

## Wednesday, October 9

### The Path to Accreditation for First-Time Applicants

Quorum, Wednesday 3:30 – 4:30 pm

*This panel is for prospective first-time accreditation applicants. COPRA members and NASPAA staff will cover the path to accreditation: from gathering data and getting support, to eligibility and the submission of your Self-Study Report, and the site visit. The panelists will also discuss things to consider when deciding whether to apply for accreditation.*

Rajade Berry-James, North Carolina State University\*  
Crystal Calarusse, NASPAA  
Patricia Moore, Kean University  
Steven Rathgeb Smith, American Political Science Association  
Juliet Musso, University of Southern California

### Preparing the Accreditation Self-study Report

Quorum, Wednesday 4:30 – 6:15 pm

*This panel is for programs that will be writing a Self-Study Report for NASPAA accreditation. COPRA members will take attendees on a tour through the NASPAA Standards and the Self-Study Instructions, commenting on challenges programs have faced with particular Standards and taking questions.*

Rajade Berry-James, North Carolina State University\*  
Crystal Calarusse, NASPAA  
Patricia Moore, Kean University  
Steven Rathgeb Smith, American Political Science Association  
Juliet Musso, University of Southern California

### Site Visitor Training Renoir, Wednesday 4:00 – 6:00 pm

*This session is for experienced public sector professionals and academics who are interested in becoming a site reviewer. This workshop is a prerequisite step in participating and interested reviewers are encouraged to attend. The session is free and open to academics as well as public service practitioners with 7+ years of experience and who hold an MPA or similar graduate degree. A prerequisite for this session is the review of 8 videos detailing the NASPAA Standards and the logistics of being a Site Visitor.*

Heather Gregory, NASPAA\*  
Jo Ann Ewalt, College of Charleston  
Michelle Piskulich, Oakland University

### Lessons Learned in Assessment: Poster Display

*Posters will be on display during the length of the conference outside of the Lasalle and Lafayette meeting rooms.*

### 6:15 pm Accreditation Institute Reception, Monet I & II

*Sponsored by Baruch College, CUNY, School of Public Affairs*

### 6:00 First-Time Attendee Reception, Caucus

*Sponsored by The Johns Hopkins University, Graduate Program in Public Management*

## Thursday, October 10

7:00 – 8:50 am

### Pi Alpha Alpha National Council Annual Meeting Montcalm

#### Standards Committee Meeting Degas

#### Desayuno: Bilingual Breakfast Lafayette

*(Presentations will be made in Spanish)*

*Sponsored by Arizona State University, School of Public Affairs*

#### 1) The Pedagogical Model of the National Open and Distance University supporting E-learning and Offering a Specialized Program in Public Management in a Global Context

*The session consists of two parts: the first describes each of the dimensions of the Universidad Nacional Abierta y a Distancia (UNAD) model based on individualized, collaborative and meaningful learning in a distance-learning context. The panel will describe how the model begins to transcend approaches to traditional distance learning and become a model of formative learning-teaching training. The second part describes the specialization in public management as a successful case of UNAD in the US by explaining how the advantages of 'in class' learning over distance learning have been erased. The panel will explain the contribution of UNAD to the education of hundreds of public servants in Colombia and the world.*

Mauricio Alexander Cruz Pulido, UNAD Colombia  
Claudia Marcela Rodriguez, UNAD Colombia

#### 2) The Implementation of Educational Model of the Autonomous University of Nuevo Leon, Mexico

*This panel analyzes the educational model at the Autonomous University of Nuevo Leon. The educational model requires significant adaptations to the traditional roles of professors, administrators, and students and it promotes an innovative attitude towards knowledge. The educational model emphasizes the importance of meaningful learning, competency-based education, curriculum flexibility, internationalization and academic innovation and the real transformation of business practices. This panel analyzes the experiences and expectations of the various actors and roles in the implementation of the Institutional Educational Model in the Faculty of Political Science and Public Administration.*

Gerardo Tamez González, Autonomous University of Nuevo Leon

## *🌀 Thursday 7:00 – 7:50 am 🌀*

**Budget and Financial Management Section Meeting**  
Marquette

**Data Policy Committee Meeting**  
Quorum

**Doctoral Education Committee Meeting**  
Caucus

## *🌀 Thursday 8:00 – 8:50 am 🌀*

**Undergraduate Education Committee Meeting**  
Marquette

**Nonprofit Management Education Section Meeting**  
Lasalle

**Healthcare Management Section Meeting**  
Quorum

**Research Committee Meeting**  
Caucus

## *🌀 Thursday 9:00 – 10:30 am 🌀*

**Opening Plenary**  
Grand Ballroom

## *🌀 Thursday 10:30 – 10:45 am 🌀*

**Refreshment Break**

*Sponsor: Louisiana State University Public Administration Institute*

## *🌀 Thursday 10:45 – 11:45 am 🌀*

**Directing Programs: The Good, The Bad and The Ugly**

**Caucus, Thursday 10:45 - 11:45 am**

*This panel features four program directors and explores topics that impact program directors daily: responsibilities; opportunities for and roadblocks to shaping curriculum, student life, and school community; impact of directing a program on one's teaching; balancing it with research; and compensation. In keeping with conference themes, panelists will speak to strategic issues involved in directing programs: keeping abreast of new teaching models (online courses, capstones, technology); ensuring professional versatility of*

*students; and ensuring that programs remain relevant to a diverse student body, a diverse employer environment, and diverse set of stakeholders. Additional themes will emerge from participant discussion.*

Lori Brainard, The George Washington University\*

Yushim Kim, Arizona State University

Alison Jackowitz, American University

Donna Lind Infeld, The George Washington University

Sheldon Gen, San Francisco State University

## **Public Administration Partnerships with China**

**Marquette, Thursday 10:45 - 11:45 am**

*More and more American universities are looking to China for partnerships—for research, student exchange, training programs, degree programs and more. Newcomers to such ventures can learn a great deal from the experience of other universities, especially those that have been collaborating with Chinese universities and government agencies for many years. This session brings together four senior administrators with responsibilities for different kinds of China programs. This round table discussion will begin with opening remarks by the panelists and then engage in dialogue on topics of particular interest to the audience.*

Kathryn Mohrman, Arizona State University\*

James Thompson, University of Illinois at Chicago

Marc Holzer, Rutgers University - Newark

William Sullivan, Syracuse University

## **Pi Alpha Alpha Innovations in Developing Students and Alumni**

**Montcalm, Thursday 10:45 - 11:45 am**

*This panel discuss what PAA chapters can and are doing to prepare students and alumni to bridge multiple sectors, maintain professional relevance and be effective leaders. Panelists will include recent winners of Pi Alpha Alpha awards for innovative and effective practices. The session will offer opportunities to discuss how to continue to learn about successful programs developed by PAA chapters. Audience members will be asked to actively contribute their ideas during the session. Ideas offered during the session will help PAA chapter advisors and program leaders to consider ways they can better prepare students and alumni for intersectoral, complex environments.*

Mary Tschirhart, The Ohio State University\*

Iris Baxter, California State University Dominguez Hills

Elizabeth Fredricksen, Boise State University

Philip Nufrio, Metropolitan College of New York

Craig Donovan, Kean University

## **What is the Future for Case Studies and Other Teaching Pedagogies in Public Affairs?**

**Renoir, Thursday 10:45 - 11:45 am**

*The Electronic Hallway at the Evans School of Public Affairs and the Hubert Project, a University of Minnesota and University of Hong Kong partnership, are just two case resources in the field that aim to build capacity among public affairs instructors. Looking ahead, what role should case studies and other active learning pedagogies play in our instruction? We will discuss: (1) What are current limitations with existing case teaching resources? (2) What should the future of case studies and case teaching methods look like? (3) What emerging trends and new pedagogies should the field be aware of going forward?*

Sandra Archibald, University of Washington\*

Richard Callahan, University of San Francisco

Steven Cohen, Columbia University

Laura Bloomberg, University of Minnesota

## **Aligning Nonprofit Program Competencies and Course Content: A Process Approach with Case Studies**

**Lasalle, Thursday 10:45 - 11:45 am**

*This session focuses on the emerging topic of program competencies for nonprofit programs including concentrations and certificates. Competency-based learning is on the agenda in key national professional organizations including NASPAA, ARNOVA, and NACC. Competencies are not a prescription for particular curricula but are developed by programs within the context of their individual program mission and the characteristics of the students and communities that they serve. The session will identify various process based approaches to identifying mission centered alignment of competencies and content. The session is interactive and designed for participants to work with the content of their individual programs.*

Matthew Hale, Seton Hall University\*

Kathleen Hale, Auburn University

Mary Ann Feldhiem, University of Central Florida

Judith Millesen, Ohio University

Renee Irvin, University of Oregon

## **The Evolving Context of Doctoral Education: Initiatives and Implications**

**Degas, Thursday 10:45 - 11:45 am**

*Doctoral programs in public administration and policy are facing a multitude of changes in the higher education environment. A number of initiatives have been proposed at the national level to address these challenges. This panel will summarize the results of key initiatives and discuss implications and strategies for public administration and policy programs. The primary concern for this*

