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City/County Managers Surveyed to Find Skills Valued Most in Managerial Employees

The impending retirement of baby boomers presents a challenge across the spectrum of public sector employment. There are two dimensions to this challenge: the lack of labor to maintain current production and service systems, and the loss of institutional experiential knowledge that the retiring public servants represent. - Michelle Piskulich, David Swindell

The degree is also valued. Most managers report that having the MPA/MPP degree would significantly boost the likelihood of a candidate being hired over those with only an undergraduate degree. Further, they indicate that the MPA/MPP would have a positive effect on the likelihood of being hired versus other professional degrees (e.g., the MBA, JD, MA in Economics, etc.). In terms of salary effects, local managers report a modal average of a 20 percent increase in salary over an employee with an undergraduate degree only. And while the difference is small, MPA/MPP graduates still have a salary advantage over others with different professional master’s degrees (between 8 and 10 percent on average).

Local managers report that the MPA/MPP degree has a higher perceived value to his/her management team than other professional master’s degrees, including the MBA and the JD. About three-fourths of the managers state that employees with the MPA/MPP perform better or much better than employees with other professional graduate degrees. With so many positive observations about the MPA/MPP product, why does the MBA still get more attention in job announcements for local government managerial positions?

The answer may lie in the skills in which MPA/MPP students are being trained by their programs. The NASPAA survey included two sets of skills listings often found in MPA/MPP curricula. The survey asked managers to rate the importance of 15 different management knowledge and skills items on a five point scale ranging from not at all to extremely important.

• 100 percent of the managers rate decision making as either important or extremely important;
• More than 90 percent of responding managers identify communication, teamwork, leadership, budgeting and personnel as important or extremely important;
• 70–80 percent rate strategic planning, negotiation, policy analysis, IT and...
financial management (43 percent), leadership (46 percent), and team work (29 percent) were identified as essential skills for their employees from the 15 listed. Not surprisingly, more managers (45 percent) agreed that decision making was a top-three managerial skill than any of the other skills in the list. Other skills identified as essential include budgeting and financial management (43 percent), leadership (41 percent), communications (40 percent), staff supervision/personnel (32 percent), and teamwork (29 percent).

Next, the survey asked respondents to identify the three most essential skills for their employees from the 15 listed. Not surprisingly, more managers (45 percent) agreed that decision making was a top-three managerial skill than any of the other skills in the list. Other skills identified as essential include budgeting and financial management (43 percent), leadership (41 percent), communications (40 percent), staff supervision/personnel (32 percent), and teamwork (29 percent).

In addition to the managerial knowledge and skills, the NASPAA marketing committee also sought to measure the importance managers’ place on ten various public service knowledge and skills. The survey finds:

- More than 95 percent of managers indicated that ethics and integrity are important or extremely important;
- 94 percent report that openness to citizen participation and involvement is important or very important;
- More than 80 percent say that knowledge and skills in each employer needs will help determine the common needs of employers hiring MPA/MPP students and clarify curricular emphasis.

Second, in direct comparisons, the MPA/MPP programs fare well against other, better known, professional degree programs. But one possible distinction between MPA/MPP and MBA programs is the emphasis on placement. Many smaller MPA/MPP programs do not have systematized methods of student placement as business schools commonly do. This might explain the superior market penetration of the MBA degree even in the face of a degree better tailored to the needs of local governments.

Third, there is a disconnect between what faculty believe is important for students and what practitioners are seeking. For instance, MPA/MPP faculty place a higher value on statistics than the survey suggests is warranted. However, statistics serves other purposes related to helping students develop decision making skills as well as reducing the common fear of numbers.

Fourth, faculty must continue to develop new and innovative teaching methods to develop the “soft” or “boundary spanning” skills highlighted in the survey results. Teaching future public servants how to behave ethically is different from teaching about ethics. Can an unethical person be trained to be ethical? How can one teach leadership? MPA/MPP programs should focus on oral and written communication skills that will be useful in the workplace (i.e., memo-writing as opposed to research reports).

Finally, the results provide a challenge to NASPAA as the organization revisits the accreditation standards. Clearly, there must be standards to serve as a foundation for accrediting programs. These results reinforce the need to communicate with those who hire program graduates to be certain that the curriculum provides the knowledge and skills necessary for effective public managers. Balancing the need of programs to respond to their own context and target audience while at the same time creating an identity for public service education may be more art than science. The ICMA and other stakeholder surveys are essential to guiding the discussion as the review of standards moves forward.

NASPAA continues to collect data from federal, state, and nonprofit managers in order to identify the common and unique skills and knowledge in each employer group. Doing so helps NASPAA member schools provide the foundational skills employers need while allowing programs to respond to their local environment. A goal of this process should be to articulate the advantage an MPA/MPP graduate brings to public sector employment. A well-defined curriculum aligned with employer needs will help NASPAA respond to need for additional well-trained public managers created by new retirees.

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**NASPAA, ICMA Conduct Survey of City/County Managers**

*From MPA, pg. 3*

media/public relations as important or extremely important; and

- Fewer than half of respondents report that marketing and statistics were important while slightly more than half believed performance measurement and e-government were important skills or knowledge.

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NASPAA continues to collect data from federal, state, and nonprofit managers in order to identify the common and unique skills and knowledge in each employer group. Doing so helps NASPAA member schools provide the foundational skills employers need while allowing programs to respond to their local environment. A goal of this process should be to articulate the advantage an MPA/MPP graduate brings to public sector employment. A well-defined curriculum aligned with employer needs will help NASPAA respond to need for additional well-trained public managers created by new retirees.

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What MPAs Tell Us They Value After They Leave Us

Michael A. Card, Matthew R. Fairholm

A common cliché in administrative circles is that managers manage things, but lead people. Like all clichés, they are such because there is a kernel (at least) of truth that transcends time. This cliché, though, while evidence of a time-tested truism, is a relatively recent development. There was a time (perhaps still is) when people didn’t make the distinction. “Things,” “people,” “management,” “leadership,” why worry about this stuff, lets just get the work done

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Within the Management Competencies category, the most important skill or competency is budget and financial management with 69 percent of the respondents considering it as extremely or very important. Two of the lesser important skills were also found in the Management Competency category: financial reporting and communication with 67 percent of the respondents considering it a less important skill.

The Research and Technical Competencies category contains skills ranked as the overall lowest level of importance from these recent alumni concerning the usefulness in their careers. The lowest level of importance is statistical techniques with just 28 percent.
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US D Surveys Recent Alumni

From VALUE, pg. 6

of the respondents responding to this competency as extremely or very important in their jobs. The quantitative techniques skill with 39 percent of the respondents describing it as extremely or very important was the second lowest level of importance within this category. Interestingly, all other skills received a response frequency of at least half of respondents considering the skill to be extremely or very important in their careers.

These data suggest a review of fundamental questions. First, what is the extent to which quantitative skills of analysis should be learned? It is clearly important to provide some level of skills in determining “what is true?” (whether there is a difference between two groups, or the like). However, there is often little support within existing public administration practitioners for the use of quantitative techniques.

For example, a recent experience with practitioners completing their professional report capstone product reinforced the lament: “But no one does that sort of analysis at the office!” Do we need to provide these quantitative skills to our graduates so they can overcome this de facto commitment to the status quo? Do skills deteriorate over time with lack of use? Does this lack of use indicate a corresponding notion of a lack of value for these skills? Clearly, this academic-practitioner difference needs to be better understood.

Second, what kind of focus should MPA programs give to the technical and more general organizational skills? In 1978, Stanley Vanaganus published in Public Productivity Review the results of his survey of California city manager’s recollection of their staff’s use of various statistical techniques.

The five greatest in use were nominal scales, interval scales (frequency distributions, and graphic presentations, measures of central tendency and measures of dispersion. The five least used were analysis of covariance, contingency problems, testing hypotheses, multiple correlation and regression, and two-sample tests.

Mary Tschirhart’s 1998 survey of non-profit managers and faculty, “Nonprofit Management Education: US and World Perspectives,” suggests that practitioners prefer more “soft” skills (leadership, ethics, long-term planning, financial management, conducting effective meetings, creativity, etc.).

The survey our program conducted seems to support that finding as well. Recent focus on both civic engagement within communities and employee engagement within organizations (like Marcus Buckingham and Don Clifton’s 2001 Free Press publication, First Break all the Rules) begs the question if MPA programs are developing graduates ready to meet the nuances and people issues of such engagement trends. Because what we are seeing is that this skill of engagement tends to be less technical in nature and more inclined to the “soft” stuff of organizational life.

