



**32nd Annual
Teaching Public Administration
27 - 28 May 2009**

**"Affective Leadership - Developing Constructive
Relationships"**

**Kentucky State University
Frankfort, Kentucky**

Site Coordinator: Dr. Bob Roquemore Kentucky State University-
robert.roquemore@kysu.edu

Program Chair - Dr. Diane Kimoto - Grand Valley State University
- tpac@gvsu.edu

Conference Program and Abstracts

Teaching Public Administration 2009 Conference Schedule

Tuesday, May 26		
4:30 – 6:00 p.m.	Registration	KSU representatives
6:00 – 8:00 p.m.	Hospitality Suite (City of Frankfort)	Open House for TPAC attendees
Wednesday, May 27		
7:30 – 8:00 a.m.	Registration	KSU representatives
7:30 – 8:45 a.m.	Breakfast	Conference Committee Welcome
8:45 – 9:00 a.m.		
9:00 – 9:45 a.m.	Roundtable Sessions	<i>Downey, Gardner, Rieck, Styx & Holyfield, Krieger, Mulder, Dunning & Dunning, Fadase</i> Contacts: downemat@gvsu.edu sharonkgardner@gmail.com RIECKS@student.gvsu.edu Styxs@student.gvsu.edu jonathan.james.krieger@gmail.com mrlornemulder@yahoo.com and/or lem@summitpointe.org jdunning@troy.edu fadaseol@gvsu.edu
9:45 – 10:00 a.m.	Transition Break	
10:00 – 10:45 a.m.	Concurrent Sessions	<ul style="list-style-type: none"> • Panel 1- <i>Take the Next Step: Healthy People 2010 (Smith, Hawkins-Palmer, Buck):</i> Contact: spencesl@student.gvsu.edu • Panel 2- <i>Taming the Lizard: Neuroscience Implications That Block Learning (Holmer)</i> Contact: llh@seattleu.edu • Panel 3- <i>Teaching Tools (Holmes, Evans, Neubauer & Yang)</i> Contacts: maja.holmes@mail.wvu.edu kevans@iun.edu Rong.yang@wku.edu
10:45 – 11:00 a.m.	Transition	
11:00 – 11:45 a.m.	Concurrent Sessions	<ul style="list-style-type: none"> • Panel 4- <i>A “Hands-on” Assignment for Urban Policy and Urban Economics (Lambert)</i> Contact: lambertthomas@hotmail.com • Panel 5- <i>The Nonprofit-Public-Private Collaborative (Olberding, Horne & Paris, Gardner)</i> Contacts: olbergingj@nku.edu Christopher-Horne@utc.edu lgardner@INTARCH.com • Panel 6- <i>Career and Pre-Career Students: Their Paths Toward Affective Leadership (Sagorski, Reynolds, Russick, & Smith)</i> Contact: SAGORSLA@student.gvsu.edu or