*session centers on the question, how can NASPAA affiliated doctoral programs adapt the best practices identified by these initiatives? It will further focus on core competencies for doctoral education with specific attention to a number of current program approaches.*

Suzanne Beaumaster, University of La Verne\*

Gary Marshall, University of Nebraska Omaha

Goktug Morcol, Pennsylvania State University at Harrisburg

## **Certificate Programs and Partnerships to Address the Personnel Crisis**

**Lafayette, Thursday 10:45 - 11:45 am**

*The demographic and generational changes underway in the US demand the careful cultivation of the next generation of public managers at the local, state, and federal levels. This panel focuses on how certificate programs and partnerships offer an opportunity for universities to meet this critical need. Panelists will bring their insights from, and experience in, planning and implementing certificate and partnership programs. The panel examines the role of these programs as gateways to the MPA degree and as a means to bridge practitioner and scholarly perspectives as they relate to public administration and public management.*

Brian Cook, Virginia Tech\*

Robert Stripling, Virginia Tech

Mary Hamilton, University of Nebraska Omaha

Cindy Mester, City of Falls Church, VA

Robert Lee, Florida Gulf Coast University

## **The Affordable Care Act and its Impact on Public Policy and Public Administration Programs**

**Quorum, Thursday 10:45 - 11:45 am**

*This panel identifies important dimensions of health sectors that represent career opportunities for students. Key questions about health management and policy arising from implementation of the Affordable Care Act and recent national and international health care policy developments provide the opportunity to consider new knowledge in the context of current programs. Given the scope of Affordable Care Act implementation in the coming years, the challenge and opportunity will be to integrate the new and innovate so that programs capture students seeking MPP/MPA degrees for health sector careers. Audience participation is welcome and attendees should consider curriculum adjustments and opportunities for health management, policy, implementation, and evaluation growth in the future.*

Judith Kirchhoff, Rutgers University - Newark\*

Sherry Glied, New York University

Kenneth Apfel, University of Maryland, College Park

## 🌀 Thursday 12:00 – 1:30 pm 🌀

### Luncheon

#### Grand Ballroom

Sponsor: George Mason University, Department of Public and International Affairs

## 🌀 Thursday 1:45 – 2:45 pm 🌀

### Mentoring Junior Faculty: Dean, Director and Department Chair Roles in Faculty Development

**Caucus, Thursday 1:45 - 2:45 pm**

*This session provides advice to deans, program directors and department chairs about how to support and develop their faculty. Program and school directors will offer their perspectives on how to socialize and mentor effectively both junior and more senior faculty members, and how to develop and implement fair and valuable promotion and tenuring processes. They will also discuss: a) what NASPAA programs do and don't do well in preparing PhD's for faculty roles; and b) challenges for new faculty in the world of practice at an institution committed to engaged scholarship.*

Kathryn Newcomer, The George Washington University\*

Craig Shinn, Portland State University

Jack Meek, University of La Verne

Anne Khademian, Virginia Tech

### MPA Concentrations: More or Less?

**Degas, Thursday 1:45 -2:45 pm**

*MPA programs vary substantially in their use of concentrations. Our field has become broader as public administration has increased in complexity, resulting in new concentrations. However, boundaries between sectors and between the traditional focus areas have become blurred, and fewer students are interested in remaining on one track throughout their careers. This session will explore the effect of these environmental forces on MPA concentrations. The presenters represent programs that are diverse in size and concentration options. Participants will discuss the rationale behind their choices, the development of the NASPAA elective competencies, and advantages and disadvantages of varying approaches.*

Carol Ebdon, University of Nebraska Omaha\*

Christine Martell, University of Colorado Denver

Roger Hartley, Western Carolina University

Kurt Thurmaier, Northern Illinois University

### The Online MPA: Lessons Learned and Best Practices from Four NASPAA-Accredited Schools

**Marquette, Thursday 1:45 - 2:45 pm**

*As the world of higher education grapples with challenges such as lessening dependence on state funding and rising tuition, there are increasing pressures for programs to be entrepreneurial. This panel discusses experiences in the design and implementation of online MPA degrees. Panelists will highlight topics including programmatic structures, pedagogical innovations, course development and delivery processes, student learning outcomes and competency assessment, faculty training and engagement, program management, community-building, and other considerations related to NASPAA accreditation. They will discuss "lessons learned" and challenges since "going live," and offer suggestions for other programs interested in online education.*

Christine Kelleher Palus, Villanova University\*

Carl Stenberg, The University of North Carolina at Chapel Hill

Jeremy Plant, Pennsylvania State University at Harrisburg

Marie Palladini, California State University Dominguez Hills

### Public Administration in Latin America: Cases, Models and Contexts

**Lafayette, Thursday 1:45 - 2:45 pm**

*In Latin America, communities of professionals and public servants usually deal with weak public finances to cover various needs for economic development, education, health, crime, security, migration, inequality, discrimination, and poverty to name a few. The role of educators in public affairs programs and schools is not merely technical and methodological, but is at the heart of understanding the practice within this complex environment. The focus of this panel is to explore the challenges and opportunities of public affairs education in the region and the value of these programs and schools for their communities, public service, and alumni's careers.*

Gabriel Puron Cid, Centro de Investigación y Docencia Económicas (CIDE), Mexico\*

Cristina Diaz, INPAE and Universidad Nacional de Rosario, Argentina

Josefina Bruni Celli, Instituto de Estudios Superiores de Administracion, Venezuela

David Juarez, Centro de Investigación y Docencia Económicas (CIDE), Mexico

Rodolfo Garcia del Castillo, Universidad Autonoma Metropolitana, Mexico, *respondent*

Guillermina Curti, Universidad Nacional de Rosario, Argentina, *respondent*

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## **The Role of Academic Centers in Responding to Blurred Boundaries**

**Quorum, Thursday 1:45 - 2:45 pm**

*This panel brings together center and institute directors and unit chairs to discuss the role of academic centers and institutes in both cultivating student research and responding to community need. Panelists come from a range of different institutions but share experiences in managing centers and institutes. Participants will learn about the governance of centers and institutes, challenges in managing centers and institutes, and measurable outcomes achieved for students, faculty, and community. Participants will have time for open discussion with panelists.*

Thomas Bryer, University of Central Florida\*

Susan Gooden, Virginia Commonwealth University

Jo Ann Ewalt, College of Charleston

Robert Smith, Kennesaw State University

## **Excellence in Nonprofit Management: Best Practices from DC Area Nonprofit Organizations**

**Lasalle, Thursday 1:45 - 2:45 pm**

*This panel features leaders and leading organization in the DC nonprofit community discussing the best practices that helped make them successful. These organizations each completed the extensive application process and are the winners for past three years of the Center for Nonprofit Advancement's Washington Post Award for Excellence in Nonprofit Management. They will highlight the differences of working in the nonprofit sector and offer some on-the-ground advice for schools about the skills future nonprofit professionals need to be successful.*

Glen O'Gilvie, Center for Nonprofit Advancement\*

Shannon Steene, Good Shepherd Housing

Kelly Sweeny McShane, Community of Hope

Brenda Chamberlain, Horton's Kids

Sylvia Benatti, University of the District of Columbia

## **Getting Our Graduates Hired by the Federal Government**

**Renoir, Thursday 1:45 - 2:45 pm**

*In recent years, the press of sequestration, furloughs, hiring freezes, and attacks on the federal workforce have combined to make it tougher to place our graduates in federal service. Major points of entry, like the Presidential Management Fellows Program and federal internship programs, have undergone enormous change. What does the future hold for federal hiring? What are the best strategies for our graduates who want to make careers in the federal government?*

Donald Kettl, University of Maryland, College Park\*

Shelley Metzenbaum, The Volcker Alliance

Max Stier, Partnership for Public Service

## **Assessing Universal Competencies Through Capstone Projects**

**Montcalm, Thursday 1:45 - 2:45 pm**

*This session demonstrates how Capstone Projects and other methods are being used to assess learning outcomes related to the five universal competencies set forth in Standard 5 of the NASPAA 2009 standards. The presentations show how programs are having students learn competencies and skills needed in the public workforce, work with diverse populations, and engage with the community using project-based learning experiences. Presentations also provide empirical evidence as to what approaches are most prevalent in assessing how well students can apply concepts, knowledge and skills to real world problems related to program missions.*

Marilyn Rubin, John Jay College of Criminal Justice\*

Ned Benton, John Jay College of Criminal Justice

Tracey Trottier, Indiana University, South Bend

Barbara Peat, Indiana University, Northwest

Fred Mayhew, James Madison University

## **Thursday 3:00 – 4:00 pm**

### **Innovations in Nonprofit Management Programs: Global Discussions and an Indiana University Case Study**

**Lasalle, Thursday 3:00 - 4:00 pm**

*What factors should guide the assessment and improvement of academic programs? This presentation advocates for considering a variety of voices, particularly those outside the program. Lupton, Gronbjerg and Smith trace Indiana University's efforts to productively engage internal and external resources to evaluate and enhance its nonprofit management educational offerings and research efforts. Casey urges looking even further for influence. He contends that educators and practitioners have a responsibility to globalize their practice to reflect the full diversity of models and discourses rather than deferring to the American norm generally reflected in teaching, research and consultant work.*