Third, are MPA programs an efficient and effective mechanism for learners to use to achieve these softer, people-oriented competencies? There are a variety of ways to define these softer skills. We can call it engagement, or leadership, or human networking, or facilitation. Indeed, we may still call them management and analytical skills, however, with a more qualitative focus. But however we define the trends our graduates seem to find more useful, the question remains: Would public administration be better served by providing quantitative, analytical skills in our MPA programs and then provide human relations skills through training after they leave the professional programs and have on-the-job experience? Or would public administration be better served by infusing the MPA curriculum with the people skills, the communication skills, the leadership competency and lessen the focus on technical and quantitative skills?

If so, a fourth question that arises is: are these skills learnable? And, relatedly, are MPA programs currently providing the chance to learn them? Are some better than others at these skills, and all we can hope to develop is an average level of competency in human behavior (people skills) in those individuals whose propensity is to be quantitative and analytical?

Or, is the learning of these “people smart” competencies simply assumed, and when they are not found, more likely to be learned on-the-job or through training, if at all? Certainly there is room for providing verifiable data and facts, but does most of this work seem to suggest that human relations skills are more important in governing the “hollow state” where collaboration is required?

Discerning the nuances of public administration practice will always be a challenge. However, it is a challenge that will always be met by people trying to achieve the public interest and do the work of governing. Gone are the days when technical expertise is prized above all else. Here are the days when the “soft” stuff of organizational life are not only becoming “hard” they are becoming essential.

As technique and technology are increasingly site specific, the generalist who can sift through the organizational milieu and understand how people and people, and people and experience, interact, while navigating to success becomes much more attractive to public organizations and the employees within them.

Though a small sample, the KSA’s outlined in our survey show that leadership, communication, and “wearing well on people,” are perhaps more important than what we have given them credit in the past. Perhaps this knowledge, these skills and these abilities are the essential competencies of public service, which if we ignore, we ignore only to see the collapse of public service.

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The Site to See

www.aspanet.org
The city has experienced a 25% turnover at the top two levels in nine years. In the last fiscal year, the transition has been relatively smooth because of a workforce planning strategy combined with a strong commitment to leadership development.

The Challenge
The goal of the City’s “build the bench” initiative is to ensure that of the top 73 managers in the city, all but nine people (12 percent) would be eligible to retire in 10 years. In 1999, the City of Anaheim recognized that this was a critical issue and began to focus on leadership development, not just on filling management positions as they become vacant. The challenge for Anaheim was to begin the leadership development journey without a clear road map but with the goal in mind. The challenges faced in Anaheim include:

- Identifying the expectations for future leaders in local government (as opposed to models for business leaders)
- Identifying competencies for leadership development in local government
- Identifying critical design elements of an effective leadership development program

The Strategy
The city’s Human Resources Department decided to start with three different leadership development programs. This would allow us to meet different participant’s needs and evaluate the effectiveness of a variety of programs. The “Leadership Scholarship” program allowed us to send managers to well-respected programs outside the city including executive education programs at Harvard University, Columbia University and the Center for Creative Leadership. The second initiative was to bring bachelor and masters degree programs on site. The third program was an internal “leadership academy” currently called “Project Excel.”

...the City of Anaheim recognized that of the top 73 managers...all but nine people (12 percent) would be eligible to retire in 10 years.

The city’s Human Resources Department has developed a competency model that identifies competencies for each role: individual contributor, supervisor, manager and a citywide role. We have also identified what sets people apart as leaders in each of these roles. This framework is one that can be duplicated at your agency. Beginning the conversation about the leadership skills necessary for your organization is the first place to start to prepare your organization for the future.

Connie Phillips is a senior HR development specialist for the City of Anaheim, CA. E-mail: Cphillips1@anaheim.net

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The Simple Steps To Reaching Your Goals

Carol Halsey

I'm sure this is not the first time you have heard about goal setting. The reason you keep hearing about it is because it really is important to your life. A good definition of goals is that they are dreams with deadlines. Yes, you can make your dreams come true. How do you want your life to be 10 years from now? How about 5 years, next year, or even 6 months from now.

The only difference between setting goals for your business or career, and setting personal goals is the subject matter. With commitment and persistence, and setting goals, your life can be any way you want it.

When you actually sit down and start identifying goals, you will probably end up with a long list. Decide what is most important to you in your business and personal lives.

All goals do not have equal value. Some will be more meaningful to you. These are the goals to start on. Keep your list of the remaining goals to get back to later. Trying to do too much at the same time can be self-defeating.

Once you have selected the goals to start on, give each goal a deadline.

Short term goals, such as completing a project, will be completed in six months or less. Medium term goals, such as increasing a customer base, or revenue, will be a yearly target. Your goal for career advancement could be in this time frame.

Long term goals can run for several years, such as where do you want your business to be in 5 years, or building your nest egg to retire in 5, 10 or 20 years.

Write your goals down, as this increases commitment.

Make your deadline for each goal realistic and reachable. There is no right or wrong on how long you determine it will take to reach a goal. It will be different for each person and each goal. Whatever is comfortable for you is what counts.

Okay, you have done this. Now, how do you get started? By identifying what you must do to accomplish your goals.

Look at each one individually. Under each goal, write down the tasks to be undertaken to reach that goal. You may not think of everything to the smallest detail, but you will come up with the major tasks. Give each one of these tasks a deadline.

On short term goals, your deadlines will most likely be daily, weekly and monthly. On long term goals, deadlines are more like six months, first year, eighteen months, second year.

You can break these down even further. If you know what you want to accomplish the first six months of a long term goal, what can you do this month, next month, etc. to get there.

Include these tasks and their deadlines in your calendar, and schedule the time needed to work on them.

Once this is done with all your goals, you have made a contract with yourself and the commitment to take action. This is your road map to get you where you want to go.

Each day, ask yourself if what you are doing is helping you get there. If the answer is no, be sure you know why you are doing it at all.

If all this seems difficult or overwhelming, start with just one goal. Make it easy and short term. Once you have accomplished this, go on to another goal.

Remember that life is a journey to be enjoyed. Be kind to yourself. You will find by setting goals and identifying what you need to do to get there, will cut down on a lot of stress in your life.

At the same time, you will be making those dreams a reality.

Here are a few good quotes to inspire you.

Happiness, wealth, and success are by-products of goal setting, they cannot be the goal themselves. - Denis Waitley

If you don’t know where you are going, you will probably end up somewhere else. - Laurence J. Peter

People have more options than they think they do. But most people spend more time planning their vacations than thinking about what they want to do with their lives. - Bob McDonald

What you do every day should contribute to giving your life meaning. If it doesn’t, why are you doing it? - Don Hutcheson

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Carol Halsey is Founder and President of Business Organizing Solutions. She is a professional organizer, consultant, speaker, and author. You can get articles and ideas filled with simple tips for saving time, simply by visiting her web site: http://www.PilesToFiles.com. Subscribe to her free newsletter, “Organizing Ideas” sent twice a month.

Meet Koreen Hansen. She entered the BYU MPA program in 2000 and now serves as the Principal Program Budget Analyst for California’s Department of Finance. Today more than 2,700 graduates from Brigham Young University’s Romney Institute of Public Management are working and serving in 48 states and 25 countries.

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Founders Forum Fellowships—A recent addition to ASPA’s Annual Conference is the Founders Forum Fellowship program. The program’s objective is to increase student participation through the selection of Founders Forum Fellows. The participation of the Fellows will focus on engagement with the Founders Forum program sessions during the conference. In addition, the Fellows will be recognized at special events and entitled to participate in the entire conference. Founders Forum Fellowships can be awarded to full-time undergraduate and graduate students studying in any field relevant to public management.

More information, including applications and deadlines, is located at the ASPA website www.aspanet.org.

Washington, DC—Throughout its history, ASPA has reached out to students and new professionals, recognizing that they are the future leaders of both the Society and the public administration profession.

For many years, ASPA has provided financial breaks for students, including reduced membership dues and conference registration fees. Many of these same breaks have recently been extended to new professionals as well. In addition, ASPA continues to develop a range of new services and benefits aimed primarily toward students and new professionals. Recent advancements include:

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• Providing an online career center at www.PublicServiceCareers.org, allowing students and other members to post résumés, search for jobs and even apply for jobs online.
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• Posting a compendium of advice columns online for members.

For more information on ASPA’s expanded programs and services for new and future public service professionals visit http://www.aspanet.org/scriptcontent/newprofessionals.cfm.

