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Summer 2020 | Vol 6 | Issue 1

University Research Centers: Powerful Tools in the Fight for Informed Policymaking

Judith and John Bedrosian Center on Governance and the Public Enterprise
Sol Price School of Public Policy
University of Southern California

Carl Vinson Institute of Government
University of Georgia

Center for Public Affairs Research
University of Nebraska at Omaha

Hassenfeld Institute for Public Leadership
Bryant University

The Institute for Public Administration
Joseph R. Biden, Jr. School of Public Policy & Administration, University of Delaware

Morrison Institute for Public Policy
Watts College of Public Service and Community Solutions, Arizona State University

Public Policy and Management Center
Wichita State University

Joseph P. Riley, Jr. Center for Livable Communities
College of Charleston

Schaefer Center for Public Policy
College of Public Affairs
University of Baltimore

The John C. Stennis Institute of Government and Community Development
Mississippi State University

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The American Society for Public Administration was established in 1939 to promote the advancement, teaching and practice of public and nonprofit administration. It is the largest and most respected association for professionals in the field.

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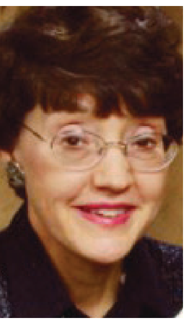
COLUMNIST

FERD H. MITCHELL and
CHERYL C. MITCHELL

Recycling Three Public Administration Theories for Everyday Use



It sometimes seems that established public administration theories are ideas of the past to be filed away in dim and dusty bins—or sent to an online trash folder. Yet everyday life can be found in many of them. Consider three of the most famous theories that seem to show their age and require substantial thought to apply, but are highly relevant to today's administrative concerns.

First, consider the long-ago theories of Frederick W. Taylor and others. What do they have to say to today's real-world public administrators? The takeaway is that many different factors influence productivity, making it difficult at best to sort out cause and effect. Based on these theories, however, it is possible to improve the productivity of offices or administrative units by changing their work setting.

Time and motion studies are alive and well; just look around. Walking through administrative operations and suggesting better ways to get more information processed can be helpful. Yet there is much more to think about. Such theories indicate that productivity can be changed by paying more attention to *everyone* in an office, and by involving *all* staff in redesigning their own work procedures—using techniques now called "lean management." All three strategies are rooted in the productivity theories that date back to Taylor and interpretations of his work.

These theories can help us see these strategies for what they are: parts of a single key to improving office productivity. Time and motion studies help improve information flow; greater attention to everyone can strengthen attitudes and responsiveness; and encouraging staff to enhance their own activities can be a great motivator. They combine for maximum effect: track information flow, pay attention to what everyone is doing and encourage everyone to improve their own activities. Taken together, these spinoffs of productivity studies can be useful in improving today's operations.

A second old yet useful theory traces back to the motivational theories of Maslow and others. The initial hierarchy of needs has evolved, but the main idea is still valid: People have varying needs that depend on their situation, and a range of motivations may affect their decisions. The key is to determine which motivations are important for which staff and then work to help these individuals meet their own needs in the best way possible. Needs and motivations are not fixed; they vary among people over time and shift with setting. The two major questions: What are the needs and motivations for each person? How can they best be met given the setting?

According to Maslow, jeopardizing fundamental needs may make it hard to shift attention to higher-order ones, so improving staff performance requires understanding and communication based primarily on good listening. It may be useful to learn the types of motivations that are most important to each person to understand how performance may be improved.

Third, the operant conditioning theories of B.F. Skinner and others have much to tell us. Positive reinforcement can help get work done and staff feel better about themselves. The key is to understand the positive reinforcements that work for each person and ways that they help the individual feel better and do a better job. Positive office feedback takes many forms, including office recognition or rewards, which can be kept simple.

At the same time, negative feedback must be used carefully and cautiously to avoid resentment or disruption in productive behavior. This is such a sensitive area that often requires advance help and guidance from human resources experts. Operant conditioning is a powerful tool; theory suggests caution in the use of interventions involving criticism.

These three "old" public administration theories speak to us today. They should not be sent to a trash folder, but instead be recycled—repurposed—for use. They still apply to practice, if subject to a bit of conversion and reformatting.

This brings to mind a larger look at theory and practice. Good theories are based on observations about human nature and should have staying power. Specific settings may change but people tend to respond to similar settings in similar ways over the

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INES MERGEL, SUKUMAR GANAPATI and ANDREW WHITFORD

Making Government Agile

We sometimes dismiss Agile methods too easily, demeaning them as nothing but colorful post-its and hype. How can we help public managers understand how Agile concepts can—and should—be part of their standard toolbox of teams and managers working at all levels of government? Two points are critical: First, Agile fits well with the core values of modern government. Second, practical applications can help project teams become Agile.

What *Is* Agile?

Agile began as a way of developing software in information technology projects where requirements could change rapidly. The 2001 *Manifesto for Agile Software Development* formalized its values and principles. Broadly, Agile values interactive development, working products and customer collaboration over processes, grand plans and documentation.

Agile Values

- Individuals and interactions over processes and tools
- Working software over comprehensive documentation
- Customer collaboration over contract negotiation
- Responding to change over following a plan

Consider the alternative—sometimes called the "waterfall" approach—where project phases are never revisited once they conclude. It is linear and process driven, with detailed documentation and predetermined products. In contrast, Agile is a distinctive project management approach, more flexible and iterative in nature. It is results driven, with frequent delivery and rapid adjustments in response to environmental or market changes.

Agile allows a team to rapidly modify planning, account for new input from feedback sessions and achieve better performance in terms of cost, time and quality. It emphasizes frequent delivery of small outputs and collaboration with clients throughout each project phase, not just at delivery time. Agile works through frequent face-to-face communication, self-organizing teams and team self-reflection through retrospectives. Interactions among individual team members and trusting relationships are crucial for Agile teams to succeed. Teams follow time-bound routines to deliver a working product, usually within two to three weeks.

Federal, state and local agencies already are proceeding along the Agile path. At the General Services Administration, 18F has played a crucial role in promoting Agile across federal agencies. Meanwhile, the National Association of State Chief Information Officers (NASCIO) has undertaken initiatives aimed at promoting Agile at the state level. And, Agile Government Leadership (AGL) and private consulting firms have been instrumental in encouraging public sector adoption. The Project Management Institute began to offer an Agile Certified Practitioner credentialing program in 2012.

Government can be agile in the same ways that software development has. It *can respond to changing public needs in an efficient and timely way* if it is citizen centered, emphasizing value creation from a user/customer perspective; and if end users are integral throughout development, not simply at the end of the value creation process. Citizen and internal user input is required throughout the project management process. Agile can do this by capturing end users' priorities through user stories—descriptions in plain language—that then can be reflected in the to-be-built service.

Agile is an organizational culture where both internal and external users help build a shared mindset. It reflects core values of modern government in its orientation toward citizen needs and the common good. To get the job done, it relies on small self-selected teams without strong hierarchies, something not always common in government. These teams need top-down support to be able to prepare decisions *and* make them.

How Can Teams Use Agile Methods?

There are many aspects to Agile, as there are many ways to achieve similar results. That said, government teams can do several things to adopt Agile methods:

1. *Start simple.* As Agile guru Steve Denning says, "Agile is a journey."
2. *Find ways to teach your teams the simplest and most useful tools employed in Agile and design thinking.* These include *kanban* boards, dividing tasks into small and manageable work packages, reviewing progress each day, seeking frequent feedback and talking about what can be done and where help is needed.
3. *Build on small successes.* Deliver smaller parts frequently, rather than work toward a single large end goal.

4. *Empower and protect teams.* Give teams the right not only to prepare decisions, but also to make them, and protect them from above.

5. *Document what you plan to do and why you plan to do it.* Visualize the process using free software—Trello is one example—or boards that highlight what needs to be done, what is underway and what already has been accomplished.

6. *Work with clients, customers and internal users to document the riskiest parts of the plan and the sources of those risks.*

7. *Help teams learn and deploy testing strategies.* It is especially useful to test the riskiest parts of the plan.

8. *Help customers, clients and users reveal how much they care about the problem that you are trying to solve.*

9. *Help teams decide how much they know about the problem and where there are gaps in their knowledge.*

10. *Help teams find ways to determine the hardest-to-reach users, clients and customers.* These include the ones least likely to participate in the process and most at risk of their perspectives and feedback being omitted—or not receiving the service to which they are entitled.

What Resources Are Available?

Agile Government Leadership (AGL, https://www.agilegovleaders.org), an association of civic professionals formed to bring agile practices to the public sector, created the Agile Government Handbook and an online academy to help agencies learn how to introduce an Agile culture. AGL hosts virtual panel discussions where participants can learn about new trends and lessons learned.

The National Academy of Public Administration (www.napawash.org), in partnership with The IBM Center for The Business of Government (www.businessofgovernment.org), has established the Agile Government Center to develop, disseminate and implement Agile government principles around the world. It will be a hub for governments, nonprofits, foundations, academic institutions and private sector partners to develop and disseminate agile government principles and case studies of agile policies and programs.

For individuals seeking to advance their career path in Agile project management, the Project Management Institute (https://www.pmi.org) offers a course on Agile project management and offers the Agile Certified Practitioner.

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COLUMNIST

CELESTE MURPHY GREENE

ASSAULT ON THE ADMINISTRATIVE STATE:

Why It Is Getting Harder to Run a Constitution in the Trump Administration

When the founding fathers drafted the U.S. Constitution, they intended for it to be a living document. For the past 231 years, the Supreme Court has reinterpreted the document, which has been amended 27 times. The Constitution lays the foundation for the federal government, outlining the powers of its three branches: legislative, judicial and executive. However, the Constitution does not specifically mention an unofficial "fourth branch" of government, known to many as the "administrative state," more commonly "administrative agencies"—or even "bureaucracy." Lately, this fourth branch has been under attack, events that provide important lessons for all Americans.

The term "administrative state" was made famous by Dwight Waldo in his 1948 classic of the same name. The entities found within it represent the largest government sector at the federal, state and local levels. Public administrators working within these agencies implement laws and ordinances passed and approved by policymakers. They put policy into action—put another way, they operate where the rubber meets the road. At times, there are bumps in that road; policies must be revised to meet their intended objective. However, the main goal is to uphold the Constitution. All federal employees take an oath to do so.

In his 1986 classic, *To Run a Constitution: The Legitimacy of the Administrative State*, John Rohr quotes Woodrow Wilson, then a professor of political science at Bryn Mawr college, who wrote, "…it is getting harder to run a Constitution than it is to frame one." During the Trump administration, these words ring especially true.

In the wake of George Floyd's murder in May 2020, peaceful protestors gathering in Lafayette Square across from the White House were teargassed to disperse the crowd and allow the president to pose for a photo in front of St. John's Episcopal Church. This blatant violation of those individuals' First Amendment right to peacefully assemble and exercise their freedom of speech is alarming. It is getting harder to run a Constitution.

