



**33rd Annual
Teaching Public Administration Conference
May 13 - 15, 2010**

*Putting the SERVICE back into Communities:
Transformational Service*

**Grand Valley State University
Grand Rapids, MI**

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

Conference Program

2010 TEACHING PUBLIC ADMINISTRATION CONFERENCE SCHEDULE

THURSDAY, MAY 13

10:00 - 5:30 p.m.	Registration	GVSU Representatives (Eberhard Center)
11:00 - 12:00 p.m.	Pre-Conference workshop	Johnson Center for Philanthropy (Bicycle Factory)
12:00 - 12:45 p.m.	Lunch	On your own- Downtown Grand Rapids
12:45 - 1:00 p.m.	Peanut/Popcorn snack	Eberhard Center
1:00 - 1:15 p.m.	Opening Welcome	Grand Rapids Visitor and Convention Bureau <u>Rooms C,D,E,F</u>
1:15 - 2:00 p.m.	Roundtable Sessions <u>Rooms C,D,E,F</u>	Panel 1: <i>Quist, Mulder, Kimoto, Jelier, Woodfill, Green, Harris, Jackson, Williams, Petrescu, Spencer, Spencer Smith</i> Contacts: quistli@mail.gvsu.edu; mrlornemulder@yahoo.com; kimotod@gvsu.edu; jelierr@gvsu.edu; scott.woodfill@gmail.com; greenno@mail.gvsu.edu; leharri@memphis.edu; jackscor@mail.gvsu.edu; williamq@gvsu.edu; cpetrescu@emich.edu; ozpond@live.com; sarahspencersmith@gmail.com
2:00 - 2:15 p.m.	Transition/Break	
2:15 - 3:45 p.m.	Concurrent Sessions <u>Room B</u> <u>Room G</u> <u>Room A</u> <u>Room H</u>	Panel 2: <i>Restorative Justice in Grand Rapids: A Pilot Program (Interactive Session)</i> Contacts: kuilema@calvin.edu; gerkinp@gvsu.edu; ian.borton@aquinas.edu Panel 3: <i>Incorporating Second Life into the MPA Experience: A Teaching PA Workshop and Research Agenda (Interactive Session)</i> Contacts: jdunning@troy.edu; pdunning@troy.edu Panel 4: <i>Motivating Students to See Themselves as Change Agents in the Public and Nonprofit Sectors (Interactive Session)</i> Contacts: fadaseol@gvsu.edu; nickelas@gvsu.edu; rowlanth@gvsu.edu Panel 5: <i>Transformational Service with an International Flair (Paper Panel)</i> Contacts: mtavanti@depaul.edu; namrata26singh@gmail.com; muratonder.fsu@gmail.com

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3:45 - 4:00 p.m.	Transition/Break	
4:00 - 5:30 p.m.	Interactive Session <u>Rooms C,D,E,F</u>	Panel 6: <i>Maurice Carter's Innocence: Theatre as Community Service</i> (Interactive Session) Contacts: aliciapayne_@hotmail.com dmmolnar@mac.com
5:30 - 7:00 p.m.	Evening Reception	Cash Bar (Eberhard Center)
7:00 - 9:00 p.m.	Hospitality Suite	Grand Valley State University (Marriott)
FRIDAY, MAY 14		
7:30 - 8:15 a.m.	Full Breakfast	Eberhard Center- <u>West Gallery</u>
7:30 - 5:00 p.m.	Registration	GVSU Representatives (Eberhard Center)
8:15 - 10:15 a.m.	Interactive Workshop <u>Rooms C,D,E,F</u>	Panel 7: <i>ACCESS of West Michigan- "Living on the Edge" Poverty Simulation Workshop</i> Contact: nicole@accessofwestmichigan.org
10:15 - 10:30 a.m.	Transition/Snack	
10:30 - 12:00 p.m.	Concurrent Sessions <u>Room B</u>	Panel 8: <i>Sharing the Stories of Transformational Change</i> (Interactive Session) Contacts: JROUSE@bsu.edu; balfourd@gvsu.edu
	<u>Room G</u>	Panel 9: <i>The Challenges of Teaching Transformational Service</i> (Paper Panel) Contacts: robert.peters@wmich.edu eliasm@ipfw.edu;l.keller@csuohio.edu pdunning@troy.edu;pagibson@troy.edu
	<u>Room A</u>	Panel 10: <i>The Ethics of Decision-Making and Accountability</i> (Paper Panel) Contacts: gopinathpi@hotmail.com minerva.cruz@ksu.edu letzmanp@gvsu.edu; leandro_robles@hotmail.com; speterson@cascadetwp.com; brautigj@mail.gvsu.edu
	<u>Room H</u>	Panel 11: <i>Learning to Give Money Away</i> (Interactive Session) Contacts: barbara.liggett@wmich.edu; janice.maatman@wmich.edu

