

#TPAC39

**American Society for Public Administration
SECTION ON PUBLIC ADMINISTRATION EDUCATION**

2016 Teaching Public Administration Conference



RUTGERS

School of Public Affairs
and Administration | Newark

**Balancing Theory & Practice in
Public Service Professionalization**

May 24 & 25, 2016

Conference Proceedings

Conference Theme

The 39th Annual Teaching Public Administration Conference (TPAC) provided a forum for:

- Demonstrating and discussing teaching opportunities and strategies;
- Building awareness of the contemporary environments related to public administration education;
- Collaborating on career development strategies.

The important relationship between theory and practice, and the need for reciprocity between scholars and practitioners, has long been recognized in the field of public administration. An abundance of academic journals support this with a range of studies over several decades that demonstrate the collective knowledge base derived from partnerships of this kind.

The ultimate goal of the conference was to promote and sustain professionalism in public service, among both academics and practitioners. Good practices in the field necessitate achieving a balance in theory and practice in the development and delivery of public administration curricula, and in programs that foster students' career development.

The forum was designed for public administration educators, practitioners, and students. Relevant proposals from all disciplines are welcome. Below is a list of possible topics for proposals:

1. The use of art, literature, cinema and video in teaching public administration
2. Teaching technology - how to use it and add it to the curriculum
3. Enriching online education
4. Multidisciplinary approaches to public service learning
5. Public service professionals, in adjunct professor capacities, educating for public service
6. Internships networks (local and international)
7. Integrating instructional technologies for in-class course enhancement
8. International perspectives on public administration education
9. Information and Communications Technologies (ICTs) and case study development
10. Use of case-based courses for teaching public administration
11. Opportunities for academic/practitioner collaboration on education for public service in the government and nonprofit sectors
12. Ethics education and public service professionalization
13. Strategies for a strong educational foundation in public administration theory and practice
14. Supporting student success through advising and mentoring as teaching
15. Contemporary environments that impact teaching public administration

Conference Committee

Conference Chair

- Dr. Marc Holzer, Founding Dean, School of Public Affairs and Administration, Rutgers, The State University of New Jersey, Newark (mholzer@rutgers.edu)

Conference Co-chair

- Dr. Lorenda Naylor, Chair of SPAE, Associate Professor, Director, B.A. in Government & Public Policy, Schaefer Center Faculty Fellow, College of Public Affairs, University of Baltimore (lnaylor@ubalt.edu)

Program Chairs

- Dr. Alexander Heckman, Department Chair, Public Administration Chair, Public Administration Programs, Franklin University (alexander.heckman@franklin.edu)
- Dr. Staci Zavattaro, Associate Professor of Public Administration and a Research Associate with the Center for Public and Nonprofit Management, College of Health and Public Affairs, University of Central Florida (staci.zavattaro@ucf.edu)

Planning Committee, School of Public Affairs and Administration

- *Chair:* Lois M. Warner - Assistant Teaching Professor; Assistant Director, Virtual Museum of Public Service (lmrs@scarletmail.rutgers.edu)
- Andrew Ballard - Managing Director, National Center for Public Performance
- Rachel Emas - Assistant Teaching Professor; Assistant Director, Global Executive Online MPA
- Melissa Rivera - Associate Dean for Finance, Technology and Administration
- Kelly Robinson - Director of Public Data and Institutional Research; Assistant Research Professor
- Alan Shark - Associate Professor of Practice
- Ginger Swiston - Director of Communications

Conference Program At a Glance

Tuesday, May 24:

8-8:45am
Registration & Continental Breakfast

9-10:15am
Conference Reception, Opening Plenary
& Keynote Address: Ms. Joy McDonald

10:30-11:45
Concurrent Session - 1

12-12:45pm
Lunch

1-2:15pm
Lunch Keynote

2:30-3:45pm
Concurrent Session - 2

4-5:15pm
Concurrent Session - 3

5:30-6:45pm
Concurrent Session - 4

Wednesday, May 25:

8-8:45am
Registration & Continental Breakfast

9-10:15am
Opening Plenary & Keynote Address:
Dr. William Howe

10:30-11:45am
Concurrent Session - 5

12-1:15pm
Concurrent Session - 6

1:30-2:15pm
Lunch

2:30-3:45pm
Lunch-time Keynote Panel Discussion

4pm
Closing Plenary

Index of Presenters

Last Name	First Name	Institutional Affiliation	Page
Ahumada	Elaine	California Baptist University	17
Aiyer	Jay K.	Texas Southern University	14
Akgul	Arif	Mugla Sitki Kocman University, Turkey	18
Baker	David L.	California State University, San Bernardino	12
Beinecke	Richard H.	Suffolk University, Boston	14
Cardona	Antonio	Rutgers University-Newark, New Jersey	20
Carrizales	Tony	Marist College, New York	24
Casey	John	Baruch College, CUNY	24
Castillo	Marco	New York City College of Technology, CUNY	17
Chen	Ximeng	Binghamton University, New York	23
Christophe	Antoinette	Texas Southern University	14
Coughlan	Ryan	Rutgers University-Newark	7
Dolamore	Stephanie	University of Baltimore, Maryland	22
Dunning	Pamela	Troy University, Alabama	12
Edlins	Mariglynn	University of Baltimore, Maryland	22
Gibson	Pamela	Troy University Alabama	21
Grossman	Seth	Rutgers University-Newark, New Jersey	13
Hamidullah	Madinah	Rutgers University-Newark, New Jersey	17
Heckman	Alexander	Franklyn University, Ohio	22
Kling	Mark	California Baptist University	19
Lulejian	Armine	Kean University, New Jersey	18
McDonald	Joy	Rutgers University-Newark, New Jersey	7

Last Name	First Name	Institutional Affiliation	Page
Meyer	Seth	Rutgers University-Newark, New Jersey	17
Miller	Joel	Rutgers University-Newark, New Jersey	7
Mohamed-Spigner	Deborah	New Jersey State Parole Board	7
Mrizek	Jeffrey	California State University, Sacramento	13
Neubauer	Bruce	Albany State University, New York	16
Nolfi	Tricia F.	Rider University New Jersey	14
Perun	Stephan	Villanova University, Pennsylvania	22
Rolandi	Stephen R.	John Jay College of Criminal Justice, CUNY	20
Sadovnik	Alan	Rutgers University-Newark, New Jersey	7
Scachter	Hindy Lauer	New Jersey Institute of Technology	24
Semel	Susan	City College of New York, CUNY Graduate Center	7
Tipton	Roberta	Rutgers University-Newark, New Jersey	19
Tzfidia	Erez	Sapir College, Israel	13
Valentin	Nelida	Rutgers University-New Brunswick, New Jersey	20
Volman Makris	Molly	Guttman Community College, CUNY	7
Ward	Leonard	New Jersey State Parole Board	7
Warner	Lois	Rutgers University-Newark, New Jersey	18
Welsh	Megan	San Diego State University, California	19
Wolfsgruber	David L.	New Jersey State Parole Board	7
Zhang	Yohang	Rutgers University-Newark, New Jersey	18

Conference Proceedings - Keynotes

May 24

Opening Plenary Keynote: *Strategies for Supportive Online Instruction* by Joy McDonald, Manager of Information Technology, Rutgers University-Newark

Lunchtime Keynote Panel Discussion: *Information & Communications Technologies for Researchers and Practitioners in Criminal Justice* by New Jersey State Parole Board, **Moderator** Dr. Deborah Mohammed-Spigner, Research Scientist

Panelists: Dr. Joel Miller, Associate Professor, School of Criminal Justice, Rutgers University-Newark; Leonard Ward, Director, Division for Parole, NJ State Parole Board; David Wolfsgruber, BS, CPM, Assistant Director, Division for Community Programs, NJ State Parole Board

Practitioners in criminal justice can be better prepared for the public sector by having college courses and training in research methodologies that incorporates informational and communicational technologies. Increasingly, public agencies are moving towards strategic data collection and application of results to inform practice and decision making.

The purpose of this panel discussion is to:

- Discuss the methodologies specific to CJ practice
- Determine technologies that help facilitate learning of methodologies
- Assess the use of technologies in the practice of CJ

May 25

Opening Plenary Keynote: *Multicultural Education* by Dr. William Howe, President of Multicultural Dimensions

Lunchtime Keynote Panel Discussion: *Using Research in Urban Education in Public Administration and Policy Courses*, **Moderator** Nikki Smith, Doctoral Candidate, Rutgers University-Newark

Panelists: Dr. Molly Vollman Markris, Guttman Community College, CUNY; Dr. Susasn Semel, City College of New York, CUNY; Ryan Coughlan, Doctoral Candidate, Rutgers University-Newark; Dr. Alan Sadovnik, Board of Governors Professor, Rutgers University-Newark

The purpose of this session is to give examples of how to use research on urban education in public administration and public policy courses. Based on their own and others' research, each panelist will demonstrate why urban education should be an important part of courses in public administration and public policy. Among the issues to be discussed are gentrification and schooling, collective efficacy and educational outcomes, the history of urban education, and using the sociology of urban education.