Since President Trump's inauguration, many federal agencies have faced major budgetary cuts and been stripped of the ability to enforce the policies they are charged with implementing. An example: The Environmental Protection Agency (EPA) has experienced major funding cuts, including a proposed 26 percent reduction in the 2021 federal budget. Additionally, the administration is working to roll back such protective environmental regulations as clean air laws regulating emissions from power plants. It is getting tougher for public administrators to implement the laws they are responsible to uphold. It is getting harder to run a Constitution.

The Trump administration recently attempted to revoke California's strict emission standards for cars and light trucks, enacted to fight greenhouse gas emissions that contribute to global warming. The standards are stronger than those that EPA set at the national level. The State vowed to fight this attempt, a clear violation of the 10th Amendment: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." In this case, states like California have the right to implement stronger standards than those that the federal government set since the Constitution does not specifically provide the power to regulate environmental protection to the latter. It is getting harder to run a Constitution.

To uphold the foundation of our democracy, the Constitution must be respected and applied as the founding fathers intended. The system of checks and balances, which the Constitution provides, designated powers to each branch of government. Those powers must be kept in check. Citizens must be aware of these overreaches of authority and hold the president and his administration accountable. Congress must be permitted to use the powers designated to it in the Constitution and the courts must work to keep the executive branch in check through judicial review. If the administration is permitted to continue to exert powers beyond those outlined in the Constitution, the federal government's legitimacy will be undermined and the strength of our democracy weakened.

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JOSEPH JARRET

Ethical Quandaries During Disasters

For the past 30 years, I have been afforded the opportunity to serve three public entities in two states as a managing attorney or chief legal counsel. These positions required me to impart advice to well established ethics committees. Needless to say, once you get past, "don't lie, cheat or steal," ethics becomes a complex area as we identify and focus on our mission and decide what we ought to do or not to do. This does not change in the face of disaster.

Disasters like the coronavirus pose unique and unusual problems for government entities as they place public sector workers in unfamiliar, unstable informational and logistical environments. Ethical issues abound during diverse and rapidly changing situations that are the hallmark of crises. Public employees are called upon to identify and refine emergency preparedness protocols for disaster response, including ethical guidance alongside legal and performance frameworks.

Because disasters require government entities to enact a coordinated, multidisciplinary response to ensure essential functions and services continue, employees face ethical choices, dilemmas and gray areas that ethics manuals do not explicitly define. In fact, many manuals and policies provide *less* explicit directives, while making strong moral claims on employees and elected and appointed officials. We all have heard stories about the gut-wrenching ethical decisions that health care professionals have faced in recent months. The same could be said about the less dramatic, day-to-day duties and responsibilities of government. Examples include "relaxing the rules" around public sector procurement, relying on volunteers, hiring temporary personnel and empowering local governments to declare states of emergency. These actions can test the ethical fiber of an organization.

Managing disasters and emergencies ethically is a complex business that involves communication; education and training; awareness building; resource acquisition; and planning and allocation. It often needs to be accomplished quickly, with little time to analyze, debate or scrutinize. These scenarios can come at a price if those implementing the plan fail to conform to accepted ethical standards made clear by leaders at the top of the command structure. Leaders must ensure that employees, the public and the media appreciate the difference between relaxing the rules and suspending them. The former can encourage people to improvise, overcome and adjust, but the latter encourages people to lose sight of the mission. It is crucial that everyone knows that the rules of ethics and professionalism continue to be in full force and effect, and that government's fiscal resources will continue to be protected regardless of the challenges a disaster may pose. This is why it is so important that community leaders take time to identify the ethical process for planning and response, including considerations of transparency, public engagement and communication of information to the public. Not doing so will ruin your reputation and diminish the public's faith, trust and confidence in their public servants.

Yet it is not enough to have a plan. For ethical guidance to be useful, guidelines must be practical and implementable. Gone are the days when abstract frameworks are enough. Today's ethical norms, rules and regulations must be clearly stated and justifiable. Implementation must be practical and contain easy-to-follow guides. Leaders must be on the lookout for moral distress borne of employees' uncertainty about their ability to fulfill relevant moral obligations. This distress often manifests itself when employees are conflicted between what they feel is ethically appropriate and what they are requested or required to do. In these cases, it is imperative that leaders work to reduce or eliminate moral distress by providing clarity and ensuring that employees know they may be asked to do things during a disaster that they would not be called upon to do otherwise.

Community leaders have a duty and obligation to plan for catastrophes, as well as respond to them. By investing—*in advance*—in the planning and resources that their teams will need when disasters strike, leaders can make strides toward maintaining an organization's highest ethical standards and integrity.

Joseph Jarret is a public sector manager, attorney and mediator who has served state and local governments in Florida and Tennessee. A former U.S. Army Armored Cavalry officer with service overseas, he lectures on behalf of the master of public policy and administration program in the Department of Political Science at the University of Tennessee, Knoxville. He holds a BS in criminal justice, a master's in public administration, a JD and is a candidate for a PhD in educational leadership from the University of Tennessee. Jarret can be reached at jgjlaw1@gmail.com

RECYCLING PA THEORIES

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years. It is useful for administrators to think in these terms—that is, that public administration theories fundamentally are observations about people. In turn, practice involves working with people. We should recognize the values of past theories by recasting them for today's settings. And, a corollary: Today's practice should enable us to form theories of behavior that can assist with getting the job done in a way that is personally satisfying. Develop theories based on personal experience and then probe to understand how they relate to theories of the past.

Ferd and Cheryl Mitchell are partners and attorneys at the Mitchell Law Office in Spokane, Washington. They can be reached at mlofhm@aol.com

HARDER TO RUN A CONSTITUTION

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Celeste Greene is associate professor and program director for the graduate certificates in public administration and leadership at the University of Virginia's School of Continuing and Professional Studies. Her research focuses on environmental justice, quality of life issues and social media usage by local governments. Her work has appeared in Public Administration Review, International Journal of Public Administration, Public Administration Quarterly, Journal of Health and Human Services Administration, Review of Policy Research *and* Journal of Business and Public Affairs. *Greene can be reached at cmg7u@virginia.edu*

UNIVERSITY RESEARCH CENTERS

University research centers are the backbone of the objective, data driven and nonpartisan research on which policymakers depend to make decisions and craft policy. Addressing vexing subjects like GIS technology, population density, youth homelessness, urban infrastructure and waterway concerns, university-based research teams provide the information that state and local governments need to bring about meaningful and positive change. They are a driver in putting theory into practice.

This edition of *PA TIMES* looks at 10 research centers and institutes spanning geography. size, budget, project scope, research practice, influence, position within the university hierarchy and more. These profiles demonstrate what the institutes do, why their work matters and how they *advance excellence in public service* in sustained and tangible ways.

Judith and John Bedrosian Center on
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University of Southern California

Carl Vinson Institute of Government
University of Georgia

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College of Charleston

Schaefer Center for Public Policy
College of Public Affairs
University of Baltimore

The John C. Stennis Institute of Government and
Community Development
Mississippi State University

The Bedrosian Center

DEMOGRAPHICS

Name: Judith and John Bedrosian Center on Governance and the Public Enterprise, Sol Price School of Public Policy, University of Southern California

Website: https://bedrosian.usc.edu/

Research Staff

Jeffery A. Jenkins, Director
37 cross-disciplinary faculty
PIPE Fellows
Ehsan Zaffar, Visiting Fellow on (In)equity
Scholar in Residence Brettany Shannon

Budget: $350,000 (approximately)

Funding Sources: Endowed funds

USC JUDITH & JOHN
Bedrosian Center
ON GOVERNANCE AND THE PUBLIC ENTERPRISE
USC Price

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Bedrosian Center is an applied research center at the USC Sol Price School of Public Policy, serving public, academic and practitioner communities. Founded in 2005 through an endowment gift from Judith and John Bedrosian, the center was envisioned to cultivate dialogue about democracy and good governance among community, research and policymakers.

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

The center offers a number of discussion series open to the public, focusing on the nation's pressing issues. Our public programs concentrate on inclusive and eclectic conversations about issues that matter the most in the university's communities. Off-campus audiences can access an extensive YouTube channel of archived videos and a suite of podcasts designed to connect scholars with community through discussions of pop culture.

The center prioritizes research support and serves our academic audiences through such collaborative programs as Political Institutions and Political Economy (which brings scholars from across the country to network and share research) and the interdisciplinary conversations in our podcasts. We also partner with the dean's office to bring innovative scholars to campus through the Price Governance Salon series.

Also, the center engages directly with local elected officials who participate in our Executive Education Forum on Policy, offering a curriculum in ethics, governance, leadership and public policy. The program promotes and enhances commitment to public values and reaches across sectors to deliver high-level perspectives from experts in the industry and the Price School's top-tier faculty. The center is a hub of education for public sector principals and staff with the goal of improving government effectiveness in implementing policy.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

The center is an applied research center. Our main goal is to share what we know and learn and to model democratic governance. We host panel discussions, share relevant articles and encourage interest from the community. We actively work to enter into dialogue with students and the community around the university. In today's busy world, this often manifests as sharing through podcasts and events.

> *“Our main goal is to share what we know and learn and to model democratic governance.”*

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

The center is a trusted collaborator with elected officials, nonprofits, policymakers and public agencies. Our goal is to connect communities to governance in *all* forms. We work with the whole community to share knowledge and question assumptions.

What is some your most important and impactful work?

The center covered the book *Evicted* by Matthew Desmond before it was widely known to the academic community outside of sociology. After discussing the book on the Bedrosian Bookclub Podcast, Professors Richard Green and Raphael Bostic spoke about the lack of data on evictions and began to think of ways to collect this needed information. Interdisciplinary conversation impacts research, which practitioners can translate to impact in community.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

The center's mission would change if it were independent since access to university resources are imperative to its functions. The university remains a strong community institution. Being able to learn from faculty across the university gives us a better understanding of governance trends and engagement with students keeps everyone looking to the future.

> ***We are particularly interested in how storytelling, combined with data, can enhance our collective understanding of the world.***

Where does your center exist within the university hierarchy? How does that position impact your work?

The Bedrosian Center is housed within the Price School, which is interdisciplinary and dedicated to the betterment of communities. The center is enriched by the school's mission and resources; without the connection to Price and USC, we would be a very different organization.

How does the center interact with local and community stakeholders? How have those relationships developed?

The work with our partners is collaborative. In terms of outreach partnerships, we work with other schools at USC, particularly the School of Dramatic Arts and the School of Cinematic Arts, plus local organizations like the Red Nation Celebration Institute, Stratiscope, Home Matters and the Storyteller's Summit. We are particularly interested in how storytelling, combined with data, can enhance our collective understanding of the world. The center wants our public policy community to understand the many different ways people think about policy and process policy problems and solutions.