Suzann Weber Lupton, Indiana University Purdue University Indianapolis\*

Kirsten Gronbjerg, Indiana University, Bloomington

Steven Rathgeb Smith, American Political Science Association

John Casey, Baruch College, CUNY

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at [www.eventmobi.com/NASPAA2013](http://www.eventmobi.com/NASPAA2013)  
to create your own custom agenda

## **Accreditation and NASPAA Data Collection: Can One Size Fit All?**

**Quorum, Thursday 3:00 – 4:00 pm**

*With the move to a 'short form' for annual data collection, NASPAA has explicitly acknowledged the need to provide user-friendly tools for all members while allowing for detailed data from institutions with more complex offerings. NASPAA has also worked hard to make items as consistent as possible across collection instruments to avoid duplicative data entry, thereby improving consistency while simultaneously reducing the burden on members. This panel will discuss the issues facing programs of varying size, complexity and populations served in their attempts to package data in a uniform instrument, while also trying to create comparative data points across all of NASPAA's constituencies.*

Jack Meek, University of La Verne \*

Greg Lindsey, University of Minnesota

Christina Medina, New Mexico State University

Stacy Drudy, NASPAA

## **Innovative Strategies for Building Collaborative Capacities within MPA Programs**

**Degas, Thursday 3:00 - 4:00 pm**

*MPA programs are consistently challenged to ensure their currency and relevance to a broad swath of diverse stakeholders, especially those engaged in innovative collaborations formed to address complex policy challenges. This roundtable explores: (a) existing innovative partnerships designed to strengthen the working relationship between researchers and practitioners; (b) curriculum changes that reflect realities of working within in complex, multi-sector public policy environments; and (c) skills and expertise needed to successfully engage in such collaborations. Expected outcomes include broadening the understanding of curriculum changes and the initiation of a dialogue to determine how best to communicate and disseminate pedagogical innovations to support student learning.*

Angela Evans, The University of Texas at Austin\*

David Birdsell, Baruch College, CUNY

Eric Schwartz, University of Minnesota

Ramayya Krishnan, Carnegie Mellon University

Paul Posner, George Mason University

## **Keep Calm and Carry On...Teaching Online**

**Renoir, Thursday 3:00 - 4:00 pm**

*The purpose of this roundtable is to consider opportunities and challenges public administration and policy programs face as they strive to maintain their relevance to students and stakeholders in a changing society, with growing demand for online teaching. The first part of the roundtable sets the stage*

*for discussion by describing how current programs can teach the competencies public administrators need in a post-industrial era and online teaching strategies in this context. The next three presenters focus on the heightened salience of challenges to online teaching concerns and strategies and tools to overcome them.*

Angela Eikenberry, University of Nebraska Omaha\*

Meagan Van Gelder, University of Nebraska Omaha

George Dougherty, Jr., University of Pittsburgh

Ronald Fernandes, DePaul University

Donal Hartman, Norwich University

## **International Accreditation: Potential Benefits, Applicability of NASPAA Standards, and Special Challenges Preparing the Self-Study Report and Determining Program Compliance with Standards**

**Ballroom D, Thursday 3:00 – 4:00 pm**

*In 2013, the MPA program in the School of Public Policy and Management at Tsinghua University, Beijing, PRC, became the first non-American MPA or MPP program to be accredited by NASPAA. From beginning to end, the accreditation process had to bridge significant national socio-political-economic differences, government philosophies and structures, higher education traditions and practices, and language/concepts. Panelists – including the site visit chair, university representatives, and a COPRA member – will address topics such as: why they pursued accreditation, special challenges they addressed in the Self-Study Report and site visit, and how evidence was presented to determine if the MPA program was in conformance with the standards.*

Steve Ott, University of Utah\*

RaJade Berry-James, North Carolina State University

Cheng Wenhao, Tsinghua University

Wu Yongping, Tsinghua University

## **Key Messages, Communication Planning and Social Media: Tips for Highlighting the MPA and MPP Value**

**Caucus, Thursday 3:00 - 4:00 pm**

*Three communication practitioners will discuss the lessons they have learned from building and rebuilding websites, creating and maintaining a social media presence and designing key messages and communication strategies that are effective and engaging. Whether you have a communications professional on staff or you are in charge of communications and 80 other things, you can join the conversation around best practices and ideas for telling the stories from your program.*

Amber Palmer-Halma, The George Washington University\*

Elisabeth Donahue, Princeton University

Jared Meyer, The George Washington University

## Executive MPA Accreditation - Joint or Separate

**Marquette, Thursday 3:00 - 4:00 pm**

More NASPAA programs are offering Executive versions of their MPA degrees. Some are very similar to the "regular" MPA (except for the student backgrounds), while others are more distinct. So far, NASPAA and COPRA accreditation policies have been flexible about whether the programs seek joint or separate accreditation for the Executive MPA. The purpose of this panel is for different programs to discuss their recent experience with either joint or separate Executive MPA accreditation. Panelists will discuss their experiences with accreditation, the tradeoffs they faced, and other relevant lessons learned. Time will be reserved for questions from attendees.

Paul Teske, University of Colorado Denver\*  
Steven Cohen, Columbia University  
Thad Hall, University of Utah  
Craig Shinn, Portland State University

## Methodologies for Teaching Higher Education in Public Administration Curriculum in Latin America

**Lafayette, Thursday 3:00 - 4:00 pm**

In the context of financial crisis and re-organization common in Latin America, various programs of public administration (PA) across universities have worked to build new higher education models and combining new teaching methods, research resources and faculty/staff. In this context, different learning methods have emerged for PA education in the region. The discussion in this panel covers teaching approaches to advance theory and practice from different disciplinary domains for higher education programs in PA. The panel explores the progress, challenges and opportunities of building teaching methods and tools in public affairs education in the region and the value of these approaches for students.

Gabriel Puron Cid, Centro de Investigación y Docencia Económicas (CIDE), Mexico\*  
Maite Careaga, Universidad de los Andes, Colombia  
Fatima Bayma de Oliveira, Fundacao Getulio Vargas, Brazil  
David Juarez, Universidad Autonoma Metropolitana, Mexico  
Marilyn Rubin, John Jay College of Criminal Justice, respondent  
Rodolfo Garcia del Castillo, Universidad Autonoma Metropolitana, Mexico, respondent

## Positioning MPA/MPP Students for Public Procurement Jobs

**Montcalm, Thursday 3:00 - 4:00 pm**

On Careerbuilder.com, the highest number of listed positions is in the procurement field. This demand is very high in the US, in international development agencies, and in the public and private sectors. This panel discusses the supply of public procurement jobs, the skills needed to prepare MPA/MPP students for these jobs, the importance and practicality of integrating these skills in MPA/MPP curriculum, and collaboration among the specialized public procurement professional associations like NIGP and the generalist public administration associations like ASPA and NASPAA.

Mohamad Alkadry, Florida International University\*  
Don Buffum, National Institute on Governmental Purchasing  
Allan Rosenbaum, Florida International University  
Cliff McCue, Public Procurement Research Center  
Jacques Gansler, University of Maryland, College Park

 **Thursday 4:00 – 4:15 pm** 

**Refreshment Break**

Sponsor: Louisiana State University, Public Administration Institute

 **Thursday 4:15 – 5:15 pm** 

## 2013 Emerging Scholars Panel

**Quorum, Thursday 4:15 - 5:15pm**

While NASPAA has always focused on excellence in public service education, it also recognizes the close relationships between public affairs scholarship and high-quality public affairs education. Indeed, the next generation of instructors is current PhD candidates that are exploring the boundaries of our knowledge, developing new methods for advancing our understanding of the public sphere, and seeking answers to new and enduring questions about policy and administration. This panel features research presentations from the 3 winners of the NASPAA Emerging Scholars Award, awarded to PhD candidates who are on the academic job market this year, as selected through a competitive process.

