

WEDNESDAY, OCTOBER 10 (Pre-Conference Workshops)

Accreditation Institute

Wednesday, 8:00 am – 4:00 pm

Join your peers for a full day designed to provide programs seeking (re)accreditation the tools to be successful in mission-driven, outcomes-oriented, evidence-based accreditation-earning program management. **Programs seeking (re)accreditation in the short-term – with self-study reports due in 2019 or 2020 – are especially encouraged to register for the Institute. It is also an excellent opportunity for programs interested in seeking accreditation to prepare for both the eligibility application and/or self-study report.** Program heads and faculty new to currently accredited programs are also welcome to learn about the expectations of accredited programs!

Based around an interactive, flipped classroom, the 2018 Institute will use a combination of video modules and experiential and skills-based learning to explore the NASPAA Accreditation Standards, including strategic program management, maintaining your mission and sustainable assessment, diversity and inclusion, and program best practices.

Doctoral Education Workshop

Wednesday, 10:00 am – 4:00 pm

The doctoral workshop is led by the chair of NASPAA's Doctoral Education Committee. In 2015 the committee opted to hold a doctoral workshop in lieu of a standalone conference, this option proved successful and we will be offering it again this year. If you are involved in doctoral education, you should consider attending. The workshop will cover information for new doctoral directors, current trends in doctoral education, inclusivity, and recruitment/retention of diverse populations.

Suzanne Beaumaster, University of La Verne

Goktug Morkol, Penn State Harrisburg

Global Short-Term Programs – Issues and Design

Wednesday, 10:30 am – 1:00 pm

Students best understand and learn about the global context of public services in a global setting, as experienced by the involved partner universities. Transnational intensive short-term programs of one or two weeks create a good environment in which students can be prepared to deal with challenges such as disruptions. It is about interdisciplinary competence building, which is particularly promoted by the transnational setting. The subject of the pre-conference workshop will be the content and didactic design of short term intensive programs (summer or winter schools), which the participating partners have carried out together over many years (mostly under the umbrella of European Erasmus programs).

Participants will learn to: structure short term programs to gain maximum result; choose appropriate teaching methods, e.g. problem based learning, service learning; and create a flexible, open minded teaching and learning atmosphere. Methods used include: inputs/presentation and poster session; discussions; and team sessions. The workshop is intended for persons who are in charge of exchange/short term programs, lecturer in exchange programs, and are internationally interested.

Doerte Busch, Berlin School of Economics and Law
Angelina Delgado, Baruch College, CUNY
Bertel De Groot, Ghent University
Frank Naert, Ghent University
Hong Bin Liao, Southwestern University of Finance and Economics

Moving from Diversity to Equity and Inclusion – Planning, Crafting and Implementing a Thoughtful, Measureable, and Effective (Diversity) Plan
Wednesday, 2:00 – 5:00 pm

In accordance with NASPAA Standards 3 (Matching Operations with the Mission: Faculty Performance) and 4 (Matching Operations with the Mission: Serving Students), programs conducting a self-study and/or seeking accreditation must demonstrate how they “promote diversity and a climate of inclusiveness” through the creation of an equity and inclusion plan. This 3-hour hands-on workshop provides attendees with tools to craft a meaningful, measureable, and effective diversity, equity and inclusion plan and offers strategies to aid faculty and program administrators in managing the challenges associated with issues of diversity within programs. Participants will learn how to: link diversity to program learning objectives; craft a diversity plan that addresses NASPAA Standards; develop a diversity plan that helps achieve the program, school, and university mission; articulate diversity within a global context; use the diversity plan to serve program stakeholders; and facilitate difficult, yet important, discussions in the classroom.

This unique and innovative workshop will be led by facilitators who are published in the areas of equity, diversity, and inclusion and bring a wealth of practical and scholarly knowledge to the session. Workshop participants will gain access to evidence based strategies as they develop foundational knowledge for the planning and implementation of equity and inclusion plans; outlining their own plans throughout the session. Additionally, attendees will have space to dialogue with the presenters and each other related to the specific challenges associated with their programs and/or in their classrooms. The workshop will embody traditional lecture, case studies, role playing, discussion, and group activities to advance knowledge for the development and implementation of a plan.

Tia Gaynor, Marist College
Brandi Blesset, Rutgers University, Camden
Bridgette Cram, Florida International University

NASPAA NEXT: A Leadership Development Institute for Public Affairs Education (invitation only)
Wednesday, 1:00 – 5:00 pm

NASPAA is excited to announce the third class of NASPAA NEXT at the 2018 NASPAA Annual Conference in Atlanta, GA. The four-hour workshop will provide emerging leaders in their departments or programs with practical tools that will enable them to become more engaged and dynamic members of their campuses and communities. Participation in NASPAA NEXT is by invitation only, and invitations are based on recommendations from deans and other senior faculty, professional reputation and scholarly research, as well as participation in NASPAA activities. The theme for this year's workshop is “The Path from Mentee to Mentor: Professional Development Strategies for Success in Academe”.

Madinah Hamidullah, Rutgers University, Newark
Lindsey McDougle, Rutgers University, Newark
Stephanie Newbold, Rutgers University, Newark

THURSDAY, OCTOBER 11

Comprehensive Schools Section Meeting

Thursday, 7:30 - 9:30 am

John Bartle, University of Nebraska at Omaha*
Sherry Glied, New York University*

Small Programs Section Meeting

Thursday, 7:30 - 9:30 am

William Hatcher, Augusta*
Mark D. Bradbury, Appalachian State University*

Standards Committee Meetings

Thursday, 7:30 - 9:30 am

Chandler Stolp, The University of Texas at Austin*

“Data Revolution” and Public Service Research: Training Students on Nontraditional Approaches to Analyze and Obtain Data

Thursday, 8:30 - 9:30 am

In this panel we propose a number of papers that explore innovative data sources, analytic techniques, and the use of these techniques to address and find solutions to pressing substantive problems--like erosion of government responsibility, inequality, or local government spending inequities,--which Vice President Biden described as the most pressing issues of our time at NASPAA 2017. Each paper discusses a data source or analytic approach and considers how they are used by both scholars and practitioners, while also specifically offering recommendations to how public affairs programs can implement these approaches in their curricula to produce a new generation of public servants prepared to harness the data revolution to improve public service and pursue the public good.

Susan Miller, University of South Carolina*
Christopher Witko, Penn State Harrisburg
Edward Lawson, Jr., University of South Carolina
Deborah A Carroll, University of Central Florida

Caitlin O'Donnell, Emory University
George A Krause, The University of Georgia
Roger Jin, The University of Georgia
L. Jason Anastasopoulos, The University of Georgia
Tima Moldogaziev, The University of Georgia
Tyler Scott, University of California at Davis

Election Administration Section Meeting

Thursday, 8:30 - 9:30 am

Kathleen Hale, Auburn University at Auburn*

Excellence in Diversity and Social Equity Practices

Thursday, 8:30 - 9:30 am

This panel is proposed by the NASPAA Diversity and Social Equity Committee to celebrate the winners of the diversity and social justice in the curriculum awards over the past few years. Mohamad Alkadry will discuss the diversity plan at the University of Connecticut and the climate study and diversity report. Tia Gaynor will discuss exposure to social justice within their MPA curriculum as a critical component to helping students build the skills necessary to engage in public work. Thomas Craemer will present an analysis of political goals in organizational diversity actions.

Mohamad Alkadry, University of Connecticut*
Blue Wooldridge, Virginia Commonwealth University
Tia Sherèe Gaynor, Marist College
Thomas Craemer, University of Connecticut

Facilitation and Dialogue: Teaching our students facilitation and dialogue skills in disruptive times

Thursday, 8:30 - 9:30 am

This panel addresses the need for MPA programs to provide students with opportunities to develop their convening and facilitation skills. We propose that learning to convene and facilitate has broad relevance for practice because it mirrors the skills needed for effective management and leadership in the public sphere. To address this opportunity, we trained students in facilitation and dialogue. We present findings of student experience and self-reflection in planning and public administration classrooms where facilitation techniques and processes are incorporated with content.

Jane Hansberry, University of Colorado Denver*
Maja H. Holmes, West Virginia University
Mary McCarthy, retired K-12 educator
Rob Alexander, James Madison University

From Chalkboard to Blackboard: Engaging Disruption to Advance Student Learning in a Disruptive State.

Thursday, 8:30 - 9:30 am

Our highly disruptive, modern world has the potential to stymie individual action for change and/or resolution. The mission of graduate programs in public affairs is to create thoughtful and compassionate leaders, skilled in deciphering information from multiple sources, with the ability to parse data effectively and reliably, in order to formulate solutions to complex policy problems. Challenging students in public affairs programs consistently through interruption and disruption in the classroom provides them the opportunity to practice response for the real-world experiences in public management, budgeting and policy development that they will inevitably face.

Katherine Willoughby, The University of Georgia*
W. David Bradford, The University of Georgia
Gregory D. Streib, Georgia State University
Hai (David) Guo, Florida International University
Marilyn Rubin, John Jay College of Criminal Justice, CUNY
Charlyn Hilliman, Capella University
Chul Hyun Park, University of Arkansas at Little Rock

Global Perspective on Educating for Governance in Disrupted States

Thursday, 8:30 - 9:30 am

This session answers the question, “How might we educate for governance in disrupted states” by inviting the perspective of programs based in the Global South. It is NOT a panel session; we instead propose to host room of round-table discussions led by representatives of Public Administration Schools from the Global South who will share their perspective on their practice of teaching and learning in these complex times and with various forms of disruption (economic, political, social). Participants will participate in 3 rounds of @ 20 minutes each to learn and discuss the ways that public administration schools are educating their graduates in from other countries.

Chris Cartwright, Intercultural Communication Institute*
Nadia Rubaii, Binghamton University
Aziza Zemrani, The University of Texas Rio Grande Valley

Local Government Management Education Section Meeting

Thursday, 8:30 - 9:30 am

Robert Blair, University of Nebraska at Omaha*

Trends in Graduate Programs in Public Affairs Education: Public Administration and Public Policy Degrees

Thursday, 8:30 - 9:30 am

Panelists will discuss the historical evolutions of MPA and MPP programs, the market demands for and enrollment trends in these programs and similar others, and the curricular similarities and differences between them. Empirical findings suggest that the seeming conflicts in the trends in the PhD degrees earned in public administration and policy on the one hand and the enrollment trends in MPA and MPP programs on the other diminish at the curricular level. The competency area that is increasingly important in both types of programs is methods and analysis. Panelists will present an example of programmatic changes in this area.