In terms of research, the Center has several collaborations, including the Political Institutions and Political Economy Collaborative and the Access to Opportunity partnership.

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

Because our work focuses on outreach, much of our feedback comes from partners, students and audiences. The center looks at trends in media to focus connection and conversation on issues that matter to its community.

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

With increasing polarization, we have to change the narrative. We are all in this together. Without compromise and collaboration—and without listening to all stakeholders—we will not find solutions. We want to know how other centers are working to break down silos between sectors to create resilient communities, working together to make democracy work again.

PA TIMES *interviewed Aubrey Hicks for this profile. She can be reached at aubreyhi@price.usc.edu*

Carl Vinson Institute of Government

DEMOGRAPHICS

Name: Carl Vinson Institute of Government, University of Georgia

Website: http://cviog.uga.edu

Research Staff

150 faculty and staff

Funding Sources: State appropriations, sponsored research and projects, private gifts, event and training registrations

UNIVERSITY OF GEORGIA
Carl Vinson Institute of Government

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

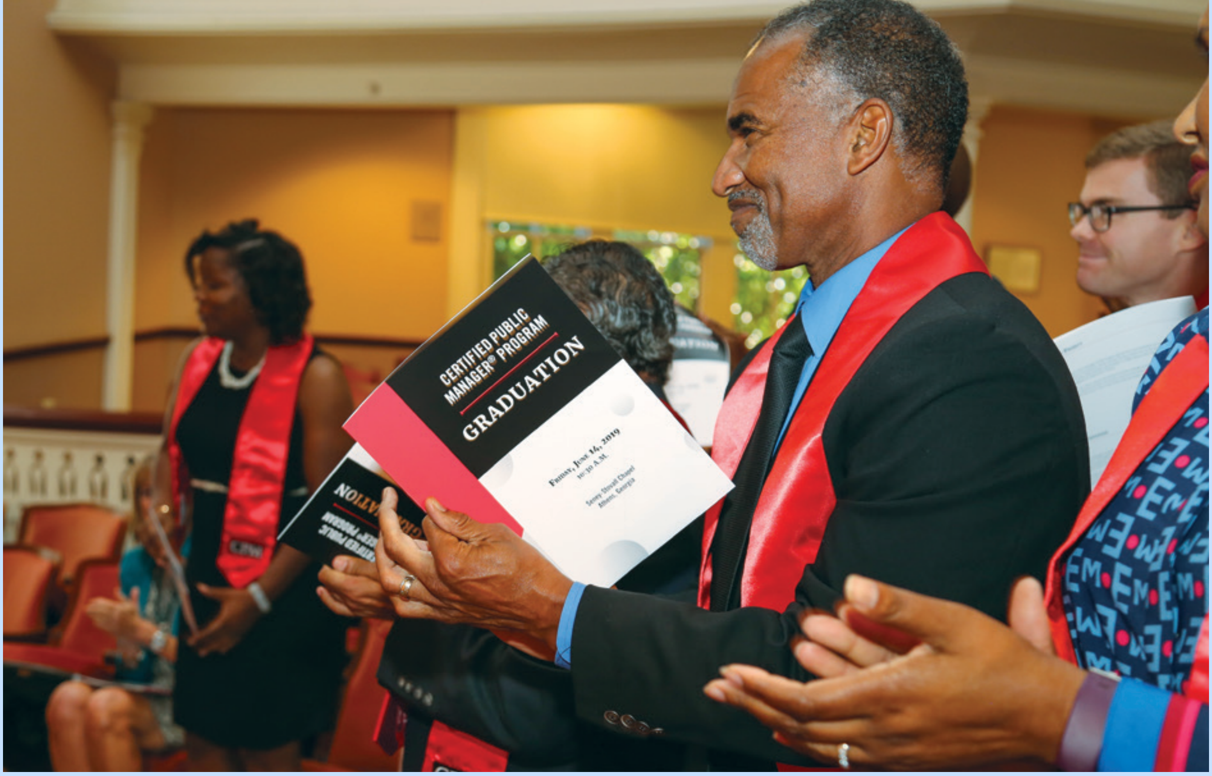
The Carl Vinson Institute of Government's mission is to enhance governments' capacity to serve citizens in Georgia and around the world. By improving governance, the institute improves people's lives worldwide, every day.

The institute opened its doors in 1927 to "provide a forum to study international, national, state and local affairs and to make recommendations for improved governance." Then called the Institute of Public Affairs, it combined research, technical assistance, training and publications. It was established at the University of Georgia (UGA) when the university only had 1,500 students and the state population was a modest 2.8 million. Since then, Georgia's population has grown, as have its citizens' needs. Communities statewide are experiencing transitions in their economies, populations, environments and more.

Providing government leaders with key information and tools enables them to be responsive in the face of change and proactive and forward thinking with their planning.

In 1998, the institute expanded its mission to assist people around the globe through its International Center, which extends our training and assistance work to help governments more effectively respond to constituents' needs. We have evolved into an organization whose divisions and respective scopes of work reflect the university's three primary objectives: teaching, research and service. Our operational divisions include governmental training, education and development; state services and decision support; strategic operations and planning assistance; the International Center; and information technology outreach services; plus administration and communications.

As the university's enrollment tops 37,000 and the state population hovers at 10.5 million, the institute continues to help improve the quality of life in Georgia and beyond. Providing government leaders with key information and tools enables them to be responsive in the face of change and proactive and forward thinking with their planning.



Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

The institute works with thousands of elected officials, professional staff and appointed board members at the city, county and state levels across Georgia, as well as in other states and countries. We have a broad training portfolio—more than 600 courses in leadership development, financial management and board training, among others—and offer training mandated by Georgia statute for newly elected county commissioners and municipal officials, as well as advanced certifications in such areas as public management and finance. We also partner with organizations like the Georgia Municipal Association and Georgia's county association for customized training. In the past year, we provided training for almost 100,000 government officials and community providers.

Engagements and research help build government officials' skills and abilities, while providing them with important tools for informed decisionmaking and efficiency in operations. This work takes many forms, from economic development to human resources management to planning and environmental services. We are a leader in geographic information systems (GIS) innovation, custom application development and data analysis and visualization.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

The world—and government itself—changes quickly, so the institute strives to provide innovative and responsive work, nimbly shifting focus as needs evolve. We now offer greater access to web-based learning, as well as training and applied research in areas of emphasis for UGA and the state, including economic and workforce development and education.

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

The institute's work covers many areas and takes many forms. From training opportunities to research and strategic engagements, we support and help develop innovative ideas and technologies. Whether producing new GIS applications or exploring responses to the changing public service landscape, we work with governments to find inventive, practical solutions. We are a trusted, unbiased, nonpartisan information source, working hard to maintain high standards of excellence in our work and giving officials confidence in our products and services.

> ***"The world—and government itself—changes quickly, so the institute strives to provide innovative and responsive work, nimbly shifting focus as needs evolve."***

What is some your most important and impactful work?

Creating good, quality jobs for the state is a priority for government leaders and has gained greater emphasis. Taking this charge seriously, the institute has developed comprehensive offerings in economic development, including certification programs like the Georgia Certified Economic Developer and custom workforce development strategies for communities. It is difficult to say one is more important than another, but we have been involved in most high priority projects in the state, from juvenile justice reform to complex environmental concerns. Our recent work includes downtown development and revitalization strategies, analysis of the impact of accountability courts and rural broadband mapping.

In addition, the institute is proud to serve some of the state's top leadership. Since 1983, we have conducted comprehensive training, research and technical assistance for the Georgia General Assembly. Since 1958, we have organized and presented a biennial educational gathering for all state legislators.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

Being part of UGA is one of our major strengths and we are finding ways to increasingly leverage the university's resources. We collaborate with fellow public service units and academic colleagues throughout the university as we serve our clients.

Since the International Center's inception, the institute has partnered with government agencies, trained officials and hosted delegations and international scholars from 29 countries. Our work includes projects with the United Nations, developing sustainable assessment, planning and data capture tools and processes and supporting humanitarians who support and restore welfare of distressed populations. By drawing on UGA's broad expertise and leveraging the institute's local, state and federal government resources, we can more effectively respond to the needs of partners globally and close to home.

The institute is a proud and longtime co-sponsor of the MPA in the School of Public and International Affairs. Students interested in state and local government can gain valuable experience and prepare for public service careers through experiential learning opportunities that we provide. The institute partners with the general assembly, School of Public and International Affairs and others to offer these opportunities.

> **"*Students interested in state and local government can gain valuable experience and prepare for public service careers through experiential learning opportunities that we provide.*"**

Where does your center exist within the university hierarchy? How does that position impact your work?

The institute is one of eight units under the UGA Office of Vice President for Public Service and Outreach. As a public service and outreach unit, we share the university's overarching public service mission of extending professional knowledge and expertise to help communities improve their quality of life. Effective, efficient and responsive governance is fundamental to quality of life.

How does the center interact with local and community stakeholders? How have those relationships developed?

In addition to agencies, the institute works with elected and appointed officials and staff in local and state governments. These relationships have grown over time. Some clients initiate contact while others seek out the institute after hearing about our work from their peers, events, training and promotions.

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

Keeping in mind one of our strategic goals—assessment and continuous improvement—the institute seeks constant formal and informal feedback from clients on job satisfaction and suggestions for improvement. This feedback is sought through visits, phone calls and a project completion evaluation form. As for training, we track and continually assess course content, delivery and ways that participants intend to use course information using evaluation forms and leading to continuous improvement.

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

The institute comprises passionate faculty and staff committed to the public service mission of excellence in government. Staff are honored to work with public officials who play such important roles in improving the quality of life in their communities.

PA TIMES *interviewed Courtney Alford-Pomeroy for this profile. She can be reached at cpomeroy@uga.edu*

Center for Public Affairs Research

DEMOGRAPHICS

Name: Center for Public Affairs Research, University of Nebraska at Omaha

Website: http://cpar.unomaha.edu

Research Staff

7 full-time staff
1 part-time social media coordinator
2 doctoral students
2 master's degree students

Faculty affiliates and contractors as needed

Budget: $1 million (approximately), a combination of state funds, grants and contracts

UNIVERSITY OF NEBRASKA AT OMAHA
CENTER FOR PUBLIC AFFAIRS RESEARCH

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Center for Public Affairs Research (CPAR) is a research and community outreach unit of the University of Nebraska at Omaha (UNO) College of Public Affairs and Community Service. Our purpose is to disseminate public affairs knowledge widely and support evidence-informed governance in Nebraska.