Karl Rethemeyer, State University of New York at Albany\*  
Cali Curley, Florida State University  
Michael Hayes, American University  
Jiahuan Lu, University of Maryland, College Park

## **Philanthropy? Framing the Dean, Director and Department Chair Role in Development**

**Caucus, Thursday 4:15 - 5:15 pm**

*This session will provide advice to deans, program directors and department chairs about resource development strategies for their schools. Development professionals, as well as sitting deans and a school director, will offer their perspectives and advice on assuming fundraising responsibilities in small or large programs.*

Kathryn Newcomer, The George Washington University\*  
John Bartle, University of Nebraska Omaha  
Michael Worth, The George Washington University  
Tessa Barney, University of Nebraska Foundation  
Kelly Brownell, Duke University

## **Linking Citizen Participation, Civil Society, and Governance in China**

**Lasalle, Thursday 4:15 - 5:15 pm**

*Citizen participation has long been considered as the training ground for democracy and civic competence. Civic associations serve as an important conduit for fostering citizenship, facilitating civil society and local governance by encouraging citizens to actively participate in local affairs or policy-making processes. While valid in democratic institutions, is this argument still true in China, where citizens have very limited and institutionalized opportunities to engage in public affairs? With sweeping economic liberalization and dramatic social change, civic organizations begin to play more important roles in public affairs. This panel links citizen participation, civil society, and governance, and to explores the broader implications of citizen participation to governance.*

Terry Cooper, University of Southern California\*  
Ngai-Ming Yip, City University of Hong Kong  
Jia Lu, University of Southern California  
Weijie Wang, University of Southern California  
Hui Li, University of Southern California

## **NASPAA's Role in Helping Schools Cope with Change**

**Degas, Thursday 4:15 - 5:15 pm**

*This panel will discuss the recommendations of a NASPAA Task Force created to advise the Executive Council on how to help member schools cope with change. The Task Force recommends new NASPAA advisory/technical assistance services to support program enrichment and successful accreditation, and to address challenges to the fiscal and institutional viability of programs. The Task Force also recommends NASPAA initiatives to address and reverse the conditions responsible for the widespread erosion of university support for public affairs programs.*

Daniel Rich, University of Delaware\*  
Dan Mazmanian, University of Southern California  
Michelle Piskulich, Oakland University

## **Shapeshifting Our Values?: The Consequences of**

**Blurred Sectors**

**Montcalm, Thursday 4:15 - 5:15 pm**

*MPA students and graduates anxiously monitor employment trends and follow job markets to advance their careers. Where will the prevailing economic conditions and job opportunities herd students next? Will MPA graduates turn to the private sector for better pay? Do universities represent an untapped job market for MPA students? Private sector values and traditional measures of success in higher education are often remarkably different from those promoted by NASPAA and MPA programs. Or are they? This panel unveils how two MPA programs wrestle with retaining public sector values and competencies while acknowledging an intersectoral approach to issues of public importance.*

Jim McDonald, Southern Utah University\*  
Patrick Clarke, Southern Utah University  
David Schachter, New York University  
Steve Ott, University of Utah, respondent

## **The Future of Executive MPA Programs: Opportunities and Challenges to Launching Executive MPA Programs**

**Marquette, Thursday 4:15 - 5:15 pm**

*Over the last several years, many universities have launched new Executive MPA programs. These programs serve experienced, mid-career professionals with more than a decade of experience and often require a more tailored approach to delivering both academic content and student services. Launching any new academic program requires significant up-front financial and resource investments, and in an era of shrinking resources, the decision to make such investments can be challenging. This panel features representatives who have successfully launched Executive MPA programs. They will address the opportunities and challenges to launching such programs, and in particular discuss how one makes the decision to launch an executive MPA program and highlight the key elements for success in the executive education arena.*

Martha Chavez, University of California, Berkeley\*  
Sandra Archibald, University of Washington  
Kenneth Apfel, University of Maryland, College Park  
Brenda Peyser, Carnegie Mellon University  
Bob Hutchings, The University of Texas at Austin

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## Scholar Practitioners and the PhD: Lessons Learned and Insights Moving Forward

**Lafayette, Thursday 4:15 - 5:15 pm**

*PhD programs are often a mix of students who pursue careers in academia and students who apply their scholarship in a public agency, nonprofit organization, consulting firm or research setting, and adjunct teaching. This panel focuses on the pedagogical and program-based 'lessons learned' by alumni who represent the full range of these experiences. What are the goals, expectations, and primary challenges of students who enter PhD programs as full time professionals/ part time students? How can programs best meet the learning, discovery and research needs of these students? How did the PhD prepare alumni for careers? Panelists will respond to a series of questions, engage in dialogue, and take audience questions.*

Anne Khademian, Virginia Tech\*

Jason Fichtner, George Mason University

Colleen Woodard, Census Corporate University

Gail Ledford, Department of Administration for Human Services, Fairfax County, VA

Susan Gates, Virginia Tech

## NASPAA Accreditation: Standards 2009 Policy

### Interpretations

**Renoir, Thursday 4:15 - 5:15 pm**

*As programs transition to the 2009 accreditation Standards, the understanding of the Standards and the expectations of what it means to be in compliance has continued to advance and evolve. This panel brings COPRA members together to discuss the changes in policy interpretations of the 2009 Standards, coming out of its summer and fall meetings. Specifically, the panel focuses on international accreditation, the importance of mission in all aspects of program governance, and successful outcomes assessment.*

Rajade Berry-James, North Carolina State University\*

Steven Rathgeb Smith, American Political Science Association

Jocelyn Johnston, American University

Palmira Rios, University of Puerto Rico, Rio Piedras

## Badges? We Don't Need... Or Maybe We Do!

**Ballroom D, Thursday 4:15– 5:15 pm**

*This panel presents and discusses efforts to create competency badges that students can earn in MPA and MPP programs by demonstrating a specific ability related to budgeting and financial management. The pilot project is for specific competencies and skills desired by federal agencies, e.g. forensic auditing. The badges are similar to the concept of certifications in the IT industry. The panel will discuss the pilot*

*project and implications for other levels of government and other specializations in MPA and MPP programs.*

Kurt Thurmaier, Northern Illinois University

Phil Joyce, University of Maryland, College Park

Bart Hildreth, Georgia State University

Carol Ebdon, University of Nebraska Omaha

## 🌀 Thursday 6:00 pm 🌀

**Evening Reception, Cannon Caucus Room**

**US House of Representatives Cannon Building**

**Sponsor: University of Maryland School of Public Policy**

This reception features United States Coast Guard Admiral (Retired) Thad Allen. Admiral Allen led the nation's effort to help the Gulf Coast recover from the devastating damage of Hurricane Katrina, and then was the National Incident Commander as the nation responded to the Deepwater Horizon spill in the Gulf of Mexico. He's one of the nation's foremost public managers and a thought leader on the strategies that government needs to develop for the modern age.

You can travel to the reception on foot, via taxi, or via Metro. We suggest you use a Metro SmartTrip card to travel to the reception via Metro. Metro directions are as follows:

*Take hotel lobby elevator to the L'Enfant Plaza Metro Station. Go to the lower Metro level and get on a train heading towards New Carrollton or Largo Town Center (they are on the same track). Depart the train 2 stops later at the Capitol South Metro Station, and exit the station by escalator. The Cannon House Office Building (CHOB) will be directly in front of you on the opposite corner and the Library of Congress will be on your right. If you exit the Metro station via elevator, you are one block South of the escalator exit; walk towards the Metro pylon marker. From the escalator, turn left and walk parallel to CHOB and at the next corner turn right. Walk down the block to the main visitor entrance ahead on your right. This is the only entrance that will be open for the duration of the evening. The reception is in CHOB 345 (Caucus Room). University of Maryland School of Public Policy students will be stationed between the hotel and the CHOB, please ask any of them for assistance.*

Note: All attendees who pre-registered for the reception received a Metro SmartTrip card upon check-in. The card is pre-loaded to cover a round trip Metro fare between the L'Enfant and Capitol South metro stations. You do not need to add funds to the card to travel to the reception.

## Friday, October 11

7:30 – 8:50 am

### Comprehensive Schools Section Meeting

Renoir

### Diversity and Social Equity Committee Meeting

Montcalm

Friday 7:00 – 7:50 am

### Policy Issues Committee Meeting

Lafayette

### Preparing for an Accreditation Site Visit

### Caucus

Site visit chairs discuss with programs how to prepare for a site visit. Programs that had an accreditation site visit last spring will discuss their experiences with the new standards and particularly with their site visit, specifically, how they prepared for it, what the team asked of them and lessons learned.

Rex Facer, Brigham Young University\*

Edward Jennings, University of Kentucky

Steve Ott, University of Utah

Cheng Wenhao, Tsinghua University

Michael Massiah, The Port Authority of NY & NJ

Friday 8:00 – 8:50 am

### International Committee Meeting

Marquette

### Local Government Management Education Committee Meeting

Lasalle

### Small Programs Section Meeting

Caucus

### Marketing Committee Meeting

Lafayette

### JPAE Editorial Board Meeting

Degas

### Entering Your Data: A How To

### Quorum

Programs are encouraged to bring their data with them to the conference and attend this hands-on tutorial of how to enter your data into the system. NASPAA staff walkthrough the data entry process and answer your questions about specific data

elements and how they are being defined. In addition to this session, the NASPAA Data Committee will have a booth available during the conference to assist programs in entering their 2012-2013 data.

Stacy Drudy: NASPAA\*

Friday 9:00 – 10:00 am

### Turning Outward with the Fulbright Program

Quorum, Friday 9:00 - 10:00 am

The Fulbright Program – designed to “increase mutual understanding between the people of the United States and the people of other countries” – has undergone recent program changes. The Director of the Fulbright Scholar Programs will discuss these changes and answer questions about the program. Three recent scholars will describe their experiences, along with offering suggestions for applying and participating in the program. While prestigious, many scholar positions in our fields go unfilled. Thus, this highly regarded program is an ideal opportunity for more faculty to “turn outward,” developing international relationships, research, and expertise.