If you have suggestions for additional programs or services, please contact Matt Rankin, senior director for program and service development at mrankin@aspanet.org.

ASPA Offers Students and New Professionals Tools for Research, Career Enhancement and Finding Jobs

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Student Scholarships, Grants, and Fellowships Offered by ASPA

Walter W. Mode Scholarship—Managed by the ASPA Endowment, Inc., the Mode Scholarship is awarded out of a special fund named in honor of Walter W. Mode (the 30th National President of ASPA, with a distinguished record of public service at the federal and international levels). One $2500 scholarship is given each year for graduate study in public administration to a student who is an ASPA member and who demonstrates a commitment to a career in the public service.

Conference Scholarships for Graduate Students—Each year, ASPA presents four student conference grants in the amount of $525 each. ASPA chapters are invited to nominate a student for this award. Recipients are selected based on their outstanding academic records and their commitment to a public service career in practice or research.

Wallace O. Keene ASPA Conference Scholarships—Established in 2003, the Wallace O. Keene ASPA Conference Scholarships are awarded to students in the fields of public administration and public policy. The scholarships are intended to provide students financial assistance to attend the ASPA national conference, and thereby expand their knowledge of the field and their acquaintance with others in the field. The $250 scholarships are also intended to emphasize the impact of ethical leadership on the public’s trust in government.

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• Doubling the amount of programming for new professionals and future professionals at our Annual Conference.
• Increasing the amount of research available. ASPA members have access to cutting-edge research presented at the recent ASPA Annual Conferences.
• Establishing partnerships to save student members money on textbooks. ASPA has an agreement with publisher M.E. Sharpe to provide all members with a special online discount of 20% off the normal retail price on M.E. Sharpe books authored or edited by an ASPA member.
• Providing an online career center at www.PublicServiceCareers.org, allowing students and other members to post résumés, search for jobs and even apply for jobs online.
• Publishing an ongoing “Career Center” section in PA TIMES as well as an annual educational supplement.
• Posting a compendium of advice columns online for members.

For more information on ASPA’s expanded programs and services for new and future public service professionals visit http://www.aspanet.org/scriptcontent/newprofessionals.cfm.

If you have suggestions for additional programs or services, please contact Matt Rankin, senior director for program and service development at mrankin@aspanet.org.

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Student Scholarships, Grants, and Fellowships Offered by ASPA

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• Doubling the amount of programming for new professionals and future professionals at our Annual Conference.
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• Establishing partnerships to save student members money on textbooks. ASPA has an agreement with publisher M.E. Sharpe to provide all members with a special online discount of 20% off the normal retail price on M.E. Sharpe books authored or edited by an ASPA member.
• Providing an online career center at www.PublicServiceCareers.org, allowing students and other members to post résumés, search for jobs and even apply for jobs online.
• Publishing an ongoing “Career Center” section in PA TIMES as well as an annual educational supplement.
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If you have suggestions for additional programs or services, please contact Matt Rankin, senior director for program and service development at mrankin@aspanet.org.
Professional Development

Upcoming Career Fairs

The Partnership for Public Service provides the details of many of the upcoming career fairs at their Call to Serve member schools. For the most current list visit www.ourpublicservice.org.

Government and Nonprofit Career Fairs 2007

October 22
Minnesota Government Job & Internship Fair
University of Minnesota
Coffman Memorial Union Bldg 10am-4pm
LuAnn Rice
luann@togevents.com

October 29
Public Service Career Fair
Hosted by the Evergreen Chapter of the American Society for Public Administration
Seattle Center 10:00am-4:00pm
Sarya Sok at sarya.sok@gmail.com

November 14
Pittsburgh Federal Career Day
Duquesne University Campus
fedcareerday@duq.edu

Government and Nonprofit Career Fairs 2008

January 23
Health, Government, & Human Services Fair
University of North Florida
Jacksonville, FL
(904) 620-2955

March 7:
School of Public Affairs Government & Internship Fair
Banach College
The William and Anita Newman Conference Center 2:30-6:00pm
646-560-6784

April 16
OU Job Expo 2008 - For careers in Corporate/Government/Social Science/Non-Profit/Education
University of Oklahoma
http://www.ou.edu/career/Events/EventsInfo.html?id=747
Lloyd Noble Career Center
Betsey Bishop
bbishop@ou.edu

General Career Fairs 2007

November 1:
Internship and Volunteer Fair
California State University, Long Beach 11am-3pm
jfe@careers.csulb.edu

November 1:
WKU Career Expo
Western Kentucky University

November 2:
26th Annual Fall Career Fair
Cleveland State University
9am-pm
Yolanda Burt
yburt@csuohio.edu
http://www.csucareerfair.com/home.php

November 7:
LSU Internship & Co-op Fair
Louisiana State University
Sue Femberg
sfembe@lsu.edu
www.lsu.edu/career/recruiting

November 7:
All Majors Career and Internship Fair
University of Nevada, Reno
Joe Crowley Student Union (Pending Opening)
10am-3pm
Judith L. Carrico
jcarrico@unr.edu

November 7:
Career Opportunities 2008
Clayton State University
http://home.lagrange.edu/gcc
Phone: (478) 301-2863

See CAREER FAIRS, pg. 13

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- Technology and Information Management
- Public and Non-Profit Management
- International and Development Administration
- Environmental Policy and Administration
- Social Policy (Health, Aging, Education, and Social Welfare)
Upcoming Career Fairs

From CAREER FAIRS, pg. 12

http://adminservices.clayton.edu/career
Leach.ch@mercer.edu

November 14:
Postal Career SMART
L’Enfant Plaza Hotel, MONET Room
Registration: www.usps.com/employment

General Career Fairs 2008

January 30:
Career Expo
University of North Florida
(904) 620-2955

February 1
7th Annual Career Fest
Denison University
Pam Allen
allenp@denison.edu
www.denison.edu/career

February 5:
Spring Longwood Job & Internship Fair
Longwood University
Dorrill Dining Hall
1pm-5pm
Mary Meade Saunders
saundersmm@longwood.edu

February 6:
WINTER JOB & INTERNSHIP FAIR
DePaul University

February 20:
Career Fest-All students and majors
University of South Carolina
Columbia Convention Center
Melissa Hurst
MHurst@gwm.sc.edu

February 25:
University of Minnesota Job & Internship Fair
University of Minnesota
Minneapolis Convention Center
10am-4 pm
LuAnn Rice
luann@togevents.com

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Ali Farazmand
Leslie Leip
Clifford P. McCue
Hugh T. Miller
Ronald C. Nyhan
Patricia Patterson
Alka Sapal
Arthur Sementelli
Khi V. Thai
Istvan Vanyoios

Higgins University Center, Tilton Hall
12pm-3:00pm
careers@clark.edu.

February 7:
Career Fair
Western Michigan University
Bernhard Center
Email: broncojobs@wmich.edu

February 13:
Job & Internship Fair
Clark University
Higgins University Center, Tilton Hall
12pm-3:00pm
careers@clark.edu.
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Office: 334.244.3698

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- Graduates hold prominent positions in a variety of governmental agencies and nonprofit organizations.
Doctoral Degrees Awarded in Public Affairs and Administration at NASPAA Member Schools

The Ph.D. or DPA degree is offered at 74 National Association of Schools of Public Affairs and Administration (NASPAA) member institutions. A total of 25 programs awarded 165 doctoral degrees in public affairs and administration July 1, 2006-June 30, 2007, and are listed below. Of the total number of doctoral degrees awarded, 151 were Ph.D. and 14 were DPA.

The following information was provided to the PA TIMES Education Supplement by NASPAA. All queries should be directed to NASPAA at 202-628-8965 or www.naspaa.org.

ARIZONA
Arizona State University
Collins, Michael, “Identifying Rural Public Communication Managers by Self Directed Readiness & Learning Style,” Ph.D.


Rubins, Ira Marc, “Recreation Accreditation: Making a Difference,” Ph.D.

Stripakob, Prakorn, “The Effects of Decentralization on Local Governance in Thailand,” Ph.D.


Stout, Margaret Rose, “Bureaucrats, Entrepreneurs, and Stewards: Seeking Legitimacy in Contemporary Governance,” Ph.D.