2010 TEACHING PUBLIC ADMINISTRATION CONFERENCE SCHEDULE

12:00 - 12:45 p.m.	Lunch	<u>Rooms C,D,E,F</u>
12:45 - 1:00 p.m.	Transition/Break	
1:00 - 2:15 p.m.	Keynote Challenge <u>Rooms C,D,E,F</u>	Panel 12: <i>The Challenge: Teaching Transformational Service</i> Contact: Cheryl Simrell-King (kingcs@evergreen.edu)
2:15 - 2:30 p.m.	Transition/ Snack	
2:30 - 4:00 p.m.	Concurrent Sessions <u>Room B</u>	Panel 13: <i>What Students Need to Know: A View from 'Pracademic'</i> (Interactive Session) Contacts: Daryl.Delabbio@kentcountymi.gov; VanDureB@wyomingmi.gov; avanderberg@miottawa.org
	<u>Room G</u>	Panel 14: <i>Experiencing Experiential Learning</i> (Interactive Session) Contact: rcunning@utk.edu
	<u>Room A</u>	Panel 15: <i>The Role of Economics and Technology in Transforming the Teaching of Public Affairs</i> (Paper Panel) Contacts: slistoki@gmu.edu; rohende@siue.edu; tcarr@siue.edu; hugr@iun.edu; bjneubauer@gmail.com; keith.harmon@gmail.com
	<u>Room H</u>	Panel 16: <i>Service Learning at 'Home,' Through Emotional Intelligence, and Around the World</i> (Paper Panel) Contacts: conahan@kutztown.edu jbolus@shsu.edu or jmbolus@hotmail.com ogrant@iusb.edu
4:00 - 4:15 p.m.	Transition/Break	
4:15 - 5:00 p.m.	Concurrent Session (45-minutes only) <u>Rooms D,E</u>	Panel 17: <i>Transformational Service and the Development of Interdisciplinary Academic Teams</i> (Interactive Session) Contacts: baileyk@gvsu.edu; jackk@gvsu.edu; gerkinp@gvsu.edu; smithr@gvsu.edu; kimotod@gvsu.edu; merrittb@gvsu.edu; workmant@mail.gvsu.edu; beaudryt@mail.gvsu.edu
	<u>Rooms C,F</u>	Panel 18: <i>The Power of Public Administration to Effect Change and Transform Governance (Macro Perspective)</i> (Interactive Session) Contact: ozpond@live.com

2010 TEACHING PUBLIC ADMINISTRATION CONFERENCE SCHEDULE

5:00 - 5:15 p.m.	Transition	Walk to the Courtyard by Marriot for Evening Reception
5:30 - 6:30 p.m.	Evening Reception	Welcome by the Honorable Mayor George Heartwell (Cash Bar)
6:30 p.m. 6:30-9:00 p.m.	Whitecaps Baseball Hospitality Suite	Leave for the Stadium from the Marriott Troy University (Marriott)

SATURDAY, MAY 15

8:00 - 8:30 a.m.	Continental Breakfast	<u>West Gallery</u>
8:30 - 10:00 a.m.	Concurrent Sessions <u>Room 202</u>	Panel 19: <i>E-Service: Transitioning Service Learning into an On-line Platform</i> (Interactive Session) Contact: lwaldner@troy.edu; sue.mcgorry@desales.edu; widenerm@troy.edu
	<u>Room 203</u>	Panel 20: <i>Developing Learner-Centered Teaching: Notes on Implementing Maryellen Weimer's Approach</i> (Interactive Session) Contacts: hugr@iun.edu; kevans@iun.edu
	<u>Room 201</u>	Panel 21: <i>Facilitating Transformational Service and Experience</i> (Paper Panel) Contacts: robert.peters@wmich.edu kimbokop@gvsu.edu wmill3@uis.edu
10: 00 - 10:15 a.m.	Transition/Snack	<u>West Gallery</u>
10:15 - 11:45 a.m.	Professional Opportunities	Symposia, Publications, and Travel <u>Room 203</u>
11:45 - 12:00 p.m.	Closing Comments	See you next year at TPAC 2011!!! <u>Room 203</u>
12:00 - until.....	Open time	-Travel home -Take local tours -Discuss potential sessions for TPAC 2011

2010 Teaching Public Administration Conference Proposal Abstracts

Thursday, May 13, 1:15-2:00 p.m. -PANEL #1: Roundtable Sessions

The Power of One: Inspired Service

Linda Quist (quistli@mail.gvsu.edu or linda.quist@yahoo.com)