Goktug Morcol, Penn State Harrisburg*
Adam Williams, University of Illinois Springfield
Derek Slagle, University of Arkansas at Little Rock
Michele Tantardini, Penn State Harrisburg
Triparna Vasavada, Penn State Harrisburg

Undergraduate Committee Meeting
Thursday, 8:30 - 9:30 am

Madinah F. Hamidullah, Rutgers University- Newark*

Opening Plenary
Thursday, 9:45 - 11:30 am

Join us for opening remarks and keynote on this year's theme - Making a Difference: Good Governance in Disrupted State(s).

2nd Annual Sen. George Voinovich Public Innovation Challenge
Thursday, 11:15 am - 12:15 pm

Times of disruption often stimulate new ideas and approaches! In this dynamic session, three universities will compete for a chance to win a \$3,500 award in this second annual public innovation challenge. These finalists were selected from a competitive pool based on the creativity and impact of their new approach to curriculum, program administration, revenue generation, or community engagement. We hope you will join us to learn more about these cutting edge programs!

Mark Weinberg, Ohio University*

Beyond the Classroom Doors: Strategies that foster a climate of cultural competence and inclusiveness in a socially, economic and politically disruptive state of affairs
Thursday, 11:15 am - 12:15 pm

The overall question posed in this panel is: What are the strategies that MPA/MPP program directors and faculty in varying institutional settings can implement to foster a climate of cultural competence

and inclusiveness in a politically disruptive state of affairs? The contributors to this panel, MPA Directors and Chairs, look “beyond the classroom doors” to discuss the challenges, plans of actions and policies (program and/or institutional) that may be used to achieve program diversity objectives.

Helisse Levine, Long Island University, Brooklyn*
Hillary J. Knepper, Pace University
Maria DAgostino, John Jay College of Criminal Justice, CUNY
Fatima B. de Oliveira, Fundacion Getulio Vargas
Karina Moreno, Long Island University, Brooklyn

Community-Engaged Programs at Urban-Serving Universities

Thursday, 11:15 am - 12:15 pm

Given their locations, public affairs programs at urban-serving universities often have a wealth of potential opportunities to create partnerships with local groups and organizations. Yet creating sustainable partnerships that benefit all parties involved is often a significant challenges. Our panelists will discuss the opportunities and challenges that they have faced in attempting to forge partnerships in Philadelphia, Atlanta, Indianapolis, and New York City, among other places.

Richardson Dilworth, Drexel University*
Doug Noonan, Indiana University-Purdue University Indianapolis
Rachel Meltzer, The New School
Kimberly Isett, Georgia Institute of Technology
Stephen Percy, Portland State University

Data Committee Meeting

Thursday, 11:15 am - 12:15 pm

Michael A. Shires, Pepperdine University*

Executive MPA Committee Meeting

Thursday, 11:15 am - 12:15 pm

Henry Brady, University of California, Berkeley*
Jane Mauldon, University of California, Berkeley

Information and Data Literacy for Good Governance in the MPA Curriculum

Thursday, 11:15 am - 12:15 pm

Public managers face challenges associated with using increasing amounts of data to make decisions and design policy, involving technical, organizational and contextual factors. Current trends of Internet of Things and Big Data had brought a renewed attention to the need of filtering and discovering new

insights and patterns in large unstructured datasets to improve policy and decision making. This panel will introduce current practices that incorporate technology, data and other relevant competencies into the MPA curriculum, as well as current challenges, results, and a vision on additional ways of enriching the curriculum to better prepare current and future public managers.

Luis Luna-Reyes, University at Albany, SUNY*
Donald Siegel, Arizona State University
Erika Martin, University at Albany, SUNY
Gregory Porumbescu, Rutgers University, Newark

Is Civility Dead? Free Speech and Political Dissent in the Classroom and Workplace
Thursday, 11:15 am - 12:15 pm

How and to what extent are the norms relating to free speech and civil discourse changing in public administration and public affairs classrooms and workplaces? With recent controversies around the expansion and limitation of free speech on college campuses, the “weaponization” of free speech as a means of advancing political aims, and the ongoing political polarization of the citizenry are challenging the abilities of educators and practitioners to carry on the free exchange of ideas. Panelists and the audience will grapple with the legal, political, cultural and practical dimensions of civility and free speech with a particular focus on preparing and supporting public administrators in both classroom and workplace settings.

Christopher Koliba, The University of Vermont*
David Y. Miller, University of Pittsburgh
Heather Getha-Taylor, The University of Kansas
David H. Rosenbloom, American University

Messages, Mocking and Misconceptions: Understanding the Power of Narratives by and about Nonprofits.
Thursday, 11:15 am - 12:15 pm

A few key words can distill a message down to a convincing slogan that turns stakeholders toward or away from a management or policy option. This panel examines various forms of micro and macro narratives by and about nonprofits. Panelists will discuss how micro-narrative competency can be used by nonprofits as effective sloganeering; how media messages about nonprofits appears appear to be shifting; and how misconceptions about the field hinder the profession. The focus will be on how to engage students to more closely examine narratives and to improve their competencies in attempting to control them.

John Casey, Baruch College, CUNY*
Renee A. Irvin, University of Oregon
William Brown, Texas A&M University
Matthew Hale, Seton Hall University

Politics, Polarization & Loss of Trust in Public Institutions: How We Move Forward As Policy Educators (Deans' 1)

Thursday, 11:15 am - 12:15 pm

Declining public trust in public institutions, including in colleges and universities, is a major topic of discussion in news media, is fodder for broadsides against the value of higher education and of civic institutions, and is documented in various public opinion polls. This panel, featuring leaders of public affairs institutions, considers whether our programs are adequately preparing our students for work and for public service at a time of increasing skepticism of public institutions. An overarching aim of the panel is to promote a broader conversation among NASPAA member institutions about this important topic, beginning with audience members who will attend this session. The panel hopes to galvanize interest in how public affairs programs can and must adapt their pedagogical and curricular strategies to prepare students to engage citizens who have widely different lived experiences, backgrounds, and belief systems.

This panel is a part of the five part series Enhancing Education for Disrupted States: The Deans' View.

Matthew Auer, The University of Georgia*

Angela Evans, The University of Texas at Austin

Sherry Glied, New York University

Michael McGuire, Indiana University, Bloomington

David Swindell, Arizona State University

Preparing Leaders for a Turbulent World

Thursday, 11:15 am - 12:15 pm

We live in a turbulent world. This is not news. In 1971, Professor Donald Schön observed that the age of the "stable state" was past, and that public servants should learn how to "understand, guide, influence and manage . . . continuing processes of transformation." But have we met that challenge? Do professional programs in public service provide the theory and skills needed to anticipate and respond properly to large-scale societal changes? This panel will offer perspectives from different parts of the domain of public service education. Each panelist will consider whether the curriculum in their part of the domain is adequate in preparing students for service in turbulent world, and how it could be improved.

Alasdair Roberts, University of Massachusetts, Amherst*

Lan Xue, Tsinghua University

Jennifer Murtazashvili, University of Pittsburgh

Charles Doran, Johns Hopkins University

Tina Nabatchi, Syracuse University

The construction of disrupted states in US Territories

Thursday, 11:15 am - 12:15 pm

Although the American territories have attained some degree of self-government, they remain very dependent on federal funds. The presentations will examine the role of federal programs in the construction of disrupted states in the territories of Puerto Rico, Guam and the Federated States of

Micronesia and the role of public affairs education in the administration of those island nations. The panelists will address the following topics: (1) "The role of public affairs education on US federal assistance in Guam and the Federated States of Micronesia" and (2) Austerity policies as a disruptive policy force in Puerto Rico.

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

NASPAA Awards Luncheon
Thursday, 12:30 - 2:00 pm

Congratulate this year's NASPAA Awards winners and hear from our keynote, Raphael Bostic, President and CEO of the Federal Reserve Bank of Atlanta.

Sponsored by:

Indiana University, School of Public and Environmental Affairs

Communicating Program Effectiveness to State Policymakers
Thursday, 2:15 - 3:15 pm

Despite the nation's overall recovery from the Great Recession on 2007-08, states continue to struggle to balance citizen pressure for lowering taxes with meeting spending demands. In general, public funding for institutions of higher education has been cut significantly. According to the Center for Budget and Policy Priorities, state funding of two and four-year public institutions are about \$9 billion below 2008 levels, after adjusting for inflation. This panel discusses strategies used by MPA Programs to demonstrate program impact to external stakeholders as a tool for gaining programming support.

Craig Maher, University of Nebraska at Omaha*
Daniel Smith, University of Delaware
Carrie Nordlund, Brown University
Doug Goodman, The University of Texas at Dallas

Crossing Boundaries and Building Bridges: A Roundtable on Approaches to Integrate Scientific and Technical Expertise into Graduate Policy Training
Thursday, 2:15 - 3:15 pm

In our technology-driven world, it is increasingly important for policy practitioners not just to master the traditional tools and content central to policy analysis and public administration but also to possess scientific and technical knowledge in areas like cybersecurity, bioethics, and sustainability. For a variety of reasons, training students to bridge this policy/science divide is challenging. This roundtable brings together panelists using several distinct approaches to meet this challenge and explores the strengths and weaknesses of each to facilitate continued development of scientifically- and technologically-skilled policy practitioners critical for good governance in the 21st century.

Kaye Husbands Fealing, Georgia Institute of Technology*
Milton Mueller, Georgia Institute of Technology
Michael "Buz" Waitzkin, Duke University
Aaron Levine, Georgia Institute of Technology
Nelson Baker, Georgia Institute of Technology
Jackie Speedy, Carnegie Mellon University

Embedding Climate Change Adaptation Interventions in the MPA/MPP Curriculum: Experiences and Lessons in Africa's Semi-Arid Regions

Thursday, 2:15 - 3:15 pm

To address the adverse effects of climate change and vulnerabilities to climatic conditions, Africa's semi-arid regions have designed neoliberal-inspired programs that create conflict and compromise development. What do these issues imply for the design of the MPA curriculum? Taking advantage of indigenous approaches to problem-solving, we interrogate the quality of MPA/MPP education and analyze programs in four countries to determine how interest in climate change is being embedded in the MPA/MPP curriculum.

Peter Haruna, Texas A&M International University*
Bakry Elmedni, Long Island University, Brooklyn
Andrew I. Ewoh, Texas Southern University
Genevieve Meyers, University of Detroit Mercy

From Katrina to María. Lessons from the frontline for public affairs education

Thursday, 2:15 - 3:15 pm

The disasters left behind the 2017 hurricane season constitutes an opportunity for public affairs programs to reflect on the lessons learned and applied. This panel integrates the frontline experience of NASPAA programs in New Orleans, Houston, Orlando and Puerto Rico convened to reflect on the challenges and opportunities for policy making, research and public affairs education. The discussion will focus on new approaches to emergency preparedness and responses, intergovernmental and community networks in the response and recovery periods, rethinking the role of the federal government in disaster prevention and response, and the social basis of natural disasters.