CALIFORNIA

University of La Verne
Brasfield, Giovanna A., “Policy, Organizational Management, and Change: An Analysis of Public Organizational Management as it Relates to Policy and Change, DPA


Gonzales, Maria Rosario D., “The Facilitation and Hindrance of Employee Readiness for Large-Scale Organizational Change in Healthcare Organizations,” DPA

Kokenes, Sharon L., “Debt-for-Nature Swaps, Conservancy or Cemetery,” DPA


Roberge, Barbara G., “Health Care Utilization of the Emergency Department of the Hospital by Children with Healthy Families, A Publicly Funded Health Care Insurance,” DPA

Roman, Alberto J., “Factors that Influence the Under-Representation of Latinos as Superintendents,” DPA

Rose, Yvette R., “Using Legal Studies to Analyze the Enforcement and Interpretation of the Family Medical Leave Act as Enforced by the United States Department of Labor,” DPA

Shaw, Nichelle H., “The Motivational Factors which Influence an Individual to Choose a Career in the Public Sector,” DPA


Timmons, Angela Chiles, “Faith-Based Programs: An Examination of Ministry, Leadership, and Organizational Culture,” DPA


COLORADO

University of Colorado at Denver

Arney, Jo, “Ethics and Organizational Structure: A Study of Organizational Values,” Ph.D.


Aulder-Bettinck, Tonya, “A Gender-Specific Analysis of Community-Based Juvenile Justice Reform: The Effectiveness of Family Therapy Programs for Delinquent Girls,” Ph.D.

Brassfield, Bette Simon, “Gift of Self: Determination of the Role of Rationality in Organ Donation,” Ph.D.


See DOCTORAL DEGREES, pg. 16
**2006-07 Doctoral Degrees Awarded**

From **DOCTORAL DEGREES**, pg. 15

**JONES, Sean Michael,** “Why Did Voters Approve the 1998 Denver Broncos Stadium Tax Initiative? Three Competing Theories,” Ph.D.

**West-Smith, Mary F.,** “Dad’s in Prison: A Qualitative Study of the Lives of Children of Incarcerated Fathers,” Ph.D.

**Leeuwen, James Van,** “Public, Private and Non-Profit Collaboration: Understanding Social Constructions and Public Participation in Transitioning Homeless Youth Off of the Streets,” Ph.D.

**DELAWARE**

University of Delaware


**Case, Jane,** “Youth Risk Behavior and School Policy Implications: An Exploratory Study of Thirteen Public Elementary Schools in Delaware,” Ph.D.

**Fasano, Jr., Williams J.**, “Screening the Cities of Tomorrow: An Exploratory Analysis of Urban Futures in Contemporary Cinema with Implications for Urban Planning and Policy Analysis,” Ph.D.

**Luna, Marcos,** “The Biomedicalization of Public Health and the Marginalization of the Environment: A Policy History from the Environment to the Hospital and Back Again,” Ph.D.

**FLORIDA**

**Florida Atlantic University**

**Choi, Sanghan**, “A Conceptual Model of the Emergence of Shared Leadership: The Effects of Organizational Structure, Culture, and Context Variables on Public Employee Perceptions of Leadership,” Ph.D.


**Florida State University**

**Andrew, Simon A.,** “Institutional Ties, Interlocal Contractual Arrangements, and the Dynamic of Metropolitan Governance,” Ph.D.

**de la Cruz, Edgar Ramirez,** “Growth Management by Land Use Regimes and Development Permitting: Explaining Delay in Land Use Development in Florida,” Ph.D.

**Jeong, Hong-Sang,** “A Grounded Analysis of the Sensemaking Process of Korean Street-Level Fire Service Officials,” Ph.D.

**Lassila, Nathan,** “Examining the Determinants of Charter School Expansion and the Relationship to District Performance,” Ph.D.

**Word, Jessica,** “A Structural Examination of Collaborative Relations between Nonprofit Organizations in the Greater Jacksonville Area,” Ph.D.

**Yagmurcu, Abdulhamit,** “Correlates of E-Government Use in County Governments,” Ph.D.

**Zhang, Yahong,** “Local Official’s Incentives and Policy-Making: Through the Lens of the Politics-Administration Relationship,” Ph.D.

**GEORGIA**

Georgia Institute of Technology

**Boardman, Paul,** “University Research Centers and the Composition of University
2006-07 Doctoral Degrees Awarded

From DOCTORAL DEGREES, pg. 16

Scientists’ Academic Work,” Ph.D.
Oh, Eunjoo, “Project Organization, Diverse Knowledge, and Innovation Systems in the Korean Game Software Industries,” Ph.D.
Park, Hyun Jung, “A Study to Develop Strategies for Proactive Water-Loss Management,” Ph.D.
Ponomariov, Branco, “Student Centrality in University–Industry Interaction,” Ph.D.

University of Georgia
Gess, Peter, “A Grand Experiment in Public Lands Management: Responsiveness in the Valles Caldera National Preserve,” Ph.D.

KANSAS
University of Kansas

MARYLAND
University of Maryland, Baltimore County
Fanning, Mary M., “Nonprofit Hospital Services, Property Tax Litigation, and the Impact of Litigants,” Ph.D.

Heilman, Roberta, “Reassessing the Supply of Physicians: How Many Doctors Does Maryland Really Have?,” Ph.D.
Hong, Ge, “Differential Effects of Subsidized Guardianship on Placement Stability for Children in Kinship Care,” Ph.D.
Gandy, Kathleen Marie House, “The Role of Transfer Rates for Multi-Mission Community Colleges in Maryland,” Ph.D.
Kaufman, James M., “The Impact of Generosity of Medicaid Physician Payment Rates on Inpatient Hospital Admissions: A Study of the Relationship between Medicaid Physician Payment Rates and Inpatient Hospital Care,” Ph.D.
Regan, Audrey S., “Interpersonal Trust as an Associate Factor with Racial Health Disparities among Adults with Diabetes,” Ph.D.

See DOCTORAL DEGREES, pg. 18

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2006-07 Doctoral Degrees Awarded

From DOCTORAL DEGREES, pg. 17

Sadzewicz, Lisa D., “Diffusion of Innovation: State Factors that Influence the Spread of School Based Mental Health Policies and Program,” Ph.D.

Snyder, Annette, “Factors Related to Non-Elderly Nursing Home Residents’ Preferences and Opportunities for Deinstitutionalization in Maryland,” Ph.D.

Trent-Adams, Sylvia, “Access to Care and Health Service Use for HIV-Infected Minorities Before and After the Implementation of the Minority AIDS Initiative,” Ph.D.


Zhang, Kevin B., “Public Infrastructure Spending and Local Residential Development: Evidence From a Panel of Maryland Counties,” Ph.D.

Government, John F. Kennedy School of Government


Greig, Fiona, “Barriers to Advancement: Perspectives from Behavioral Economics, Negotiation and Gender Analysis,” Ph.D.

Ha, Wei, “Essays on Education Production in China and the U.S.,” Ph.D.

Kilmer, Beau, “Essays on the Consequences of Drug Use and Drug Testing,” Ph.D.

Santos, Indhira, “Essays on Natural Disasters and Household Income,” Ph.D.

Wagner, Gernot, “Essays on Environmental and Natural Resource Economics,” Ph.D.

Williams, Blair S., “Essays in Legislative Behavior,” Ph.D.


Massachusetts

Jackson State University


MICHIGAN

University of Michigan, Ann Arbor

Howard, Tiffany, “State Pressures and the Forced Migrant: Evaluating Global State Failure in an Effort to Amendulate the Consequences of Forced Migration in the Developing World,” Ph.D.


Western Michigan University

Amspaugh, Michael Bennett, “Results of Early Implementation of Governmental Accounting Standards Board Statement No. 34 in 15 Ohio School Districts,” DPA

deSonia, Amy Sue, “An Evaluative Model for Incorporating Diversity Training into Teaching Preparation,” Ph.D.


Higbee, Raymond Jay, “Nongovernmental Program Replication and Implementation: What Can Community-Based Programs to Support the Uninsured Learn from Other Communities,” Ph.D.


Korpela, Craig, “The Cover-Up is More Damaging than the Sm: Sexual Scandals at the Cabinet and Sub-Cabinet Levels,” Ph.D.


Walters, James J., “Funding Michigan K-12 Educational Adequacy without Rewarding Inefficiency,” Ph.D.

NEW JERSEY

Rutgers University, Newark

Kim, Younhee, “A Multi-Dimensional Model of Public Entrepreneurship,” Ph.D.

Kolby, Kathryn, “Lost in Translation: Stakeholder Views of Accountability,” Ph.D.

Ndoro, Tendai, “Strategy & Organizational Sustainability in Intermediary Nonprofit Organizations: Understanding the Revenue Diversification Strategic Actions of Managerial Leadership in the Small Business Development Centers (SBDGs),” Ph.D.