		sagorski@gvsu.edu
11:45 – 12:00 p.m.	Transition Break	
12:00 – 12:45 p.m.	Lunch	TPAC Updates and Preparation for the Keynote Presentation/Interactive Session
12:45 – 2:15 p.m.	Keynote Presentation and Interactive Session	<i>Putting the <u>Service</u> in Public Service Education: Why to Teach Emotional Labor and How to Teach It</i> (Guy, Newman, & Mastracci) Contact: mary.guy@ucdenver.edu
2:15 – 2:30 p.m.	Transition Break	
2:30 – 3:15 p.m.	Concurrent Sessions	<ul style="list-style-type: none"> • Panel 7- <i>Brainstorming Ways that PA Educators Can Respond to the Immigration Challenge</i> (Daniel, Lambert, Verderosa) Contact: Christopher.daniel@kysu.edu • Panel 8- <i>The MPA Hybrid Design</i> (Shetterly, Dunning, Dunning) Contact: jdunning@troy.edu • Panel 9- <i>Filling in the Gaps: Building Capacity for Developing Affective Leaders</i> (Nank & Cox) Contact: Renee.Nank@utsa.edu
3:15 – 3:30 p.m.	Transition	
3:30 – 4:45 p.m.	Workshop #1	<i>The Missing Element of Nonprofit Education: What Students Need to Know About Protecting a Nonprofit's Tax-Exempt Status</i> (Sundstrom) Contact: Lm@Sundstrom.com
4:45 – 5:00 p.m.	Transition	
5:00 – 5:45 p.m.	Concurrent Sessions	<ul style="list-style-type: none"> • Panel 10- <i>Public Service Motivation</i> (Paris, Poonia) Contacts: Tommi-Paris@utc.edu rakhip@pegasus.rutgers.edu • Panel 11- <i>Addressing the MPA Curriculum</i> (Stout, Neubauer & Gay, & Cavanaugh) Contacts: MSTOUT@bridgew.edu bjneubauer@gmail.com cavanapa@shu.edu • Panel 12- <i>Adjunct Teaching: The Unique Rewards Unveiled</i> (Stockdale, Nickels, Letzman, Williams) Contact: stockdaj@gvsu.edu
5:45 – 6:00 p.m.	Transition	
6:00 – 8:00 p.m.	Hospitality Suite (GVSU)	Open House for TPAC Attendees
Thursday, May 28		
7:30 – 8:45 a.m.	Breakfast	
8:45 – 9:00 a.m.	Transition	

9:00 – 10:15 a.m.	Workshop #2	<i>The Taken-for-Granted Labor of Communication: Seeing Beyond Words (Kimoto)</i> Contact: kimotod@gvsu.edu
10:15 – 11:30 a.m.	Business Meeting	<ul style="list-style-type: none"> • Report from the Conference Chair • Conference 2010 Updates • Conference Theme • Conference Proposal Dates
11:30 – 12:00 p.m.	Transition	Publication Table- M.E. Sharpe
12:00 – 12:45 p.m.	Lunch	
12:45 – 1:00 p.m.	Transition	
1:00 – 2:15 p.m.	Workshop #3	<i>Engaging Students: Some (SPEA-IUN) Old Dogs' New Tricks (Hug, Peat, Evans)</i> Contact: hugr@iun.edu
2:15 – 2:30 p.m.	Transition	
2:30 – 3:15 p.m.	Concurrent Sessions	<ul style="list-style-type: none"> • Panel 13- <i>The Undergraduate Curriculum (Emison & Green, Gaynor, Rassi)</i> Contacts: emison@ps.masstate.edu tiag@newark.rutgers.edu Rassil@fiu.edu • Panel 14- <i>The Online and E-Learning Challenge (Walling & Althaus, Gibson)</i> Contacts: ralthaus@semo.edu egibson@ubalt.edu • Panel 15- <i>A Critical Approach to Diversity and Social Equity in Public Affairs Education (Merson, Visser, Watson)</i> Contact: yissm781@newschool.edu • Panel 16- <i>The Power of Reflection, Field Research, and Dedication (Cunningham, Cruz, Wooldridge et.al.)</i> Contacts: rcunning@utk.edu minerva.cruz@kysu.edu bwooldri@vcu.edu
3:15 – 3:45 p.m.	Closing Comments	
3:45 – 5:30 p.m.	Open Time	<ul style="list-style-type: none"> • Travel home • Take local tours • Rewind in the Hospitality Suite • Discuss potential sessions for 2010 TPAC
5:30 – 6:30 p.m.	Reception (Cash Bar)	Joint Reception with PAT-Net attendees
6:30 – 7:30 p.m.	Dinner with KSU President (free)	

Wednesday, May 27, 9-9:45 a.m.

Roundtable Sessions: Proposal Abstracts

Understanding Philanthropy and Fundraising within the Lesbian, Gay, Bisexual and Transgender Population

Matthew Downey

Not unlike other minority groups, the lesbian, gay, bisexual and transgender (lgbt) population seeks to address its needs and challenges by establishing its own indigenous nonprofit organizations. Yet, we know very little about this population, its organizations and its philanthropy. Moreover, what we have learned suggests that lgbt nonprofits face significant barriers in accessing philanthropic support (Magnus, 2001). For instance, according to the organization Funders for Gay and Lesbian Issues (2008), lgbt causes receive only one-tenth of one percent of all U.S. foundation grants. Thus, for this proposed paper, I will explore the question: What are the factors influencing the fundraising strategies of lgbt nonprofit organizations?