Palmira Rios, University of Puerto Rico - Rio Piedras Campus*
John Keifer, University of New Orleans
James H. Thurmond, University of Houston, Central Campus
Denise Thompson, John Jay College of Criminal Justice, CUNY
Jacqueline Abernathy, Tarleton State University

Innovative Global Collaborations Across MPA/MPP Programs

Thursday, 2:15 - 3:15 pm

Over the past decade, the greatest growth in MPA and MPP programs anywhere in the world has occurred across Asia, particularly in China but extending to places as diverse as Singapore and Kazakhstan as well. Programs in many Western institutions have, in turn, continued to internationalize, both in terms of their curricula and diversity of their student body. This panel explores some innovative partnerships between Asia and other regions of the globe that are emerging over this period of significant change. It explores several dual degree partnerships, examining their value proposition for students, the curriculum issues that have arisen and the broader significance of the partnerships for program design and management.

Scott Fritzen, University of Washington*
Sandra O. Archibald, University of Washington
Lan Xue, Tsinghua University
Suzaina Kadir, National University of Singapore
Weng Tat Hui, Nazarbayev University

Integrating Public Service Values and Ethics in Public Affairs Curriculum
Thursday, 2:15 - 3:15 pm

NASPAA Guidelines stress the importance of incorporating public service values. A recent study, however, indicates that in many programs, public service values are incomplete, not consistently covered in the teaching of core competencies, and not clearly linked to standards of ethical behavior. Although NASPAA defines competency as being “capable of acting ethically and effectively in pursuit of the public interest,” the ethical dimension of most universal competencies is not clearly identified. This panel will present reports from programs that provide strong and positive examples of how values and ethics can be integrated across the competencies.

James Svava, The University of North Carolina at Chapel Hill*
Robert Shepherd, Carleton University
Bradley Chilton, The University of Texas at El Paso
Viviane Foyou, The University of Texas at El Paso
Richard M. Jacobs, Villanova University

New Frontiers of social equity, diversity, and inclusion in MPA programs
Thursday, 2:15 - 3:15 pm

Students of public administration need to understand what social equity, diversity, and inclusion (SEDI) mean and how to promote SEDI throughout public service. Classrooms should also model what they teach. This panel features three presentations from five academics across five campuses. The presenters discuss on-going SEDI projects they designed and strategies to incorporate these projects into classrooms: 1) ally trainings for SEDI, one of which the authors devised and coordinated as a Presidential Panel for ASPA 2018; 2) better educating leaders on SEDI in MPA classrooms within Hispanic-serving institutions; and 3) fostering SEDI within classrooms themselves, especially for non-traditional students.

Sean McCandless, University of Colorado Denver*
Rashmi Chordiya, The University of Texas at Dallas
Beth Rauhaus, Texas A&M University-Corpus Christi

Nicole Elias, John Jay College of Criminal Justice, CUNY
Peter Federman, The University of Kansas
Meghna Sabharwal, The University of Texas at Dallas

Promoting Engaged, Policy-Relevant Scholarship in the Academy: Crafting Durable Solutions (Deans' 2)
Thursday, 2:15 - 3:15 pm

Schools of public affairs were founded to advance teaching and scholarship related to the practice of public policy and administration, but there are tidal forces in the academy that push scholarly output and sometimes scholars themselves to work that attends more closely to academic values than to professional utility. Are these audiences and purposes necessarily in tension? What approaches have institutions embraced that hold the greatest promise for balancing the rigorous demands of the academy with our founding mission of sustaining a field of practice? How can we best ensure that the work our faculties produce will find expression in improved policymaking and administration?

This panel is a part of the five part series Enhancing Education for Disrupted States: The Deans' View.

David Birdsell, Baruch College, CUNY*
Don Siegel, Arizona State University
John Bartle, University of Nebraska at Omaha
Laura Bronstein, Binghamton University
Trevor Brown, The Ohio State University
Rosemary O'Leary, The University of Kansas

Teaching and Constructing Our Curriculum for Student Success in Disrupted State(s): Helping Executives Develop the Thinking to Lead in Turbulent Times
Thursday, 2:15 - 3:15 pm

Change and disruption are normal states of being for students in Executive MPA programs. Far from expecting crisis, public service leaders work in environments marked by uncertainty daily. Program directors are continuously searching for ways prepare leaders for a world marked by incivility, distraction, and complexity. Successful programs meet this challenge through curricula and assessment tools to help students recognize the impact disruption has on thinking, decision-making, and managing programs. This panel features representatives from programs who have been able to transform the thinking necessary to create mindful, authentic leaders who lead effectively in a disorderly world.

Patrick Malone, American University*
Paul Teske, University of Colorado Denver
Jane Mauldon, University of California, Berkeley
Annie Campbell Washington, University of California, Berkeley
Ruth Zaplin, American University
Henry Brady, University of California, Berkeley

Teaching Public Administration at the Undergraduate Level – How are we ensuring these future public servants are prepared?

Thursday, 2:15 - 3:15 pm

This panel will discuss how different undergraduate public administration programs are developing curriculum to better prepare future public service professionals to work in today's public sector. Regardless of whether students choose to work in the public, private, or nonprofit sector, they will be prepared with the knowledge, skills, and attitudes necessary to be successful public servants. They will also be armed with the ethical principles of integrity, benevolence, fairness, and social justice in order to earn and maintain the public trust.

Stephanie Krick, University of Central Florida*
Ashley Nickels, Kent State University
Daniel Seigler, University of Central Florida
Vickie Edwards, Western Michigan University
Madinah F. Hamidullah, Rutgers University- Newark

The Current State and Future of Public Affairs Internships

Thursday, 2:15 - 3:15 pm

We will examine the current practice and knowledge of NASPAA Schools use of internships; current structures, purposes and student/organization impacts. We will then examine the internship models of four NASPAA schools and talk with their internship directors concerning their structure, process, issues, successes and challenges. This will be followed by an open discussion of the challenges of internships (i.e. unpaid versus paid internships, credits, evaluations) and other issues brought up by attendees for discussion.

David Garvey, University of Connecticut*
Kathleen Hallihan, The Ohio State University
Shajuana Isom-Payne, Virginia Commonwealth University
Signe Bell, University of Delaware
Denise Burchard, Northern Illinois University

Engaging with Local Governments -- Promises and Pitfalls

Thursday, 3:30 - 4:30 pm

Many NASPAA Schools work with the Federal Government and with State Governments, but there are also very robust ties between NASPAA Schools and local governments. In an era of partisanship at the Federal and State levels, local governments may offer new opportunities for collaboration and engagement. This panel will discuss strategies Schools use in interacting with local governments, and the benefits and challenges of these relationships.

Sherry Glied, New York University*
Roland Anglin, Cleveland State University
Jack Knott, University of Southern California
Charles E. Menifield, Rutgers University, Newark
Sally Wallace, Georgia State University

Fulbright Experiences: Expanding Boundaries and Building Partnerships

Thursday, 3:30 - 4:30 pm

The Fulbright Scholar Program offers academics and administrators of American universities the opportunity to internationalize their experiences professionally and academically, as well as their home institutions. This presentation will guide attendees in identifying opportunities and will make suggestions as to how to be successful in a proposal. The session will also highlight examples of public policy projects the Fulbright program has funded, particularly those in geographical regions where curriculum development, teacher training, and student mentoring are in high demand. Finally, this session will highlight one of our newest opportunities, the Fulbright Public Policy Fellowship.

Lee Rivers, Institute of International Education*
George Bogden, Hudson Institute
Kaitlin Taylor, Institute of International Education

Historical Implications of Income Inequality and How These Issues are Addressed and Taught About in our Schools

Thursday, 3:30 - 4:30 pm

Summary will be updated.

Richardson Dilworth, Drexel University*
Catherine Horiuchi, University of San Francisco

Incorporating Public Procurement in Academia: Prepare Students for Success!

Thursday, 3:30 - 4:30 pm

The panel raises awareness on the importance of public procurement in general and sustainable procurement in particular in MPA curricula with examples from two universities in the USA. It also underlines the current state of the topic within public administration research and demonstrates its importance to achieve varying policy goals and how those should be emphasized within the teaching process.

Shaoming Cheng, Florida International University*
Ana Maria Dimand, Florida International University
Clifford McCue, Florida Atlantic University
Evelyn Trammell, Florida International University
Joshua Steinfeld, Old Dominion University

Increasing the Number and Percentage of Underrepresented Minority (URM) Faculty in MPA/MPP Faculties by creating NASPAA PhD Pathways

Thursday, 3:30 - 4:30 pm

Many MPA/MPP core faculties are in the need of more URM faculty. Additionally, how does NASPAA attract more URM into our doctorate programs. We will explore how a NASPAA PhD pipeline project can assist in the recruiting, retention, and ultimately the hiring URM faculty.

Blue Wooldridge, Virginia Commonwealth University*
Simone Gbolo, Public Policy International Affairs Program (PIIA)
David Marshall, Network of Schools of Public Policy, Affairs, and Admin
Lemuria D Carter, University of New South Wales
Jessica Mason, Virginia Commonwealth University

Minnowbrook at 50: Rethinking the Administrative State in an Era of Disruption
Thursday, 3:30 - 4:30 pm

In 1968, Dwight Waldo organized a conference of scholars who set out to revolutionize public administration and highlight the importance of the administrative state for democracy. That conference, known as Minnowbrook I, is widely recognized as a watershed moment that launched the New Public Administration movement. This summer the Maxwell School will celebrate the 50th anniversary of Minnowbrook with a small gathering of scholars and practitioners who will seek to push the field in new and interesting ways. At NASPAA, we will recap our discussions and invite a broader audience to reflect and comment on the Minnowbrook at 50 themes.

Julia Carboni, Syracuse University*
Tina Nabatchi, Syracuse University
Robert Bifulco, Syracuse University

Nonprofit Management at the heart of Public Service Education
Thursday, 3:30 - 4:30 pm

Modern public service has evolved to cross sectors and borders, and led to developments in program pedagogy, most strikingly seen in student outcomes through the wide reach of public service careers. Over the last several years, the nonprofit sector has proven to be the single largest employer of graduates, with one-quarter of new graduates of accredited program. While NASPAA's mission- and outcomes-based accreditation process implicitly embraces programs with different approaches to achieving excellence in education for the public good - be they through the focus of the degree or strong concentrations - the NASPAA Standards Colloquium is exploring how the Standards reflect the broad aspirations of global accredited programs and their graduates. This panel will explore how nonprofit management programs, or programs with a strong emphasis on nonprofit management, can be successful in the accreditation process, present possible nonprofit management-focused student learning objectives, as well as discuss how NASPAA can better integrate nonprofit management into its core.