Our world is full of the haves and have-nots, the gifted, the talented, the minimally functional and those in between. There are many reasons people choose service to the community. There are those who choose to share their gifts with society more or less because it is a part of their being. On the other hand, there are those who are great leaders and visionaries who serve to drive change. Then there are those of us who see an injustice and choose to work to correct it as a way to relieve guilt, or to feel good, or to be a part of something bigger. Finally, there are those of us who choose to do nothing. For the most part, as Americans we feel an obligation to help those we consider less fortunate, if through nothing else but paying taxes. But does obligation ever transform? Does obligation incite change? Or does it inspire service?

An Output is Not an Outcome: Teaching Students to Produce Transformational Performance Measurements for Community Agencies

Lorne Mulder (mrlornemulder@yahoo.com)

To discuss pedagogical practices for teaching students how to effectively create and maintain performance outcomes. In an era of dwindling community resources, successful community leaders need to be able to scientifically prove that their agencies are effective; more than ever governments, foundations, and corporation funding sources are mandating strategic evaluation in their grantmaking enterprises. The facilitator of this discussion will give his personal experiences on creating, expanding, and maintaining performance standards for organizations which serve individuals with substance abuse disorders.

Grantwriting 101- Using Action Learning to Promote Transformational Service

Diane M. Kimoto (kimotod@gvsu.edu)

Grantwriting, when connected with the tenets of boundary spanning, action learning, and social entrepreneurship, nurtures civic engagement. It moves students to a higher level of service learning where objectives are co-determined with community partners and are linked to meaningful and needed outcomes for both students and communities. Through internet resources, development of group strategies, and thinking “outside” of the box, students generate alternative means for sustaining programs and missions that might otherwise be lost.

Teaching a Public Administration Undergraduate Capstone: Transformation through Urban Engagement

Richard Jelier (jelierr@gvsu.edu)

Despite the prevalence of field work and case study research by academicians and graduate students, very few undergraduate courses or programs offer extended opportunities for students to apply theory through direct engagement and study of actual communities outside of the ivory tower of academe. While this kind of teaching pedagogy provides benefits and imposes special challenges for both teachers and students, it greatly enhances students’ commitment towards nurturing civic engagement. Through an enhanced use of service learning, we enrich students’ education by associating an awareness of community issues with social responsibility and direct engagement. As an interdisciplinary field of study, public administration relies upon the “mutual efforts and quality combinations of critical knowledge from

a variety of social disciplines and methods” to yield real opportunities for change (Vigoda, 2003, p. 8). This panel discussion or workshop will present the challenges and opportunities of teaching an undergraduate capstone course that combines urban engagement with service learning components.

From Party Pants to Work Pants – Service Learning within Greek Life Organizations
Scott Woodfill (scott.woodfill@gmail.com)

For over 30 years, fraternities and sororities have crowded the media with stories of hazing, binge drinking, and drug abuse. But what happens when these organizations start living their values, and affecting their communities in a POSITIVE manner? What causes these exceptional organizations to participate in transformational work given the strong stereotypes they must live up to everyday? This is a discussion on collaboration, cooperation and service learning with America’s Greek letter organizations.

Creating Roadmaps to Success: Program Development for a Pre-Health Professional Development Organization
Noel Green (greenno@mail.gvsu.edu)

Consistently, students come to colleges or universities to pursue some degree that will help them achieve a lucrative profession, such as a science major that will lead them towards a career in medicine. Students seek such pursuits even though statistics show that the majority of them will eventually choose a different career path or not get accepted into a medical program. Through this roundtable, we will discuss the expansion of programming ideas to increase student participation in pre-health development organizations that focus on its members' professional growth and increase awareness about the importance of these opportunities.

Building Nonprofit Evaluation Capacity by Engaging Students: Experiences Over Three Years from a Class Activity to Develop Program Evaluation Plans
Laura E. Harris (leharri@memphis.edu)

This roundtable will describe a project from a graduate-level MPA Program Evaluation course where students are paired with a non-profit agency in the community to develop an evaluation plan. The research paper to be presented at the conference is a case study of how this activity has evolved over three years, and also draws on survey feedback from students and agency contacts about the utility of the project.

GV Alternative Breaks and Active Citizenship
Cory Jackson (jackscor@mail.gvsu.edu)

Alternative Breaks has made their goal as an organization to focus on Active Citizenship and continued service post-graduation. With the thought that everyone has the capacity to serve and that everyone has their own passions in doing service work, whether it be social or environmental, we have tailored a program that meets their needs and encourages internal and external growth. Taking a pre-break, on-break, and post-break approach, we have encouraged many to continue work after college in the form of programs, such as Peace Corp, AmeriCorps, and City Year.