Conference Proceedings - Abstracts

Table of Contents

Presenters	Topics	Page
Ahumada, Elaine	"Critical Incident Reflection Frameworks" Through Inquiry Based Learning in Online Courses to Professionally Develop Public Sector Practitioners	17
Aiyer, Jay K.	Enhancing Student Learning Objectives via Social Media and Public Commentary	14
Akgul, Arif	Teaching a GIS Course in Public Administration: An Interdisciplinary Approach	18
Baker, David L.	Revisiting Andragogy (Adult Learning Theory) Principles to Enhance the Instrumental Roles of Instructors in Designing Online Discussions	12
Beinecke, Richard H.	Teaching Change Leadership in MPA and MBA Programs in a Business School	14
Cardona, Antonio	Dialogue on Teaching Public Administration in Diversified Classrooms: Strategies that Work	20
Carrizales, Tony	Teaching Global & Comparative Public Administration: An Assessment of MPA Programs	24
Casey, John	Cosmopolitan Nonprofit Education in an "Americanized" World	24
Castillo, Marco	Cases of Crisis: Using International Case Studies to Teach New Perspectives on Public Administration	17
Chen, Ximeng	Incorporating "Cultures and Languages Across the Curriculum" in Teaching Public Administration	23
Christophe, Antoinette	Evolution of the Modern Classroom: Unlimited Boundaries to Electronic Instruction, Learning Opportunities, and Methods of Assessments	14

Presenters	Topics	Page
Coughlan, Ryan	Using Research on Urban Education in Public Administration and Policy Courses	7
Dolamore, Stephanie	Teaching Empathy in Public Administration	22
Dunning, Pamela	Creating Inclusive Classrooms in Online Courses using Universal Design for Learning (UDL) Principles	12
Edlins, Mariglynn	Teaching Empathy in Public Administration	22
Gibson, Pamela	Ethics Education and Public Service Professionalization. From Compliant to Concordant: Foucault's Technologies of the Self and Moral Maturity	21
Grossman, Seth	The Role of Public Partnership Governance in Public Management (Partnership Governance)	13
Hamidullah, Madinah	Comedy and Public Administration Bureaucratic Stereotypes	17
Heckman, Alexander	Teaching Ethical Leadership from an Organizational Systems Perspective	22
Kling, Mark	"Critical Incident Reflection Frameworks" Through Inquiry Based Learning in Online Courses to Professionally Develop Public Sector Practitioners.	19
Lulejian, Armine	Teaching Strategies in Public Administration	18
McDonald, Joy	Strategies for Supportive Online Instruction	7
Meyer, Seth	Using "YouTube" as an Educational Tool	17

Presenters	Topics	Page
Miller, Joel	ICT, Research and Teaching for Criminal Justice Practitioners	7
Mohamed-Spigner, Deborah	ICT for Researchers and Practitioners in Criminal Justice	7
Mrizek, Jeffrey	“Assessing Collective Impact for the Emergence of a Competency Based Statewide ‘Public to Public’ Civil Service Career Pathway”	13
Neubauer, Bruce	Integrating Collaborative Public Service Story-writing into a Case-based Public Affairs Course	16
Nolfi, Tricia F.	Using Action Learning Groups to Promote Learning	14
Perun, Stephan	Teaching Ethics Well: Empirical Evidence of MPA Students Developing Ethical Competence	22
Rolandi, Stephen R.	Dialogue on Teaching Public Administration in Diversified Classrooms: Strategies that Work	20
Sadovnik, Alan	Using Research on Urban Education in Public Administration and Policy Courses	7
Scachter, Hindy Lauer	Teaching Gender Bias: Second Generation Bias in MPA and MBA Programs	24
Semel, Susan	Using the History of Urban Education to Teach Public Administration and Policy	7
Tipton, Roberta	Working with the Capstone: Changing Sources and Methods for Online Research	19
Tzfidia, Erez	Writing Effective Public Policy Papers: Professionalization by Community-Campus Partnerships	13

Presenters	Topics	Page
Valentin, Nelida	Dialogue on Teaching Public Administration in Diversified Classrooms: Strategies that Work	20
Volman Makris, Molly	Using Research on Urban Education in Public Administration and Policy Courses	7
Ward, Leonard	ICT, Research and Teaching for Criminal Justice Practitioners	7
Warner, Lois	The Virtual Museum of Public Service as a Teaching Resource for Teaching Public Administration	18
Welsh, Megan	We are Humans First: Teaching Research Methods through an Experiential Learning Project on Homelessness	19
Wolfgruber, David L.	ICT, Research and Teaching for Criminal Justice Practitioners	7
Zhang, Yohang	How to Effectively Teach Applied Statistics to MPA Students?	18

Conference Proceedings - Presentations/ Papers

Abstracts

Concurrent Sessions 1

- **Supporting Student Success through Advising and Mentoring as Teaching**

Discussant/Moderator – Dr. Annie Virkus, Rutgers University-Newark

Presenters

Dr. Pamela Dunning, Troy University, Alabama

Creating Inclusive Classrooms in Online Courses using Universal Design for Learning (UDL) Principles

This presentation addresses the need for online instructors to create course content that is accessible to students with disabilities. The presentation discusses the challenges of the online classroom in addressing the different needs of students with visual, hearing, physical, and cognitive disabilities. A review of Universal Design for Learning (UDL) principles is provided as a framework for creating accessible online course content that satisfies Quality Matters® General Standard 8 on Accessibility. A demonstration of how to design accessible content in Blackboard is provided.