Heather Hamilton, Network of Schools of Public Policy, Affairs, and Admin*
Angela Eikenberry, University of Nebraska at Omaha
Mary A. Feldheim, University of Central Florida
David Campbell, Binghamton University

Preparing Students for Accelerating Technological Disruptions

Thursday, 3:30 - 4:30 pm

ASPA's Section on Science and Technology in Government will be discussing the need to educate students to be prepared to manage and lead in an environment where new technologies are creating much disruption. Attendees will hear a vibrant discussion on incorporating a theoretical and practical understanding of topics such as transparency, big data, m-government, open data, civic hacking, e-participation, and social media; and their connection to creating public value. Examples of course design and outputs, as well as case studies will be used.

Georgette Dumont, University of North Florida*
Marc Holzer, Suffolk University
James Melitski, Marist College
Aroon P. Manoharan, University of Massachusetts Boston
Sherri Greenberg, The University of Texas at Austin
Nidhi Mali, University of Mississippi

Public Service Education in Disrupted States: Challenges and Opportunities

Thursday, 3:30 - 4:30 pm

This panel addresses the issues of sound governance and public service education in disrupted states. Disrupted states across the world have increased in number, scope, and characteristics in the twenty-first century. Failure of "good governance has meant what is good for some has been disaster for others," while public service education has suffered enormously as the normal functioning of the states in crisis have been disrupted and human lives endangered. This panel explores the key "challenges" facing such disrupted states, and suggests "opportunities" for "sound governance" and public service education to help prepare new generations in public service and leadership across the world.

Ali Farazmand, Florida Atlantic University*
Curtis Ventriss, The University of Vermont
Demetrios Argyriades, John Jay College of Criminal Justice, CUNY
Frances L. Edwards, San Jose State University

Research Committee Meeting

Thursday, 3:30 - 4:30 pm

David Van Slyke, Syracuse University*

What I Wish I Knew: A Conversation with 4 Seasoned Deans and Directors

Thursday, 3:30 - 4:30 pm

Four seasoned Deans/Directors reflect on what they wish they knew about academic leadership/administration before they signed up for the job! Topics covered will include:

- What do you wish you had known about what motivates faculty?
- What do you wish you had known about how to build a positive organization culture?
- What do you wish you had known about fundraising?
- What do you wish you had known about USNews rankings?
- What do you wish you had known about cultivating a successful staff?
- What do you wish you had known about building student success?

Interactive audience participation encouraged.

Rosemary O'Leary, The University of Kansas*
Ethel H. Williams, University of Nebraska at Omaha
H. Brinton Milward, The University of Arizona
Laura Bloomberg, University of Minnesota
Sandra O. Archibald, University of Washington

Building and Designing Public Affairs Programs

Thursday, 4:45 pm - 5:45 pm

This panel presentation will cover best practices for Building and Designing Public Affairs programs with stakeholder engagement.

Stacy Drudy, Network of Schools of Public Policy, Affairs, and Admin*
David Birdsell, Baruch College, CUNY
Michael A. Shires, Pepperdine University

Challenges to MPA Education in a Fast Changing World

Thursday, 4:45 pm - 5:45 pm

Globalization and other forces have led to continuous reforms in countries around the globe in recent years. These reforms are creating demand for employees with different understandings and skills. This panel will explore changes MPA programs are facing in countries that have experienced significant rapid economic development and reforms during the last decade.

J. Steven Ott, The University of Utah*
Verna Smith, Victoria University of Wellington
Vu-Thanh Tu-Anh, Fulbright University Vietnam
Wei Yu, Shanghai University of Finance and Economics
Lina Svedin, The University of Utah

Data Analysis and Visualization Skills: Selecting Pedagogical Approaches and Software to Advance Student Competencies

Thursday, 4:45 pm - 5:45 pm

MPA/MPP students rely upon the development of data analysis competencies to contribute to evidence-based decisions in public management and policy. How are MPA programs teaching these competencies? Are they making use of the many new pedagogical tools and practices available? While

many workplaces continue to rely upon Excel for most data analysis, many programs train students in more powerful software including STATA and SPSS. Others introduce students to R as a free open-source software packages, or introduce students to data visualization applications. This panel explores the question of statistical pedagogies and software choice for data analysis in MPA/MPP programs.

Eric Zeemering, The University of Georgia*
Andrew Whitford, The University of Georgia
Daniel Smith, University of Delaware
Dave Marcotte, American University
Genie Stowers, San Francisco State University
Aaron Deslatte, Northern Illinois University

Emerging Innovations: New Developments in Integrating Engineering Into Masters of Public Policy and Masters of Public Administration Programs (Deans' 5)

Thursday, 4:45 pm - 5:45 pm

This session will focus on the opportunities and challenges associated with integrating engineering concepts and tools into our master's programs. The first talk will focus on a Sloan Foundation initiative to support this integration at representative NASPAA institutions. The remaining talks will provide examples at Georgia Tech and the University at Albany, SUNY, respectively, of existing programs that have achieved such integration.

This panel is a part of the five part series Enhancing Education for Disrupted States: The Deans' View.

Don Siegel, Arizona State University*
Kaye H. Fealing, Georgia Institute of Technology
Laura Steinberg, Syracuse University
R. Karl Rethemeyer, University at Albany, SUNY
Sandra O. Archibald, University of Washington

Engaged (Public) Service-Learning in an Age of Disruption

Thursday, 4:45 pm - 5:45 pm

The proposed panel considers models for engaging students in curricular or co-curricular service-learning type experiences that connect training to the professional public affairs community. This panel will discuss how service learning approaches might prepare students to manage the complexities of an increasingly globalized, diverse society characterized by often corrosive political tensions and rapid technological change. It will confront the risks that the "age of disruption" may pose to students and programs involved in service learning, and considers how to design and support effective student engagement.

Juliet Musso, University of Southern California*
Dora Vertenten, University of Southern California
Kathleen Connors, University of Minnesota
LaVonna Blair Lewis, University of Southern California
Robert Engel, The George Washington University

Inspiring Latino Youth and Young Adults to Have Careers in Public Service – Building A Partnership Between NASPAA and the HACU (Hispanic Association of Colleges and Universities)

Thursday, 4:45 pm - 5:45 pm

Summary will be updated.

Palmira Rios, University of Puerto Rico - Rio Piedras Campus*
Antonio R. Flores, Hispanic Association of Colleges and Universities
David Marshall, Network of Schools of Public Policy, Affairs, and Admin
John Moder, Hispanic Association of Colleges and Universities

Making a Difference: Translating Research & Learning into Policy Solutions

Thursday, 4:45 pm - 5:45 pm

A session on advancing public policy through engaged learning, policy research and policy impact. Audience members will be challenged to think about how we can create deliberate and mutually beneficial interactions between policy-engaged people and organizations and our faculty and students.

Elisabeth Gerber, University of Michigan, Ann Arbor*
Andrew Pennock, University of Virginia
David Lehrer, Government Accountability Office
Kirsten Gelsdorf, University of Virginia
Eric Patashnik, Brown University
Eric Beinhart, U.S. Department of Justice
Ann Troutman, University of Virginia
Aimee Falkum, Syracuse University

Misinformation and the Disruption of Public Affairs and Citizenship: Curricular Innovations to Prepare Public Servants and Citizens for the 21st Century Information Landscape

Thursday, 4:45 pm - 5:45 pm

Misinformation and fake news have proven remarkably disruptive to politics and political discourse, public service, elections, public understandings of government, and relations between nations. The environments in which public servants and citizens now operate are more saturated with flawed information than at any time. This Roundtable will examine the scope and nature of these dynamics, both domestically and internationally, the competencies citizens and public servants need to effectively navigate these dynamics, and most importantly, innovative curricular approaches to develop those competencies and prepare students for this information environment.

Michael Landon-Murray, University of Colorado Colorado Springs*
Amanda Martinez, Davidson College
Edin Mujkic, University of Colorado Colorado Springs
Jonathan Anzalone, Stonybrook University

MPA and MPP Program Branding Across the Spectrum: The Why and How of Strategic Brand Management in the 21st Century

Thursday, 4:45 pm - 5:45 pm

MPA and MPP programs' brands are vital in the 21st century, and are directly connected to program design and management. A program's brand impacts the ability to recruit and retain faculty, students, and community partners. This panel showcases how small, medium, and large NASPAA-accredited programs strategically manage their programs' brands. Topics include conducting a brand audit, stakeholder configurations' impact on brand, managing a named school brand, and navigating the rebranding process.

Anthony Campbell, Tennessee State University*
Shaye Olmstead, Tennessee State University
William S. Hatcher, Augusta University
Meagan Van Gelder, University of Nebraska at Omaha
Libby Hilf, University of Pittsburgh

Policy Issues Committee Meeting

Thursday, 4:45 - 5:45 pm

Donald F. Kettl, University of Maryland, College Park*

Risk Governance and Strategies for Addressing the Challenges of a Disrupted State

Thursday, 4:45 pm - 5:45 pm

Natural, technological or other human-induced disasters disrupt governmental functions and produce widespread adverse effects for communities. Recently, Hurricanes Harvey, Irma and Maria devastated several states in the US. It is the essential role of government to implement policies that effectively manage crises and disasters and their associated consequences. Governance surrounding hazards and risk management is challenging for a number of reasons, one of which being policy and administrative systems are designed in a domain-specific fashion with attendant specialized disciplinary knowledge and vernacular. This panel highlights how educational programs address the challenges posed by disruption of major disasters.

Naim Kapucu, University of Central Florida*
Abdul-Akeem Sadiq, University of Central Florida
Brian Gerber, Arizona State University
Tonya Neaves, George Mason University

Evening Reception

Thursday, 6:30 - 9:30 pm

Join us at the Center for Civil and Human Rights. All conference attendee welcome!
Sponsored by:

Georgia Institute of Technology, School of Public Policy
Georgia State University, Andrew Young School of Policy Studies
University of Georgia, School of Public and International Affairs

FRIDAY, OCTOBER 12

Behavioral Science and Public Administration

Friday, 8:00 - 9:00 am

Recently, public administrators have started to use the theoretical insights from the behavioral sciences along with the methodological simplicity and rigor of randomized controlled trials to improve the efficacy of policy interventions and service delivery. This panel will introduce the theory behind “nudges” along with several applications from the public sector. Next, the panel will ask what MPA coursework is helpful to those who want to use behavioral science in the public sector and what training might be added to current curricula. Finally, the panel will ask how one connects the advances in the field with the research community.