Reconnecting with the “Human” in Human Resources

Samantha Rieck

Often when calling an institution of Public Administration, the first minutes consist of pushing numbers until you can connect with a person, who usually presents an air of “I couldn’t care less.” What if you are on the other side? How do you handle the overflow of calls and complaints and still stay connected to your work? Equipping students for these situations will enhance both service to the customers and job satisfaction in future employees.

New Times, New Internships

Samantha Styx and Christopher Holyfield

Some universities require students to complete an internship in order to graduate. Students are also looking for interesting and engaging opportunities that get them to think differently. With the changing economic downturn, universities should be looking for unique internships that will allow students to become more marketable. Having these different opportunities will not only give students the experience they need, but also get them ahead of the rest when looking for employment.

Labor of Love: Serving Alano Clubs in the Treatment of Substance Abuse Disorders

Lorne Mulder

This round table discussion will present two challenges facing organizations which treat clients with substance abuse disorders: government and fundraising. The emotional labor of serving populations with addictive disorders is dwindling financial resources, high relapse rate levels, and organizations heavily dependent on volunteers for staffing. In the round table discussion there will be an exploration of the affects of court referrals on Alano Clubs in an environment plagued by dwindling financial resources.

The Graduate Assistantship: The Ultimate Teaching and Learning Tool

Jonathan J. Krieger

The relationship between professor and graduate assistant is an interesting one. A graduate assistantship gives unique opportunities to students. Graduate assistantships if implemented properly gives a student great opportunities and experiences in both academia and social interactions with students. These positions require participants to learn how to deal with their emotions and also work with others on a much deeper level. The assistantship give students a step ahead in the field of Public Administration.

Service-Learning: Maximizing Classroom Learning by Incorporating Experiential Education in Public Administration Courses

Olubunmi Fadase

Service-learning can be difficult to practice because of its implications on the classroom experience. In my position as Community Service Learning Center Coordinator and Master's of Public Administration student at Grand Valley State University, it is apparent to me that service learning explores interdisciplinary approaches to learning. Despite the uncertainty and nontraditional nature of service learning, incorporating it into Public Administration courses produces global students who are equipped to foster positive relationships within their communities.

Student Conference Attendance: Bridging the Gap between School and the Professional World by Creating a System of Support

Sharon Gardner

Upon graduation, many public administration students are unaware of the intense emotional labor that lies ahead, and are often lacking a support system for the challenge they will face in their upcoming careers. Conferences can serve as an arena for undergraduate students to meet and mingle with experienced Public Administration professionals who can provide beneficial insight into the field and become a valuable system of support in order to avoid future burnout.

Showcasing Student Research to Community Leaders: Hampton Roads Chapter of ASPA 2009 Research Symposium

John E. Dunning and Pamela T. Dunning

The Hampton Roads area of Virginia consists of 13 municipalities. Due to fiscal constraints, support for graduate tuition assistance has been cut in some cities and is being considered for reduction in others. To showcase the importance of student practitioner research and graduate education, the Hampton Roads Chapter of ASPA sponsored a symposium, "Navigating through Difficult Times: Action Based on Research." Five public universities participated. While the symposium may not save reductions in employee tuition assistance, it was successful in emphasizing the importance of student "in-service" research that contributes to improving the effectiveness of public organizations and promoting excellence in public service. The objective of the paper is to demonstrate a way to showcase student research.

Wednesday, May 27, 2009 Concurrent Sessions, 10-10:45 a.m.

Panel 1- Take the Next Step: Healthy People 2010

Sarah Spencer Smith, Barbara Hawkins Palmer, and Christy Buck

Healthy Kent 2010 began as a local initiative to improve the health and well-being of Kent County, Michigan residents by recognizing that true health improvements begin at home with what we do individually, in families, and in our communities. As we approach 2010, important reflection and evaluation of program successes and improvements must be considered. In turn the question arises: Can we take this initiative and invigorate it for the decade into 2020?

