

Merci et Au Revoir

David Schultz

Co-Editor

This issue marks my last as editor in chief or co-editor of the *Journal of Public Affairs Education*. To quote the Beatles, it has been a long and winding road, and I am grateful for the opportunity I had, the journey I have taken, the people I have met and worked with, and the path the journal will take in the future.

Over the years the theme most dominant in my editorial perspectives has been that of change. Whether quoting Heraclitus that “one cannot step in the same river twice” or reflecting upon the notion that the only constant is change, I have repeatedly discussed the idea that the challenge of public administration is confronting a world where constant change is the norm. There is no such thing as the one perfect public affairs curriculum, the single best way to be an administrator, or the only set of best practices that produce some Platonic good. Moreover, the landscape or jurisdiction of governance has and will continue to change because problems, people, and technology evolve. The problem for public affairs education in a global world is recognizing the power of plurality, that we need to embrace diversity in all its many meanings and develop multiple strategies to prepare the next generation of leaders. To that end, *JPAE* has offered a kaleidoscope of perspectives, techniques, studies, and recommendations regarding how to manage and confront change and move on with it. But in many ways, *JPAE* has also been a microcosm or case study in that effort.

I took over as editor-in-chief of *JPAE* in June 2010. Heather Campbell, then editor-in-chief at Arizona State University, the host institution, was moving to another school to take a job, and *JPAE* needed a new editor and host institution. With less than two months to produce the next issue of the journal—and without the benefit of the usual transition that normally accompanies a shift in editors—I became editor. Heather

and all the previous editors presented me with the privilege and responsibility of building on their fine work. With Kris Norman-Major as my managing editor, we assembled a staff and began the process of editing *JPAE*.

The journal we inherited is a far different one from the *JPAE* of today and the one that will begin under the next editor. When we took over, we received a box of hard-copy or printed manuscripts, the records for the journal were maintained in an Excel spreadsheet, and manuscripts themselves were submitted in print and we had to mail copies around to all reviewers. Oh, and NASPAA was then mainly a U.S.-based association named the National Association of Schools of Public Affairs and Administration. We received barely 50 manuscripts per year and our acceptance rate was about 50%. The articles that were published were good, but we were not as selective a journal as we could have been, and we were not listed in the Social Science Citation Index (SSCI).

Today we have an online manuscript submission system that replaced hard-copy manuscripts and the Excel spreadsheet. It also provides us with powerful metrics about the journal, revealing an initial acceptance rate of less than 10%. We have increased the number of submissions by 50% or more and added a book review section; and will be rolling out a new case studies feature soon. We have published every issue under my tenure on time, and the journal has shifted to an international focus as NASPAA, now named the Network of Schools of Public Policy, Affairs, and Administration, has itself taken on an international focus. Our editorial board reflects that too. In the process of making all these changes, Hamline’s time as institutional sponsor for the journal expired. The Evans School at the University of Washington took over, and I stayed on as joint editor with Marieka Klawitter.

In 2018, the journal enters a new era in two ways. First, my tenure as editor in chief or co-editor ends after nearly eight years, making me the longest-serving editor of *JPAE*. Second, 2018 will be characterized by a soon-to-be implemented partnership with the Taylor and Francis Group, which will now publish our journal. Until now we were self-published, limiting our impact factor, reach, and ability to secure inclusion in the SSCI. I approached Taylor and Francis last year about the affiliation and negotiated a preliminary agreement; a final agreement was recently concluded with NASPAA. Until now, we were one of the last journals unaffiliated with a publisher. Through Taylor and Francis's distribution channels, the journal will be available online and in hard copy. Journal access will also be provided free to NASPAA members. NASPAA will promote the current issue and select individual articles through its social media channels and through the "JPAE Messenger." All issues from 2004 through 2017 are available to NASPAA member schools in archived PDF format online. All back issues will be available through JSTOR.

I am so proud of what *JPAE* has become and could not have achieved what we have without my co-editors, copy editors, production staff, and NASPAA. I also thank my present and past editorial board members, editorial assistants, reviewers, and so many others who have made *JPAE* what it is. We have transformed the journal—brought about change—both in how we produce and distribute the journal and in terms of the altered landscape that defines public affairs education, NASPAA, and the world we live in. The next editorial staff are poised to do even greater things with *JPAE*, and I am excited to see where they take the journal.

Excellent scholarship and breadth of perspectives have defined my vision for the journal. I have sought to give as many voices as possible the ability to speak, rejecting orthodoxy as the model for what we publish. The articles in this last issue are testament to that vision.

Do public policy schools produce graduates with a genuine public service motivation and a preference for public sector employment? This is the research question posed in "Ethos Reinforced, Government Endorsed? Comparing Pre-entry and Post-entry Values, Motivations, Sector

Perceptions, and Career Preferences of MPA Students in Asia," by Zeger Van der Wal. This article is fascinating because it tests a series of assumptions about our students and about the socialization process that may accompany public affairs education. In many ways, the article tests what impact our curriculum and teaching have not just on student knowledge but also on their interest in career choices.