Dr. David L. Baker, California State University, San Bernardino

Andragogy supplies adult learning principles involving the learner's (1) need to know, (2) self-concept, (3) prior educational experience, (4) readiness, (5) orientation, and (6) motivation. These principles support instructors in addressing the instrumental roles they play when designing online discussions. The presentation connects the overlapping pedagogical, social, managerial, and technical roles inherent in online design while offering 16 strategies that promote student learning. Further, it supports participant discovery through group discussion regarding vexing online issues.

- **Multidisciplinary Approaches to Public Service Learning**

Discussant/Moderator – Dr. Rachel Emas

Presenters

Dr. Jeffrey Mrizek, California State University, Sacramento

Assessing Collective Impact for the Emergence of a Competency Based Statewide 'Public to Public' Civil Service Career Pathway

This individual paper supports the theme "Balancing Theory & Practice in Public Service Professionalization" by presenting dissertation findings on competency based "Public to Public" Civil

Service Pathways. Focused on the State of California's Civil Service Improvement Higher Education Partnership's policy decision identifying a statewide competency model, the paper informs internships networks on approaches to align state departments and community colleges around 21st Century Skills curriculum using collective impact to enact civil service career pathways.

Dr. Erez Tzfadia, Sapir College, Israel

Writing Effective Policy Papers: Students-NGOs-Communities Partnership

Committing to intensive academia-community partnerships in Israel's peripheral regions, the department of public policy and administration at Sapir College (Israel) identified a need for policy papers in community-based organizations. This understanding has resulted in 6 years 'final project' course and 36 policy papers; each is an outcome of a partnership between couple of under graduate students, NGO, community and Shatil. The latest is a NGOs' roof-organization that lobbying the policy papers, together with the organization and the community. This collaboration presents a most effective way of teaching students to write policy papers, by bridging theory and practice, i.e. to analyze "real" case studies, and to be part of policy making. It also expands professional knowledge on public policy beyond the campus.

Dr. Seth Grossman, Rutgers University-Newark

Multidisciplinary Approaches to Public Service Learning

The paper/workshop addresses the subject of partnership governance in public administration. It is clear that an understanding of partnerships and how they are managed in government, chiefly public-private but also public-public, are evolving due to the normative assumptions of public management. Additionally, the partitioning of a public realm and a private realm have taken on more interdependent relationships in the 21st century even in the face of contrary political interests. The blending and trading of private to public and equally public to private technologies is uniquely democratic as is information and innovation-the foundation of modern economies. The need to partner across public and sectoral fields is emerging as a professional field of management, however, often lacking performance data that can enhance the understanding of both public and private attributes involved in these partnerships. Partnership management and planning are skills well suited to the public manager, but often poorly identified. This may be the single reversible liability for a governmental partnership. As we move towards a variety of partnership governance forms to solve social and technical problems, reduce investment risk in public projects, the field of public administration must identify and provide a variety of partnership management skills, and identify the attributes of partnership governance.

Concurrent Sessions 2

- **WORKSHOP - Teaching Change Leadership**

Presenter – Dr. Richard H. Beinecke, Suffolk University, Boston

Teaching Change Leadership in MBA and MPA Programs in a Business School by Richard H. Beinecke, PhD and Colette Dumas, PhD, Suffolk University, Boston

The ability to understand and effectively practice change leadership is commonly recognized as critical in all kinds of public service, business, and healthcare organizations. This is due to the ever increasing influence of the external environment on the internal operations of organizations. In the Sawyer School of Business, change leadership is a core skill taught in the MPA and MBA programs. Building on the authors' teaching of change leadership in the two programs and our three volume edited book, *Change Leadership* (2015, Sage Benchmarks in Leadership: London), we discuss the current trends in effective change leadership, change leadership skills needed for the future, and innovative teaching methods.

Objectives:

- Summarize current challenges in change leadership and themes in change leadership theory
- Discuss the skills that are needed by public and private change leaders
- Describe how change leadership is taught in innovative ways in the MPA and MBA curricula of the Sawyer Business School

Activities: PowerPoint presentation and discussion with participants sharing what they do in this area.

- **PANEL DISCUSSION - Enriching Electronic Instruction: Evolution of the Modern Classroom: Unlimited Boundaries to Electronic, Learning Opportunities, and Methods of Assessment**

Discussant/Moderator – Dr. Tony Carrizales, Marist College, New York

Panelists

Dr. Jay K. Aiyer, Texas Southern University

Enhancing Student Learning Objective via Social Media and Public Commentary

This presentation highlight how social media and public commentary, as a tool, effectively requiring our students to be engaged in civic inquiry as it relates to assessment and learning outcome. In the evolution of the modern classroom, electronic instruction is no longer limited to computer based online classes. The use of social media and public commentary as a tool to enhance student learning objectives is a new critical component of modern electronic instruction. This presentation will discuss

the effectiveness of using political and public commentary through social media outlets to discuss policy topics and its application in creating a new form of a "flipped classroom."