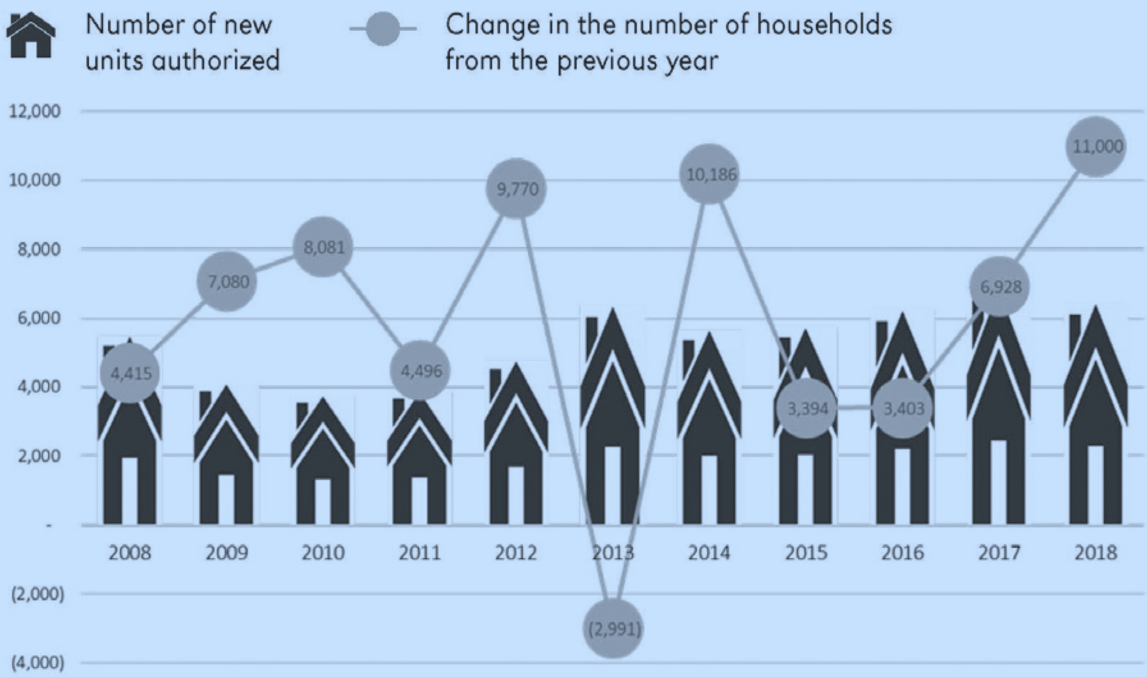
The center began in 1963 as the Urban Studies Center to address urban problems and information needs. The first research project, Perceptions of Poverty Families about the Incidence, Effect and Redress of Poverty in Omaha, was conducted in 1965 by the first director, assisted by 60 sociology students. In 1989, its name changed to the Center for Public Affairs Research; the governor designated it as the lead agency for the Nebraska State Data Center. It also initiated the statewide S.T.A.R.T. Economic Development program. Today, we host a variety of programs, including the Nebraska State Policy Initiative.

Our purpose is to disseminate public affairs knowledge widely and support evidence-informed governance in Nebraska.

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

Much of our work is done with and for Nebraska state senators. Our state has the only unicameral legislature in the nation; it is part time and senators are term limited. As a result, they are keenly interested in data. CPAR provides statewide data, district and county data, over time data and comparisons to other states. We also work hard to find media to share data with senators that respect their demanding schedules. For instance, we put together online dashboards and printed infographics so that senators can access information wherever and whenever they need it. Staff testify before the legislature on topics and provide presentations in districts. Recently, we filmed a series of short videos with the chair of the state's planning committee to share topics discussed in committee. The center is

In 2007, Nebraska had 699,728 households; by 2018, 765,490 households



dedicated to posting its work on all projects for the public.

What is some your most important and impactful work?

Since 2009, CPAR has worked with the legislature to develop a database of state policy information and present in-depth policy briefs at the request of the planning committee, composed of nine senators charged with strategic public policy planning for the state. At times, we testify on specific bills in standing committees.

The center continues our leadership in the U.S. Census Bureau's Data Center Network in Nebraska. This work includes efforts to share Census data in different formats, including infographics, online dashboards, responding to data requests and training on data use. Last year, CPAR hosted our 30th Annual Nebraska Data Users Conference with more than 300 in attendance. We are organizing outreach activities with the Census Bureau related to the 2020 Census.

In recent years, we have worked with the Nebraska Department of Transportation to research statewide transportation topics, promote transportation, assist agencies with civil rights compliance plans and develop a web application for use by rural transit agencies and the department to ensure compliance with federal funding. In addition to transportation grants, the center manages $500,000 in grant and contract projects for a range of clients, many of them nonprofits.

Our most recent project is governing.unomaha.edu. When *Governing* magazine announced it was going out of business, CPAR negotiated with the publishers to archive some data stories and contract with its former data editor to create new stories. Elected officials at all levels need accurate, trustworthy data in a format they can access quickly. We want to provide that data and context to support a more evidence-informed approach to governing.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

We certainly see an increase in the demand for public affairs research, but not to the point of turning work away. If a research project is not a good fit, we will reach out to faculty or other UNO research centers to find a good match. The dean of the College of Public Affairs and Community Service is extraordinarily good at networking and placing projects to ensure everyone has the opportunity to receive high quality information.

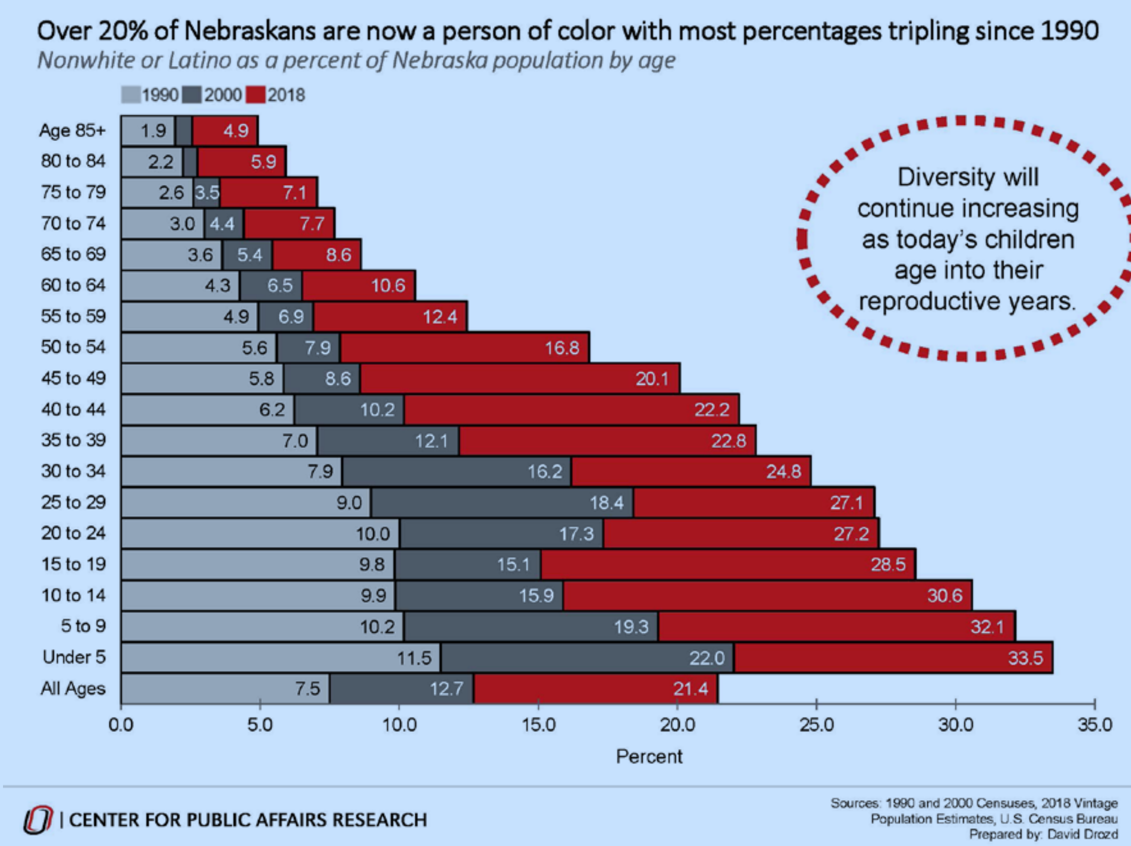
How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

The center and college are focused on the impact of our research, though seeing that impact can be hard, particularly in the context of governing. unomaha.edu and the Nebraska State Data Center. It is important that people access and use data themselves. We post information with the hope that it will inspire thinking, applying it and making change. However, staff might not know who is using the data or how.

Contract projects work differently; staff usually know the goal for the data and how it will be used to create change. For example, the Greater Omaha Area Chamber of Commerce asked us to survey persons who had lived in Nebraska but now reside in another state. It intended to use the data to inform a media release it hoped would focus on what could be done to attract people to the state. Similarly, an education nonprofit asked us to assemble a factbook ahead of a key legislative debate. CPAR staff knew the impact it would have right away; the requesting agency was not going to plan and pay for a project it did not plan to publicize and enact.

> *“The center and college are focused on the impact of our research, though seeing that impact can be hard, particularly in the context of governing.unomaha.edu and the Nebraska State Data Center. It is important that people access and use data themselves.”*

That said, CPAR chooses to *not* have a voice. Other than the Nebraska State Policy Initiative, staff do not typically work with the same clients over time; the center does not advocate for signature projects or issues. We define ourselves through the lens of providing information. Staff rarely interpret; never advocate; and normally do not consult on implementation. That can be frustrating at times



because we want to see the data put to great use. Yet it also is why CPAR is a trusted source of information. Our reputation for providing quality, nonpartisan information is why people work with us; that means not bringing our own ideas into the work.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

Being part of UNO is critical to our reputation. The university is a metropolitan institution that values engagement—"strengthening our community through the transformative power of shared resources, dynamic collaboration and sustained partnership." That value is why UNO has the center and why staff are able to do the work. Its commitment to engagement provides us a broad platform to conduct this research. Moreover, it gives us access to research and resources to ensure the work is the highest quality.

Where does your center exist within the university hierarchy? How does that position impact your work?

CPAR is a standalone research center in the College of Public Affairs and Community Service. That allows us to work easily with faculty, staff and students across eight different programs. The center is working on new collaborations across colleges, including developing the Nebraska Education Policy Lab, which will have researchers from three different colleges from another university and 20 graduate students.

> "*We define ourselves through the lens of providing information. Staff rarely interpret; never advocate; and normally do not consult on implementation.*"

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

Internally, everyone reads everything, but not in a formal capacity. Externally, everyone reads, sees and hears everything. Nebraska is a small place for discussing a hot topic. For example, a presentation for the board of regents could be seen by a state senate staffer, who then requests the same presentation later. If the work is relevant and engaging, you do not have to search for an audience; the relevant parties will want to learn more, and more information will become known.