Donna Lind Infeld, The George Washington University\*

Debra Egan, Council for International Exchange of Scholars

William Adams, The George Washington University

Jennifer Alexander, Cleveland State University

William Lester, Jacksonville State University

### Internationalizing a U.S. MPA for Leadership Capacity Development in Other Countries

Marquette, Friday 9:00 - 10:00 am

U.S. MPA faculty and degree programs are essential components of government leadership capacity development strategies in many countries that utilize an array of program and instructional models. Drawing on the experiences teaching in MPA programs for managers from and in China, Palestine, and the UAE, the panelists will explore the need for U.S. MPA programs and faculty to adapt curriculum and instructional approaches for learning effectiveness. Topics will include: bridging the cultural differences; adapting the choice of courses and course content to ensure relevance; utilizing “timeless themes” to translate across national and cultural boundaries; and assessing outcomes to demonstrate program effectiveness.

Steve Ott, University of Utah\*

Simon Okoth, Zayed University

Lina Svedin, University of Utah

Mohammed Abu Zayed, Birzeit University

Christopher Simon, University of Utah

## **Teaching Professional Writing in a Multidimensional World**

**Lafayette, Friday 9:00 - 10:00 am**

*Masters students require training not only in content but also in “soft skills,” such as writing professional memos. In particular, students must learn how to adapt their writing for a particular audience, organize professional content, “write for skimming,” and create effective exhibits. Both the Rockefeller College MPA program and the Gerald R. Ford School MPP program focus on professional writing. This panel of faculty and alumni will cover (1) these programs’ strategies for integrating professional writing into their curricula, (2) core principles of memo writing, and (3) feedback from alumni about how they adapted their writing to their professional careers.*

Stephen Weinberg, State University of New York at Albany\*

Alex Ralph, University of Michigan

Sara Stevens, University of Michigan alumna

Bryan Haynes, State University of New York at Albany  
alumnus

## **Diversity Planning Practices in NASPAA Programs**

**Montcalm, Friday 9:00 - 10:00 am**

*This panel examines diversity practices in different environments at different institutions. Gladys Perez will present the latest diversity initiatives at Carnegie Mellon University. Michael Adams will provide a glimpse at diversifying efforts in the public affairs program at a large HBCU in Texas, including reasons for diversification. Cheng Wenhao from Tsinghua University, one of the first Chinese universities to offer MPA education, will discuss their efforts to promote faculty and student diversity, discuss the MPA program’s diversity policies, and identify future reforms.*

Mohamad Alkadry, Florida International University\*

Michael Adams, Texas Southern University

Gladys Perez, Carnegie Mellon University

Cheng Wenhao, Tsinghua University

## **Developing a MPA Curriculum that Meets the Emerging Context, Function, and Jurisdiction of Public Leadership**

**Lasalle, Friday 9:00 - 10:00 am**

*To achieve NASPAA accreditation, MPA programs must demonstrate that the curriculum achieves five universal competencies for graduates. This roundtable discussion panel focuses on the universal competency to lead and manage in public governance. The panel examines how the current state of scholarship of leadership in public governance does or does not translate to pedagogy and practice. Extant scholarship of public leadership is defined by multiple application planes. By examining previous public leadership scholarship through three*

*broad lenses, the character, function, and jurisdiction of public leadership, we will identify opportunities for emerging pedagogy to translate evidence-based scholarship to practice.*

Maja Husar Holmes, West Virginia University\*

Jessica Sowa, University of Colorado Denver

Ricardo Morse, The University of North Carolina at  
Chapel Hill

Willow Jacobson, The University of North Carolina at  
Chapel Hill

## **Marketing Strategies for NASPAA’s Small Programs**

**Caucus, Friday 9:00 - 10:00 am**

*Small programs face increasing competition from other universities possessing greater resources and better instructional technology capacity. Online MPA instruction will grow exponentially over the next decade. To remain viable, small programs must identify and promote their market niches better. In this session, presenters discuss methods and strategies for creating, assessing and enhancing marketing strategies that small programs can utilize to stabilize, sustain and increase their “market capture.” Topics will focus on subjects related to: creative marketing with shoestring budgets, increasing demand through alumni/board of advisor partnerships, and linking strategic mission and vision to the marketing plan.*

John Daly, University of South Florida\*

Mark Imperial, University of North Carolina Wilmington

Nicholas Swartz, James Madison University

## **1965 and the Transformation of America: Is Public Policy/ Administration Curriculum Still Stuck in the 60s? (Part I)**

**Degas, Friday 9:00 - 10:00 am**

*Historian and author James Patterson has argued that 1965 is the hinge of our postwar history. This panel explores whether 1965 is also the hinge of public policy education. Is our conception of government and what graduates of our schools should be prepared to do, and where they will serve, still heavily influenced by the events of 1965? Professor Patterson will address the thesis of his book, and then other panelists will apply it to the conception of public policy curriculum from 1965 onward.*

Harry Harding, University of Virginia\*

James Patterson, Brown University

Henry Brady, University of California, Berkeley

Marion Orr, Brown University

## Future Directions in Undergraduate Education

Renoir, Friday 9:00 - 10:00 am

*Over the past twenty years, there has been a proliferation of undergraduate education programs in public affairs/policy/administration. While these educational programs become more numerous and popular among undergraduates around the country, many of these programs suffer from low visibility and general confusion over the purpose of these educational degrees among potential students, their parents, academics from the traditional disciplines, and university administrators. This panel discusses the nature of these problems and highlights a number of possible approaches for enhancing the visibility and credibility of undergraduate educational programs in public affairs/policy/administration.*

David Reingold, Indiana University, Bloomington\*

Erik Devereux, 501c Tune-up

Doug Goldstein, Indiana University, Bloomington

Andrea Sarzynski, University of Delaware

## 🌀 Friday 10:15 – 11:15 am 🌀

### Defining and Measuring Cultural Competencies: Practitioner Perspectives and Advice

Lafayette, Friday 10:15 - 11:15 am

*Decisions about how to define, measure and assess cultural competencies should not be made solely by academics nor should they be from a singularly U.S.-centric perspective. This roundtable discussion brings together individuals with extensive and varied experience in the public and nonprofit sectors within and outside the United States to share their experiences regarding the cultural competencies needed in various contexts, and their advice on how to measure and assess whether students have those competencies. The practitioners will also be asked to comment on the actual competency definitions and assessment measures of select NASPAA-accredited programs.*

Nadia Rubaii, Binghamton University\*

Aretha Ferrell-Benavides, National Forum of Black Public Administrators

Jesus Nava, International Hispanic Network

Estelle Rosine Raimondo, The George Washington University

Chris Cartwright, Intercultural Communication Institute

## Quantitative Methods Competencies for a Multidimensional World: Pedagogical and Curricular Strategies for MPA, MPP and PhD Programs

Marquette, Friday 10:15 - 11:15 am

*Quantitative research methods play an increasingly prominent role in the fields of public administration, public affairs, and public policy. Journals are publishing more manuscripts that use quantitative methods, and the sophistication of those methods is increasing as well. This roundtable will provide recommendations for (1) how graduate programs might consider structuring curricula to include quantitative methods content, and (2) pedagogical techniques that have been successful in the classroom for these types of courses. The panelists will provide recommendations as they apply to master's level programs and doctoral level courses, drawing upon their experience as administrators, program directors, and teachers.*

David Pitts, American University\*

Seth Gershenson, American University

Carolyn Hill, Georgetown University

Gregory Lewis, Georgia State University

John Marvel, George Mason University

## Challenges Faced by MPA/MPP Programs in Delivering Responsive Degrees and Curriculum to Pre-Service and In-Service Students in a Problematic Economy

Montcalm, Friday 10:15 - 11:15 am

*This roundtable panel explores the strategies and approaches used by MPA and MPP programs to respond to the challenges posed by the downturn in the economy and shifting economic pressures in terms of enrollments, pedagogy, curriculum, placements, recruitment, hiring and marketing over the past five or six years. This roundtable format is interactive and designed to maximize participation and dialogue between panelists and the audience. The audience will participate in concert with the panelists centered on a series of primary questions to guide the discussion. The panel includes distinguished academics and program administrators from a variety of institutions.*

Bob Smith, Savannah State University\*

Naim Kapucu, University of Central Florida

Akhlaque Haque, University of Alabama at Birmingham

Chris Koliba, University of Vermont

Bob Kravchuk, Indiana University, Bloomington

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## Thinking Small: Strategies in an Evolving Context

**Caucus, Friday 10:15 - 11:15 am**

*The majority of NASPAA programs are "small" by NASPAA's definition, yet they serve a critical role in training individuals for public service. Out of 166 programs responding to a NASPAA survey, median program size was eight faculty, and programs with a faculty nucleus of 6-10 accounted for 46 percent of all programs! How are small programs different? Survival in today's environment may depend on faculty ingenuity, creativity, and energy. Faculty assumes multiple roles: recruiter, marketer, and curriculum innovator. This panel addresses strengths and strategies of some "small" programs, and intends to provoke discussion of new strategies as we face an increasingly challenging external environment.*

Kate Forhan, University of Southern Maine\*  
Craig Donovan, Kean University  
Patricia Keehley, Southern Utah University  
Nicholas Swartz, James Madison University

## How Internationalization is Shaping the Context and Strategies of Comprehensive Public Affairs Schools

**Renoir, Friday 10:15 - 11:15 am**

*Public affairs schools are grappling to position themselves with respect to pressures and opportunities of internationalization. This session presents initial findings from a survey of NASPAA comprehensive schools that focused on international curriculum, students, and partnerships. Additionally, author Ben Wildavsky will share his perspective on the globalization of higher education and the impact on public service education.*