Leonard M. Lopoo, Syracuse University*
Robert Bifulco, Syracuse University
Stephanie Wilcoxon, Behavioral Insights Team, North America
Gregg Van Ryzin, Rutgers University, Newark

Budget & Financial Management Section Meeting

Friday, 8:00 - 9:00 am

Kurt Thurmaier, Northern Illinois University*

Challenges to Strategic Planning and Efforts to Build Governance in the Latin American and Caribbean Context

Friday, 8:00 - 9:00 am

This panel will look at strategic planning and efforts to build governance in contexts featuring weak institutional structures, social conflict, social disruption and natural disasters. Hiram Angel, president of INPAE will reflect on the challenges of strategic planning of this institution in a region that continues to struggle with governance. Palmira Rios of Universidad de Puerto Rico will look at new forms of governance being built in Puerto Rico in the aftermath of the hurricanes. Josefina Bruni Celli will analyze challenges faced by IESA to position itself both nationally and internationally in the context of an increasingly disrupted national state. Denis Guimaraes of Universidade Catolica de Brasilia will examine Brazil's huge institutional challenges since the beginning of the anti-corruption “Operation Car Wash”.

Josefina Bruni-Celli, Instituto de Estudios Superiores de Administración-IESA*
Hiram Angel, Universidad de Guadalajara
Palmira N. Rios, University of Puerto Rico - Rio Piedras Campus
Denis Guimaraes, Universidade Catolica de Brasilia

Connecting Technology, People and Policy in Smart Cities

Friday, 8:00 - 9:00 am

Cities are at a crossroads of contrasts - many are growing while some of their residents are left behind. What can universities play in advancing the “smart” in smart cities, and specifically, what role should public affairs education play? This panel will explore these and other issues related to the goal of connecting technology, people and policy in smart cities and provide a guide to best practice for a new Operating System (O/S) for creating truly smart cities.

Karen Lightman, Carnegie Mellon University*
Debra Lam, Georgia Institute of Technology
Neil Kleiman, New York University
Mike Carnathan, Atlanta Regional Commission
Varun Rai, The University of Texas at Austin

Diversity, Equity, and Inclusion in Public Affairs Programs

Friday, 8:00 - 9:00 am

This panel presents the results of a Capstone project conducted by MPA students in the School of Public and Environmental Affairs (SPEA) at Indiana University, in partnership with NASPAA. We will present results from surveys and interviews of NASPAA member institutions to identify opportunities for advancing diversity, equity, inclusion, and cultural competency. The panel will showcase evidence-based outcomes for advancing: (1) engagement with community members and community-based organizations; (2) programming and curricula that promote the values of diversity, equity, inclusion, and cultural competency; (3) cultivation of a climate of inclusiveness; and (4) reduced attrition among traditionally under-represented graduate students.

Ashlyn Nelson, Indiana University, Bloomington*

Managing Student Exchanges—and More—with International Partners

Friday, 8:00 - 9:00 am

Our panel will discuss the management of international partnerships featuring student exchanges, capstone courses, faculty collaboration and engagement with local communities. GSPIA-Pitt has developed partnerships with the Graduate School of Public Administration-Seoul National University focused on student exchanges and faculty research and with the School of Government-University of the Andes (Bogota, Colombia) focused on a capstone engaging students with local officials. Cornell, Colorado-Denver and Cauca University have partnered to manage capstones in Uganda and Colombia enabling students to engage with local actors and NGOs. Given the benefits for students, faculty and communities, we encourage other schools to consider such partnerships.

John Keeler, University of Pittsburgh*
Eduardo Pizano, Universidad de los Andes
Kilkon Ko, Seoul National University
Marcela Gonzalez Rivas, University of Pittsburgh

Laurie Miller, Cornell University
Jamie Van Leeuwen, Global Livingston Institute
Margarita Rosas, Popyan Mayor's Office, Colombia

Pi Alpha Alpha Committee Meeting

Friday, 8:00 - 9:00 am

Amanda Olejarski, West Chester University*

Program Design: Microcredentialing and Concentrations

Friday, 8:00 - 9:00 am

The competencies needed to work in the public and nonprofit sectors can be attained through graduate degrees or microcredentialing such as certificate programs. This panel explores the extent to which employers and students value a graduate degree over microcredentials, and the use of concentrations in MPA degrees. Panelists from a variety of NASPAA schools will discuss the challenges and benefits of these diverse program designs. A roundtable discussion format will be used, intended for extensive audience participation.

Carol Ebdon, University of Nebraska at Omaha*
Cynthia Searcy, Georgia State University
Christopher Bosso, Northeastern University
Linda Kowalcky, Northeastern University
Craig Maher, University of Nebraska at Omaha
Bruce McDonald, North Carolina State University
Kathleen Miller, University of Missouri

Serving Nonprofit-Oriented Students in a Political Science Departmental Context

Friday, 8:00 - 9:00 am

In these disruptive times, many MPA graduates serve the public good with nonprofit organizations instead of government. MPA programs—especially those housed in Political Science departments—have adapted to this changing employment landscape by developing specializations or certificates in Nonprofit Management/Leadership. These programs target new audiences for MPA education, but are not without challenges—potentially amplified by the Political Science context. It can be difficult to hire nonprofit scholars, adapt curriculums focused largely on government, attract nonprofit alumni for advisory committees, and connect with relevant internship opportunities. This panel discusses the challenges AND opportunities associated with this new nonprofit focus.

Joshua Ambrosius, University of Dayton*
Joanne Carman, The University of North Carolina at Charlotte
John P. Piskulich, Oakland University
Angela Pool-Funai, Southern Utah University
Tucker Staley, Eastern Michigan University

Nandhini Rangarajan, Texas State University
George Candler, University of North Florida

Urban-Serving Universities Section Meeting
Friday, 8:00 - 9:00 am

Doug Noonan, Indiana University-Purdue University Indianapolis*

What Parts of Government Are We Neglecting?
Friday, 8:00 - 9:00 am

There are many disciplines that mostly deal with the public sector, but are not always in schools of public affairs. This panel looks at four universities that have successfully integrated public-oriented disciplines into public affairs: urban planning, environmental studies, human services, and criminal justice. What are the challenges and lessons for other schools wanting to do the same? Are the synergies that come from this integration worth the challenge of balancing different disciplines?

John Bartle, University of Nebraska at Omaha*
Jack Knott, University of Southern California
Michael McGuire, Indiana University, Bloomington
Ned Benton, John Jay College of Criminal Justice, CUNY
Theresa Barron-McKeagney, University of Nebraska at Omaha

Applying an Atrocity Prevention Lens to Understanding Global Disruptions
Friday, 9:15 - 10:15 am

This panel introduces the concept of an Atrocity Prevention Lens as an essential and effective tool for preparing public affairs professionals to prevent disruptions that would be caused by mass atrocity crimes. The panel includes faculty from the Global North and South as well as representatives of a government and a civil society organization. Each panelist will share her/his perspective on the value of applying an atrocity prevention lens and strategies for doing so in the teaching and practice of public affairs. We frame the discussion in terms of both the mandate of SDG16 and NASPAA's universal competencies.

Nadia Rubaii, Binghamton University*
Susan Appe, Binghamton University
Sebastian Lippez-De Castro, Javeriana University
Civil Society Rep TBD, TBD Civil Society Organization
Government Rep TBD, Government Rep

Challenges of engaged scholarship
Friday, 9:15 - 10:15 am

With the “call” for action by the Kellogg Commission’s report on university engagement, many schools in public affairs have started to acknowledge engaged scholarship as legitimate scholarly work. In this panel engaged scholarship is presented as one of the promising approaches to address issues that encounter “disrupted states.” Based on the broad experiences of the panelists from different institutions, key factors that are necessary to support and assure success of the faculty who are pursuing engaged scholarship will be discussed.

Doug Noonan, Indiana University-Purdue University Indianapolis*
Masami Nishishiba, Portland State University
Michael Pagano, The University of Illinois at Chicago
Sabina E. Deitrick, University of Pittsburgh
Tom Barth, The University of North Carolina at Charlotte

Data Analytics and Policy Analysis: Preparing Students with Novel Analytical Tools (Deans’3)
Friday, 9:15 - 10:15 am

Technology is transforming society, creating new solutions, but also disrupting the status quo. Policy students need to use data to inform decisions that mitigate the negative externalities and offer solutions to improve society – using data for good. Increasingly, large datasets are becoming available across many sectors such as healthcare, energy, education, and online markets. Simultaneously, there has been a deluge of interest in methods and algorithms that allow learning from such datasets to uncover underlying relationships and patterns in the data. This panel will focus on the creation of collective curricular strategies to teach students analytic competencies to support the effective usage of data for policy analysis. This panel is a part of the five part series Enhancing Education for Disrupted States: The Deans’ View.

Varun Rai, The University of Texas at Austin*
Jackie Speedy, Carnegie Mellon University
Neil Kleiman, New York University
Daniel Smith, University of Delaware

Embracing Disruption to Advance Diversity Inclusion and Equity
Friday, 9:15 - 10:15 am

Our panel will address a range of questions: How do we prepare students for our current global state of disruption? How are programs adapting to shifting norms and values? How do we design new programs and curricula? How can we change institutional climates? How do we assess our programs and curricula in order to meet the needs of women people of color, and non-gender conforming persons? Do we have an inclusive approach to hiring faculty and staff? Does our school engage in shaping the public dialogue on inclusion and diversity issues?

LaVonna Blair Lewis, University of Southern California*
Christina A. Medina, New Mexico State University
RaJade M. Berry-James, North Carolina State University
Susan Gooden, Virginia Commonwealth University

Funding Schools of Public Affairs: Changing Revenues and Shifting Obligations

Friday, 9:15 - 10:15 am

There has been significant change in revenue sources for some colleges/schools of public affairs. Longitudinal data from two NASPAA surveys in 2015 and 2018 will be used to identify the trends. Then case studies will be presented of a private and a public school. We seek to find answers of how the changes in revenue sources have affected expenditures and programs. This will provide lessons for schools that will be facing these challenges.

John Bartle, University of Nebraska at Omaha*

Laurel L. McFarland, Network of Schools of Public Policy, Affairs, and Admin

Justin Marlowe, University of Washington

Kathryn Newcomer, The George Washington University

How do we prepare leaders to put the “public” back into “public policy”?