Dr. Antoinette Christophe, Texas Southern University

An MPA Quality-Based Assessment: A Comparative Analysis of Face-to-Face Learning and Online Learning Outcomes by Michael O. Adams and Antoinette Christophe, Texas Southern University

This presentation examines the evolution of the modern classroom and how methods of assessment reflect the learning experience in the face-to-face classroom in comparison to the virtual classroom. Faculty in the information technology (IT) age are providing a learning experience face-to-face, via hybrid learning, and online. This presentation examines the evolution of the modern classroom via electronic instruction (blackboard usage, blogging, online testing) and how methods of assessment reflect the learning experience in the face-to-face classroom versus the virtual classroom in the IT Age. Student are now experiencing real-time learning, faster coursework assessments, and quicker access to grades.

Concurrent Sessions 3

- **WORKSHOP - Integrating Instructional Tools and Technologies for Course Enhancement**

Presenter – Dr. Tricia Nolfi, Rider University, New Jersey

Using Action Learning Groups to Promote Learning

In recent years, discussions around effective teaching and learning practices have focused on the concepts of flipped classrooms or flipped learning, an approach which changes the relationship between teacher and student, encouraging a more dynamic, interactive learning environment. This presentation examines the flipped strategy of action learning via the use of action learning groups. Participants will engage in discussions on the benefits of this instructional approach, and how to implement its use in the classroom.

Objectives

- Upon completion of the session, participants are able to:
- Define and describe the use of action learning in the classroom setting and how it differs from experiential learning
- Understand the benefits of action learning in courses
- Explore strategies for using Action Learning Groups in courses (face-to-face, online, hybrid)
- Integrate Action Learning Groups into course curricula

Activities: This presentation focuses on the instructional practice of flipped learning specifically, the use of the action learning via action learning groups (ALG). Action learning is a problem-based approach to working with and developing people where learning occurs through group problem solving or participating in managing a group project (Yorks, O'Neil & Marsick, 1999). Action learning groups provide a unique opportunity especially for graduate students who can apply existing and new knowledge to a real and immediate situation. This approach to instruction enhances student learning, builds competencies, and enhances self-efficacy.

The presenter uses a graduate-level public administration course to briefly model the application and benefit of ALGs as a semester-long learning activity. In reviewing a sample Executive MPA course that used ALGs and related assignments, the presenter will demonstrate alignment with NASPAA core competencies and discusses activities that focus on cognitive development and behavioral changes of students. These include:

- Using project groups for solving a real-world public sector problem
- Journaling for reflection on individual problems, leadership approaches, and group dynamics
- Using group time for the application of learned concepts and support for new behaviors
- Peer feedback mechanisms addressing individual and group expectations while practicing feedback strategies
- Group prompts from the professor to ignite specific discussion, exploration, and/or reflection

Additionally, participants hear from the experiences of the presenter on challenges in using with ALGs in graduate-level courses. Finally, open discussion occurs where participants will discuss the viability of using ALGs in various courses.

- **Use of Case-based Courses for Teaching Public Administration**

Discussant/Moderator – Dr. Antoinette Christophe

Presenters

Dr. Bruce Neubauer, Albany State University

Integrating Collaborative Public Service Story-writing into a Case-based Public Affairs Course

The presenter introduces a fictional story-writing assignment into the introduction course in the MPA program at Albany State University. Students wrote fictional short stories including character development, setting, plot and resolution. The assignment builds upon a project at University of Nebraska at Omaha and incorporated Joseph Campbell's explanation of the hero's journey. Student experiences and outcomes were positive. Presenter prepared online training for interested faculty and anticipates student collaborations across programs.

Dr. Marco Castillo, New York City College, CUNY

In this paper presentation, the author explores how international case studies of public administrative crises can be used to help students learn about public administration and its essential elements. By studying how other nations deal with crises that test their public institutions, students can find opportunities to learn about the concepts underlying public administration in a new light, allowing for a fuller understanding of the key facts, values, and premises of the field.

Dr. Elaine Ahumada and Dr. Mark Kling, California Baptist University

The authors explore how a framework for “critical incident reflection” using inquiry based learning in MPA and DPA courses promote and strengthen professional development (coping, relationships, and self-critique) of practitioners. Examples of course question prompts for reflecting upon past, present and future contexts of one’s professional practice as well as assessment of student learning outcomes are shared with attendees.