Scott Fritzen, New York University & National University of Singapore\*  
Ben Wildavsky, Rockefeller Institute of Government

## Report on NASPAA's Initiative to Create a Global Case Competition for Graduate Students

**Quorum, Friday 10:15 - 11:15 am**

*This session covers the activities that NASPAA has started to build a global case competition. Presenters will discuss logistical aspects of the competition as well as the broader strategy.*

Karen Mossberger, Arizona State University\*  
Andrew Graham, Queens University, Canada  
Austyn Barbarin, University of Georgia

## Blurred Lines: Preparing Students to Work Across the Public, Nonprofit, and For-Profit Sectors

**Lasalle, Friday 10:15 - 11:15 am**

*Because of increased blurring of the lines between sectors, it is important for public administrators to have a greater understanding of the complexity that intersectorality imposes on provision of public goods and services. This panel includes discussion of the value of nonprofit courses and tracks, public administration as the appropriate home for nonprofit study, and the importance of including the role of nonprofits in PA courses, especially public policy courses. Presentations incorporate cases that will help students to understand the growing impact of intersectoral relationships and the multiple skillsets they will need to navigate the blurred boundaries of public service.*

Shannon Vaughan, Western Kentucky University\*  
Shelly Arsneault, California State University, Fullerton  
Ruth DeHoog, University of North Carolina at Greensboro  
Jessica Sowa, University of Colorado Denver  
Erna Gelles, Portland State University

## 2013 and the Transformation of America: A Public Policy Curriculum from the Ground Up (Part II)

**Degas, Friday 10:15 - 11:15 am**

*This panel, the second part of a two panel sequence, addresses the provocative question: if 2013 were as formative a year as 1965, what would a public policy/administration curriculum look like from the ground up based on our current conception of governance? What should graduates be prepared to do, and where and whom they will serve?*

Harry Harding, University of Virginia\*  
Mark Weinberg, Ohio University  
Ramayya Krishnan, Carnegie Mellon University

**Friday 11:15 – 11:30 am**

**Refreshment Break**

*Sponsor: Texas A&M University: Bush School of Government and Public Service*

## Friday 11:30 am – 12:30 pm

### **Building Synergy Between Public Administration Programs: Creating Joint Degrees and Exchange Programs with International Universities**

**Renoir, Friday 11:30 - 12:30 pm**

We will review the types of MPA and undergraduate dual degrees and related programs American universities are creating with their international university counterparts. Examples include: (1) the 3 plus 2, in which students get credit for MPA classes their fourth year of undergraduate work and get a MPA in one extra year, (2) dual master's degrees, and (3) having international students complete their final semesters at US universities for their BA degrees. The speakers will share their experience operating high quality dual degree and exchange programs and will discuss some of the opportunities and challenges in running these programs.

Frances Berry, Florida State University\*

Marc Holzer, Rutgers University - Newark

Lan Xue, Tsinghua University

Barton Wechsler, University of Missouri-Columbia

Meredith Newman, Florida International University

### **Creative Pedagogies for Teaching Cultural Competencies**

**Lafayette, Friday 11:30 - 12:30 pm**

This panel presents three approaches to the use of technology and other pedagogical tools to enhance the cultural competencies of MPA students. Each presenter will describe and provide a rationale for their course design decisions, explain successes and challenges from both instructor and student perspectives, and reflect on lessons learned. The approaches include: "DiverseLab," a virtual system that uses character roles and problem-based learning; the "Living with Rivers" project in which MPA students from two very different universities conducted collaborative research; and "Cultures and Languages Across the Curriculum" to incorporate world languages and cultures.

Nadia Rubaii, Binghamton University\*

Rajade Berry-James, North Carolina State University

Bruce Neubauer, Albany State University

Tom Sinclair, Binghamton University

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**#NASPAA13**

### **Effective Online Instruction - Andragogy for the MPA Student**

**Montcalm, Friday 11:30 - 12:30 pm**

Surprise! Next semester you're teaching online. What do you include in a quality online MPA course? This panel will address instructional teaching methods conducive to MPA and online courses including experiential learning, problem-based learning, oral presentations, mentorship programs and research projects. Web-based and totally online courses will be addressed as well as teaching the adult learner, and basic learning styles. Online instructional components will include discussion, video, audio, PowerPoint, video of classes, audio of discussions, and other innovative approaches. Some emphasis will be placed on small programs and low-cost instructional methods.

Paulette Jones, Hillsdale College - Oklahoma City\*

Gary Roberts, Regent University

Pat Kircher, California Baptist University

### **Producing Outstanding Public Service Administrators**

**Caucus, Friday 11:30 - 12:30 pm**

It is estimated that 50% of leadership in the public sector will be eligible to retire in the next 10 years. This includes key leaders in state and local government. What is the role of public administration programs, particularly the smaller, local and regional programs in helping local government with succession planning and assuring a pool of qualified people is available to move into these leadership positions? Faculty from such programs will talk about how they build relationships with local government and work to maintain connections that support the practice of public administration.

Kristen Norman-Major, Hamline University\*

Tony Carrizales, Marist College

Tony Molina, Kent State University

Jo Ann Ewalt, College of Charleston

Chris Koliba, University of Vermont

### **The Uses of History in MPA and MPP Programs**

**Marquette, Friday 11:30 - 12:30 pm**

This panel explores the potential and current uses of history and historical analysis in MPA and MPP programs. The papers focus on models of historical analysis, history as a resource for skill-building, historical events and eras that have unique potential salience for public affairs graduate students, and specific techniques for integrating history and historical analysis into public affairs graduate teaching and curriculum.

Richardson Dilworth, Drexel University\*

Guian McKee, University of Virginia

Earle Klay, Florida State University

Andrew Highsmith, The University of Texas at San Antonio

## **Nudges: Tips for Incorporating the Science of Behavior Change into Your Existing Classes**

**Degas, Friday 11:30 - 12:30 pm**

*This panel discusses strategies for incorporating the science of behavior change into existing public administration and public policy classes. We will describe what has worked for us in classes such as public economics and civic leadership, focusing on three potential units: (1) a general introduction to Sunstein and Thaler's concept of "nudges," (2) motivation and persuasion, and (3) consumer confusion. We will introduce specific concepts and applications that might be relevant to your classrooms, describe some of our most effective teaching exercises, and distribute an annotated list of readings, web sites, etc., that we've found useful in our own classrooms.*

Karl Rethemeyer, State University of New York at Albany\*

Stephen Weinberg, State University of New York at Albany

Eileen Chou, University of Virginia

## **Impact: Communicating Expertise to Policy Makers and the Media**

**Quorum, Friday 11:30 - 12:30 pm**

*Schools of public affairs possess a wealth of evidence-based knowledge critical to policy makers and public debates. This session provides deans, directors, faculty, and communications staff with practical ideas to expand the reach of their knowledge and expertise, irrespective of the size or location of their school. Case studies from two NASPAA member schools will include steps to successfully engage and inform state legislators and a pilot project to connect directly with policy-makers in Washington, D.C. through technology platforms. An inside-the-Beltway Capitol Hill staff member and journalist will each speak to the value of outside-the-Beltway expertise and best practices for getting information to them.*

Jan Peterson, University of Southern California\*

Shankar Prasad, New York University

Susan Binford, The University of Texas at Austin

Jennifer Talhelm, Office of Senator Tom Udall (D-NM)

Joe Davidson, The Washington Post

## **The Blurred World of the Metropolitan Region**

**Lasalle, Friday 11:30 - 12:30 pm**

*One of the difficulties in gaining cooperation within metropolitan areas is that most key political and administrative actors have been trained to look inward to judge the efficacy of most inter-jurisdictional proposals. Service sharing activities are supported because they make internal financial sense. We do not think across organizations, rather we operate vertically within narrow technical silos. The questions to be explored are: how does management and professional education foster this "silo" effect and how might we approach management (and management education) differently to prepare professionals to serve in a messy environment in which goals are unclear and the benefits uncertain.*

Raymond Cox III, University of Akron\*

David Miller, University of Pittsburgh

Stephen Harding, City of Jurupa Valley, CA

Eric Zeemering, University of Maryland Baltimore County

## **Friday 12:45 – 2:15 pm**

### **Pi Alpha Alpha Luncheon**

Grand Ballroom

*Sponsor: Virginia Tech, School of Public and International Affairs and the Center for Public Administration and Policy*

## **Friday 2:30 – 3:30 pm**

### **Insights from Pedagogical Research in Public Affairs**

#### **Education**

**Montcalm, Friday 2:30-3:30 pm**

*For teaching to gain prestige in higher education, faculty members must make pedagogy a subject of scholarly debate. Presentations cover the research possibilities in public affairs pedagogy, the results of empirical studies that examine the relative effectiveness of common instructional strategies in achieving the six levels of Bloom's Cognitive Domain, service learning design variations tied to student learning outcomes and community outcomes, and the relationships between one cognitive style of students and their response to the transactional presence and academic success in traditional/online courses. Efforts will be made to solicit from the audience other research needs and examples of research being conducted in NASPAA schools.*