Ozurumba, Chimezie, “Gambling Taxes and State Budgets: Does Taxing Corporate Casinos Improve the Quality of Fiscal Systems?,” Ph.D.

See DOCTORAL DEGREES, pg. 19
**2006-07 Doctoral Degrees Awarded**

**From DOCTORAL DEGREES, pg. 18**

**NEW YORK**

New York University

Aguiar, Frederico Campos Gua nais, “Evaluating the Health Impacts of Primary Care Decentralization in the Context of a Developing Country,” Ph.D.

Dillman, Keri-Nicole, “Investigating Nonprofit and For-Profit Subsidized Housing Developers in New York City,” Ph.D.

Silver, Diana, “My Baby Takes the Morning Train: An Investigation of Metropolitan Interdependence,” Ph.D.

Syracuse University

Ahn, Michael Ji-Sung, “Politics of E-Governance,” Ph.D.


Lee, Jooho, “Exploring Knowledge Networks for E-Government Services: A Comparative Case Study of Two Local Governments in Korea,” Ph.D.


**NORTH CAROLINA**

North Carolina State University


Kasten, Jennifer, “Determinants of Organizational Change: The Impact of Market and Institutional Forces on Compliance with Federal Regulations,” Ph.D.


**OREGON**

Portland State University


Whitall, Debra R., “Network Analysis of a Shared Governance System,” Ph.D.

**OHIO**

The Ohio State University

Elliot, Amy, “An Analysis of Participation, Quality of Care and Efficiency Outcomes of an Inter-Organizational Network of Nursing Homes,” Ph.D.


Kim, Yushim, “Analysis for Adaptive Complex Public Enterprises,” Ph.D.

Penas, Tricia, “Measuring the Effects of Perceptions of Crime on Neighborhood Quality and Housing Markets,” Ph.D.


**PENNSYLVANIA**

Carnegie Mellon University


Kolesnichuk, Natalia, “Three Essays on Local Labor Markets,” Ph.D.

**TENNESSEE**

Tennessee State University

Gibran, Joan, “Representative Bureaucracy and Active Representation: A Missing Link Explored,” Ph.D.

Montgomery, Michael, “Probation and Parole Supervision Styles and Recidivism,” Ph.D.

Schutz, Gregory, “The Impact of Educational Experience on Student Persistence at Six Public Universities,” Ph.D.

**VIRGINIA**

George Mason University, School of Public Policy

Agarwal, Vertica, “The Impact of Trade Liberalization on Income Inequality: A Study of India,” Ph.D.

Coleman, John J., “Controlling Prescription Drug Abuse by Design,” Ph.D.

Fletcher, Charles V., “Politics and Military Base Closures,” Ph.D.

Harpe, Ellen D., “The Role of Professional and Business Services in...”

**XU, Hao, “Three Essays of Economics Models of the Internet,” Ph.D.**


**See DOCTORAL DEGREES, pg. 21**
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Metropolitan Economics,” Ph.D.
Hoffman, Linda E., “Collaborating Virginia Welfare and Workforce Services,” Ph.D.
Kuiler, Erik W., “The Search for Eudaimonia: An Analysis of International Development, Migration, and Gender Equality,” Ph.D.
Narel, James L., “Humanitarian and Military Organizational Cultures and the Challenges of Contemporary Complex Emergencies,” Ph.D.
Virginia Commonwealth University
Al-Shawairkh, Abdulkarim S., “Perceptions of the Saudi Students Attending American Universities towards the New Saudi Mandatory Cooperative Health Insurance Program (MCHIP),” Ph.D.
Watkins, Shana J., “The Effect of Charter Schools on Academic Achievement and Achievement Gaps,” Ph.D.
Dawson, Brenda Cherie, “Determinants of College Students’ Felon Voting Opinions: A Political Socialization Approach,” Ph.D.
Demirci, Suleyman, “Examining Spatiotemporal Change in Neighborhood Crime Using Social Disorganization as a Theoretical Framework: A 10-Year Analysis of Homicide in the City of Richmond, VA,” Ph.D.
Koseli, Mutlu, “Poverty, Inequality and Terrorism Relationship in Turkey,” Ph.D.
Ozen, Imdat, “Impact of EU’s Decisions on Euro-skepticism of Two Turkish Nationalist and Religious Peripheral Parties,” Ph.D.
Ryan, Caitlin C., “The Insi and Outs of School Provider Literature: A Multi-Year Content Analysis on LGBT Youth,” Ph.D.
Thomas, Dana-Marie, “The Influence of Perceptions and Experiences of Racial Discrimination on Body Mass Index (BMI) among the Black Women’s Health Study Cohort,” Ph.D.
Trent, Dietra Y., “Public Policy Preferences and Political Attitudes: Exploring the Generation Divide Among African Americans,” Ph.D.
Simsek, Yilmaz, “Impact of Terrorism on Migration Patterns in Turkey,” Ph.D.

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Students.gov
An official U.S. government website designed for college students and their families, the links come from suggestions made by students, parents, teachers and others who know first-hand what information will be most helpful during the transition to life beyond high school.

Workforamerica.com
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2006-07 Doctoral Degrees Awarded

From DOCTORAL DEGREES, pg. 19

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  - Warren Miller, Professor, Health Administration, University of Michigan – Healthcare Management
  - Carole Jurkiewicz, Professor, Healthcare Management, Program Evaluation, and Health Policy
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  - Astrid Merger, Professor, Public Administration, Public Sector and Social Policy
  - Sean O’Keefe, Professor, LSU Chartered – Management Education
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Email: padmin@lsu.edu
http://www.padmin.ourso.lsu.edu
The Commission on Peer Review and Accreditation is recognized by the Council on Higher Education Accreditation (CHEA) as a specialized accrediting agency and authorized to accredit master's degree programs in public affairs and administration.

In 1977, member institutions of the National Association of Schools of Public Affairs and Administration (NASPAA) voted to adopt a program of voluntary peer review evaluation of master's degree programs in public affairs and administration. That same year, the association adopted Standards for Professional Masters Degree Programs in Public Affairs, Policy and Administration. Peer review was initiated by the member institutions to facilitate the continuing development and quality of public service education.

In 1983, the members of the association voted to apply to the Council on Postsecondary Accreditation (COPA), to become recognized as a specialized accrediting agency to accredit master/masters degrees in public affairs and administration. On October 3, 1986, the Board granted NASPAA recognition as a specialized accrediting agency. In 1993, COPA was disbanded and replaced by the Commission on Recognition of Postsecondary Accreditation. In 1996, CORPA was disbanded and replaced by the Council on Higher Education Accreditation (CHEA). NASPAA's Commission on Peer Review and Accreditation was recognized by CHEA in 2003 for a period of 10 years.

The review/accreditation process combines program self-study, review by the Commission on Peer Review and Accreditation, and a two to three day campus visit by a COPRA appointed site visit team. The review/accreditation cycle begins each year on August 15, with the submission of a self-study report. In June, the Commission meets for a final review session and determines if a program is in conformity with the standards. Subsequently, the Commission publishes an Annual Roster of Accredited Programs.

NASPAA's membership consists of 234 member institutions, which offer undergraduate and graduate degrees in public affairs and administration. Of the total number of programs eligible to participate in peer review, 158 programs at 151 schools (59 percent of member institutions) have been accredited.

Site Evaluation Years
The years appearing immediately following the institutional name indicates the projected academic year for the next regularly scheduled review. (For example, if the year indicates “2006/07,” then self-study would be submitted by August 15 of 2006, the site visit would take place sometime between January and April of 2007, and the accreditation decision would be made by the Commission in June of 2007.) This year identification does not preclude the Commission from authorizing a site evaluation prior to the designated year.

January 1 Update
The Roster is updated on January 1 of each year to reflect actions taken by the Commission between September and January, such as the granting of a one-year delay in the review of a program. It is also updated to reflect name changes of the school or program, and any clerical corrections.

The following information was provided to the PA TIMES Education Supplement by NASPAA. All questions regarding the list should be directed to NASPAA at 202-628-8965 or www.naspaa.org.