Panel 2: Taming the Lizard: A New Frame for Managing Defensiveness that Blocks Learning
Leanna L. Holmer

The impact of defensiveness on the ability of individuals and organizations to learn has long been a concern of educators and consultants, and recent neuroscientific research has expanded our understanding of the role of the “old,” a.k.a. “lizard” brain in generating defensive reactions to threat. I will briefly present a model of learning defensiveness that integrates traditional, neuroscientific, and psychological perspectives, and will facilitate a discussion of practical implications for reducing defensiveness in classroom and organizational development settings.

Panel 3: Teaching Tools

Developing Affective Leadership by Modeling Team Development Lifecycle in Public Administration Courses

Dr. Maja Husar Holmes

During the course of their academic experience, public administration students are expected to work as teams to complete projects and embrace a team-based philosophy to address public need. Traditional team development pedagogy leave out a critical piece for future public administrators – developing affective leadership through explicit reflection, modeling, and “muddling through” the team development lifecycle. The paper demonstrates how modeling the team development lifecycle (forming, storming, norming, performing, adjourning) and exploring the emotions and behavioral responses at the various team development stages encourage students to understand and develop affective leadership.

Pragmatism and Practice: Teaching Inquiry, Action, and Reflection

Karen G. Evans

With the election of Barack Obama, America’s first pragmatist President, new importance will be given to the tools of pragmatic practice in public service. The policy problems facing the nation, states and localities are too broad and interrelated for a narrowly focused approach. Never before has the adage ‘every public policy is an experiment’ been as meaningful as it is today. Those charged with policy implementation will need an expanded toolbox. As teachers of practitioners, it behooves us to shape our teaching to include lessons in encouraging and leading inquiry, following up that inquiry with action, and reflecting on the consequences of that action. This recursive process is the heart of the pragmatist’s approach to collective action. Pragmatists

value process for its own sake as much as specified policy outcomes and that viewpoint clashes with the conventional wisdom of public management. As a consequence, these tools have been historically neglected. Today's challenges, however, may well require a change in perspective and a new set of management skills. These skills can be incorporated into overview courses and taught alongside of more traditional tools.

Modeling and Simulating Patterns of Knowledge Sharing in Small Teams of Emergency Responders

Bruce J. Neubauer and Rong Yang

Our conference presentation will focus on research plans to explore the use of Rockwell Arena software to simulate patterns of knowledge dispersion within small social networks of first responders, and our anticipation of teaching team leadership and knowledge management. The design trade-off we will explore is between a densely connected network producing information overload and a sparsely connected network resulting in individual decisions being made without the benefit of knowledge known by other team members.

Wednesday, May 27, 2009 Concurrent Sessions, 11-11:45 a.m.

Panel 4: Understanding the Challenges Faced by Those Who Use Mass Transit: A "Hands-on" Assignment for Urban Policy and Urban Economics Students

Thomas E. Lambert

Too often it is easy for private and public sector employers to forget or not think about the special transportation challenges faced by their employees who do not have some form of personal transportation, namely the automobile. These challenges are especially confronted by entry level workers who do not have sufficient income levels and who have to rely upon mass transit to make it to work. The assignment given is to have students compare and contrast the length of time as well as the direct and indirect costs of traveling by bus compared to traveling by car (see attachment, next page). Occasionally I have had students actually do the bus trip and the car trip, but to save time some semesters, I just have them use pen and paper as well information from the bus company to do the calculations and comparisons. Most come away from the exercise understanding the difficulties faced by those who depend upon mass transit as their chief if not sole means of transportation.

Panel 5: The Nonprofit-Public-Private Collaborative (Olberding, Horne & Paris, Gardner)

"Indirect Giving" – An Emerging Approach to Student Philanthropy

Julie Cencula Olberding

Student philanthropy is a relatively new pedagogy in public administration and other disciplines. Existing literature has focused on the traditional "direct giving" approach, which provides funds to classes to conduct their own grant-making process. A new approach is "indirect giving," in which students evaluate grant proposals submitted to a foundation or corporation and make

funding recommendations to it. This paper presents findings from evaluations of indirect giving in MPA classes and discusses “lessons learned.”