American Humanics: A Transformation for Change
Quincy Williams (williamq@gvsu.edu) and Claudia Petrescu (cpetrescu@emich.edu)

The nonprofit sector is facing several challenges which will shape the sector. American Humanics is attempting to address these challenges by attempting to transform itself. The changes in the curriculum

address the new management needs and values of the sector. The success of the Next Generation Leadership program is raising the question: what next? Is the American Humanics name obsolete - do we need another name to better reflect our mission? These are the topics to be discussed at the roundtable.

The Power of One to Effect Change and Transform Governance (Micro Perspective)

Peter Spencer (ozpond@live.com) and Sarah Spencer Smith (sarahspencersmith@gmail.com)

This round table discussion will highlight the journey of one man who felt his liberties and those of his fellow citizens were being abused by the implementation of policy. After more than 10 years of grassroots advocacy, more than 200 appearances in local, state and federal courts, many letters to local representatives and the Prime Minister himself he became increasingly aware that this was effecting the lives, the freedom and the very principles his homeland was founded on. He then embarked on a peaceful protest – a 52 day hunger strike ending in hospitalization in an attempt to bring service back to the people through transformational change. Justice is yet to be seen but a grassroots campaign across Australia continues to gain momentum and following by empowered citizens seeking transformational change.

Thursday, May 13, 2:15-3:45 p.m.-PANELs #2-5- Concurrent Sessions

Panel #2- Restorative Justice in Grand Rapids: A Pilot Program (Interactive Session)

Joseph Kuilema (kuilema@calvin.edu), Dr. Ian Borton (ian.borton@aquinas.edu), and Dr. Patrick Gerkin (gerkinp@gvsu.edu)

This presentation draws on the individual experiences of the three presenters, and the three different disciplines they represent (Social Work, Communications, Criminal Justice) in order to examine Restorative Justice through the lens of a current pilot program within the 61st District Court in Grand Rapids, MI. The presentation will also include preliminary evaluation findings and a focused discussion on the difficulties of implementing such programs within the current social, political, and criminal justice context.

Panel #3: Incorporating Second Life into the MPA Experience: A Teaching PA Workshop and Research Agenda (Interactive Session)

John E. Dunning (jdunning@troy.edu) and Pam T. Dunning (pdunning@troy.edu)

Second Life is a Web-based multi-user 3D virtual world developed by Linden Lab in 2003. User self-building and programming features of Second Life make it extremely useful to develop learning content and settings for self-paced learning. The purpose of this workshop is to introduce participants to the capabilities of Second Life, to enroll them as users, to develop basic proficiencies, and to challenge them to engage in pedagogical research on whether or not the use of Second Life can improve student learning outcomes related to the areas of case study analysis and student collaboration. This workshop will serve as the portal for research, papers and presentations at the 2011 Teaching Public Administration Conference. Participants are encouraged to bring personal laptops to begin the process.

Panel #4: Motivating Students to See Themselves as Change Agents in the Public and Nonprofit Sectors (Interactive Session)

Olubunmi Fadase (fadaseol@gvsu.edu), Ashley Nickles (nickelas@gvsu.edu), and Theresa Rowland (rowlanth@gvsu.edu)

Leadership Development (SCM) as an instructional method through which the practice of transformational service is enhanced. Transformational service requires students to “converse, tell their stories and become involved in situated engagement”; therefore the SCM is a vehicle in which to achieve

this level of development. Curriculum that incorporates this model allows students to see themselves as agents of change and as practitioners that have an ethic of service.

Panel #5: Transformational Service with an International Flair (Paper Panel)

Teaching Sustainable Development through International Public Service

Marco Tavanti (mtavanti@depaul.edu)

The presentation includes a SWOT analysis of two study abroad programs for graduate public service students learning sustainable development and poverty reduction. The paper/presentation compares and contrasts the pedagogies, methods and outcomes on students and community projects connected with the rural sustainability Chiapas program in Mexico and the urban sustainability Manila program in the Philippines. The research illustrates effective pedagogical strategies for achieving professional learning while developing sustainability and organizational capacity in developing countries.

Bhagidari-Citizen, Government Partnership

Dr. Namrata Singh (namrata26singh@gmail.com)

Gandhiji talked of giving power to the people. In line with this ideological heritage, Bhagidari was launched in Delhi in 1998. It outlines a philosophy for urban governance – responsive and participative. It utilizes processes and principles of multi stake holders- citizen groups, NGOs and the government. It also facilitates public scrutiny of government functioning and work towards policy interventions in support of popular empowerment and civil society. I will explore the question that whether Bhagidari is a positive scheme in creating an environment where “Cities are not a problem; they’re the answer (Jaime Lerner).”