Blue Wooldridge, Virginia Commonwealth University\*

Lorenda Naylor, University of Baltimore

Lindsey Evans, Virginia Commonwealth University

Thomas Bryer, University of Central Florida

## **Reflections on, and Value of, the Accreditation Process for Comprehensive Schools**      **Renoir, Friday 2:30-3:30 pm**

*The NASPAA/COPRA accreditation process is mission based and designed to be formative and developmental, though it includes elements of summative review. In this panel, representatives of the LBJ School, the Humphrey School, and SIPA at Columbia University will report on their experiences with accreditation. They will discuss how accreditation has supported strategic priorities within their schools and the challenges of integrating assessment related to the new standards into ongoing efforts to strengthen academic programs. A goal of the session is to identify critical issues in accreditation and opportunities for strengthening the accreditation process through streamlining and increasing efficiency.*

Greg Lindsey, University of Minnesota\*  
Chandler Stolp, The University of Texas at Austin  
Rose Diaz, Columbia University

## **Building and Managing a Sustainable Assessment**

### **Process: Small Programs**      **Caucus, Friday 2:30-3:30 pm**

*The outcomes-based accreditation process stands upon the long-term viability of programs' assessment processes. In this panel, small programs discuss their recent experiences with, and the value of, NASPAA Accreditation. The panel specifically focuses on how, with limited faculty resources, they were able to build and implement a sustainable assessment process. Each program shares overall success and challenges, as well as strategies for developing outcomes measures, implementing sustainable data collection, and ensuring effective analysis geared toward "closing the loop" and overall programmatic improvement.*

Jo Ann Ewalt, College of Charleston\*  
Christina Medina, New Mexico State University  
Dana Michael Harsell, University of North Dakota  
Michael Harris, Tennessee State University

## **Encouraging Best Practices in Student Research**

### **Lasalle, Friday 2:30-3:30 pm**

*This panel reports on the lessons learned about teaching, learning, and working with a community based clients and graduate students. The graduate student will report on the experiences and lessons learned from working with community clients and working together as a student research team. The faculty members will discuss pedagogical techniques developed for using applied research methods to better prepare Masters of Public Policy students for the future workplace.*

Dwayne Plaza, Oregon State University\*  
Hillary Fishler, Oregon State University  
Sally Duncan, Oregon State University  
Peter Hoontis, Rutgers University – Newark

## **Educating the Millennial Generation: Approaches and Techniques**      **Quorum, Friday 2:30-3:30 pm**

*The future of government service relies on its ability to attract and retain talented and responsible public service professionals. A new generation of younger workers is replacing retiring baby boomers in the public and non-profit sectors, and MPA programs across the nation are serving a rapidly changing student body to help build well-equipped and responsible decision makers. This session discusses a variety of approaches, experiences, and strategies from different institutions to understand prevailing images of public service and servants, and/or to discuss strategies to aid students in the search for meaning in public service.*

Akhlaque Haque, University of Alabama at Birmingham\*  
Kathleen Hale, Auburn University  
Nevbahar Ertas, University of Alabama at Birmingham  
Tracey Trottier, Indiana University, South Bend  
Wendy Gunther-Canada, University of Alabama at Birmingham

## **Innovations in Student Learning through Community Engagement**      **Marquette, Friday 2:30-3:30 pm**

*This panel presents innovative teaching approaches to foster student learning through community engagement. The first paper explores a capstone course using a health policy simulation exercise with community policy makers. The second examines two programs on immigrant services that involve native born, documented and undocumented students in direct service to immigrant communities. The third program reviews the Delaware model of public affairs education that integrates community engagement into the overall program design. The final paper describes a new community engagement center that will house a number of activities including a service learning academy, community leadership initiative, and extensive incubator space.*

David Rousseau, State University of New York at Albany\*  
David Andersen, State University of New York at Albany  
Robert Smith, Baruch College, CUNY  
Jim Flynn, University of Delaware  
Sara Woods, University of Nebraska Omaha

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## Providing International MPA: Curriculum Adjustments

Degas, Friday 2:30 – 3:30 pm

*Traditional MPA programs usually focus on domestic issues and tend to be delivered based on local and regional needs. How then are students prepared to be internationally savvy and respond to the demands of an increasingly global world? This session explores how curriculum should be modified and adjusted to fit expectations of students who want to work in foreign countries and those who are educated in a country different from where they want to work. Schools will present examples of techniques they have used to adjust curriculum, values, and expectations.*

Evan Berman, Victoria University of Wellington, New Zealand\*

Silke Rubens, Catholic University Leuven, Belgium

Junki Kim, Seoul National University, Korea

## Using NASPAA's Fed Café to Connect Your Program to Federal Agencies

Lafayette, Friday 2:30-3:30 pm

*This session presents ways that schools can use the "Fed Café", NASPAA's new online community, to connect their programs, faculty, and students with federal agency staff. The website is being used by schools to share their Capstone project reports, and to advertise their needs for Capstones. It will also be used to support a range of collaborations: research opportunities, case studies, sharing data and analysis, and "micro-tasks" – all designed to support schools' engagement with agencies and to increase public service opportunities for students and graduates.*

Stuart Heiser, NASPAA\*

Donald Kettl, University of Maryland, College Park

Carolyn Hill, Georgetown University

Sydney Smith-Heimbrock, US Office of Personnel Management

## Friday 3:30 – 3:45 pm

### Refreshment Break

Sponsor: Texas A&M University: Bush School of Government and Public Service

## Friday 3:45 – 4:45 pm

### Friend or Foe? Academic-Practitioner Research Partnerships

Lasalle, Friday 3:45 - 4:45 pm

*This panel examines agency-university research partnerships by first providing context on the importance of these efforts from a national perspective. Then presenters discuss a comparative analysis of agency-university research partnerships across four states (Washington, Texas, Virginia, and Maryland) that have developed from the US Department of Education State Longitudinal Data System projects. The analysis defines which factors promote or hinder successful collaboration. We will also discuss NASPAA's Fed Café initiative, which provides an online space for academics and federal agency practitioners to collaborate around common research priorities using agency data. We conclude by identifying common approaches and practices to facilitate this increasingly important work.*

Dorothyjean Cratty, National Center for Education Statistics\*

Farah Graham, Virginia Commonwealth University

Susan Gooden, Virginia Commonwealth University

Najmah Thomas, WDQI Grant Manager

Paul Posner, George Mason University

### Multidimensionality and the Teaching of Public

#### Budgeting

Montcalm, Friday 3:45 - 4:45 pm

*This panel provides a multi-dimensional, normative framework for teaching public budgeting, which categorizes budget systems, reforms, and contemporary issues. We also examine several individual budget process goals in detail. One paper looks at fiscal rules in controlling aggregate spending; exploring what a consensus set of fiscal rules might look like. Next, we evaluate the use of performance management in the budget process, along with caveats in understanding how to interpret performance, particularly what its limitations are. Finally, we look at budget transparency and the ways that the reporting of federal budget numbers may misinform about the cost of government activities.*

Melissa Merrell, Congressional Budget Office\*

Stuart Kasdin, The George Washington University

Steven Redburn, National Academy of Sciences

Marvin Phaup, The George Washington University

Burt Barnow, The George Washington University

## **What to Consider in Launching and Evaluating Distance/ Online Learning in Your Program**

**Marquette, Friday 3:45 - 4:45 pm**

*Distance and online learning continue to be part of a growing trend, driven by hopes of increased education access, better cost efficiency, and relevance in a technologically-savvy society. This presentation helps define some of the questions that institutions or departments should ask themselves to determine whether distance and/or online learning is a good fit. Some factors to be considered include the influence of organizational mission; the capacity of the program in terms of staffing and funding technology; establishing expectations and measuring outcomes; support of the parent institution; and impact on accreditation eligibility and status. Other important considerations include addressing the digital divide and social equity concerns.*

Kelly Hupfeld, University of Colorado Denver\*

Monica Price, North Carolina State University

Yushim Kim, Arizona State University

## **What's the Business Plan for Online Education at NASPAA Comprehensive Schools?**

**Renoir, Friday 3:45 - 4:45 pm**

*Increasing numbers of NASPAA comprehensive schools have begun or are planning to begin online MPA Programs. These developments are consistent with changes occurring in a variety of fields and disciplines as well as higher education as a whole. This roundtable will bring together leaders of well-established programs and those who are just beginning the process of adding an online component to their programs. Among the questions to be answered include: What's the business plan for online education? What's the impact of online education? What does online education mean for the public service education community? And what's NASPAA's role in online education?*

Barton Wechsler, University of Missouri-Columbia\*

David Reingold, Indiana University, Bloomington

John Bartle and Meagan Van Gelder, University of  
Nebraska Omaha

Paul Teske, University of Colorado Denver

Bill Rivenbark, The University of North Carolina at  
Chapel Hill

Elizabeth Graddy, University of Southern California

## **Social Media and eGovernance: New Communication Methods to Build Common Ground**

**Lafayette, Friday 3:45 – 4:45 pm**

*With the rapid growth of social media and the increases in online communication, governments must respond by establishing and effectively using an online presence. This presentation covers how governments can effectively use new technologies, the effects of technology on succession planning, and public engagement strategies to prepare graduates to work in a complex environment that demands high levels of transparency and opportunities for participation. It will conclude with an interactive exercise which allows participants to apply their understanding from research and share personal strategies for generating active engagement, improving accountability and transparency, and using new technology and tools.*