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

CPAR is focused on research and service. Our staff perform high quality research, oriented through a service lens. What does this mean? We make it easy to work with us, we're affordable and accessible. We focus on translating research to multiple audiences with ease, and, we make ourselves available to learn and engage in the community so the research is informed by relevant issues.

PA TIMES *interviewed Josie Schafer for this profile. She can be reached at jgschafer@unomaha.edu*

RESEARCH CENTERS

Hassenfeld Institute for Public Leadership

DEMOGRAPHICS

Name: Hassenfeld Institute for Public Leadership, Bryant University

Website: http://hassenfeld.bryant.edu

Research Staff

Gary S. Sasse, Founding Director
Melissa Prosky, Assistant Director
Justin R. Sullivan, Program Coordinator

Bryant University
HASSENFELD INSTITUTE FOR PUBLIC LEADERSHIP

Funding Sources and Fee Structure: Endowment

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Hassenfeld Institute for Public Leadership, launched in 2010, reflects the vision of Alan G. Hassenfeld, former chairman and chief executive officer of Hasbro Toys. His goal was to create an institute to provide state and local public officials with the tools, skills and knowledge necessary to make informed decisions, manage responsive organizations and lead effectively.

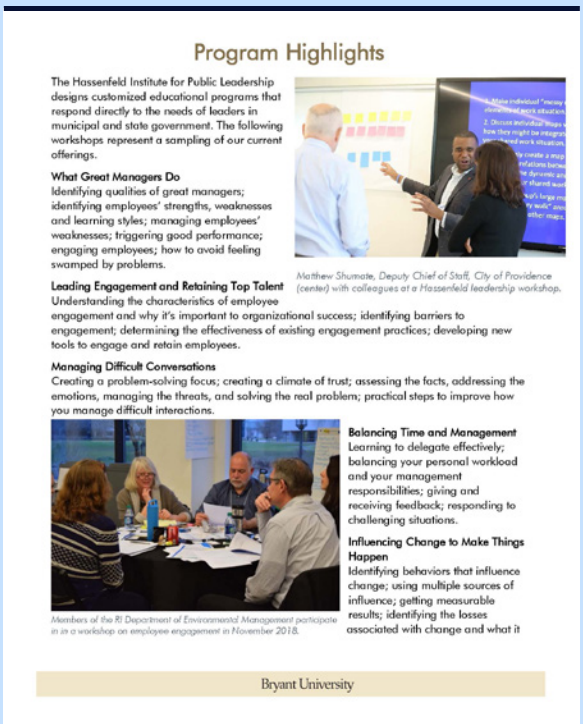
Since our inception, the institute's customized programs have enabled state and local leaders to access university-level training in such topics as design thinking, communications, intergovernmental cooperation, strategic planning and best leadership practices. Our Leadership Competency Model provides the framework for our programming. The model emphasizes the core competencies of guiding change, leading people, problem solving, facilitating collaboration and managing effectively.

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

The primary beneficiaries of our work are state and local government officials in Rhode Island and Southeastern New England. Last year, the institute provided customized workshops to 16 state agencies and 31 cities and towns. In addition, we organized and hosted numerous conferences, ranging from our biennial Newly Elected Leaders Orientation to topical discussion groups on urban education and the state's economic performance.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

The institute's customized programming gives priority to the needs of public officials, state and local agencies and public interest groups on a first-come, first-served basis.



Program Highlights

The Hassenfeld Institute for Public Leadership designs customized educational programs that respond directly to the needs of leaders in municipal and state government. The following workshops represent a sampling of our current offerings.

What Great Managers Do
Identifying qualities of great managers; identifying employees' strengths, weaknesses and learning styles; managing employees' weaknesses; triggering good performance; engaging employees; how to avoid feeling swamped by problems.

Matthew Shumate, Deputy Chief of Staff, City of Providence (center) with colleagues at a Hassenfeld leadership workshop.

Leading Engagement and Retaining Top Talent
Understanding the characteristics of employee engagement and why it's important to organizational success; identifying barriers to engagement; determining the effectiveness of existing engagement practices; developing new tools to engage and retain employees.

Managing Difficult Conversations
Creating a problem-solving focus; creating a climate of trust; assessing the facts, addressing the emotions, managing the threats, and solving the real problem; practical steps to improve how you manage difficult interactions.

Members of the RI Department of Environmental Management participate in in a workshop on employee engagement in November 2018.

Balancing Time and Management
Learning to delegate effectively; balancing your personal workload and your management responsibilities; giving and receiving feedback; responding to challenging situations.

Influencing Change to Make Things Happen
Identifying behaviors that influence change; using multiple sources of influence; getting measurable results; identifying the losses associated with change and what it

Bryant University

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

We offer a range of programs and services designed to enhance public leadership, including conferences, workshops, working group facilitation, public engagement initiatives, polls, case studies and policy analysis. So, our custom programming enables state and local leaders and public interest groups to access university-level education in problem solving, team building and innovative leadership practices while engaging in detailed, objective discussions with their peers. By acting as a neutral player, we encourage robust discussion among stakeholders, empowering them to achieve best-case results that reflect the highest level of value for the public good. We also ensure a strong level of public engagement by hosting events open to both general audiences, as well as public leaders.

What is some your most important and impactful work?

Some of our most noteworthy programs include:

- Transitioning from Campaigning to Governing, a workshop for successful mayoral and gubernatorial candidates to help them organize and prepare for executive leadership
- the biennial Newly Elected Leaders Orientation, which brings together municipal and school officials for two days of leadership and skills training
- Economic Performance Roundtables, which provide stakeholders with a "report card" on the Rhode Island economy and a forum to consider the state's economic performance
- organizational development and strategic planning workshops for state agencies
- intergovernmental problem-solving facilitations, often focusing on school and municipal relations
- case studies to inform state and local decisionmaking

Looking ahead, we plan to increase our focus on individual level programming by offering a Public Leadership Training Program for public officials looking to enhance their leadership skills and qualifications.

> ***By acting as a neutral player, we encourage robust discussion among stakeholders, empowering them to achieve best-case results that reflect the highest level of value for the public good.***

Executive Summary

The Hassenfeld Institute for Public Leadership provides public officials and community leaders with the tools and skills they need to make informed decisions and manage responsive organizations effectively. The Institute's custom programs enable state and local leaders to access university-level education in innovative leadership practices while engaging in robust discussion with their peers.

More than 1,000 public leaders benefitted from educational workshops and conferences organized by the Institute in 2018, and nearly 500 more have participated in the first four months of 2019. Custom workshops have been delivered to leadership teams from:

- City of Providence
- RI Secretary of State's Office
- RI Department of Behavioral Health, Developmental Disabilities and Hospitals
- RI Department of Business Regulation
- RI Department of Corrections
- RI Department of Education
- RI Department of Environmental Management
- RI Department of Health
- RI Department of Housing

In 2018, the Institute premiered its new case study and documentary on the Rhode Island credit union crisis at a public event, and a series of new Rhode Island-based case studies are underway.

The Institute hosted several major conferences in 2018 and 2019, including:

- Student Equity Symposium
- The Art of the *Real Deal*: Responsiveness vs. Responsibility
- Newly Elected Municipal Leaders Orientation

The Institute's website was redesigned (hassenfeld.bryant.edu) and the number of followers on its Facebook page increased by 37%.

Hassenfeld Institute for Public Leadership at Bryant University

BY THE NUMBERS

January 2018 - April 2019

1,546 PUBLIC LEADERS SERVED

37 CITIES AND TOWNS SERVED

9 STATE AGENCIES SERVED

Bryant University

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

Being part of Bryant University allows the institute to access the experienced and skilled faculty to advise, facilitate and lead conferences with public leaders from across the region. Our inter-disciplinary faculty have backgrounds in political science, communications, organizational development, dispute resolution, psychology and more.

How does the center interact with local and community stakeholders? How have those relationships developed?

The institute has built strong relationships with state and local agencies and leaders. Over the last decade, we have hosted training programs for public leaders, from state judiciary and legislative staff to school and municipal officials, regional planning groups and other state agencies and departments. We also partner with public interest groups, including the Rhode Island Association of School Committees and the Rhode Island League of Cities and Towns.

What do you want public administrators and policymakers to know about your center?

The institute's customized programs and carefully developed curriculum are designed to help your organization and personnel obtain the tools, skills and knowledge needed to lead effectively.

PA TIMES *interviewed Gary Sasse for this profile. He can be reached at gsasse@bryant.edu*

The Institute for Public Administration

DEMOGRAPHICS

Name: The Institute for Public Administration, Joseph R. Biden, Jr. School of Public Policy & Administration, University of Delaware

Website: https://www.bidenschool.udel.edu/ipa

Research Staff

27 staff
50 students across degree levels
Public Administration Fellows

Budget: $3.5 million

Fee Structure: Varies

Funding Sources: University of Delaware, State of Delaware, agency contracts

UNIVERSITY OF DELAWARE
BIDEN SCHOOL OF PUBLIC POLICY & ADMINISTRATION

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Institute for Public Administration (IPA) works to improve the economy and quality of life in Delaware and the region by addressing the policy, planning and management needs of our partners in local and state governments and nonprofit organizations. As a research center within the Joseph R. Biden, Jr. School of Public Policy & Administration in the College of Arts & Sciences at the University of Delaware, IPA applies public administration values and skills in our programmatic areas through the integration of policy analysis, professional development and education of tomorrow's leaders.

Since our founding, IPA has supported professional development of public administration in the state of Delaware, as well as the University of Delaware's curriculum to improve public management practices for state and local governments. We also work to support state and national professional associations, including ASPA and the Delaware Association for Public Administration.

We initially provided support to local governments to improve their human resource practices, with particular focus on merit hiring, public sector labor relations and adequate compensation. We also supported development of the university's nationally accredited MPA degree program. More than 40 years later, we continue to respond to the technical, research and training needs of our diverse clientele, while providing a major source of support to the Biden School.

In recent years, the demand for services to state and local agencies—education policy research, comprehensive planning, economic development analysis, local government training, GIS mapping and water resources assistance among them—has grown dramatically. Because IPA is able to meet these needs, our staff enjoy a solid and growing reputation for competent, timely, client-oriented service.

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

IPA has built and maintained longstanding relationships with diverse constituencies, including federal, state and local lawmakers; agency heads and community leaders; front-line managers and practitioners; and the public. Each audience counts on

"*IPA has built and maintained longstanding relationships with diverse constituencies, including federal, state and local lawmakers; agency heads and community leaders; front-line managers and practitioners; and the public.*"

us to provide timely, independent, accurate analysis and engagement on the day's most pressing issues.

Our success is grounded in a rich history of applying a public administration approach to public service and research across the state, which has earned our staff a reputation for their cumulative knowledge about complex policy issues and their stakeholders and—correspondingly—responsive, high-quality, reflective work and informed engagement.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

As public agencies face increasing pressure to solve complex, societal problems while respecting citizen rights and basic principles of democracy, the demand for IPA's services has grown dramatically. Requests primarily come from state and local governments and nonprofit organizations. Our project teams—comprising faculty, staff and students—conduct work that includes quick-turnaround policy briefs; meeting facilitation; in-depth analysis and strategic planning; market strategies and economic development projects; and program evaluation and training.