Public Administration Theory, Research, and Teaching: How Does Turkish Public Administration Differ?

Dr. Murat Onder (muratonder.fsu@gmail.com)

Our study includes two dimensions; first one evaluates the articles published in Journal of Public Administration in Turkey, and second one evaluates the public administration education in Turkey. Data for the article analysis section were gathered from a content analysis of published articles in the Journal of Public Administration (AİD) in Turkey. All articles were reviewed during the 20 years period of 1990 and 2009. Review essays and special issues are separated from our study. We picked AİD published in native language 4 times a year. It is the only public administration journal screened by Social Sciences Citation Index (SSCI) in Turkey.

Thursday, May 13, 4:00-5:30 p.m.-PANEL #6 (Interactive Session)

Maurice Carter's Innocence: Theatre as Community Service

Donald Molnar (dmmolnar@mac.com) and Alicia Payne (aliciapayne_@hotmail.com)

Using a play reading excerpt, moderated panel discussion and Q&A session, this presentation will highlight a case study where theatre is currently being used to raise awareness about a wrongful conviction case from the 1970s and the work being done by the 501c3 charitable organization Humanity for Prisoners.

Friday, May 14, 8:15-10:15 a.m.-PANEL #7 (Interactive Session)

Living on the Edge: Poverty Simulation Workshop

ACCESS of West Michigan (nicole@accessofwestmichigan.org)

Simulation participants leave their identities at the door and role-play the lives of various family types living in poverty. Volunteers that have experienced poverty create a community of stores and agencies that families will interact with during a “month” in poverty. Participants must maintain their housing, pay their bills, and care for their families. Following this, they will have a chance to reflect on their experiences through guided discussion and hear personal testimonies from volunteers.

Friday, May 14, 10:30-12:00 p.m.-PANELS #8-11 Concurrent Sessions

Panel 8: Sharing the Stories of Transformational Change (Interactive Session)

John Edward Rouse (JROUSE@bsu.edu) and Dan Balfour (balfourd@gvsu.edu)

Panel 9: The Challenges of Teaching Transformational Service (Paper Panel)

Exploring the Limits of Concept Mapping, Power Point, and Active Learning in Enhancing Student Learning and Job Performance

Robert A. Peters (robert.peters@wmich.edu)

The requirement that students submit concept maps prior to class discussions incentivizes students to read and develop a basic understanding of the assigned readings and yields a mechanism for assessing learning in real time. The combination of active learning and PowerPoint slides delineating major themes encourages additional thought and analysis during class sessions. However, student responses to essay questions suggest a key element is missing in transferring knowledge from the classroom to the work environment.

Teaching Public Administration in the Modern University

Dr. Lawrence Keller (l.keller@csuohio.edu) and Dr. Veronica Elias (eliasm@ipfw.edu)

Teaching is more honored in exhortation than rewarded in the current academy. This is particular the case for young faculty entering the discipline of Public Administration yet interested in the profession. As most of the graduate teaching is in a professional degree program, faculty can find themselves pulled in many and often contradictory paths simultaneously. Contemporary pressures for publication and headcount pervade the reward system. However, many find themselves in institutions that are not the main research university and thus lack resources for helping young faculty cope with the often conflicting demands. Students, often older students who work full-time and are in mid-management or lower positions, can feel their needs are neglected. And young faculty can feel increased anxiety over the number if not the quality of publications.

Aligning Course Content to Learning Objectives: A Quality Matters™ Perspective

Pamela Gibson (pagibson@troy.edu) and Pam T. Dunning (pdunning@troy.edu)

Quality Matters™ (QM) is a peer-reviewed program for on-line courses that focuses on course design. The rubric used is composed of eight different standards that help align course elements, such as learning objectives, assessment tools, & technology, to ensure students achieve the desired learning outcomes. As an institutional member, Troy University has provided a self-directed training program to assist faculty members in creating a better on-line experience for their students. This presentation will provide participants with an introduction to QM and handy tips & guidelines for incorporating QM principles into syllabi and course management systems.