Preparing Students to Lead in Government-Nonprofit Collaboration: Lessons from the Field
Christopher Horne and Tommi Paris

To better understand the curricular implications of the rise in “third party government,” we conducted interviews with government and nonprofit administrators involved in formal government-nonprofit collaborations. Following a grounded theory approach, we identified a set of learning objectives based on the knowledge, skills, and attitudes that ultimately affect collaboration outcomes. The most important of these learning objectives prepare students to shape effective formal and informal government-nonprofit relationships and to facilitate learning within the collaborative system.

Our Common Future: The Role of Nonprofits in Education and Advocacy of Sustainable Business Practices in the Private Sector
Levi Gardner

The 20th century business model prescribed by Milton Friedman has failed many stakeholders, of which the environment is no exception. In response, environmental activism has historically used regulation as the primary vehicle to effect change. Today, however, non-profit and public organizations play a vital role in utilizing tools including education and advocacy of sustainable practices for private entities to develop a model that is not limited by regulations alone and ensures continued transformation.

Panel 6: Career and Pre-Career Students: Their Paths Toward Affective Leadership
Lauren Sagorski, Perdasil Reynolds, Diane Russick, and Sarah Spencer Smith

The purpose of the project is threefold: (1) discuss how the interaction between career and pre-career MPA students enriches the diversity and educational experience at GVSU, (2) identify the strengths and challenges that each group faces in developing the affective leadership necessary to become public and nonprofit administrators, and (3) highlight those factors that educators might consider as they influence career and pre-career students’ decisions to either begin or complete a MPA course of study.

Wednesday, May 27, 2009, Keynote Presentation 12:45-2:15 p.m.

Putting the Service in Public Service Education: Why to Teach Emotional Labor and How to Teach It

Mary E. Guy, Meredith A. Newman, and Sharon H. Mastracci

Although provided with training in cognitive skills, MPA graduates usually report that their training failed to prepare them for the human processes involved in public service delivery. They are left on their own to acquire sensitivity and skill in nuanced emotion work. This is especially the case for those who work in emotionally intense jobs, such as disaster recovery, child protective services, domestic violence, emergency medical services, crisis hotlines, corrections and law enforcement. To a lesser degree it is the case for all programs that provide person to

person services. We discuss what we have learned about emotional labor and suggest how to insert it into the MPA curriculum.

Wednesday, May 27, 2009, Concurrent Sessions, 2:30-3:15 p.m.

Panel 7: Immigration and the Public Service: Brainstorming Ways that PA's Educators Can Respond to Contemporary Challenges

Christopher Daniel, Thomas Lambert, and Geoff Verderosa

What implications do immigration and anti-immigrant nativism have for academicians' teaching and service activities? An overview of immigration's significance for PA will be presented, focusing on how Intro P.A. texts could begin addressing this topic. Descriptions will then be made of two different ways in which courses about immigration have been taught to MPA students. Some provocative research findings about public attitudes will also be presented.

Panel 8- Delivering the MPA Degree through a Hybrid Design: A Review of the Rationale, the Research, the Resistance and the Results

David R. Shetterly, John E. Dunning, and Pamela T. Dunning

In AY 2005-2006 Troy University's Atlantic Region changed their course delivery from traditional in-class to a hybrid design. The change was driven largely by the perception that this would increase enrollments and slow migration to on-line course. This presentation discusses the research conducted for the design, the resistance encountered by various parties and the interim results of the program. The objective of the presentation is to provide a series of "lessons learned."

Panel 9- Filling the Gap: Building Capacity for Emotional Labor by Developing Affective Leaders

Renee D. Nank and Molly Cox

Nonprofit work is emotionally labor intensive work (Newman, Guy, & Mastracci, 2007). Preparation for a career in the nonprofit sector requires skills often associated with affective leadership capacity and the ability to develop constructive relationships. However, most MPA coursework focuses on management techniques. These authors will develop, and pilot parts of, a curriculum to develop affective leaders. This research will identify specific workshop activities, syllabi, course material, and potential challenges for a course on affective leadership development and building relational capacity. A nonprofit will be selected, and a project identified for completion. The experiences of the authors, effective and ineffective techniques and activities will be reported out, strategies for curriculum development will be identified, and student reports on their experience will be presented.