Concurrent Sessions 4

- **The Use of Art, Literature, Cinema and Video in Teaching Public Administration**

Moderator/Discussant – Dr. Bruce Neubauer, Albany State University

Presenters

Dr. Madinah Hamidullah, Rutgers University-Newark

Comedy and Public Administration Bureaucratic Stereotypes

Many universities (including Rutgers University Newark) have used The HBO series ‘The Wire’ as a teaching tool. While not as in-depth or serious as ‘The Wire’, the NBC comedy ‘Parks and Recreation’ takes a look at a small town parks and recreation department, and is essentially a step by step guide to bureaucracy that can accompany any Introduction to Public Administration course. Often, portrayals of public administrators in mainstream media are of individuals who engage in waste, fraud, abuse of government funds and other unethical missteps. ‘Parks and Recreation’ deals with issues that many public administrators face on a daily basis. Our students (especially undergraduates) can learn by watching quick clips of comedy and applying those lessons to a course material much like a case study application.

Seth Meyer, LMSW, Rutgers University-Newark

Using Youtube as an Educational Tool

Research has started to explore how tools such as YouTube can be used to improve lectures (e.g. Burke & Snyder, 2008; Burke, Snyder, & Rager, 2009; Jaffar, 2012; Jones & Cuthrell, 2011). This

presentation expands on the literature of using YouTube as an educational tool. During this session, the presenter discusses how to find videos on YouTube to use for class and how to incorporate these videos as part of a lecture.

Dr. Armine Lulejian, Kean University, New Jersey

Teaching Strategies in Public Administration

Recently, the flipped classroom model has been the 'it' teaching tool in education. Case based learning and learning styles have been other popular teaching tools. While each tool has many positive impacts on learning, it also has drawbacks. How to not flip when you flip your classroom? Should learning styles matter? What are the effects of technology in the classroom? This presentation will highlight teaching tools for public administration.

Dr. Lois Warner, Rutgers University-Newark

The Virtual Museum of Public Service as a Learning Resource

This presentation highlights the role of the humanities as part of the educational socialization process for public service professionalization, with reference to the use of the Virtual Museum for Public Service (www.vmps.us) for this purpose. Student survey results on the comparative effectiveness of 21st century film as a learning resource are shared.

- **Building Research Competences in Public Service**

Discussant/Moderator – Dr. Jeffrey Mrizek, California State University

Presenters

Dr. Yahong Zhang, Rutgers University-Newark

How to Effectively Teach Applied Statistics to MPA Students?

Applied Statistics is usually viewed as the most challenging course in the MPA curriculum. Many students, especially those with relatively weak mathematical skills, show a strong fear of taking the course. On the other hand, in the era of "big data," public managers are expected to be familiar with analytical skills in order to undertake rational and effective performance analysis. This paper attempts to discuss how to effectively teach Applied Statistics to MPA students and prepare them for future career in public management. It covers the following topics:

- Helping students get rid of fear through understanding the basic logic and concepts in statistics.
- Stimulating students' interest through class engagement and tangible examples.

- Teaching appropriate (useful but less complicated) software programs for data management and analysis.
- A combination of piecemeal quizzes and a comprehensive research project for course evaluation.
- Taking patience and time to work with students all the time.

Dr. Arif Akgul, Mugla Sitki Kocman University, Turkey

Teaching a GIS Course in Public Administration: An Interdisciplinary Approach

The presentation includes the practical usage of GIS in several governmental departments in local and national level such as environment, health, migration, security and agriculture. The paper also demonstrates how a GIS course enhances the teaching and learning process and increase the participation of students into the class sessions. The public administration departments within the university settings should support technology related education like GIS, which is necessary and inevitable for future generations.

Dr. Megan Welsh, San Diego State University, California

We are Humans First: Teaching Research Methods through an Experiential Learning Project on Homelessness by Megan Welsh, PhD, and Mounah Abdel-Samad, PhD, San Diego State University, California

This presentation describes a collaborative project aimed at teaching research methods to undergraduate public administration and criminal justice students through field research (structured interviews) with homeless adults. Specifically, we describe our approaches to teaching research ethics, interviewing skills (e.g., rapport-building, active listening), data collection, and data analysis, as well as the reflective assignments used to reinforce these learning objectives. The presentation also explores students' learning outcomes, including how students' interactions with homeless interviewees have affected their perceptions of this vulnerable population as well as their public sector career aspirations.

Roberta Tipton, MLS, MBA, Rutgers University-Newark

Working with the Capstone: Changing Sources and Methods for Online Research

Changes in technology have altered forever what we find and where we find it, as well as how we work with the information we discover. This session is an exploration of the rich online information sources now available to students and faculty in public administration.