Alabama
Auburn University at Auburn
MPA Program
media.ca.auburn.edu/polisci/index.cfm
Auburn University at Montgomery
Dept. of Political Science & Public Administration
www.aum.edu/polsci
The University of Alabama at Birmingham
Dept. of Government
www.sbs.uab.edu/Depts/Govt/programs/mpa/mpa.html
The University of, Tuscaloosa
Dept. of Political Science
www.ua.edu/polsci/grad.html
Troy University
Master of Public Administration Program
www.troy.edu
Jacksonville State University
Dept. of Political Science and Public Administration
www.jsu.edu/depart/polisci/

Alaska
University of Alaska Anchorage
Dept of Public Administration
www.chpp.uaa.alaska.edu/pubadmin.asp
University of Alaska Southeast
MPA Program
www.ua.alaska.edu/som/mpa/

Arizona
Arizona State University
School of Public Affairs
spa.asu.edu
The University of Arizona
School of Public Administration & Policy
publicadmin.eller.arizona.edu

University of Arkansas Clinton School of Public Service
www.clintonschool.uark.edu

Arkansas
University of Arkansas, Fayetteville
Department of Political Science
plsci.uark.edu/grad
University of Arkansas at Little Rock
Institute of Government
www.ualr.edu/iog/

California
California State Polytechnic University
Political Science Department
www.class.csupomona.edu/pls/

Annual Roster of NASPAA Accredited Programs
Roster of NASPAA Accredited Programs

From NASPAA SCHOOLS, pg. 22

California State University, Bakersfield
Dept. of Public Policy & Administration
bpa.csusb.edu/

California State University, Chico
Dept. of Political Science
www.csuchico.edu/pols/

California State University, Dominguez Hills
Dept. of Public Administration
som.csudh.edu/

California State University, Fresno
Department of Political Science
www.csufresno.edu/gradstudies/narratives/publicad-prog.htm

California State University, Fullerton
Political Science Department
box.fullerton.edu/policy/MPA/index.asp

California State University, East Bay
Dept of Public Affairs and Administration
www.csueastbay.edu/

California State University, Long Beach
Grad Center for Public Policy & Administration
www.csulb.edu/colleges/chhs/departments/ppa/

California State University, Northridge
Dept of Political Science
www.csun.edu/~bcps00959/

University of California at Berkeley
Richard & Rhoda Goldman Sch. of Pub. Policy
www.berkeley.edu/policy/gpp

University of California, Los Angeles
Dept. of Public Administration
www.ucla.edu/

University of California, Los Angeles (UCLA)
School of Public Affairs
www.ucla.edu/pps

California State University, Sacramento
Department of Public Policy and Administration
www.csus.edu/pps/

Pepperdine University
School of Public Policy
publicpolicy.pepperdine.edu

Pardee RAND Graduate School
www.prrg.edu

Colorado
University of Colorado at Denver
School of Public Affairs
www.ipa.colorado.edu

Connecticut
University of Connecticut
Department of Public Policy
www.dpp.uconn.edu

University of New Haven
Department of Public Management
www.newhaven.edu

Delaware
School of Urban Affairs & Public Policy
www.udel.edu/suapp

Florida
Florida Atlantic University
School of Public Administration
www.fau.edu/spa

Florida International University
College of Health and Urb Aff, Sch of Social Work, Pol & Mgmt
chua.fiu.edu/

Florida State University
Askew Sch. of Pub. Adm. & Policy
askew.fsu.edu

Nova Southeastern University
Haitzenga School of Bus. & Entrepreneurship
www.haitzenga.nova.edu/

University of Central Florida
Dept. of Public Administration
www.cs.ucf.edu/pubadmin/index.cfm

University of Miami
MPA Program
www.miami.edu

University of North Florida
www.unf.edu/coas/policy-pubadmin/

University of South Florida
Pub Adm Program, SE/C佬
www.usf.edu/pad/index.html

University of West Florida
Dept. of Adm/Justice Studies
www.uwf.edu/

Florida Gulf Coast University
Division of Public Affairs
cps.fgcu.edu/pps

Georgia
Clark Atlanta University
Department of Public Administration
www.cau.edu

Georgia Southern University
Department of Political Science and Public Administration
class.georgiasouthern.edu/mpa/

Georgia State University
Andrew Young School of Policy Studies
aysps.gsu.edu

Savannah State University
Dept of Political Science, Pub. Adm and Urban Studies
www.sastate.edu/

The University of Georgia
School of Public and International Affairs
www.uga.edu/padp

See NASPAA SCHOOLS, pg. 24

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Dept of History, Political Science & Public Administration
www.asuweb.asurams.edu/asu/

University of West Georgia
Department of Political Science
www.westga.edu/polisci/mpa

Augusta State University
Department of Political Science
www.aug.edu/mpa

Georgia College & State University
Department of Government and Sociology
http://www.gcsu.edu/graduate/gradpages/publicadministration.html

Valdosta State University
Dept. of Political Science
www.valdosta.edu/polisci

Columbus State University
Dept. of Political Science
polsci.colstate.edu

Georgia Institute of Technology
School of Public Policy
www.gatech.edu/spp

Kennesaw State University
Dept. of Political Science and International Affairs
www.kennesaw.edu/polisci

Hawaii
University of Hawaii
Public Administration Program
www2.hawaii.edu/pubs

Idaho
Boise State University
Dept. of Political Science and Administration
ppa Boise.edu/

Idaho State University
Department of Political Science
www.isu.edu/departments/polisci

Illinois
Governors State University
College of Business and Public Administration
www.govst.edu

University of Illinois at Springfield
College of Public Affairs and Administration
www.uis.edu/PAIA.html

Southern Illinois University
Carbondale
Dept of Political Science

Southern Illinois University at Edwardsville
Dept of Pub. Adm & Pol. Analysis
steele.edu/PAPA/

The University of Chicago
Harris School of Public Policy Studies
harris.hchicago.edu/

The University of Illinois at Chicago
Graduate Program in Public Administration
www.uic.edu/iscal/pa

Illinois Institute of Technology
Graduate Program in Public Administration
www.it.edu/~mpa/

Northern Illinois University
Division of Public Administration
www.niu.edu

DePaul University
Public Service Graduate Program
www.publicservice.depaul.edu/

Indiana
Indiana State University
Dept of Political Science
web.indstate.edu/polisci/

Indiana University, Bloomington
School of Public & Environmental Affairs
www.spea.indiana.edu

Indiana University-Purdue University
Indianapolis
School of Public and Environmental Affairs
www.spea.iupui.edu

Indiana University, Northwest
School of Public & Environmental Affairs
www.iuwest.edu/~speanw/

Indiana University, South Bend
School of Public and Environmental Affairs
www.iub.edu/~sbpea/

Indiana University-Purdue University, Ft. Wayne
Division of Public & Environmental Affairs
www.ipfw.edu/MPA/

Ball State University
Department of Political Science
www.bsu.edu/polisci/

Iowa
Drake University
College of Business & Public Administration
www.csu-drake.edu

Iowa State University
Department of Political Science
mpa.iastate.edu/

The Upper Iowa University
Master of Public Administration Program
www.uin.edu/catalogs/mba/grad_mpa_1.html

Kansas
Kansas State University
Dept. of Political Science
www.k-state.edu/polisci/

The University of Kansas
Dept of Public Administration
www2.ku.edu/~kapa/

Wichita State University
Hugh Wall Sch of Urb & Pub Affairs
hsu wichita.edu/

Kentucky
Eastern Kentucky University
Department of Government
www.eku.edu/gov

Kentucky State University
School of Public Administration
www.lsu.edu/colleges_schools/cps/school_of_public_admin/

University of Kentucky
Martin School of Pub. Pol. & Adm.
www.martin.uky.edu

University of Louisville
School of Urban and Public Affairs
mpa.louisville.edu/mpa

Western Kentucky University
Department of Government
www.uky.edu/Dept/Academic/AHSS/Government/gov.htm

Northern Kentucky University
Dept. of Political Science and Criminal Justice
www.nku.edu/mpa/

Louisiana
Grambling State University
Dept. Political Science and Public Admin
www.gsam.edu

Louisiana State University
Public Administration Institute
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Southern University and A&M College
www.subr.edu

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University of New Orleans
College of Urban and Public Affairs
www.uno.edu

Maine
University of Maine
Dept of Public Administration
www.umaine.edu/padmin
University of Southern Maine
Edmund S. Muskie School of Public Service
www.muskie.usm.maine.edu
The University of Maine at Augusta
Dept of Public Administration
www.uma.edu/

Maryland
University of Baltimore
Dept of Govt & Public Adm.
www.ubalt.edu/cla_template.cfm?page=1489
University of Maryland, Baltimore County
Department of Public Policy
www.umd.edu/pubpol
University of Maryland, College Park
School of Public Policy
www.paprof.umd.edu
Johns Hopkins University
Institute for Policy Studies
ips.jhu.edu/