Methodology is a staple class in public affairs curricula. Among the types of research is qualitative research, and while many of us are aware of the statistical programs available for us in quantitative analysis, few are familiar with similar software or tools for qualitative analysis. Alka Sapat, Lorena Schwartz, Ann-Margaret Esnard, and Emefa Sewordor's "Integrating Qualitative Data Analysis Software into Doctoral Public Administration Education" fills an important void in discussing this topic.

Many of us know about Myers-Briggs personality tests; they are a staple of human resources courses and hiring decisions. In "A Review of the Myers-Briggs Type Indicator in Public Affairs Education," John Sample discusses his experience using the MBTI in a graduate course in human resource management for students enrolled in an MPA program at large public university in the southeast United States. He offers suggestions for how to best use the indicator in class and what value knowing about personality types has for our field.

Many classes require students to develop a portfolio, but is the portfolio actually a good learning tool and, if so, under what circumstances? Naim Kapucu and Christopher Koliba's "Using Competency-Based Portfolios as a Pedagogical Tool and Assessment Strategy in MPA Programs" provides an opportunity to deepen our understanding of the various uses of the portfolio in teaching and student assessment, offering best practices for incorporating portfolios in our courses.

For years I have told my students that there are these amazing people called librarians who can be a student's best friend in helping research topics. My point is that librarians are critical personnel in higher education and they should be viewed as partners in teaching. This is exactly

the theme of “Undergraduate Research Needs: Faculty-Librarian Collaboration to Improve Information Literacy in Policy Papers,” by Michelle C. Pautz and Heidi Gauder. They offer good insights into how to strengthen the partnerships of faculty with library staff.

Finally, this issue concludes with Michael Popejoy’s review of *American Surveillance: Intelligence, Privacy, and the Fourth Amendment*, by Anthony Gregory. Popejoy describes the book as “well-written, detailed, and painstakingly researched, especially in its focus on the legal and constitutional concerns of surveillance and privacy and current challenges to the Fourth Amendment.” For those interested in national securities issues, this is a book for you to read or use in class.

I hope you enjoy what you read in this issue. Equally important, I hope that for the nearly eight years under my editorship you have profited from the articles we have published and have in some way found them useful in being better teachers and scholars. I thank you for the privilege of having edited *JPAE* and look forward to what the new editors will do.

— *David Schultz*

CO-EDITOR

Journal of Public Affairs Education

HAMLIN UNIVERSITY

dschultz@hamline.edu

ABOUT THE EDITOR

David Schultz is a professor of political science at Hamline University and professor at the Hamline and University of Minnesota Schools of Law. He is a three-time Fulbright Scholar and the author of more than 30 books and 100+ articles on various aspects of American politics, election law, and the media and politics. Schultz is regularly interviewed and quoted on these subjects in the local, national, and international media, including the *New York Times*, *Wall Street Journal*, *Washington Post*, *Economist*, and National Public Radio. His most recent book is *Presidential Swing States: Why Only Ten Matter* (Lexington Books, 2015).

CALL FOR REVIEWERS

JOURNAL OF PUBLIC AFFAIRS EDUCATION

reviewer

OPPORTUNITIES

ARE AVAILABLE IN 2016-2017



JPAE

JOURNAL OF PUBLIC AFFAIRS EDUCATION

TO QUALIFY FOR A JPAE REVIEWERSHIP:

Update or Register

MANAGE YOUR JPAE PROFILE ONLINE AT:

edmgr.com/jpae

Make these profile updates:

- update your contact info
- update your personal interests
- register to become a reviewer

*Update
your profile
today!*

About Us

The Journal of Public Affairs Education (JPAE) is the journal of NASPAA, the membership association of graduate education programs in public policy, public affairs, public administration, and public & nonprofit management. More information about us is printed within this issue:

Subscription Information & Rates	inside front cover
Reproduction Policy	inside front cover
Mission Statements	p. 927
Information for Article Submissions	inside back cover

Contact Us

Online contacts. Send your questions, suggestions or comments to *JPAE*'s current editorial office housed at the Evans School of Public Policy and Governance of the University of Washington, located in Seattle, Washington, USA.

email address for questions, comments or suggestions	jpaeuw@uw.edu
article submission and peer review system	http://www.edmgr.com/jpae
follow us on Twitter	https://twitter.com/JPAEJournal

Find More

Find articles and more online. Access free *JPAE* articles from NASPAA's website or discover what is available at *JPAE* through independent sources:

articles	http://www.naspaa.org/initiatives/jpae/jpae.asp
abstracts	<i>JPAE</i> is abstracted or indexed in JSTOR, EBSCO, Google Scholar, and Education Full Text Index. ISSN 1523-6803 (formerly 1087-7789)