Frequently, we are called upon to provide independent analysis of accurate data that makes sense to, and is usable by, policymakers.

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

Regardless of the ebbs and flows of issues and politics, IPA remains committed to working with local governments on land use planning, water and sewer maintenance, financial policies and personnel management issues. These areas challenge local governments in periods of growth and decline. Through the years, we have proactively pursued new resources, while responding to important local issues in real time.

> **"*IPA remains committed to working with local governments on land use planning, water and sewer maintenance, financial policies and personnel management issues.*"**

What is some your most important and impactful work?

Through the Delaware Senior Center Grant-in-Aid Project, IPA has assisted the State of Delaware in determining funding levels for eligible senior centers for more than 35 years. Contracted by the general assembly, IPA developed the senior center funding formula, first used in 1985 and since updated, and administered it continuously. In addition to analyzing demographic and geographic trends related to the state's older adult population, we conduct statewide program evaluations and site visits. These evaluations focus on programs that promote both physical and mental health through physical fitness, nutrition, social/recreational/educational enrichment and health and wellness activities. This project also provides students the opportunity to learn about nonprofit management, community-based support, performance measurement and the legislature's use of evidence-based decisionmaking.

That is but one example. IPA also continues to serve local governments, their leaders and constituents through a variety of municipal services. These include local government training; water resources assistance through our Delaware Water Resources Center; "on call" professional planning, management and GIS analysis; and resource development. We are proud to offer online access to one of our most popular resources: the Delaware League of Local Governments Directory.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

As the Biden School's largest research center, IPA plays a major role in linking the university's services, information and academic resources to state agencies and local communities. It is important to be housed in a school or college oriented to professional and public service education and applied research. While IPA has experienced some organizational changes, we have grown our impact continuously. Being housed as it is has provided a foundation on which we have built a longstanding legacy of engagement with state agencies and nonprofit organizations.

"IPA challenges our students to engage in experiential learning through the Delaware Model: the integration of theory and practice."

How does the center interact with local and community stakeholders? How have those relationships developed?

Our staff have a well earned reputation for their knowledge of issues that state policymakers face, as well as for their active participation in the problem solving process. IPA's frequent communication and interaction with government and community leaders help maintain relationships, as does the placement of public administration fellows within agencies to work on research and public service projects.

IPA faculty, professional staff and students are engaged in the community—meeting and collaborating with cabinet secretaries, legislators, agency heads and their staff on task forces, committees and coordinating bodies. This ongoing interaction, coupled with direct, face-to-face briefings, provides continuous feedback from clients and stakeholders.

What do you want public administrators and policymakers to know about your center?

IPA challenges our students to engage in experiential learning through the Delaware Model: the integration of theory and practice. A longstanding guiding philosophy of the Biden School, the model equally and fully involves faculty, professional staff and student collaboration on public service and applied research projects that make a difference in the lives of Delaware's citizens and beyond. Classroom concepts and hands-on practical experience merge in internships, on- and off-campus research assistantships and legislative and judicial fellows programs. Graduates have gone on to be policy and budget analysts, planners and municipal and nonprofit managers.

PA TIMES *interviewed Jerome Lewis for this profile. He can be reached at jlewis@udel.edu*

Morrison Institute for Public Policy

DEMOGRAPHICS

Name: Morrison Institute for Public Policy, Watts College of Public Service and Community Solutions, Arizona State University

Website: https://morrisoninstitute.asu.edu/

Research Staff

9 research/policy analysts

Budget: Varies depending on university allocation and grants/contracts.

Fee Structure: Calculation of staff's hourly rates and overhead, travel, equipment and consultant costs

Funding Sources: University allocation, grants and contracts

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Morrison Institute for Public Policy drives informed discourse and decisionmaking on policy issues and options in Arizona and the West. The institute aims to keep our work objective, rigorous and demonstrating excellence—working to ensure that all of our products are accurate, accessible and impactful, and collaborating with the community and stakeholders to be responsive to public needs. We are committed to innovation by staying on the leading edge of research issues and methods.

The institute was established in 1982 through a grant from Marvin and June Morrison and their son, Richard, in response to the state's growing need for objective public policy research. The Morrisons were farmers—the Morrison Brothers Ranch included a 2,000-acre cotton farm, one of the largest dairies in the United States and a 250,000-acre cattle ranch—and strong believers in education. They sought an institute "to disseminate information, to enhance public knowledge of policy questions and to stimulate debate on such issues."

Our research priorities fall into three broad areas: livability, human services and governance. Livability includes work related to the environment, economic development, transit, public safety, housing and the aging population. Human services includes research on education, homelessness, child wellbeing, substance abuse and criminal justice. Governance covers voting and government's provision of public services.

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

The institute's primary audience is public officials, both elected politicians and career public servants. We aim to produce research that helps them make informed choices. Our most frequent requests come from nonprofit organizations and foundations working in one of the research priority spaces. The institute designs and executes our work mainly for the public at large. We want the research to be accessible—we only conduct research that can be made public—and used by public officials to make well informed choices for their communities. The public is an important part of the research process. Not only do we produce work that all Arizonans can access; but also we design research to engage community stakeholders whenever possible.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

As staff determine what work to pursue, the institute operates with a series of questions:

- Does the work align with our mission and values?
- If so, does it fit within one or more of our three research priority areas?
- Is it feasible? Can staff design and execute research in a rigorous manner that can yield credible, unbiased results and findings that will meaningfully inform public stakeholders and public decisionmaking? The research must be timely.

We also determine whether we have staff expertise in house and, if not, whether we can engage outside experts, particularly Arizona State University (ASU) faculty.

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

Three examples:

- In 2019, the institute conducted a statewide, census-balanced poll of Arizonans to take their pulse on important issues. Using the results, we produced a series of issue-focused infographics and expert briefs to explain the data and findings. We also released the raw data so outside researchers could use it. So far, journalists, issue advocates and politicians have cited this work.
- Earlier this year, one of our components—the Kyl Center for Water Policy—released an analysis of groundwater management in Arizona, which has spurred water leaders to begin discussing ways to improve groundwater regulation. The Arizona legislature is considering related proposals.
- As part of a multi-year project, "Spotlight on Arizona's Kids," we published a set of interactive maps that weigh risk indicators for children—socio-economic status, substance abuse, crime, adverse perinatal outcomes, among others—against the availability of such evidence-based preventative services as home visiting, parent education and training, domestic violence services and medically assisted substance abuse treatment. These maps provide nonprofit leaders and government officials with information on where to target future investments in preventative services.

> *We do not advocate for particular outcomes; this also has generated trust among stakeholders.*

The institute is nonpartisan and seeks input from all stakeholders while striving to eliminate bias in research. Our research methods are transparent, current, appropriate to the project and carefully followed. These values have allowed us to earn and keep trust. In addition, we do not advocate for particular outcomes; this also has generated trust among stakeholders.

The institute has two full-time communications professionals who make our research accessible, eliminating jargon, developing visuals to help impart the data's meaning and working with journalists who want to use our expertise in their reporting.

What is some your most important and impactful work?

- As part of the "Spotlight on Arizona's Kids," the institute produced a five-part report on child neglect in Arizona. Our analysis led the governor's office, which runs a collective impact group focused on child safety and child well-being, to change how it measures the effects of its efforts. The institute's work displayed the connections among child neglect, substance abuse and domestic violence. As a result, the collective impact group began incorporating substance abuse and domestic violence metrics into its tracking system and invited domestic violence stakeholders to participate.
- In 2018, the Kyl Center released a report connecting the uncertainty of surface water rights with economic development. Real estate developers observed that sites with uncertainty regarding the legal availability of water are not likely to be considered for development. This report spurred more discussion about how to expedite the process of resolving surface water rights through the courts.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

ASU has been named the nation's most innovative campus by *U.S. News & World Report* for five years in a row. Being part of a Research I institution that encourages its faculty and staff to innovate by trying

new, interdisciplinary projects encourages the institute to work across departments. We routinely reach out to faculty across the university for their expertise and advice. These resources are a boon to our work and reputation; partners understand that staff have access to guidance from a wide range of disciplines. If the institute were not part of ASU, our mission may be overridden by funder preferences. Instead, our mission has remained the same for nearly 40 years.

Where does your center exist within the university hierarchy? How does that position impact your work?

We are a research unit of the Watts College of Public Service and Community Solutions, which contains four schools: Community Resources and Development, Criminology and Criminal Justice, Public Affairs and Social Work. It leads the university in research production with system-wide and largescale impact on myriad social, behavioral, economic and political challenges.

Through rigorous applied research, Watts College develops solutions that potentially could improve society's response to pressing issues and positively impact the university's communities. Being part of this system allows us greater opportunity to collaborate with faculty who conduct research aligned with our research priority areas.

How does the center interact with local and community stakeholders? How have those relationships developed?

The institute regularly works with community-based organizations to help them evaluate their programs and determine best practices. For instance, we partnered with the Arizona Statewide Independent Living Council to survey people with disabilities to help it understand the needs most critical to whom it serves. In addition to public agencies, we routinely work with foundations committed to improving life in Arizona. Relationships with grantors and contractors have developed over years of working with them in public policy arenas.

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

Because the institute's work is produced for the public, we provide ways for anyone using it to contact staff and share ideas and feedback. We partner with other organizations on research projects to expand reach and generate more external feedback. We occasionally ask experts to comment publicly on its findings. For instance, after conducting our 2019 poll of Arizonans, we provided the results under embargo to issue-area experts and asked them to write briefs sharing their thoughts on Arizonans' views. We published the briefs upon the poll's public release, thus providing more context for the poll questions and results.

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

For nearly 40 years, the institute has served as Arizona's premier public policy research organization. Our dedicated team of professional researchers excels at examining trends, policies and practices. We have worked with government agencies and nonprofits of all sizes and missions, including direct service organizations and foundations. Our team has been to every corner of Arizona, helping partners determine what is happening, what is working elsewhere, what people are thinking and what may be improved. Staff conduct interviews, gather and analyze datasets, put polls into the field, assemble focus groups and bring people together. We have all of the resources of the nation's most innovative research university at our fingertips.

We are interested in learning about other centers' strategic planning process and the ways they determine their research priorities.