Massachusetts
Clark University
College of Professional and Continuing Education
www.cspace.clarku.edu
Harvard University
SFK School of Government
www.kgs.harvard.edu
Northeastern University
Department of Political Science
www.polisci.neu.edu/
Suffolk University
Dept of Public Management
www.business.suffolk.edu
University of Massachusetts, Amherst
Center for Public Policy and Administration
www.maipolicy.org
Bridgewater State College
Dept of Political Science
www.bridge.edu/polsci/
University of Massachusetts at Boston
McCormack Graduate School of Policy Studies
www.mccormack.umb.edu
Westfield State College
Department of Political Science
www.ucсла.umb.edu/polsci

Michigan
Central Michigan University
Department of Political Science
www.cmich.edu/political_science/mpa/
Oakland University
Master of Public Administration Program
www2.ou.edu/mpa/
The University of Michigan - Dearborn
School of Education
www.umb.edu
Wayne State University
Dept of Political Science
www.cla.wayne.edu/polisci/mpa/MPAintro.htm
Western Michigan University
School of Pub Aff & Adm
www.spa.wmich.edu/mpa/
Eastern Michigan University
MPA Program
www.emich.edu/public/polisci/mpa/urban.htm

Grand Valley State University
Sck of Pub & Nonprofit Adm
www.gvsu.edu/mpa
University of Michigan, Ann Arbor
Gerald R. Ford School of Public Policy
www.fordschool.umich.edu/
Northern Michigan University
Dept of Political Science and Public Administration
www.nmu.edu/mpa/

Minnesota
Hamline University
Graduate School of Public Administration & Management
www.hamline.edu/gspm
University of Minnesota
Hamline Institute of Public Affairs
www.hhh.umn.edu
Walden University
School of Management
www.waldenu.edu

Mississippi
Jackson State University
Dept of Public Policy & Adm
www.jsu.edu/mpa
Mississippi State University
Dept of Political Science and Public Adm
www.msstate.edu/Dept/PoliticalScience/
Mississippi Valley State University
Department of Public Policy & Administration
www.mvsc.edu

Missouri
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Dept of Public Policy Studies
www.slu.edu/college/cps/pp/index.html
Missouri State University
MPA Program
polsci.missouri.edu/mpa/MPA.htm

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www.truman.missouri.edu
The University of Missouri-Kansas City
Cookingham Institute of Public Affairs
www.block.umkc.edu/cookingham/index.htm
University of Missouri-St. Louis
Public Policy Administration Masters Program
www.umsl.edu/divisions/graduate/mpa
Park University
Hauptmann School of Public Affairs
www.park.edu/MPA/index.asp

Nebraska
University of Nebraska at Omaha
School of Public Administration
www.mpa.unomaha.edu

Nevada
University of Nevada, Las Vegas
Greenman College of Urban Affairs
www.unlv.edu

New Hampshire
University of New Hampshire
Department of Political Science
www.unh.edu/political-science

New Jersey
Fairleigh Dickinson University
Public Administration Institute
www.fdu.edu/centers/pai.html
Kean University
Public Administration Dept.
www.kean.edu
Princeton University
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- **www.wws.princeton.edu/**
- **Rutgers University, Camden**
  Department of Public Policy & Administration
  wwww.camden.rutgers.edu/dept-pages/pubpol/
- **Rutgers University, Newark**
  School of Public Affairs and Administration
  spaa.newark.rutgers.edu/
- **Rutgers, The State University of New Jersey**
  Edward J. Bloustein School of Planning and Public Policy
  www.policy.rutgers.edu
- **Seton Hall University**
  Center for Public Service
  artsci.shu.edu/gdpha/
- **New Mexico**
  New Mexico State University
  MPA Program
  www.nmsu.edu
  The University of New Mexico
  School of Public Administration
  www.unm.edu/~spagrad
- **New York**
  Baruch College/City University of New York
  School of Public Affairs
  www.baruch.cuny.edu/spa
  Columbia University
  School of International and Public Affairs
  www.sipa.columbia.edu
  John Jay College of Criminal Justice, CUNY
  Department of Public Management
  www.jjay.cuny.edu/~pub-mgt/
- **Long Island University, Brooklyn**
  Campus
  School of Business, Public Administration
  www.brooklyn.liu.edu/spa/index.html
- **Long Island University, C.W. Post Campus**
  Dept of Health Care & Pub Adm
  www.cwpost.liu.edu/credit/cwpost/public/pab admin.html
- **Marist College**
  MPA Program
  www.marist.edu/management/mpa/
- **Medgar Evers College of the CUNY**
  Dept of Public Administration
  www.mec.cuny.edu/academic_affairs/departments.asp
- **Milano The New School for Management and Urban Policy**
  www.newschool.edu/milanq
- **New York University**
  Wagner Grad Sch of Pub Serv
  www.nyu.edu/wagner/
- **Pace University**
  Public Administration
  www.pace.edu/dyson/mpa
- **University at Albany, SUNY**
  Department of Public Administration and Policy
  www.albany.edu/rockefeller
- **Binghamton University**
  MPA Program
  mpa.binghamton.edu
- **SUNY College at Brockport**
  Department of Public Administration
  www.brockport.edu/psadmin
- **Syracuse University**
  Dept of Public Administration
  www.maxwell.syr.edu
- **Cornell University**
  Institute for Public Affairs
  www.ipa.cornell.edu
- **Metropolitan College of New York**
  MPA Program
  www.metropolitan.edu/publicaffairs/welcome/calendar.php
- **North Carolina**
  Appalachian State University
  Dept of Pol. Sci. & Criminal Justice
  mpas.appstate.edu
  Duke University
  Sanford Institute of Public Policy
  www.pubpol.duke.edu
  East Carolina University
  Department of Political Science
  www.ecu.edu/pols/mpa/index.html
  North Carolina Central University
  Public Adm Dept
  web.nccu.edu/artsci/publicadmin/html/mpa.html
  North Carolina State University
  Department of Public Administration
  www.chells.ncsu.edu/pa/index.html
  The University of North Carolina at Chapel Hill
  Master of Public Administration Program
  www.mpas.unc.edu
- **The University of North Carolina at Greensboro**
  Department of Political Science
  www.unm.edu/~spagrad
- **Western Carolina University**
  Department of Political Science & Public Affairs
  www.wcu.edu/dcooper
- **The University of North Carolina at Pembroke**
  Master of Public Administration
  www.mpas.uncp.edu
- **University of North Carolina, Wilmington**
  Department of Public and International Affairs
  www.unwilmington.edu/mpa
- **North Dakota**
  University of North Dakota
  Dept of Political Science
  bsa.nd.edu/dept/pols/
- **Ohio**
  Bowling Green State University
  Master's Program in Public Administration
  www.bgsu.edu/departments/pols/MPA2Program.htm
  Cleveland State University
  Maxine Goodman Levin College of Urban Affairs
  www.clevelandstate.edu/mpa/
  Kent State University
  Dept of Political Science
  www.kent.edu/mpa/
  The Ohio State University
  School of Public Policy & Mgmt
  www.glennschool.osu.edu
  Ohio University
  Dept of Political Science
  www.ohio.edu/pols/
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  www.uakron.edu/colleges/artsci/depts/paus/
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<thead>
<tr>
<th>State</th>
<th>University Name</th>
<th>Website</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Toledo</td>
<td>Dept. of Pol Sci &amp; Pub Aff</td>
<td><a href="http://www.politicalscience.utoledo.edu/grad/mpa.htm">www.politicalscience.utoledo.edu/grad/mpa.htm</a></td>
<td></td>
</tr>
<tr>
<td>Wright State University</td>
<td>Public Administration Program</td>
<td><a href="http://www.wright.edu/cupa/department.htm">www.wright.edu/cupa/department.htm</a></td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>The University of Oklahoma</td>
<td><a href="http://www.usu.edu/cas/poa/">www.usu.edu/cas/poa/</a></td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>Portland State University</td>
<td>Division of Public Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Oregon</td>
<td>Dep. of Planning, Public Policy &amp; Management</td>
<td><a href="http://www.oregon.edu">www.oregon.edu</a></td>
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<td>Willamette University</td>
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**Study Public Policy at UMBC**

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Since 1939, ASPA has been the nation’s most respected society representing all forums in the public service arena. We are advocates for greater effectiveness in government—agents of goodwill and professionalism—publishers of democratic journalism at its very best—pioneers of progressive theory and practice and providers of global citizenship. We believe that by embracing new ideas—addressing key public service issues—and promoting change at both the local and international levels, we can enhance the quality of lives worldwide. [www.aspanet.org](http://www.aspanet.org)