Concurrent Sessions 5

- **PANEL DISCUSSION - Dialogue on Teaching Public Administration in Diversified Classrooms**

Discussant/Moderator – Dr. Madinah Hamidullah, Rutgers University-Newark

Panelists

Stephan Rolandi, MPA, John Jay College of Criminal Justice, CUNY

Nelida Valentin, MA, CPM, Rutgers University-New Brunswick

Antonio Cardona, MPA, MA, CPA, TT, Rutgers University-Newark

Through an interactional environment with the panelist participants are able to identify and share mutually beneficial and productive strategies for engaging public administration students from diverse background in their learning and preparation. The aim is to ensure the best and brightest future government officials emerge from the classroom. This workshop is intended to:

- Flush out the importance of: Engaging students “where they are at”
- Teach with an eye, as an instructor/lecturer, toward the needs of learners/students from diversified backgrounds
- Use of appropriate Technology
- Use of relevant readings and case studies
- Use of “team” and “group projects”
- Things that students need to know about “returning” to their communities to serve
- The importance of the continual learning of diversity as a public official
- Principal concepts on the practice of leadership vs the formal leadership role or title
- Encouraging students to find self-assess personal styles, behavioral skills in the context of leadership
- Creating a learning community among student cohorts/aligning education with workforce realities
- Discussion on practitioner approached to teaching
Public Administration in the classroom, drawing on best practices and professional experience

The following ideas were floated during the exciting interchange of teaching modalities to Public Administration:

- Think broadly about public issues concerns
- Engage people where they are at – seek to understand the psychosocial factors of the situations being learned
- Exploration and expansion of solutions – work to emanated “Mind Guards” or “group think” look for “best practices” that can be built upon

- Conversations Talk through (flow thoughts) and on merits of Public Administration concerns arguments
- Entertain all side –even if they may not make sense of be empirical rational
- Use multimedia: use news and talk show and Ted-like talks to class discussion interesting
- Talk around as you discuss class topics – call on students to expand and give there thought (never allow undue judgments)
- Use Q and A at beginning of class topic to be discussed- use 3M slips for students to write their thoughts – use that to facilitate class discussion
- Use relevant cases; legal case and precedents, issue that came; discuss “unintended” outcome not expected
- Use PP to guide and sat/keep discussion on track and ensure it is through
- Talk and quote Research done that is relevant to class discussion –
- Encourage student to bring in write up and news on topic being discussed in classes
- Make test - not just rote learning or memorization – provide test that have and include short write up analysis
- Bring out and flush out newer ideas in development not yet crystalized
- Talk about Evidence Based Practices that are worth sharing
- Use “SMART” to see if learning is occurring
- Use Take Home Test as well as writing assignments
- Incorporating “blended” online modalities
- Case studies and personal experience discussions.

- **Ethics Education and Public Service Professionalization**

Discussant/Moderator – Dr. Lois Warner, Rutgers University-Newark

Presenters

Dr. Pamela Gibson, Troy University, Alabama

From Compliant to Concordant: Foucault’s Technologies of the Self and Moral Maturity

Employers lament the lack of professionalism witnessed in their recent applicants for employment and new hires. In order to provide critical “soft skills” of demonstrated patience, empathy, respect for authority and general etiquette necessary in navigating interactions with the general public, our students need to cultivate moral maturity.

This research explores pedagogical strategies to access self-regulation of behaviors congruent with self-perception of ethical and self-less service to the public.

Dr. Stefan Perun, Villanova University, Pennsylvania

Teaching Ethics Well: Empirical Evidence of MPA Students' Developing Ethical Competence and the Implications for Course Design and Pedagogy

The paper reports the findings from qualitative interviews of 18 students immediately after completing a standalone, three-credit Ethics course in an MPA program. The course surveyed normative ethical theories and required students to apply the theories to resolve case studies, critique a code of ethics, and write a personal statement of ethics. The students' perspectives of what they learned for their practice in public administration illuminates several key implications for course design and pedagogy central to developing ethical competence.

Dr. Alexander Heckman, Franklin University, Ohio

Teaching Ethical Leadership from an Organizational Systems Perspective

The legitimacy of government organizations relies on the perception that they are acting in the public interest. Therefore, it is critical that government professionals act ethically and that their organizations are perceived as serving the public interest. However, ethical leadership is often presented from an individual perspective in which ethics is primarily taught as an act ethical decision making. This presentation discusses the need to teach ethical leadership from a practical, organizational systems perspective.

Concurrent Sessions 6

- **DEMONSTRATION PROJECT: Teaching Empathy in Public Administration**

Presenter – Dr. Mariglynn Edlins, University of Delaware

Teaching Empathy in Public Administration by Mariglynn Edlins, PhD and Stephanie Dolamore, DPA Candidate, University of Delaware

This demonstration focuses on the topic of empathy in public service, including 1) a brief presentation of survey results on the perceived importance of empathy training and in public service education programs, 2) a case study of teaching empathy to public servants through the course, Ethics and Empathy for Public Servants and 3) an experiential demonstration of the Public Service Empathy Museum that emerged out of the course. This demonstration offers participants the experiential opportunity to practice and consider empathy in the context of public service.

- Empathy and public servants: Exploring the role of empathy in public service education programs

Public administrators, who represent the government and often work on the frontlines of service delivery, are expected to be both technically trained and emotionally equipped to interact with the citizens they serve. Recent stories highlight the places where the public are frustrated with the interactions between individual and public servant; while at the same time, recent studies show that college students have lower levels of empathy than in previous decades yet many of these graduates will become the public servants who will address these issues. In this paper, we explore faculty perceptions on empathy in public service education and the extent to which public service education programs are incorporating empathy training into their curriculum.