Panel #10: The Ethics of Decision-Making and Accountability (Paper Panel)

Participative Decision-Making: A Communitarian Perspective

A study of Panchayati Raj and Water Harvesting experience in Rajasthan (India)

Dr. Gopinath Pillai

Globalisation has put a lot of pressure on public administration in India. It calls for a paradigm shift from a typical centralised bureaucratic hierarchy to a more de-centralised communitarian participative model through more and more disengagement of the state in administration. My study is based on an empirical research conducted in the context of Rajasthan, where an attempt towards state and people's partnership in sustaining environment has been made by the Panchayati Raj Institution which has gained enormous success in enlisting community participation in Water Harvesting,

The Importance of Teaching Ethics in Public Administration Courses

Minerva Cruz (minerva.cruz@kysu.edu)

At the core of transformational service is an ethical public administrator. Yet "the institutionalization of ethics is a major challenge for public institutions" (West 2009, 275) in today's multicultural world. I argue that although ethics may be a difficult concept to put into practice, various teaching techniques can make it a valuable resource for future public administrators. The widespread concern for ethics in government should encourage schools to include ethics in all courses in public administration.

Transparency in Government: Local Government Compliance to the Michigan Freedom of Information Act

Jessica Brautigam (brautigj@mail.gvsu.edu), Steve Peterson (speterson@cascadetwo.com), Leandro Robles (leandro_robles@hotmail.com) and Peter Letzman (letzmanp@gvsu.edu)

Government transparency is vital to a successful democracy. The Freedom of Information Act (FOIA) was established as a legal vehicle for individuals to gain access to government information. This study evaluates the effectiveness of the Freedom of Information Act as a means to access information by looking at local government's implementation of and compliance to the act. A selection of 300 local government entities including school districts, intermediate school districts, county, city, village, and township governments, and colleges and universities were sent a total of 900 FOIA requests. The responses to these requests were tracked and classified to evaluate compliance levels. The result will be used to generate report cards to inform sampled government entities of their level of compliance with the Freedom of Information Act.

Panel #11: Learning to Give Money Away (Interactive Session)

Barbara Liggett (barbara.liggett@wmich.edu) and Janice Maatman (janice.maatman@wmich.edu)

University students are engaged in learning about community needs and funds availability. How do students respond to the community requests? How do students respond to the act of "giving away" money? This presentation explores students' perceptions and the teaching/learning experiences in evaluating community needs for the purpose of re-granting funds to nonprofit organizations. Data from 2008 and 2009 guide our reflections on: How do we teach philanthropy? And, is it really so hard to give away money?

Friday, May 14, 1:00-2:15 p.m.-PANEL #12- Keynote Speaker and Challenge

The Challenge: Teaching Transformational Service
Cheryl Simmrel-King (kingcs@evergreen.edu)

When President Obama recently accepted the Nobel Peace Prize, he did not see the award as recognition of past accomplishments but as, instead, an affirmation of the capacity of American leadership to shape the world toward the aspirations held by “people of all nations.” Furthermore, he said “ To be honest, I do not feel that I deserve to be in the company of so many of the transformative figures who've been honored by this prize -- men and women who've inspired me and inspired the entire world through their courageous pursuit of peace” (Oct 9, 2009).

What brings these exceptional people to do this transformational work, particularly given so many have done so through significant personal and national suffering? And, if President Obama is right when he says that Americans have the capacity to shape the world toward such significant aspirations like peace, moderating climate change, and mitigating poverty, what does this ask us, the teachers of current and future public service practitioners?

Practicing transformational service, as many Nobel laureates may tell us, requires we become what Kwame Anthony Appiah (2006) calls, Cosmopolitans –global citizens connected through the responsibilities and obligations we share with others, many of whom are “strangers.” Appiah says that we achieve this connection through *conversation*, through deep connections across all the forms of identity that separate and divide us. Appiah’s perspective is similar to Hannah Arendt’s notion of “transcending judgment” (1961, p. 220). One transcends judgment by viewing each person as someone to whom one owes the moral respect to consider his or her standpoint. Transcending judgment is not the same as empathy – it does not mean emotionally assuming or accepting the point of view of others. It means thinking from the perspective of everyone else, “to listen to what the other is saying or when the voices of others are absent, to imagine to oneself a conversation with the other as a *dialogue* partner” (Benhabib, 1992, p. 137; emphasis added). Both Appiah and Arendt’s perspectives echo Benjamin Barber’s (1984) definition of citizenship in a democracy as:

...a dynamic relationship among strangers who are transformed into neighbors, whose commonality derives from *expanding consciousness* rather than *geographical proximity*. They are united by the ties of common activity and common consciousness – ties that are willed rather than given by blood or heritage or prior consensus on beliefs and that thus depend for their preservation and growth on constant commitment and ongoing political activity (p. 223; emphasis added).

Our marching orders, as teachers of transformational service, lie within Appiah’s, Arendt’s and Barber’s perspectives and are related to conversing, story-telling, situated engagement and listening. How will we identify our orders (take our orders from the situation) and put them into practice? Some of this work may be started at the 2010 Teaching Conference...