PA TIMES *interviewed Andrea Whitsett for this profile. She can be reached at andrea.whitsett@asu.edu*

Public Policy and Management Center

DEMOGRAPHICS

Name: Public Policy and Management Center, Wichita State University

Website: https://www.wichita.edu/administration/diversity/ppmc/

Research Staff

Misty Bruckner, Director
Lisa Dodson, Research and Evaluation Manager
Paula Downs, Talent and Professional Services Manager
LaShonda Garnes, Community Development Manager
Sarah Shaffer, Business Manager
Jessica Siebel, Communications Coordinator
Rochelle Strack, Program Manager
Morgan Barnes, Program Manager
Matt Stiles, Program Manager
Katie Givens, Program Manager
Mark Glaser

4-5 graduate students

Wichita State University
Division of Diversity and Community Engagement
Public Policy and Management Center

Budget: $1 million (approximately)

Fee Structure: A range determined by the type of funding source

Funding Sources: State contracts, association management contracts, local government contracts, foundation grants, nonprofit contracts, university funding for graduate assistants

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Public Policy and Management Center (PPMC) is Kansas' go-to resource to help build thriving communities and advance public good. Our purpose is to strengthen people, organizations and communities through research, engagement and training. Our goals are the following:

- Inform, support and provide resources on critical and emerging issues that impact public and nonprofit organizations and communities.
- Impact Wichita State University's (WSU) strategic goals as a valued resource to the university.
- Assist community leaders to use data for decisionmaking more effectively.
- Elevate public service to build stronger communities and sustainable democracy.
- Advocate for inclusion and diversity to ensure all are represented in decisionmaking.

The center was started by Hugo Wall, an early advocator of public universities as public resources to help solve society's problems directly. He believed that a public university should advance the public good. PPMC holds true to that belief; we strive to meet complex challenges through a multi-disciplined approach on issues. We work with content experts, from the College of Fine Arts to the

"Our purpose is to strengthen people, organizations and communities through research, engagement and training."

Business School, because today's public challenges are multifaceted and require an "all hands on deck" model. We partner with private sector organizations that provide services to public and nonprofit sectors to expand our reach. And, we are embarking on using technology in more innovative ways through training, community engagement and data collection. Most important, we bring students into every project so they gain firsthand experience of challenges and opportunities, preparing them to hit the ground running when they enter the field.

> *We bring students into every project so they gain firsthand experience of challenges and opportunities, preparing them to hit the ground running when they enter the field.*

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

Local governments and nonprofits in Southcentral Kansas, specifically the City of Wichita, Sedgwick County and surrounding communities, remain PPMC's primary audience. WSU once was a municipal college, a local connection that remains critical to this day. Given the increase in professional development and professional association education management, PPMC touches organizations in 100 of Kansas' 105 counties. We execute approximately 20 percent of our work with state agencies.

The client is our primary beneficiary, though PPMC publishes most of our reports online and shares them through social media, conference presentations and publication in statewide magazines. The public factors into every project executed, as well, as it is impacted through research, training and engagement. Critical to framing each project is keeping the "public good" perspective at the forefront of our research. PPMC has a robust and agile public engagement process to meet client needs and we work hard to understand the unique attributes of a community or neighborhood, developing an inclusive approach that engages all voices.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

PPMC meets most client requests and assesses prospective projects according to staff's ability to successfully complete a project and deliver high quality results. The challenge occurs when determining how to collect data in a timely manner that meets the client's research question and is impactful to decisionmakers. In-depth survey research remains key and staff frequently pair the survey and data gathering process with facilitated community engagement, ensuring quantitative and qualitative aspects.

Understanding the Mental Health Crisis in Sedgwick County

This table reflects the total costs of care for identified high-utilizer patients at three local agencies, Ascension Via Christi (hospital), COMCARE (mental health) and Substance Abuse Center of Kansas (substance abuse).

Costs of High Utilizer Services*

Year	AVC	COMCARE	SACK	TOTAL
2015	$10,688,124	$1,342,658	$38,774	$12,069,556
2016	$12,469,614	$2,403,376	$99,866	$14,972,856
2017	$12,341,847	$1,794,067	$118,710	$14,254,624
2018	$11,362,043	$3,201,895	$61,752**	$14,625,690
TOTAL	$46,861,628	$8,741,996	$319,102	$55,922,726

**AVC: includes all charges incurred. COMCARE: billed charges per payment agreements. Due to sliding scales, charges are less than cost for actual care given. SACK: charges are based on the Federal Block Grant approved rate.*

*** In 2018, some SACK high utilizers were not included in the study sample due to incarceration.*

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

Our work informs many of the region's critical and future-focused conversations. It also provides information for smaller communities and organizations to make data-driven and community-vetted decisions. For example, the 2018 Project Wichita vision for the region allowed for development of community-driven strategies to empower conversation and decisionmaking at all levels throughout the next decade.

PPMC is known for our nonpolitical, consistent processes, which professional researchers enhance by clarifying research questions. Our engagement process and diverse networks ensure that all forms of inclusion are considered, including race, gender, age and political leanings, plus stakeholder diversity incorporating elected officials, policymakers, influencers and everyday individuals. This depth of engagement, backed by data, has made the center a credible and informed source of information and assistance.

Staff enjoy repeat opportunities to work with clients given our commitment to constant communication, ability to meet deadlines, willingness to provide unbiased interpretation of data and speak truth with data results.

What is some your most important and impactful work?

The 2018 Project Wichita survey was our most extensive community engagement process to date, with input from more than 239 focus groups and nearly 14,000 survey respondents helping to chart the 10-year regional vision and action plan. The project's vision team included 100 businesses, nonprofit organizations, civic and local government groups that contributed time, talent and funding. Five focus areas—talent, lifelong learning, strong communities and neighborhoods, economic prosperity and quality of place—had their own goals and strategies. The center also engaged in work beyond the survey; our team helped launch lifelong learning initiatives and remained engaged in piloting community development strategies. More information is at https://www.projectwichita.org/share

Also, our 2019 study of High Utilizers of Behavioral Health Services in Sedgwick County showed that 519 local high utilizer patients received almost $56 million in care from three local agencies. The study examined demographic characteristics of the client population, patterns and costs of service; it also created representative profiles of four patients to help better tell the story of this vulnerable population. The research led to recommendations for new models and methods of providing services to improve patient outcomes, as well as the need for community-wide collaboration and coordination to improve treatment and outcomes.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

First and foremost, people connect PPMC with WSU; being part of the university pairs the center with a trusted brand. It also ensures that we have an array of resources—leading experts in multiple disciplines, top-notch research tools and databases and support structures. At the same time, university

affiliation can present challenges. For instance, the public sometimes is inclined to distrust institutions; universities not only are large institutions, but also they can be associated with a liberal slant. The center likely would face similar challenges outside a university, so we grow and retain public trust through continual community relationship building. Our stakeholders are our best promoters.

Where does your center exist within the university hierarchy? How does that position impact your work?

Recent changes in hierarchical structure have provided exciting opportunities for PPMC to grow and flourish. From the time we were founded as the Center for Urban Studies, we shared common roots with the Hugo Wall School for Public Affairs, housed within WSU's Fairmount College of Liberal Arts and Sciences. In 2017, the center moved from an academic department into the newly created Division of Diversity and Community Engagement, changed our name and we now report directly to a university vice president. This move has increased our visibility and level of independence, expanded our ability to partner across campus and reduced bureaucracy and the number of signatures required to execute projects. The center continues to collaborate with the Hugo Wall School for hiring graduate students and amplifying their educational experiences through applied learning opportunities.

> ***"The center, as well as WSU, has a strong history of working with community partners."***

How does the center interact with local and community stakeholders? How have those relationships developed?

The center, as well as WSU, has a strong history of working with community partners. The public interest, particularly related to initiatives in surrounding neighborhoods and the community at large, has been a career-long research theme for Mark Glaser. Recent events have provided opportunities for direct community engagement and development work through survey research, developing WSU as a neighborhood anchor institution. As this work has advanced, PPMC has engaged community partners like the Wichita Community Foundation and Kansas Health Foundation.

Much of our relational success is organic, as many managers join our team after being actively engaged

in local government, community development and research. This has bolstered our credibility and opened avenues for staff to work in spaces where the team brings proven expertise.

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

This represents an area where the center can continue to grow. Currently, we do not have a formal feedback loop or process beyond the team's internal review upon project completion. Generally, clients may share studies or information with the public, often through social media and local news organizations.

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

Public service is PPMC's mission. First and foremost, we are a resource to help build stronger communities. Our resources include research and data analysis for better decisionmaking; professional facilitation and community engagement to ensure diverse voices are heard; and training and resourcing on critical emerging issues. We are forward looking, agile and neutral, and have the capacity to work with the public, nonprofit and private sectors in cost effective ways that allow communities to steward their resources.

As the higher education landscape changes, so do some of the more traditional funding sources. We continue to look for new revenue streams to preserve financial sustainability. In doing so, it is important that our work stays true to our mission.

PA TIMES *interviewed Misty Bruckner for this profile. She can be reached at Misty.Bruckner@wichita.edu*

The Riley Center for Livable Communities

DEMOGRAPHICS

Name: Joseph P. Riley, Jr. Center for Livable Communities, College of Charleston

Website: http://riley.cofc.edu/

Research Staff

Kendra Stewart
Robert Kahle
Alison Burkey

COLLEGE of CHARLESTON
THE RILEY CENTER

Budget: $520,000 (approximately)

Fee Structure: Client-based

Funding Sources: College support, grants, contracts

> *Staff know that to be a "livable community," there must be equitable access for all residents to education, jobs, health care, food and housing, as well as diverse opportunities in arts, culture and recreation.*

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

As a strategic initiative of the College of Charleston, the Riley Center leverages the college's intellectual resources to support the economic and cultural vibrancy of the City of Charleston and other communities throughout South Carolina and beyond. With access to the college's School of Humanities and Social Sciences, the center strives to be a leader in livable community research, education and practice. Staff know that to be a "livable community," there must be equitable access for all residents to education, jobs, health care, food and housing, as well as diverse opportunities in arts, culture and recreation. A commitment to this vision drives our work each day as we connect community needs with faculty, staff and student expertise.

The center was founded more than 30 years ago by the college's political science department as a center for research on urban issues. It was renamed after the long-serving mayor of Charleston, Joseph P. Riley, Jr., in 2000 and developed a more expanded mission and vision in 2010. As other public service centers across the state have lost resources or closed, we have been able to expand our capacity to have a more statewide focus.

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

The public drives our work and benefits from it. Our audience represents a balance of nonprofit organizations and local governments that need assistance on specific questions. Recently, the center

has seen increased demand from local governments due to the large number of senior level managers retiring, as well as shrinking budgets. These factors have created a need for professional development and training for newer managers, plus outside expertise in areas now outsourced.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

The center prefers and prioritizes projects that have an impact on the larger community, rather than a singular organization. For example, when a local nonprofit serving LGBTQ youth came to the center because it noticed an increase in its clients who were experiencing homelessness, we took on the project because we knew this was a problem affecting the entire community. The data collected brought in additional funding for multiple community organizations serving this population. Balancing the need with the center's capacity is always a challenge. Currently, there are more organizations in need of assistance than we can handle.