Friday, 9:15 - 10:15 am

In an era of populist upheaval in our politics and policy, the professional-school model of expert-driven policy appears to have run its course. A gauntlet has been thrown at the feet of our PA and PP programs. Are we partially to blame for educating policy experts with few skills in how to engage their residents? At the same time, surveys show extremely low levels of civic knowledge, which begs the question: can the public be effectively included in complex policy decisions? How should we be teaching "public engagement" as a leadership skill in a time of disruption?

Ashley Trim, Pepperdine University*

Lindsey Lupuo, Point Loma Nazarene University

Terry Amsler, Indiana University, Bloomington

Larry Rosenthal, University of California, Berkeley

Marketing the MPA/MPP Committee Meeting

Friday, 9:15 - 10:15 am

George Dougherty, University of Pittsburgh*

Nonprofit Management Education Session Meeting

Friday, 9:15 - 10:15 am

Lisa Dicke, University of North Texas*

Program Design and Management of Public Affairs Education in the Middle East: Challenges and Experiences.

Friday, 9:15 - 10:15 am

The governments in the Middle East, particularly with the advent of Arab Spring, are facing serious challenges. The challenges such as political instability, financial crisis, poverty, terrorism, unemployment, corruption have damaging effects on achieving good governance in the Middle East. To overcome them, these countries require the production of public service leaders with special knowledge and skills along with high ethical standard. In this context, the public affairs academic programs must be designed (or redesigned) and managed in a way that can respond to the changing needs of the region. The panel explores how public affairs education in Bangladesh, Egypt, Lebanon and Qatar attempt to improve the quality of governance. Panelists discuss the challenges their programs face, the experiences they gain and provide suggestions on how to improve the public service education through a demand-driven program design and management.

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

Should NASPAA Schools Rethink International Development Curriculum Offerings?

Friday, 9:15 - 10:15 am

Although not a new field at NASPAA schools, there was a burst of energy to develop capacity in international development as globalization came to dominate international public policy discourse; OECD countries continued increasing aid commitments to poorer countries; and ambitious global development agendas, particularly the Millennium Development Goals, came into prominence. But the world continues to move on. Globalization is being questioned; the new global development agenda (Agenda 2030/the Sustainable Development Goals) is broader, more flexible and more country-driven; and developing countries have access to more information and choices in the partners and approaches they use to promote development.

Paul Smoke, New York University*
Jennifer M. Brinkerhoff, The George Washington University
Scott Fritzen, University of Washington
Cynthia Searcy, Georgia State University
Paul Nelson, University of Pittsburgh

Teaching Public Budgeting and Finance to Practitioners in the Disrupted State

Friday, 9:15 - 10:15 am

Disruptions to norms are a challenge to budget but still must be budgeted and financed. Public and nonprofit administrators, especially those not working in the budget office, must have a strong foundation in budgeting and revenue collection in order to understand the fiscal impact of and response to a disruption to the norm. This panel seeks to assess the foundation provided in current budget and finance courses in MPA programs as well as make suggestions regarding needed skills, competencies, and topics to prepare both public and nonprofit practitioners. Special attention is given to online issues and skills-focused assignments.

Meagan Jordan, Old Dominion University*
Carol Ebdon, University of Nebraska at Omaha
Justin Marlowe, University of Washington
Katherine Willoughby, The University of Georgia
Heidi Smith, Universidad Iberoamericana
Fabian Nabangi, Grambling State University

Big Data and Beyond: Reexamining NASPAA Curriculum Standards on Technology
Friday, 10:30 - 11:30 am

There are a number of technology policy and leadership questions that our MPA/MPP graduates will be facing, now and over the course of their careers. What should NASPAA programs be providing in their curriculum when it comes to the issue of data analytics and information technology. This panel will discuss what their programs are doing to equip students with the knowledge, skills, and experiential learning to enter positions that require an understanding of the current state and an analytical and managerial adaptiveness to lead people, programs, and organizations in the future under conditions of continuous technological evolution and innovation.

David Van Slyke, Syracuse University*
Akhlauque Haque, The University of Alabama at Birmingham
R. Karl Rethemeyer, University at Albany, SUNY
Michael Bailey, Georgetown University
Ramayya Krishnan, Carnegie Mellon University
Laurel McFarland, Network of Schools of Public Policy, Affairs, and Admin
Gregory B. Lewis, Georgia State University

Challenges or Opportunities? The “Four Greatest Hits” on University-Community Engagement Efforts in Urban Settings
Friday, 10:30 - 11:30 am

Schools of public affairs serve the public good in many important ways, including delivery of education and preparation of future leaders who are civically engaged and equipped to lead their community. Building on the assumption that urban settings provide innovation hubs, it is essential for these programs and schools to engage in their local communities in meaningful ways. Ranging from experiential learning opportunities, recruiting faculty and students, and to student and professional engagement, our panel showcases the diverse (and inclusive) ways in which three public affairs programs in urban settings have engaged with their local communities and beyond.

Myung Jin, Virginia Commonwealth University*
Naim Kapucu, University of Central Florida
Roger Hartley, University of Baltimore
Sarah Jane Brubaker, Virginia Commonwealth University

Conflict & dispute resolution skills: An untapped resource for public service curricula?

Friday, 10:30 - 11:30 am

This panel takes note of important emergent and “wicked” challenges that “disrupt” or require changes in the traditional focus of public administrators and asks “How could conflict and dispute resolution skills help increase student success?” The panel features stories from a long-time practitioner of mediation in public policy settings, a conceptual argument for the benefit of including such skills training in public affairs programs, results from a scan of NASPAA programs on current training opportunities, and an examination of parallels with law programs.

Grant Rissler, Virginia Commonwealth University*
Eric Click, Park University
Mark Rubin, Virginia Commonwealth University
Melissa Emerson, University of Wisconsin, Madison

Disrupted Careers: The New Reality for Public Service Graduates

Friday, 10:30 - 11:30 am

Preparing students for success in the global context of public service requires a re-calibration of traditional modes of education. External environmental forces (including the changing definition of public service and diminished interest in classic policy career paths) also dictate that our programs incorporate skills that increase the portability of our graduates to work across sectors. Properly educating and training students to pivot professionally throughout their careers requires a close examination of current trends and evolving best practices.

C. Kempton, University of Maryland, College Park*
Matthew Upton, Texas A&M University
Donna Dyer, Duke University
Barbara Hampton, Princeton University
Stacy Drudy, Network of Schools of Public Policy, Affairs, and Admin

Education through Computer Simulation: What and How to Teach in the Classroom

Friday, 10:30 - 11:30 am

The panel will discuss how public affairs and public policy schools can develop pedagogies that incorporate computational and simulation techniques while reflecting on their own experiences as judges and educators during the NASPAA competitions. The panel members will also discuss the value for our students in learning systems thinking, computational tools, and the value to stakeholders of preparing students for governance in this challenging time through simulation-based experiential learning.

Yushim Kim, Arizona State University*
Adam Eckerd, Indiana University-Purdue University Indianapolis
Gerard Learmonth Sr., University of Virginia
Minyoung Ku, University at Albany, SUNY
Spiro Maroulis, Arizona State University
Anand Desai, The Ohio State University & National Science Foundation

Information Technology, Data Science and International Partnerships as Program Impact Multipliers
Friday, 10:30 - 11:30 am

Understanding the values, uses and mechanics of data science are essential for ensuring the public sector keeps pace with an increasingly digital global world. But truly integrated policy and data science training is rare, particularly with resource constraints to deliver:

- ☑ Cross-training in the language of economics, policy, computer science and ICT;
- ☑ A shared understanding of demand (intended beneficiaries) and supply (technical possibilities); and
- ☑ An understanding that technology use occurs within complex governance structures

Panelists discuss strategies to respond to the financial and pedagogical challenges of integrating data science into a policy curriculum and leveraging the international opportunities

Sandy Archibald, University of Washington*
Xufeng Zhu, Tsinghua University
Jonathan Koppell, Arizona State University
C. Leigh Anderson, University of Washington
Mary Sansalone, Aga Khan University
Kenneth Tan, National University of Singapore
Scott Fritzen, University of Washington

International Committee Meeting
Friday, 10:30 - 11:30 am

Josefina Bruni-Celli, Instituto de Estudios Superiores de Administración-IESA*

Pi Alpha Alpha Best Practices and Models from the Field
Friday, 10:30 - 11:30 am

Sampling of PAA best practices and models from programs around the country.

Amanda Olejarski, West Chester University*
Mary D. Bruce, Governors State University
Maria DAgostino, John Jay College of Criminal Justice, CUNY

Teaching Critical Approaches to Nonprofit Management in Disrupted States
Friday, 10:30 - 11:30 am

In a time of disruption and uncertainty, with growing economic and social inequalities and ethno-nationalisms, perhaps more than ever, students of nonprofit management need tools and methods that enable them to critically think about how to not only cope, but also challenge and change, the environments in which they work. This panel features discussion of critical pedagogy, drawing on chapters from an edited textbook Reframing Nonprofit Management: Democracy, Inclusion, and Social

Change. Each of the presenters will provide a short discussion of assignments and exercises that might be done in conjunction with their chapter(s).

Angela Eikenberry, University of Nebraska at Omaha*
Roseanne Mirabella, Seton Hall University
Margaret Stout, West Virginia University
Susan Appe, Binghamton University

Teaching PA in Communities Located at the Texas-Mexico Border: Experiences and Lessons of Small and Lesser-Funded MPA Programs

Friday, 10:30 - 11:30 am

Small MPA programs at the Texas-Mexico Border face the challenge of responding to political tension, fiscal uncertainty, and demographic change that combine to put pressure on service production and delivery. What do these issues imply for the design of the MPA curriculum? Based on NASPAA standards, we raise questions relating to MPA education and training, analyze four MPA programmatic experiences, and offer critical self-reflections.

Peter Haruna, Texas A&M International University*
Maria Reyes, Texas A&M International University
Viviane Foyou, The University of Texas at El Paso
Aziza Zemrani, The University of Texas Rio Grande Valley
Beth Rauhaus, Texas A&M University-Corpus Christi

Women Leading in Tumultuous Times: Developing Department Cultures of Equity in the Time of #MeToo

Friday, 10:30 - 11:30 am

This panel is organized by Academic Women in Public Administration (AWPA) and focuses on the role of women in leadership in Public Administration. Panelists will focus on how academic and administrative leaders can cultivate supportive, equitable environments for students and faculty in Public Administration departments. We have brought together a group of new and experienced leaders to discuss how to navigate administrative leadership responsibilities during increasing calls for equity in educational and professional settings.