Friday, May 14, 2:30-4:00 p.m.-PANELS #13-16 Concurrent Sessions

Panel #13: What Students Need to Know: A View from 'Pracademic' (Interactive Session)
Daryl Delabbio (Daryl.Delabbio@kentcountymi.gov), Barb Van Duren (VanDureB@wyomingmi.gov), and Alan Vanderberg (avanderberg@miottawa.org)

A panel of local government practitioners, who also serve as adjunct faculty members, will address what is necessary to equip students with the skills necessary to succeed in the world of local and non-profit administration. The panel will also provide information to attendees about the various resources and

networking opportunities available for college and university programs to assist in the development of future leaders.

Panel #14: Experiencing Experiential Learning (Interactive Session)

Robert Cunningham (rcunning@utk.edu)

We will experience a 90 minute version of a semester-long organization simulation. The organization is very complicated, and we have found that the best way to communicate a sense of how it feels to be in a regular class like this is to participate in a cut-down version. I use it in an HR class. It would fit for an Organization behavior class, an Intro to PA class, an Introduction to Management class, and with some tweaking into budgeting or non-profit. It works extremely well in a class with 40-60 students. Students both teach and manage the class. The instructor is the senior manager. This is a highly structured system with many grading points. Students get quick feedback, and a sense of how a bureaucracy works.

Panel #15: The Role of Economics and Technology in Transforming the Teaching of Public Affairs (Paper Panel)

Teaching Quantitative Analysis in the 21st Century

T. R. Carr (tcarr@siue.edu) and Rochelle R. Henderson (rohende@siue.edu)

Students are increasingly comfortable and dependent on technology. Public administration graduate programs must be ready to embrace the increased student expectation that technology will not only be available but utilized in instruction. Teaching quantitative analysis courses is a constant struggle to find a teaching methodology that maintains delivery of complex materials in a format readily accessible by students. This paper presents our experience of incorporating web based technology in delivery of a quantitative analysis course.

A Model of Public Affairs Education as Community Service: Transforming the Life-long Learning of Public Service Professionals using Web 2.0 Technologies

Richard Hug (hugr@iun.edu), Bruce Neubauer (bjneubauer) and Keith Hamon (keith.hamon@gmail.com)

Many students select to attend prestigious universities both for the quality of instruction and for the opportunity to network with a cohort of peers likely to have successful careers. Social networks in combination with Web. 2.0 technologies open opportunities for all colleges and universities to enable students to connect with peers and prior graduates while in school and beyond. We will explain and display an actual, functional extended learning portal.

Teaching Economics to Public Service Students: Is there a Tradeoff Between Rigor and Application?

Siona Robin Listokin (slistoki@gmu.edu)

This presentation will analyze the economics course offerings, requirements and curriculum across the "public service" masters of arts spectrum. The presentation will promote a discussion of the applicability of disciplinary courses in economics to the public sector workforce and argue that rigor cannot displace practice-based curriculum choices in economics.

Panel #16: Service Learning at "Home," Through Emotional Intelligence, and Around the World (Paper Panel)

Interning at Home: Practicum Experiences in a Student-Run Social Welfare Club

John Conahan (conahan@kutztown.edu)

Field education is a required content area in social work education, intended to foster the integration of empirical and practice-based knowledge and promote the development of professional competence. Field education is an essential component in social work education, but has been criticized for neglecting several key components of the learning process. These components include social work management competencies, field experience in gaining such competencies and not for profit leadership. Utilizing a leadership position in a social work club as a field placement provides a unique opportunity to address a growing area of social work education.

Community Service in the United States, Chile, and Argentina: The Patterns and Meaning of Community Service Among University Students

John Bolus (jbolus@shsu.edu)

Community service and association are known to be important features of democratic societies. Likewise, patterns and incidences of community service are known to vary according to political, socioeconomic and cultural contexts. Dr. Bolus would like to present some preliminary findings about community service among university students in Texas, Chile and Argentina based on contact through teaching, surveys, and focus groups.

Incorporating Emotional Intelligence and Metacognitive Strategies in Service Learning Projects

Otis Grant (ogrant@iusb.edu)

Metacognitive strategies can lead to student transformation. Focusing on service learning objectives, the author illustrates how teachers can apply a three stage metacognitive model which will maximize their student's service learning experience. The first stage concerns student beliefs about the issue(s). The second stage focuses on student's self-reflection. The third stage highlights the student's emotional regulation and subsequent application of metacognitive strategies to problem solving.