- **Course Case Study: Ethics and Empathy for Public Servants**

We consider one course designed to explore the role of ethics and empathy in the work of public servants, with a goal of preparing students for careers in public service. Relying on stories, films, television, as well as other stories and experiences, this course provides students case examples of scenarios where ethics and empathy are relevant and/or missing. Through the course, students have the opportunity to explore the challenges, benefits, and opportunities associated with ethical and empathetic service delivery. We present pre- and post-test evaluations of students' perceptions and abilities around empathy, as well as an analysis of the course based on student reflections, course outcomes, and findings from the pre-/post-test survey.

- **Demonstration: Public Service Empathy Museum**

We also offer a demonstration of the Public Service Empathy Museum, which serves as the finale to the Ethics & Empathy for Public Servants course. This Museum is made up of the artifacts and opportunities that students generated and consists of empathy stories, opportunities to practice empathy, and other experiences that invite others to stretch toward empathy. Each exhibit item is designed as an opportunity for others to experience the imaginative act of stepping into another person's shoes and viewing the world from their perspective, specifically around public service. They may choose to focus on the perspective or experiences of either the public servant or the citizen/noncitizen.

- **International Perspectives on Public Administration Education**

Discussant/Moderator – Dr. Weiwei Lin

Presenters

Ximeng Chen, MPA

Incorporating "Cultures and Languages Across the Curriculum" in Teaching Public Administration by Ximeng Chen, MPA and Nadia Rubaii, PhD, Binghamton University, New York

The presentation emphasizes the value of incorporating CLAC in Public Administration using activities and will share experiences from four Public Administration graduate courses which incorporated the CLAC model. The results of a student feedback survey on CLAC activities are presented to demonstrate the value of CLAC in teaching public administration. We also provide recommendations on strategies for incorporating CLAC for faculty interested in trying this in their classes.

Dr. Hindy Lauer Schachter, New Jersey Institute of Technology

Teaching Gender Bias: Second Generation Bias Issues in MBA and MPA Programs

This paper explores how some feminist writers analyze second generation bias issues in the business education literature and use this analysis to suggest ways of problematizing gender stereotyping in the MPA curriculum. Up until recently most public administration education on gender bias has had a focus on civil rights laws and related issues such as comparable worth. Courses paid less attention to second generation bias issues that focus on the actual experience of men and women in public workplaces. A number of business management articles argue that this approach leads students to assume the battle for gender equality is over. Since much evidence shows that gender remains a systemic barrier to advancement, a need exists to bring second generation bias issues into the MPA curriculum. The presentation describes how to do this in a vivid way.

Dr. John Casey, Baruch College CUNY

Cosmopolitan Nonprofit Education in an "Americanized" World

There is a worldwide expansion of national nonprofit sectors. Each country is unique, subject to the path dependency generated by its national historical baggage and the dynamics of key policy entrepreneurs. We have a responsibility to globalize our teaching to reflect the full diversity of models and discourses. This session analyzes how the U.S. norm is reflected in our teaching, and explores strategies for introducing more cosmopolitan perspectives on the nonprofit sector.

Dr. Tony Carrizales, Marist College, New York

Teaching Global and Comparative Public Administration: An Assessment of MPA Programs by Tony Carrizales, PhD, and Aroon Manoharan, PhD, University of Massachusetts, Boston

A presentation reviewing key findings on:

- How an MPA education is addressing the call for a comparative education
- What percentage of programs offer such courses
- Trends in comparative education

In the past two decades, the acceleration of globalization has spurred a growing body of literature on comparative public administration research. As Jreisat (2005) writes "Comparative public administration is back in, prudently" (p.1). However, this increasing interest is nothing

new. The literature on comparative public administration goes as far back as Woodrow Wilson's 1887 essay on public administration in which he put emphasis on the significance to look abroad, in particular Europe, when it comes to study public administration (Heady, 2001). Robert Dahl (1947), for instance, argued later that without comparison there can never be a science of administration. World events such as the U.S.'s increase influence in world affairs after World War II, will increase the need for comparative analyses. Researchers focused on the necessity to understand the different foreign public administrations that would benefit from America's financial and technical assistance (Riggs, 1998).

This presentation examines the emphasis placed on comparative public administration education among MPA/MPP programs in the United States. A review of NASPAA member institutions is presented to highlight how schools have integrated a global competitive curriculum into their programs. The research findings underscore the various approaches of how an MPA education is addressing the call for a comparative education, through new courses, concentrations, internships, study abroad/exchange programs, and other means of education as they prepare the next generation of global public administrators. In addition, the analysis underscores how institutions vary in providing an international comparative education through required or optional courses, or not offered at all. The presentation will conclude with case examples for programmatic reference and trends from previous studies in comparative education.