Shannon Portillo, The University of Kansas*
Kathryn Newcomer, The George Washington University
Andrea Hetling, Rutgers University, New Brunswick
Bonnie B. Stabile, George Mason University
Jessica Terman, George Mason University
Lael R. Keiser, University of Missouri-Columbia
Jenny K. Morrison, The University of Texas at Austin

Pi Alpha Alpha Awards Luncheon

Friday, 11:45 am - 1:15 pm

This year's Pi Alpha Alpha awards will be announced and hear from our keynote, Andrea Young, Executive Director of the American Civil Liberties Union of Georgia.

Sponsored by:

City University of New York (CUNY), John Jay College of Criminal Justice

Disrupting PA Curriculum: Lessons from Collaborative Governance Research

Friday, 1:30 - 2:30 pm

As political polarization, uncivil public discourse, and declining trust in public institutions have been increasing, innovative public and non-profit managers at local, state and federal levels have been demonstrating how to bridge policy divides, manage conflict, and govern through cross-boundary collaboration. Are we drawing sufficiently from our growing knowledge of collaborative governance and public network management to adapt our PA curriculum for these disruptive conditions? Members of the Consortium on Collaborative Governance will discuss relevant research, present their school's instructional approaches, and consider how best to improve, if not disrupt, our field's traditional approaches to training public and non-profit managers.

Craig Thomas, University of Washington*

H. Brinton Milward, The University of Arizona

Julia L. Carboni, Syracuse University

Paul Teske, University of Colorado Denver

Tanya Heikkila, University of Colorado Denver

Diversity and Social Equity Committee Meeting

Friday, 1:30 - 2:30 pm

Mohamad G. Alkadry, University of Connecticut*

Blue Wooldridge, Virginia Commonwealth University

Emergency Management & Homeland Security Section Meeting

Friday, 1:30 - 2:30 pm

David Rousseau, University at Albany, SUNY*

R. Karl Rethemeyer, University at Albany, SUNY

Globalization despite Political Disruption

Friday, 1:30 - 2:30 pm

This panel will explore challenges as MPA programs strive to prepare graduates for careers in increasingly globalized government agencies/ministries in states that are undergoing political disruption and instability. These challenges require MPA programs to adapt program content and teaching

methods in order to produce graduates who are able to function ethically and effectively in increasingly globalized government agencies/ministries – and to do so in states that are undergoing political disruption.

J. Steven Ott, The University of Utah*
Jeffrey Belnap, American University of Afghanistan
Rosa Amelia Gonzalez, Instituto de Estudios Superiores de Administración-IESA
Laila El Baradei, The American University in Cairo
Lina Svedin, The University of Utah
Khaldoun AbouAssi, American University

Holistic Approaches to Student Success: Connecting Recruitment, Curriculum, and Student Services for a Changing Student Body

Friday, 1:30 - 2:30 pm

Public affairs students come from an increasingly diverse set of circumstances and experiences, with equally diverse career goals. While the public affairs curriculum of the past may have been seen as distinct from the student experience, today a successful academic experience is connected with recruitment, support, employer networks, and alumni relations. In this panel, we will discuss the connections between recruitment, the student experience and academic programming for both graduate and undergraduate students. We will share our innovative approaches to attracting students and meeting diverse student needs.

Adam Eckerd, Indiana University-Purdue University Indianapolis*
Alison Jackowitz, American University
Amanda Girth, The Ohio State University
Chris Adams, The Ohio State University
Nicole Amonette, Indiana University-Purdue University Indianapolis
William Adams, The George Washington University
Laila El Baradei, The American University in Cairo

Is Public and Nonprofit Management Converging? Implications for Pedagogy and Curriculum

Friday, 1:30 - 2:30 pm

Public and nonprofit managers are now facing many similar financial challenges: cutbacks in public and private funding; increased emphasis on market-based incentives in service delivery including vouchers, greater competition, pressure to raise funding through fees and earned income, and more rigorous financial management and accounting standards. This panel will discuss the implications of these trends for the program development, curriculum and pedagogy in MPA and MPP programs.

Steven Smith, American Political Science Association*
William Brown, Texas A&M University
Kirsten Gronbjerg, Indiana University, Bloomington
Roseanne Mirabella, Seton Hall University

Meeting Stakeholder Needs Through Interdisciplinary and Interdepartmental Degree Options: Opportunities, Roadblocks, and Logistics

Friday, 1:30 - 2:30 pm

Public administration (PA) programs are increasingly participating in a range of interdisciplinary and interdepartmental graduate degree opportunities. The proposed panel will provide an in-depth interchange regarding theoretic and logistic matters relevant to PA participation in such degree options including opportunities, roadblocks, and logistics to consider across each developmental stage (e.g., conceptualization, implementation, and program maintenance). Participants will have the opportunity to share their experiences while also learning from the presenter's combined 80-years of experience developing, proposing, and implementing a range interdisciplinary and interdepartmental degree options including dual-degrees, integrated masters programs, cross-disciplinary accelerated masters programs, and interdisciplinary doctoral programs.

Catherine Simmons, University of Colorado Colorado Springs*

David Moon, University of Colorado Colorado Springs

Charles E. Menifield, Rutgers University, Newark

Sharon L. Wrobel, The University of Memphis

Teaching Human Resource Management in MPA Programs: The Current Landscape and Better Practices

Friday, 1:30 - 2:30 pm

Set in the landscape of public service employment being radically challenged in many ways in 2018, this panel presents the findings of a research team of HRM scholars who analyzed the syllabi and course descriptions of HRM classes from the top 75 MPA programs (as ranked in the last U.S. News and World Report ranking). Supplemented with interview, this panel explores: How many MPA programs required HRM in their core? How many have it as an elective? What topics are covered and what is the relationship between topics covered in HRM classes and classes on organizational behavior and management?

Jessica Sowa, University of Baltimore*

Paul Battaglio, The University of Texas at Dallas

Mark D. Bradbury, Appalachian State University

Jerrell D. Cogburn, North Carolina State University

Meghna Sabharwal, The University of Texas at Dallas

Jared J. Llorens, Louisiana State University

The 2019 NASPAA Student Simulation Competition

Friday, 1:30 - 2:30 pm

The purpose of the panel is to provide an overview of the 2019 NASPAA Student Simulation Competition topic as well as the predefined learning objectives to help students prepare for the event. This panel will be similar to the one held during the 2017 Annual Conference in which experts on the 2018 competition surrounding global health security convened.

Supriya Golas, Network of Schools of Public Policy, Affairs, and Admin*

The Value of a Public Affairs Education: Debates on Tuition, Battles in Congress
Friday, 1:30 - 2:30 pm

Donald F. Kettl, The University of Texas at Austin*
Ronald Sanders, University of South Florida
Dustin Brown, U.S. Office of Management and Budget

Walking the Line Between Policy Analysis and Politics
Friday, 1:30 - 2:30 pm

This panel discussion will provide context for the important and often difficult role that schools of public affairs/public policy play in the current state of fraught public policy debates. Five panelists from different institutions will discuss examples of public policy issues where faculty get caught in policy debates that entangle analysis/advocacy/institutional priorities. Each will give strategies for navigating these complex situations. The discussion will help to frame the ongoing value-proposition for schools of public affairs, including of course how students benefit from understanding the careful distinctions we make in our policy work.

Mary Beth Walker, Georgia State University*
Laura Bloomberg, University of Minnesota
Sally Wallace, Georgia State University
Robyn McDougale, Virginia Commonwealth University
David Birdsell, Baruch College, CUNY

Client-Based Capstone Projects: Facilitating Critical Public Service Skills Through Lived Experiences
Friday, 2:45 - 3:45 pm

Many MPA/MPP programs use capstone courses to integrate the curriculum into a cumulative project. This roundtable discussion highlights the use of applied client-based capstone projects for students to apply knowledge, skills, and competencies. Client-based projects pair MPA/MPP students with nonprofit and government agencies to address a current public management or public policy issue or need. This panel will present findings from a survey of NASPAA member schools on the use, administration, intent, and value of client-based capstone projects and showcase successful practices for integrating client-based projects into the MPA and MPP curriculum.

Maja Holmes, West Virginia University*
Jerri Killian, Wright State University
Shamima Ahmed, Northern Kentucky University
James W. Douglas, The University of North Carolina at Charlotte
Sabina E. Deitrick, University of Pittsburgh
Robert Blair, University of Nebraska at Omaha

Doctoral Education Committee Meeting

Friday, 2:45 - 3:45 pm

Suzanne Beaumaster, University of La Verne*

Globalization Strategies at NASPAA Programs in the U.S., Latin America, and China: Where are we?

Friday, 2:45 - 3:45 pm

Developing global competencies in public service students is central to the achievement of the UN Sustainable Goals, particularly SDG4 on ensuring inclusive and equitable education for all, and SDG16 on building effective, accountable, and inclusive institutions. The panel will feature a discussion of internationalization strategies and realities in universities in the United States, Latin America, and China. The panelists will also discuss the current state of globalization in NASPAA schools, especially at the curricular level, drawing on survey data and information submitted during the accreditation process.

Crystal Calarusse, Network of Schools of Public Policy, Affairs, and Admin*

Li Cheng, Western Michigan University

Ann Mason, Mason Education Group

Amanda Wolfe, Victoria University of Wellington

Governance in a Changing Environment (Deans' 4)

Friday, 2:45 - 3:45 pm

Governance continues to be redefined in practice as both intergovernmental and intersectoral engagement with public, private, and nonprofit organizations. Leaders of these organizations working in and across organizational and jurisdictional boundaries to address a host of complex policy and management challenges facing the U.S. and other advanced democracies often requires contextual experience and a different set of skills to navigate the changing demands and expectations of public service. In this panel, participants will hear from four deans of public administration programs about what their Schools are doing from a curricular and experiential learning perspective to address this evolution.

This panel is a part of the five part series Enhancing Education for Disrupted States: The Deans' View.

David Van Slyke, Syracuse University*

Jack Knott, University of Southern California

Sandy Archibald, University of Washington

Trevor Brown, The Ohio State University

Healthcare Section Meeting

Friday, 2:45 - 3:45 pm

Keon-Hyung Lee, Florida State University*

Kun Huang, University of New Mexico*

MPA Curricular Innovations: Strategies to Meet the Changing Needs of Students

Friday, 2:45 - 3:45 pm

This roundtable panel will address the question of how MPA curricula have been designed and revised to meet the changing needs of students. There can be little doubt that globalization, technological change, instantaneous communications, and political strife have challenged the ability of MPA programs to adjust to what are more often volatile, changing, and difficult environments for public administration graduates. How are MPA curricula being adapted to meet the needs of current and future students across the US? This roundtable will include representatives from MPA programs across the US and will provide insights into curricular design/revision, delivery, and evaluation.