Wednesday, May 27, 2009, Workshop #1, 3:30-4:45 p.m.

The Missing Element of Nonprofit Education: What Students Need to Know About Protecting a Nonprofit's Tax-Exempt Status

Dr. Linda-Marie Sundstrom

Nonprofit classes and workshops excel at teaching fundraising, strategic planning and many other aspects of management and governance. However, few Executive Directors or Board Members are aware of the requirements placed on them as a condition of maintaining their tax-exempt status. This workshop will cover ways to address the gaps in curriculum that will help nonprofit managers and board members ensure the viability of on-going operations, especially in difficult budgetary times.

Wednesday, May 27, 2009, Concurrent Sessions, 5-:545 p.m.

Panel 10: Public Service Motivation

*Do students in various academic disciplines exhibit different levels of public service motivation?
An empirical study of public service motivation in academia*
Tommi V. Paris

Public administration programs serve as a foundation for preparing students for public service, playing a significant role in the development of students as tomorrow's leaders. Because the university and its curricula help shape students' perceptions and attitudes, it is important to investigate key concepts like public service motivation (PSM) as they relate to academic programs. The present empirical study seeks to expand on the current knowledge of PSM by broadening the study to academia in an attempt to understand the levels of PSM among students enrolled in various academic disciplines. Leadership implications are also discussed.

The Impact of Service Learning on Building Civic Engagement
Rakhi Poonia

The most significant way to enhance declining civic engagement is through service learning (Barber and Battistoni 1993, Putnam 2000). In support of Dufour's (2005) opinion "Service learning supports the idea that the university can help produce/increase civic engagement through community based service learning programs." Dufour (2005) outlines classroom learning opportunities that are active, service-focused, community-based, mutually beneficial, and integrated with students' academic programs. Dufour has contributed to the expansion and acceptance in the field of public administration by understanding, accepting, and incorporating the fact that students who participate in service-learning contribute their time, energy, and unique talents to nonprofit organizations, schools, hospitals, health care facilities, government agencies, and advocacy groups in ways that help to meet community needs.

Panel 11: Addressing the MPA Curriculum

Teaching Qualitative Policy Analysis
Margaret Stout

Many policy-oriented courses in MPA curricula are a combined with program evaluation, and are designed to prepare students with an overview of the policy making process and the technical analytical skills needed to conduct basic policy and program research. The standard approach to these forms of social science is positivist, behavioral research in which the focus is on identifying problems accurately, designing and choosing solutions effectively and efficiently,

and assessing outputs and outcomes to determine if objectives have been achieved. In other words, the focus is operational in nature. These technical issues are a good fit for behavioral logic models and economic cost- or risk-benefit analyses. However, throughout this process, whether in the analysis activities themselves or contextual political decision making processes, many other issues come into play that must also be accounted for through policy analysis and program evaluation. This paper will offer a model for ensuring that three distinct forms of rationality are utilized in these processes, creating a well-rounded approach to policy analysis by adding qualitative, critical, and interpretive techniques to the standard behavioral and economic approaches.

Introducing Theory of Constraints and the use of Transformation LogicTree Software in an MPA Program Design, Management and Evaluation Course

Bruce J. Neubauer and Richard C. Gay

Eliyahu Goldratt's Theory of Constraints (TOC) is a valuable approach to the design of programs responsive to complex needs. Using Transformation LogicTree® software, students can learn to model social problems by identifying root causes and causal pathways. Instructor and students used the software to model the need for a youth recreation program in southwest Georgia, identifying constraints and a strategy for "injections" useful in designing a potential nonprofit organization to create a youth recreation program.