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CSG information products are full of useful and practical policy solutions. In addition, CSG draws upon experts in the states, and marshals them as consultants to help sister states in need of services. And CSG’s leadership training helps state officials enhance their skills in managing strategic change. [www.csg.org](http://www.csg.org)

**International City/County Managers Association (ICMA)**
ICMA is the professional and educational organization for chief appointed managers, administrators, and assistants in cities, towns, counties, and regional entities throughout the world. [www.icma.org](http://www.icma.org)

**International Public Management Association for Human Resources (IPMA-HR)**
IPMA-HR is an organization that represents the interests of over 7,000 human resource professionals at the Federal, State and Local levels of government. IPMA-HR members consist of all levels of public sector HR professionals. Our goal is to provide information and assistance to help HR professionals increase their job performance and overall agency function by providing cost effective products, services and educational opportunities. [www.ipma-hr.org](http://www.ipma-hr.org)

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The National League of Cities is the oldest and largest national organization representing municipal governments throughout the United States. Its mission is to strengthen and promote cities as centers of opportunity, leadership, and governance. [www.nlc.org](http://www.nlc.org)

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From NASPAA SCHOOLS, pg. 29

- **Virginia State University**
  Department of Public Administration
  [www.vsu.edu](http://www.vsu.edu)

- **George Mason University**
  School of Public Policy
  [policy.gmu.edu](http://policy.gmu.edu)

- **The Evergreen State College**
  Graduate Program in Public Administration
  [www.evergreen.edu/mpa/](http://www.evergreen.edu/mpa/)

- **Seattle University**
  Institute of Public Service
  [www.seattleu.edu/artsci/ips](http://www.seattleu.edu/artsci/ips)

- **University of Washington**
  Evans School of Public Affairs
  [www.evans.washington.edu](http://www.evans.washington.edu)

- **Eastern Washington University**
  Program in Public Affairs
  [www.sanctuary.wsu.edu](http://www.sanctuary.wsu.edu)

- **Washington State University**
  Program in Public Affairs
  [www.sanctuary.wsu.edu](http://www.sanctuary.wsu.edu)

- **American University**
  Dept. of Public Administration
  [spp.american.edu](http://spp.american.edu)

- **The George Washington University**
  School of Public Policy & Public Admin
  [www.gwu.edu/~spppa](http://www.gwu.edu/~spppa)

- **Howard University**
  Department of Political Science
  [www.howard.edu](http://www.howard.edu)

- **Georgetown University**
  Public Policy Institute
  [gppi.georgetown.edu](http://gppi.georgetown.edu)

- **Southeastern University**
  Dept. of Public Administration
  [www.seu.edu](http://www.seu.edu)

- **University of the District of Columbia**
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  [www.udc.edu](http://www.udc.edu)

- **Strayer University**
  Master of Public Administration Program
  [www.strayer.edu](http://www.strayer.edu)

- **West Virginia**
  West Virginia University
  Dept of Public Administration
  [www.as.wvu.edu/pubadm](http://www.as.wvu.edu/pubadm)

- **Marshall University**
  Dept of Political Science
  [www.marshall.edu/polisci](http://www.marshall.edu/polisci)

- **Wisconsin**
  University of Wisconsin, Madison
  Robert M. La Follette School of Public Affairs
  [www.lafollette.wisc.edu](http://www.lafollette.wisc.edu)

- **University of Wisconsin, Milwaukee**
  Dept of Political Science
  [www.uwm.edu/Dept/MPA/](http://www.uwm.edu/Dept/MPA/)

- **University of Wisconsin - Oshkosh**
  Public Affairs Department
  [www.uwosh.edu/mpa](http://www.uwosh.edu/mpa)

- **Wyoming**
  University of Wyoming
  Dept of Political Science
  [uwadmnweb.uwyo.edu/Pols/](http://uwadmnweb.uwyo.edu/Pols/)

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  [www.icma.org](http://www.icma.org)

- **International Public Management Association for Human Resources (IPMA-HR)**
  [www.ipma-hr.org](http://www.ipma-hr.org)

- **National League of Cities (NLC)**
  [www.nlc.org](http://www.nlc.org)

- **Partnership for Public Service (PPS)**
  [www.ppp.org](http://www.ppp.org)

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Web site: http://www.clpsu.edu/spa/

E-mail: grndspa@jsu.edu

Phone: 717-948-6058
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US News & World Report ranks Georgia State University’s public budgeting and finance programs and Georgia Tech’s science and technology programs in the top ten nationally. Georgia State’s urban policy/management, public administration/management and public policy analysis are also ranked in the top 25. Doctoral students have the opportunity to participate in policy research through one or more of our nationally recognized research centers.

For general information about the Andrew Young School of Policy Studies, its faculty, students, programs and activities, explore www.andrewyoungschool.org.

For information on the Ph.D. in Public Policy go to:
www.gsu.edu/academic/degrees/PhD_publicpolicy.htm

For application forms & information, see www.gsu.edu/academic/admissions.htm.

The application deadline for the Ph.D. program in Public Policy is February 1.

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See NASPAA REPS, pg. 35
WHAT’S NEW IN PUBLIC MANAGEMENT AT SPPD

Outstanding Scholars. This past spring, ASPA bestowed the Dwight Waldo Award to Professor Chet Newland for his "outstanding contributions to the professional literature of public administration over an extended career." In addition, Professor Gerald Caiden received ASPA's Fred Riggs Award for comparative public administration, as well as a Festschrift from his peers.

Governance Innovations. The Bedrosian Center on Governance and the Public Enterprise secured a university-wide Microsoft grant to study how the management of organizations must adapt to new innovations in technology. The center has also teamed with University of Arizona and University of Washington to form the Consortium on Collaborative Governance (CCG), a joint research initiative focusing on policy formulation and implementation across the public, private, and nonprofit sectors.

Expert Voices. Professor Howard Greenwald's latest work about formal organizations and the challenges they face, Organizations: Management Without Control, was released this past year – and professor Cathie Burke published a new book, Systems leadership. Creating Active Organisations, with Ian Macdonald and Karl Stewart.

Connection to Practice. Beginning this fall, eight students begin SPPD’s new City/County Management Fellowship Program—created in partnership with Cal-ICMA to encourage careers in local and state government. In addition, the USC State Capital Center in Sacramento received a National Conference of State Legislatures grant to promote leadership training to city and county managers and legislators in California.

Research. In June 2007, Professor Detlef von Winterfeldt secured a $11 million, three-year grant renewal from the U.S. Department of Homeland Security to continue modeling and evaluating the risks, costs, and consequences of terrorism at USC's Center for Risk and Economic Analysis of Terrorism Events (CREATE) – the nation’s first Homeland Security Center of Excellence. Additionally, Professor Geneviève Guillame led METTRANS – SPPD’s research center on transportation – in winning a Tier One competition for three additional years of funding in the amount of $6 million.

Global Perspective. Master's students enjoy new opportunities to address local policy issues in Brazil, China, Mexico, and the United Kingdom through SPPD’s innovative international initiatives, which take place in the country of study. In addition, Professor Terry Cooper led a groundbreaking conference in China on civil engagement’s role in securing private property rights.

New Faculty. Professor David Suarez, former director of the Master’s Program in Social Sciences in Education at Stanford University, will focus on public and nonprofit management at SPPD. Professor Lisa Schweitzer – who specializes in transportation planning and environmental justice – joins SPPD from Virginia Tech.

Visit SPPD online to learn more:
www.usc.edu/sppd

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<td>The University of Illinois at Chicago</td>
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**Lead. Solve. Change.**

**LEAD**
- Dean Kathleen Beatty is President of NASPAA for 2007-08.
- Professor Don Klingner will be President of ASPA in 2008-09.
- Professor Richard Stillman is Editor at PAR.

**SOLVE**
- SPA is part of a new $3 million NSF IGERT grant on Sustainable Infrastructure and Development.
- The Presidential Climate Action Project, headed by Chair Professor Gary Hart will develop a climate plan for the next President.
- Professor Angela Gover received a grant from the Division of Criminal Justice to examine the use of evidence-based practices for the treatment of domestic violence offenders.

**CHANGE**
- The School of Public Affairs officially changed its name from Graduate School of Public Affairs to signal its move into undergraduate education.
- The first MPA program in the nation to train leaders to address the issue of domestic violence now unfolds a certificate in Interpersonal Violence for professionals in the health sciences.
- Professor Paul Teke has co-authored a Harvard Education Press book on Denver’s new pay plan for K-12 teachers.
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