Juliet Lee, University of Southern California*
Rajeev Dehejia, New York University
Rachel Krause, The University of Kansas
Jane Mauldon, University of California, Berkeley
Juliet Musso, University of Southern California
Jenny Knowles Morrison, The University of Texas at Austin

MPP/MPA & Engineering – Building Synergy to Solve Society’s Technology Disruptions

Friday, 2:45 - 3:45 pm

This panel will describe how engineering tools, design thinking, and understanding can be integrated into MPA/MPP curricula, how courses can teach engineering concepts, and how critical thinking (without calculus) can be integrated in courses for MPA students. Many engineering faculty know that engineers can be primarily focused on their own technology, often missing context: politics, society, and sometimes even economics. On their own, MPA/MPP may oversimplify or underestimate potential technological options. A synergy of the two – the wider understanding and breadth of view of MPA/MPP professionals aligned with a coached and expanded engineering perspective will complement and respond to the rapidly changing technological landscape.

Carole Womeldorf, Wind Element and STEM Element Consulting*
Laura J. Steinberg, Syracuse University
Catherine P. Koshland, University of California, Berkeley
John Porcari, former Deputy Secretary/Chief Operating Officer, US DOT (2009-2013)

Pushing Back on Regressive Politics With Counternarratives in the MPA Curriculum

Friday, 2:45 - 3:45 pm

Pushing Back on Regressive Politics With Counternarratives in the MPA Curriculum

Brandi Blessett, University of Cincinnati*
Richard Box, University of Nebraska at Omaha
Vanessa Lopez-Littleton, California State University-Monterey Bay

Karina Moreno, Long Island University, Brooklyn

The Global Context of Public Service in Disrupted States: Do the Sustainable Development Goals Offer Solutions?

Friday, 2:45 - 3:45 pm

What role can universities play in advancing the Sustainable Development Goals (SDGs), and specifically, what role should public affairs education play? In what ways can delivery of the SDGs mitigate the disruptions outlined by the NASPAA conference conveners? How best to equip today's public affairs students to tackle 21st century commitments and 21st century disruptions? Is there a need for public affairs schools to collaborate to help tackle this ambitious agenda? Can public affairs schools help close data gaps? This panel will explore SDG challenges and opportunities as a means to advance good governance in an era of disruption.

Sarah Mendelson, Carnegie Mellon University*

Indermit Gill, Duke University

Jonathan Koppell, Arizona State University

Tony Pipa, Brookings Institution

University Responses to the Current Refugee and Migration Realities

Friday, 2:45 - 3:45 pm

Currently, there are over 65 million people around the world who are displaced because of violence, conflict, and the actions of repressive regimes. Among the many institutions currently responding to the global trends around refugee and displaced people, there have been a number of universities that have developed strategies for engaging students, faculty, and staff in these current situations. The panel will examine university responses to these current realities faced by refugees, asylum seekers, and other uprooted populations.

Kyle Farmbry, Rutgers University, Newark*

Hourie Tafech, Rutgers University, Newark

Jane Roche, Rutgers University, Newark

Laila Soudi, Stanford University

Women Leading Change at the Intersection of Policy and Technology

Friday, 2:45 - 3:45 pm

Policy and technology have historically been separate domains, but the lines between the two—and the demands they place on each other—continue to blur. At this critical point of intersection, diversity in leadership is needed to produce dynamic and inclusive solutions to complex problems.

This panel will feature women leaders and Public Policy and International Affairs (PIIA) alums who are using technology to disrupt the status quo and drive policy innovations at every level, from national digital transformation of Mexico's government to combating food insecurity in Pittsburgh's low-income communities. Discussion will touch on tech-driven policy innovation as well as strategies for cultivating women leaders in this space.

Gladys Sriprasert, Carnegie Mellon University*
Yolanda Martínez Mancilla, United Nations
Aerica Banks, Google (PPIA Alumna)
Lena Benson, The British Consulate General (PPIA Alumna)
Leah Lizarondo, 412 Food Rescue
Simone Gbolo, Public Policy International Affairs Program

Case Studies For Public Affairs Courses: Choosing, Writing, and Using
Friday, 4:00 - 5:00 pm

Public Affairs is both an academic discipline and a field of practice. As such, instructors are always looking for ways to bridge the theory-practice gap inside the classroom. Case studies are one way to do so. While use of case studies has been common in business schools, it has been less developed platform for learning and teaching in public affairs programs. This panel is one step towards supporting the use of cases for classroom learning. It will feature discussions on how to write case studies and how to use them successfully.

Lori Brainard, The George Washington University*
Maria J. D'Agostino, John Jay College of Criminal Justice, CUNY
Andrew Graham, Queens University
Kurt Thurmaier, Northern Illinois University
Nicole Elias, John Jay College of Criminal Justice, CUNY

Ensuring Online Student Success in the Disrupted Economy – Taking Stock
Friday, 4:00 - 5:00 pm

As online programs in public administration and policy mature, a clearer portrait of the distinctiveness of online students and their online learning experience emerges, affording us the opportunity to take stock. How does the online student profile differ from our traditional in-house students? What distinguishes their online learning experience? What distinct economic challenges do online students face? How do their expectations of, their approach to, and their success in our curricula stand out? This panel discusses the distinctiveness of students in online public service programs, paying close attention to the economic disruptions and challenges online students face.

Alison Jacknowitz, American University*
Kelly Campbell Rawlings, University of Southern California
Sonja Walti, American University
Carl W. Stenberg, The University of North Carolina at Chapel Hill
Allison Turner, West Chester University
Joshua Smith, Wiley Education Services
Dora Vertenten, University of Southern California

How Public Affairs Education can promote Global/Regional/Indigenous Perspectives/Knowledge of shared Governance in Disrupted State: EKICHU-Unity of Thoughts, TIPECHU-Unity of Hearts, ANGECHU-Unity of Deeds.

Friday, 4:00 - 5:00 pm

This panel will assess the impact of policy disruption on various minority, ethnic and indigenous populations through an evaluation of the means utilized by various groups that have responded through the use of shared governance to mitigate and/or address the impact of policy disruption upon the social welfare of their communities.

Malcolm Oliver, National Louis University*

John J. Rivera, University of Guam

Ron McNinch, University of Guam

Ansito Walter, University of Guam

Is Fake Policy Next? The Impact of Media Disruption OR Is Fake Policy Next? The Crisis in Communicating Facts

Friday, 4:00 - 5:00 pm

One of the most significant and visible disruptions in today's world surround the media upheaval and the communication of facts. As we prepare our students to lead fact-based communication and evidence-based research efforts toward the end goal of "good governance", we must examine and address these disruptive media forces at work and provide guidance and tools in order for them to thrive and truly make a difference in society. Leaders in major news organizations, public officials, and academics discuss the evolving media landscape and offer insights and responses to how best to prepare students for current and emerging media complexities that have transformed the decision making process.

Susan Binford, The University of Texas at Austin*

Jan Peterson, University of Southern California*

NASPAA Standards Colloquium

Friday, 4:00 - 5:00 pm

As part of the decennial review of the NASPAA Accreditation Standards, NASPAA has engaged stakeholders around the globe to answer the question: How have our accreditation standards held up? Join the Colloquium Steering Committee to discuss what it has learned since we began the conversation one year ago, its plans for moving forward, and ways to ensure they remain relevant and continue to fully comprehend the diverse ambitions of our accredited programs, graduates, and employers.

Preparing Doctoral Students for Job Market Demands

Friday, 4:00 - 5:00 pm

The job market for public administration and public policy Ph.D. students is changing. Students often enter the job market with multiple publications to their credit and post-doctoral positions are becoming

more common. Also non-academic positions in research organizations and business have become more prominent options for students. A panel of program directors from leading comprehensive public administration and policy schools will discuss whether current models of Ph.D. education are adequate to prepare students for today's job markets and what changes to Ph.D. education in the fields of public administration and policy might be considered.

Robert Bifulco, Syracuse University*
J. Edward Kellough, The University of Georgia
Christine H. Roch, Georgia State University
Amy Ellen Schwartz, Syracuse University
Ron Zimmer, University of Kentucky

NASPAA Annual Business Meeting
Friday, 5:15 - 5:45 pm

Platinum Sponsors Reception and Keynote
Friday, 6:30 - 9:30 pm

Evening Reception with keynote Carmen Yulín Cruz, Mayor of San Juan, Puerto Rico. All attendees welcome!

Sponsored by:

American University, School of Public Affairs
University of Pittsburgh, Graduate School of Public and International Affairs
University of Southern California, USC Sol Price School of Public Policy

SATURDAY, OCTOBER 13 (Local Excursions)

Join your NASPAA colleagues on Saturday morning after the conference to explore Atlanta! On tours led by the host schools, you can learn about and see firsthand sites from Atlanta's significant civil rights history as well as momentous and innovative redevelopment projects shaping the city's future.

Sign up in advance during when you register.

Tours will be about three hours in length occurring between 9am – 1pm.

Atlanta BeltLine Walking Tour

The Atlanta BeltLine is the most comprehensive transportation and economic development effort ever undertaken in the City of Atlanta and among the largest, most wide-ranging urban redevelopment programs currently underway in the United States.

Hosted by: Andrew Young School of Policy Studies, Georgia State University
School of Public Policy, Georgia Institute of Technology

Historic African-American Corridor Tour

Travel by streetcar and take in “Sweet” Auburn Avenue – the historic African-American corridor and home to Martin Luther King Jr.’s birth home and burial site as well as Ebenezer Baptist Church – which was recently designated the nation’s first national African American historic park. Finish the tour at the historic Municipal Market and enjoy lunch from one its many eateries.

Hosted by: School of Public and International Affairs, University of Georgia

Mercedes Benz Stadium Tour

Tour of the new Mercedes Benz stadium, which is the site of the 2019 Super Bowl and a significant public/private partnership with a deep focus on community redevelopment and labor force initiatives.

Hosted by: Andrew Young School of Policy Studies, Georgia State University

Tech Square Tour

An extraordinary density of startups, a conglomeration of big-brand corporations, and an exceptionally qualified talent pool have all come together at the technology neighborhood that Georgia Tech built: Technology Square. Referred to as “Tech Square”, this concentrated combination effectively fuels an ongoing ecosystem of innovation and has revitalized a once blighted area of midtown.

Hosted by: School of Public Policy, Georgia Institute of Technology