Friday, May 14, 4:15-5:00 p.m.-PANELS #17-18 Concurrent Sessions

Panel #17: Transformational Service and the Development of Interdisciplinary Academic Teams
(Interactive Session)

Kathleen Bailey (baileyk@gvsu.edu), Kristen Jack (jackk@gvsu.edu), Patrick Gerkin (gerkinp@gvsu.edu), Robin Smith-Colton (smithr@gvsu.edu), Diane Kimoto (kimotod@gvsu.edu), Brent Merritt (merrittb@gvsu.edu), Todd Workman (workmant@mail.gvsu.edu), and Tiffany Beaudry (beaudryt@mail.gvsu.edu)

The development of an interdisciplinary academic team known as IMPAACT (Improving Momentum Partnering Alliances and Collaborative Teams) was formed at Grand Valley State University. Established as a primary vehicle for community-oriented problem solving, this group seeks to link transformational service with practical application. IMPAACT works to create mutually beneficial relationships between the University and the community.

Panel #18: The Power of Public Administration to Effect Change and Transform Governance (Macro Perspective) (Interactive Session)

Peter Spencer (ozpond@live.com)

In spite of 65 years (since 1945) of the world transferring billions of dollars annually to Third World Nations, there has been insignificant change occurring in the way of actual effective delivery of services from the rest of the world's communities. The most essential fundamental institution, that being a strong, best practice and effective Public Administration, New Public Management (NPM) is regrettably in need

of comprehensive, wholesome embrace, more so, a serious infusion of all the essential elements that it requires to be able to deliver to the people a service to a required standard that we in the West would find entirely acceptable.

Saturday, May 15, 8:30-10:00 a.m.-PANELS #19-21 Concurrent Sessions

Panel #19: Transitioning Service Learning into an On-line Platform (Interactive Session)

Leoral Waldner (lwaldner@troy.edu), Murray Widnener (widnenerm@troy.edu), and Sue McGorry (sue.mcgorry@desales.edu)

How do we effectively incorporate service learning on-line? This presentation provides tools to do precisely that. For example, service clients can present course projects to students interactively live via webcam, while archiving the presentation for students in different time zones. These techniques help eliminate the “distance” in “distance learning” so that students better connect to the client and the service learning experience. The presentation also features best practices culled from an e-service literature review.

Panel #20: Developing Learner-Centered Teaching: Notes on Implementing Maryellen Weimer's Approach (Interactive Session)

Richard Hug (hugr@iun.edu) and Karen Evans (kevans@iun.edu)

At the 2008 National Conference on Teaching Public Administration, Maryellen Weimer introduced her approach to learner-centered teaching. Weimer argued that changes were needed in 1) the balance of power in the classroom, 2) the function of content, 3) the role of the teacher, 4) the responsibility for learning, and 5) the purpose and processes of assessment. Panel members will review Phyllis Blumberg's *Developing Learner-Centered Teaching: A Practical Guide for Faculty*, a workbook based on Weimer's efforts, and share their experiences in changing one or more of Weimer's five dimensions in their teaching using Blumberg's book. Audience members will be invited to share their own efforts to make their teaching more learner-centered.

Panel #21: Facilitating Transformational Service and Experience (Paper Panel)

Linking Mission, Goals, and Objectives to Admission Criteria, Pedagogy, and Course Content

Robert Peters (robert.peters@wmich.edu)

The discussion will be divided into three sections: admission criteria, pedagogy, and curriculum content. The initial part of each section will briefly address the literature. For example the admission criteria section will address law school studies that revealed a statistically significant relationship between admission criteria and the goal of producing successful alums (measured by income) but did not find a statistically significant relationship between admission criteria and graduates who fulfilled the goal of community service. The subsequent discussion will focus on strategies for maximizing achievement of the program's mission by, in this instance, examining admission criteria.

Engagement and Growth: Using Agency-based Experiences to Increase Professional Learning and Professional Commitment

Priscilla Kimboko (kimbokop@gvsu.edu)

Agency-based learning helps students clarify their own interests and fit within the profession. This session presents a model for building effective hands-on-learning experiences for students in which faculty work closely with students and agency-based ‘supervisors. This model involves the use of

learning contracts, supervisory visits, and classroom follow-up activities. Sites are screened and monitored for effectiveness. Faculty connections with agency-based professionals can also enrich the faculty member's practice knowledge and course relevance.

Mode-Neutral Methods of Instruction and Becoming Drawn Away from Traditional Approaches
Will Miller (wmill3@uis.edu)

This presentation will explore the use of mode-neutral methodology in its application to teaching MPA students in a quantitative methods course. More broadly, the paper will think about how this approach may hurry along changes in how we have traditionally approached teaching and learning in professional programs.