Lauren Hirshon, University of Pennsylvania\*

Kim Loutzenhiser, Troy University

Bob Cropf, Saint Louis University

Eric Rabe, University of Pennsylvania

Harris Sokoloff, University of Pennsylvania

## **Broadening and Globalizing the International Development Curriculum in Public Service Education**

**Degas, Friday 3:45 - 4:45 pm**

*As the landscape of international public service broadens and evolves, the curriculum in NASPAA schools must respond. Public service challenges have become increasingly global. The job market for development-oriented MPA programs is changing as aid budgets decline, new aid providers enter, and nationals of recipient countries play a greater role in program management. These developments demand shifts in the types of courses offered, the pedagogical approaches employed, the locations of educational activities, and options for practical experience. This panel explores challenges and opportunities schools face in this changing environment, discussing actions taken to date and possible future responses.*

Paul Smoke, New York University\*

Jennifer Brinkerhoff, The George Washington University

Scott Fritzen, New York University & National  
University of Singapore

John Gershman, New York University

Barbara Nunberg, Columbia University

## The NASPAA Online Collaborative: Sharing Courses in Critical Faculty Shortage Areas

**Caucus, Friday 3:45 – 4:45 pm**

*This panel reports on NASPAA's Small Programs Section study to identify collaborative strategies for sharing instructional expertise across NASPAA schools. The panel's needs assessment survey reports on existing instructional capacity for providing online training as well as instructional deficiencies where such offerings would benefit students at other NASPAA universities. Furthermore, panel presenters will identify the technological, institutional and learning outcome/assessment barriers created through course sharing across NASPAA units, especially as these challenges relate to NASPAA's accreditation process. Great opportunities exist for sharing instructional expertise across NASPAA universities, provided we can conquer the devil in the details.*

John Daly, University of South Florida\*

Bruce Neubauer, Albany State University

Roger Hartley, Western Carolina University

Lois Wise, Indiana University Bloomington

## Friday 5:00 pm – 6:15 pm

### NASPAA Annual Business Meeting

Ballroom CD

## Friday 6:30 pm

### Evening Reception: US Botanic Garden Conservatory

*Joint Sponsors:*

*American University School of Public Affairs,*

*Georgetown University Public Policy Institute, and*

*The George Washington University Trachtenberg School of Public Policy and Public Administration*

Join your colleagues at the Botanic Gardens to network, connect, and discuss the events of the conference. Be sure to enjoy the evening's signature drink, the *Cosmopolity!* There will be free shuttle service between the L'Enfant Plaza Hotel and the Botanic Gardens beginning at 6:15 pm and running approximately every 15 minutes

Conversly, you can travel to the reception via metro, taxi, or on foot. If you travel via Metro, please take the Blue or Orange line 1 stop east to the Federal Center Metro station. After exiting, walk North on 3<sup>rd</sup> street and bear right onto Maryland Ave. If you walk from the hotel, walk North to Independence Ave and turn right. After 4 blocks, bear left onto Maryland Avenue. The Botanic Gardens will be on your right.

## Saturday, October 12

## Saturday 8:00 – 9:00 am

### Teaching Public Administration in Border Communities: Issues and Experiences from Three MPA Programs Along the US-Mexico Border

**Marquette, Saturday 8:00 - 9:00 am**

*How should public administration be taught in communities located along the Texas-Mexico border? What competencies do these practitioners need to succeed? As the case of South Texas makes apparent, border communities have unique public service needs with implications for public affairs education and training. In addition, such communities offer opportunities and challenges to public administration research and scholarship that have gone unnoticed. This panel features MPA programs located along the Texas-Mexico border who explore issues involved in providing professional education and training in a region that stands at the trajectory of political, economic, social and multi-cultural interchanges.*

Peter Haruna, Texas A&M International University\*

Aziza Zemrani, University of Texas Pan American

Joseph Jozwiak, Texas A&M University Corpus Christi

Abraham David Benavides, University of North Texas

### There and Back Again: The Challenges of Maintaining Practitioner and Academic Relevance in Small Programs

**Caucus, Saturday 8:00 - 9:00 am**

*In this unique panel, you'll get a 360 degree view of a small, relatively young, regional public university's MPA program. The panel is composed of the former Program Coordinator, Faculty Senate President, Assistant Director of Graduate Studies, and an MPA alumna of Florida Gulf Coast University. The panelists focus on how a primarily online program with a small number of faculty and no doctoral students keeps the MPA relevant and practical. Key topics include managing diverse and sometimes competing practitioner and academic expectations and keeping the balance of teaching, research and service in a fiscally challenging environment, all while maintaining the standards for NASPAA accreditation.*

Howard Smith, Homeland Security Studies & Analysis Institute\*

Douglas Harrison, James Madison University

Debora Haring, University of Florida

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## **Junior Faculty in the Classroom: Fresh Insights, Practices and the Wisdom of the First Few Years**

**Lasalle, Saturday 8:00 - 9:00 am**

*What approaches are new faculty members bringing to the classroom? This panel features the insights, practices, and strategies of junior faculty. Panel members will examine the integration of research and practice in the classroom, connections to the workplace, and the needs of part time vs. full time students and MPA vs. PhD students. The panel provides an inside look at the challenges for new teachers, and highlights the lessons and advancements made by each participant. The wisdom gained from experiences during the first and second years of teaching will also benefit program directors working to strengthen teaching support.*

Patrick Roberts, Virginia Tech\*

Warigia Bowman, University of Arkansas

Adam Eckerd, Virginia Tech

Bryce Hoflund, University Nebraska Omaha

William Resh, Indiana University, Bloomington

## **A New MPA for a New Age: Preparing Students/ Professionals for Public Service**

**Montcalm, Saturday 8:00 - 9:00 am**

*In MPA programs throughout the nation and globally, the debate continues: how do we best prepare students/ professionals for public service in a new age? This panel addresses the overarching issue through four presentations that combine workforce development possibilities with the realities and essentials of the field, especially in relation to interdisciplinary and cross-sectoral demands.*

Eric Click, Park University\*

Rebekkah Stuteville, Park University

Terrence Ward, Park University

Richard Box, Park University

## **Lessons Learned in Assessment: Poster Session**

### **Discussion**

**Renoir, Saturday 8:00 - 9:00 am**

*Posters will be on display during the length of the conference outside the Lasalle meeting room. Programs featured in the conference poster sessions will discuss lessons learned in implementing their assessment processes and take questions about their approach.*

Kate Hallihan, The Ohio State University\*

Richard Beinecke, Suffolk University

John Keifer, University of New Orleans

Nadia Rubaii, Binghamton University

## **Saturday 9:15 – 10:15 am**

### **Closing Plenary**

**Grand Ballroom**

*Sponsor: University of Baltimore School of Public and International Affairs*

### **White Paper Presentation: Assessment of Student Learning Outcomes in Professional Graduate Accreditation**

**Renoir, Saturday 9:15 - 10:15 am**

*Researchers present a new NASPAA White Paper on the Assessment of Student Learning Outcomes in Professional Graduate Accreditation. The focus of the research is to ensure that public affairs education has the academic support to stand behind its accreditation process and to assist in the development of NASPAA's longer term research and development strategy to enhance the academic basis of competency assessment in the field of public affairs.*

David Powell, California State University, Long Beach

Michelle Saint-Germain, California State University,

Long Beach

## **Saturday 10:30 am**

### **Introduction to Student Learning Assessment**

**Caucus, Saturday 10:30 am – 12:30 pm**

This workshop on the very basics in assessment is geared towards new program directors and those seeking accreditation for the first time. Topics to be discussed include: What is a direct measure of student learning? How do you develop a rubric for assessment? Who should be involved in assessment? How frequently should direct assessment occur? How do you provide evidence that a program has systematically used assessment results for program improvement?

Nadia Rubaii, Binghamton University\*

Michelle Piskulich, Oakland University

## The Future of Accreditation: The Value and Burden

Renoir, Saturday 10:30 am – 12:00 pm

*The Standards Committee will lead a discussion of how the 2009 accreditation process is working, featuring data from focus groups that have experienced the new standards. The Committee will discuss ideas for streamlining the process and highlight strategic concepts for the next generation of NASPAA accreditation standards. NASPAA staff will present aggregate data from the 2012 annual accreditation maintenance reports to give an orientation to where the field is now.*

Jack Meek, University of La Verne\*

RaJade Berry-James, North Carolina State University

Etai Mizrav, NASPAA

## Saturday Afternoon

**Walking Tour in Alexandria, VA dedicated to Samuel Tucker, Civil Rights Pioneer, 11am – 12pm**

*Sponsored by: Virginia Tech*

*Meet at Braddock Road Metro Station (yellow line)*

*Led by Matt Dull, Virginia Tech*

**Insiders tour of the U.S. Capitol, 10:45am – 12:30pm**

*Sponsored by: University of Maryland School of Public Policy*

*Meet at the SW corner of the capitol steps*

*Led by former Wisconsin Congressman Jim Moody*

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