spring-board, panelists will discuss broad programmatic questions regarding how to leverage inter-disciplinary synergies to improve teaching and learning relevant to the needs of modern society.

Rachel Krause, The University of Kansas
Carissa Slotterback, University of Minnesota
LaVonna Blair Lewis, University of Southern California
Stacey Swearingen-White, The University of Kansas
Lois Takahashi, University of Southern California

22

Bringing Public Affairs Graduate Students Closer to the Experience of Governance

Oct. 18, Friday, 4:00 - 5:00 pm

Public Affairs (PA) faculty are more likely to implement effective community-engaged learning and research opportunities when they align these efforts with trends in governance and local context. This panel includes Public Administration and Policy faculty from Sacramento State University and the University of Southern California, a current master's student, and a nonprofit research partner. They invite participants to engage in a structured discussion that highlights creative, cost-effective, and context-specific strategies for giving students more meaningful opportunities to study and inform PA practices in their community.

Sara McClellan, California State University, Sacramento
Rob Wassmer, California State University, Sacramento
Randy Tan, University of Southern California
Leefong Mouavangsou, California State University, Sacramento
Angie Medina, Sacramento Youth & Family Collective

15

How NASPAA is Contributing to the Reconstruction of Governance: Reflections on Disruptions and Opportunities

Oct. 18, Friday, 4:00 - 5:00 pm

A powerful set of political, environmental and technological disruptions are confronting the field of public administration and threatening the norms that have served as our field's foundation. Taking stock of social, technological, pedagogical and managerial trends and needs, NASPAA is poised on the leading edge of advancing standards that maintain our field's position on the leading edges of adaptation and stability. This panel of past, present and future NASPAA leadership will address the theme: "Imagining the Next 50 Years of Innovation in Public Affairs Teaching and Learning" by reflecting on the challenges facing our field and how NASPAA responds.

Christopher Koliba, The University of Vermont
Palmira N. Rios-Gonzalez, University of Puerto Rico - Rio Piedras Campus
Jack Meek, University of La Verne
David Birdsell, Baruch College, CUNY
Laurel L. McFarland, Network of Schools of Public Policy, Affairs, and Admin

45

Incorporating Varying Perspectives of Public Procurement into Public Affairs Programs

Oct. 18, Friday, 4:00 - 5:00 pm

Public Procurement is one of the most important economic activities in government. Yet, little focus is paid on topics around contracting within public affairs programs. This panel presents varying innovative perspectives on how to prepare the future decision-makers for the strategic role that procurement has gained in recent years. The panel will discuss how procurement can be utilized as a tool to achieve social equity goals, innovation, sustainability, to mitigate climate change, to overcome the issue of scarce resources.

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Shaoming Cheng, Florida International University
Ana Maria Dimand, Florida International University
Evelyn Trammell, Florida International University
Joshua Steinfeld, Old Dominion University
Zhirong Zhao, University of Minnesota

87

The Wild Ride of Undergraduate Program Administration: Lessons from program proposal to establishment and beyond

Oct. 18, Friday, 4:00 - 5:00 pm

Undergraduate education comprises a rapidly growing segment of the Public Affairs/Public Policy community, as an increasing number of schools have developed or are considering developing programs. Designing a strong curriculum however, is only half the battle, as the journey from proposal to implementation of a new undergraduate program often creates a variety of challenges. In this interactive panel and discussion, representatives from four NASPAA schools will share their experiences building and administering undergraduate programs, focusing on overcoming hurdles at various stages in the “life-cycle” of a new program.

Chris Adams, The Ohio State University
Jennifer Littlefield, University of Maryland, College Park
Madinah F. Hamidullah, Rutgers University, Newark
Edmund C. Stazyk, University at Albany, SUNY

39

Oct. 18, Friday, 4:00 - 5:00 pm

Henry Brady, University of California, Berkeley

2

10

11