Pedagogical Uses of Wiki's and Other Web 2.0 Resources to Reinforce Learning and Create Classroom Communities

Paul Kevin Cavanagh

The paper is an examination of two instances of using wikis as main course assignments for students in an MPA program. In addition the paper reviews the current literature concerning the best practices of incorporating web 2.0 resources for creating classroom communities that reinforce learning. The focus is on using these resources as *tools* for leverage existing curriculums and assignments while engaging students in peer education facilitated by, but not wholly dependent upon, the instructor.

Panel 12: Adjunct Teaching: The Unique Rewards Unveiled

Jennifer Stockdate, Ashley Nickels, Peter Letzman, and Quincy Williams

Discuss the values and challenges of teaching adjuncts in an environment that sparks student's curiosity and awareness of the course material and meaning. During the panel presentation, we will share practices and pitfalls in our experiences and open up for further discussion and address questions from participants at the presentation. We hope to leave participants with greater value for teaching adjuncts and a shared experience in discussing the challenges and valuable rewards that are within adjunct teaching in the Public Administration field.

Thursday, May 28, 2009, Workshop #2, 9-10:15 a.m.

The Taken-for-Granted Labor of Communication: Seeing Beyond Words

Diane M. Kimoto

This workshop challenges the notion that communication is merely an entity created by and through bureaucracy for the mechanistic transfer of information. It offers alternative frames of reference through which participants may refocus their attention on understanding how communication and its impacts (e.g., transactional analysis, strategic control, and the balance between creativity and constraint) may become a foundation for effective administration and a tool in promoting affective leadership.

Thursday, May 28, 2009, Workshop #3, 1-2:15 p.m.

Engaging Students: Some (SPEA-IUN) Old Dogs' New Tricks

Richard Hug, Barbara Peat, and Karen Evans

Developing constructive relationships with students depends upon first engaging them. Parker Palmer (1997) argues that it is the role of teachers to make connections with students that facilitate connections between them and the "Great Thing" that is the object of study. This session will feature demonstrations and discussion of in-class engagement techniques (PowerPoint Jeopardy and scavenger hunts), out of class approaches (learning logs, use of VoiceThread, YouTube, and Twitter) and group engagement efforts (Wiggio).

Thursday, May 28, 2009, Concurrent Sessions, 2:30-3:15 p.m.

Panel 13- The Undergraduate Curriculum

Teaching Public Administration at the Engineering/Policy Boundary: Introducing Interdisciplinary Approaches to Undergraduates

Robert Green and Gerald Emison

With the need in mind for basic interdisciplinary preparation in engineering and public policy, at Mississippi State University the College of Engineering and the Department of Political Science and Public Administration has developed and delivered an undergraduate course in engineering and public policy for over four years. This paper reports the experiences of offering such an interdisciplinary course. We describe the content of the course and the changes made as the course has evolved. Most importantly, the paper presents the impact of the course on attitudes of students enrolled in the course. By working on mixed engineers/political science teams, the expectation was that students would develop fresh outlooks and motivations from such a course. The article reports the results of such assessments. Further, it suggests lessons from this interdisciplinary approach that may be employed elsewhere.

Perceptions of Diversity and Social Equity Among Undergraduate Public Service Students

Tia Sherée Gaynor

An understanding of how students perceive diversity and social equity, allows universities to construct programs that foster thoughtfulness and consideration of these two highly transforming concepts. This study examines the effects of exposure to a newly implemented undergraduate degree program in Public Service on students' perceptions of diversity and social equity. Researchers studied participants with various degrees of exposure to the Public Service program to determine its impact on students' perceptions of diversity and social equity.

Florida: A State at Risk and How a Public Administration Program is Meeting the Challenges
Lourdes C. Rassi

This paper will broadly discuss the performance of higher education systems in the nation, while specifically addressing the performance of Florida's institutions. Six performance categories will be addressed: preparation for college, participation in education, affordability, completion of degrees and certificates, educational benefits, and student learning. The paper will also describe the Florida-mandated reporting requirements to certify that baccalaureate graduates have mastered content knowledge, communications and critical thinking skills. Specifically, the means by which the bachelor of public administration program at Florida International University has assessed its performance in core competency areas will be discussed. Assessment results will also be communicated. Finally, the paper will argue that a competent public sector workforce safeguards democratic processes and is the foundation of a strong government.

Panel 14- The Online and E-Learning Challenge

Combining Face-To-Face and Online Sessions in Hybridized Public Administration Classes
Jeremy Walling and Rickert Althaus

Expanding on a pilot study presented at the 2006 "Teaching Public Administration Conference," the authors share the findings of a follow-up study of student preferences regarding their hybridized public administration courses. In the analysis of the survey data, the authors explore the possibility that the students' favorable ratings of their hybridized classes are in part influenced by the students' preference for relationships with their classmates and their professors.

Bridging In-Person and Online Instructional Modes via "Virtual Classrooms"
Ed Gibson

The distance inherent in the online exchange between teacher, student, and classmates has been a crucial concern preventing more widespread use of this medium. This paper discusses the use of elluminate software's "virtual classroom" to help bridge this distance. Goals of this approach included making on-line students' experiences mirror the in-person student's experience more closely and enriching teacher-student interaction in a technical course (public budgeting). Hands-on demonstration of spreadsheets exemplifies the challenging content tackled online.

Panel 15- Towards a Critical Approach to Diversity and Social Equity in Public Affairs Education

Towards a Critical Pedagogy in Public Affairs Education
Karen Merson and Marjorie Anne Visser

Can We 'Make A Difference?' Imagining a New Path to Social Change
Mary R. Watson

Completing the Toolkit: Empowering Critical Discussions on Race and Social Equity in Public Affairs Research

Marjorie Anne Visser

Diversity and social equity remain key issues in public affairs education. Yet, the discourses which surround these issues are rooted in social and cultural experiences and are influenced by individual beliefs and perspectives making them among the most important and sensitive issues in the field. Yet the discourses which surround these issues are limited by dominant ideology and often do not address the experience of members of non dominant groups. This panel explores current practices and approaches used to address diversity and social equity in public affairs education. Special emphasis is given to curriculum design, pedagogy, and the role of national accreditation organizations.

Panel 16- The Power of Reflection, Field Research, and Dedication

Getting Students to Reflect on Experience: Why it is important, and Why it is Difficult

Bob Cunningham

We are an action-oriented society. Students may choose an MPA program rather than a graduate degree in economics or political science because they want to do something, not just think about it. We hear from our bosses, “Don’t just stand there; do something.” Leaders are considered people of action. I tell students that I want to get basic principles not just into their minds, but also into their bodies, so that a response is instantaneous. There is truth in the urge to action. There is a paradox too, for students and leaders should also reflect, consider consequences of alternative choices before pressing forward. Reflection should draw students out of the books and into the world.

This presentation will briefly make the argument for being reflective of one’s experience, then narrate an attempt to create a learning environment for teaching a reflective mind-set in a non-profit management class.

Field Research: A Valuable Technique in Teaching Courses on Nonprofit Organizations

Minerva Cruz

There is a general tendency among college educators to lecture on theory as the most appropriate teaching technique. However, focusing on the public administration field, I argue that encouraging students to conduct field research is an equally important technique. Indeed, my experiences teaching a course on non-profit organizations show that combining theory and field studies is a valuable teaching technique. Students seem better prepared for careers in nonprofit organizations when exposed to conducting field research.

Identifying the Most Effective Instructional Strategies to Achieve the Learning Objectives of Bloom’s Six Cognitive Domains

Blue Wooldridge, Susan Gooden, Lindsay Evans, and Gary Sarkozy

It has been suggested that the one of the reasons administrative education courses are poor taught is that the instructors do not know what administrators need to know, and, moreover, do not know the most effective methods to achieve the learning objectives associated with administration. The first part of this deficiency has been addressed in the article “Preparing public administrators for an era of globalization and decentralization: A strategic-contingency approach” by Wooldridge (2004), published in the Vol. 70 number 2 issue of the International Review of Administrative Sciences. The second, how to identify the most effective instructional strategies for achieving certain, specified learning objectives will be empirically identified through this proposed research.