> ***With more than 100 trained volunteers, we canvassed and interviewed more than 60 people under age 25 who were experiencing homelessness.***

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

During the last decade, the center has been fortunate to become established as a trusted and neutral source for research and support. We have led efforts in statewide professional development for local governments by creating and co-administering (with Francis Marion University and Coastal Carolina University) a Local Government Leadership Institute. Additionally, we support the South Carolina City/County Management Association and other professional organizations serving local government professionals. These connections have allowed us to gain local government leaders' trust and support.

What is some your most important and impactful work?

One of the most impactful projects we undertook and led was the Charleston YOUth Count, a year-long study of young people experiencing homelessness in Charleston County. With more than 100 trained volunteers, we canvassed and interviewed more than 60 people under age 25 who were homeless. This work provided local service providers with insights on why young people were experiencing homelessness and what support they needed.

A second important project is the Charleston Illumination Project with the Charleston Police Department, aimed at improving community/police relations. The center staffed the initiative and oversaw the research. This work led to the engagement of hundreds of community members—with an emphasis on those from minority groups and lower income households—to assist the police department in understanding the needs of community members and developing programs and policies that can better meet those needs. The program has become a national model, implemented in communities across the country.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

Being housed at a college is a tremendous asset. It allows us to operate with a small core staff and hire faculty, staff and students to work on projects. Additionally, the college is viewed as a nonpolitical, neutral player in the community. Also, many clients come to the center because they were students in the college's MPA program, or have employees who are alumni and recommended someone at the college as a trusted source for research or training.

How does your center interact with local community partners and stakeholders? Who calls on you for work aside from public agencies? How did those relationships develop?

The center interacts with community and stakeholders in multiple ways. Key staff serve on boards, commissions and committees throughout the community. In addition, our board meets twice annually and provides regular feedback, guidance and direction. At times, the center takes on student driven projects to provide them opportunities to do meaningful work important to them. We also provide regular workshops and trainings for faculty and staff, based on the needs at the time.

> ***The center takes on student driven projects to provide them opportunities to do meaningful work important to them.***

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

The center asks each project or client to complete an evaluation at the project's conclusion. Our staff evaluate the data each year and provide feedback to faculty and others based on the results. We also evaluate events held through a survey to participants and use the feedback to determine how to meet the client and community needs.

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

The Riley Center is truly interested in providing the support needed to build the capacity of organizations and governments that are committed to creating livable communities.

PA TIMES *interviewed Kendra Stewart for this profile. She can be reached at stewartk@cofc.edu*

Schaefer Center for Public Policy

DEMOGRAPHICS

Name: Schaefer Center for Public Policy, College of Public Affairs, University of Baltimore

Website: http://scpp.ubalt.edu

Research Staff

Director
Survey Research Director
Survey Research Manager
Research Associate
Research Analyst
Faculty Fellows
Graduate Fellows

Fee Structure: Fees are determined on a project-by-project basis dependent on the scope of work. Training programs have set enrollment fees.

Funding Sources: The Schaefer Center is primarily self-supporting and receives most of its funding from contract/grant revenue and program fees. It also receives support from the university in the form of space and funding for one full-time employee.

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Schaefer Center was founded in 1985 in honor of then-Mayor William Donald Schaefer—a University of Baltimore (UB) alumnus—as a university think tank that solves problems, not just "...cranks out academic reports that gather dust on shelves." Emulating Schaefer's "do it now" philosophy, the center's mission is to apply the university's academic expertise to solve real world problems in the Baltimore region. It has run with that charge. In the 35 years since our founding, the center has completed almost 500 projects for 117 organizations. We have awarded 132 fellowships to outstanding graduate students who work as members of our research teams.

The center strives to inform policymaking, improve public sector management, develop leadership skills in the public sector and provide graduate students with opportunities to learn applied research skills.

"The center's mission is to apply the university's academic expertise to solve real world problems in the Baltimore region."

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

Policymakers—Maryland government officials, nonprofit organizations and client organizations—are the center's primary audiences. Most requests come directly from public agencies and nonprofits and our work mainly benefits the public. Evaluation research, opinion research, technical assistance and professional development programs lead to improved policymaking, management practices and leadership capacity. In turn, better policymaking and improved effectiveness achieve better outcomes for customers and taxpayers.

The center's opinion research work provides opportunities for residents to share opinions and experience on a wide range of issues. Our new public opinion survey, BeHeard Baltimore™, will provide Baltimore residents an easy way to have their voices heard by elected leaders and fellow citizens on a broad array of policy topics and current events.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

The majority of our research and technical assistance is fee-for-service work that addresses targeted policy or evaluation questions, or solves a specific management challenge. Requests are prioritized based on funding availability to support them; unfortunately, we receive numerous requests for pro bono or deeply discounted services that we are unable to provide.

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

The center is a well-recognized, trusted source for unbiased, nonpartisan research, policy analysis, technical assistance and opinion research in Maryland. That trust has been generated through producing high quality research and nonpartisan delivery.

What is some your most important and impactful work?

Requested by the state general assembly, the center conducted a wide-ranging assessment of Baltimore City Community College (BCCC) as part of a larger independent review. We assembled a team of experts in higher education, information technology, facilities, finance, opinion research, workforce analysis and economics to conduct the research and examine all aspects of the college's operations, governance structure, stakeholder relationships and fit with Baltimore's workforce development structure. The study culminated in 13 key findings and 12 recommendations, resulting in legislation that included most of the recommendations. The college is using the study as a blueprint for change.

The center partners with local media outlets to host candidate forums for key races, including the U.S. Senate, Baltimore City State's Attorney, Baltimore County Executive and Mayor of Baltimore. We also provide training to 3,000 election judges (poll

> ***"The center partners with local media outlets to host candidate forums for key races, including the U.S. Senate, Baltimore City State's Attorney, Baltimore County Executive and Mayor of Baltimore. We also provide training to 3,000 election judges (poll workers) who staff Baltimore City's polling stations during early voting and on Election Day."***

workers) who staff Baltimore City's polling stations during early voting and on Election Day. In addition to class instruction related to the laws and rules governing election administration, we provide hands-on instruction with voting equipment, including poll books and voting machines. This program helps the board of elections ensure that polling center staff are prepared to carry out their responsibilities.

In addition, the center is conducting an assessment of the civil legal needs of low income Marylanders for Maryland Legal Aid; the results will support legal aid resource allocation in the state. In conjunction with the Maryland Police and Correctional Training Commissions, we also are launching a new Certified Public Manager® program for law enforcement professionals. The goal is to develop public sector management skills for law enforcement officers and prepare them to assume leadership roles.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

Being housed in a state university is integral to the center's image and reputation for public service, research excellence, independence and nonpartisanship. To shift and operate as a nonprofit think tank would require us to expand our focus to organizations outside the public sector and increase the cost of the services provided. Being part of a university and involving faculty and students are an essential component of our DNA: In addition to providing client services, our work enriches the academic experience for faculty and students alike, giving them the opportunity to put theory into practice and use practice to inform theory.

Where does your center exist within the university hierarchy? How does that position impact your work?

UB is home to four colleges: the College of Liberal Arts and Sciences, College of Public Affairs, School of Business and School of Law. The center is one of five divisions in the College of Public Affairs; the center director reports to the college's dean.

How does the center interact with local and community stakeholders? How have those relationships developed?

The center's work focuses primarily on Maryland; in that sense, the work is local. Our relationships with nonprofits, state and local governments and foundations often develop through networking, word-of-mouth and training programs or events that we host. We also partner with local media and organizations to host candidate and issue forums.

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

Feedback comes directly from our clients. Additional research questions may be generated from the dialogue between the client and the center. When appropriate, we create advisory committees to provide feedback on research design, data analysis, findings and recommendations. Committee members serve as ambassadors; they usually represent key stakeholders or bring specific subject matter expertise to the process. Other research is shared publicly and often presented to the general assembly or featured in local news coverage. In such cases, feedback comes during legislative hearings or review of the work.

> “*We provide powerful engagement opportunities for students who go on to make a difference in their public service careers.*”

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

The center is a vital resource for government and nonprofit leaders in the region who need high quality, unbiased research and professional development services to achieve their missions. We provide powerful engagement opportunities for students who go on to make a difference in their public service careers.

The center leverages academic knowledge bases to support more effective government. Investing public dollars in organizations like the center is money well spent; the investments serve as multipliers of the investments already made in developing high quality academic programs. To other centers, we ask how they maintain financial viability in an era of shrinking resources to support vital public service work.

PA TIMES *interviewed Ann Cotten for this profile. She can be reached at acotten@ubalt.edu*

The Stennis Institute of Government and Community Development

DEMOGRAPHICS

Name: The John C. Stennis Institute of Government and Community Development, Mississippi State University

Website: https://sig.msstate.edu

Research Staff

Joseph "Dallas" Breen, Executive Director
15 full-time multidisciplinary research staff
8 graduate research assistants
10 undergraduate research assistants

Funding Sources: State funds, university appropriations, research grants

What are your center's mission and objectives? Who and what drove its creation and how has it evolved to meet today's public service challenges?

The Stennis Institute is tasked with serving the underserved populations in Mississippi. Our mission is threefold:

(1) Enhance the efficiency and effectiveness of Mississippi state and local governments through basic and applied research, training, technical assistance and service.

(2) Provide technical assistance and research for both rural development in Mississippi and regional activities in the Southeast.

(3) Promote civic education and citizen involvement in the political process.

The institute works constantly to adapt our training and education processes to incorporate new opportunities and challenges that citizens face in the region—including technology advancements, new procedures and processes, and changes in local and state policy—to ensure a more effective and efficient governance process.

> ***"Our primary audiences are citizens and elected leaders at the local, state and federal levels interested in working to better the lives of the people of Mississippi and the region."***

Who are your center's primary audiences? Who requests your assistance most frequently and who are the main beneficiaries of your work?

Our primary audiences are citizens and elected leaders at the local, state and federal levels interested in working to better the lives of the people of Mississippi and the region. The institute works closely with state agencies, community and economic development organizations, and foundations.

We often are asked to perform training for elected officials, managers, employees, decisionmakers and others in policy, governance and procedures. We also receive requests regularly to perform policy

> ***The people** are the institute's clients. Staff prioritize our efforts based on deadlines, timeliness of necessary information and those efforts projected to have the biggest impact on improving the lives of ordinary citizens.*

research on new and innovative issues. Many of our efforts involve the public at large, including feedback, information and other items from the people we are working to assist.

How do you balance increased demand for data, studies and analysis in today's climate of evidence-based decisionmaking? How do you prioritize requests for help—who gets served first and what secondary audiences benefit later?

The institute's research team includes individuals trained in data science, information technology and survey research to aid our research delivery. In addition, we have professionals on staff who have prior legislative experience, which helps ensure that the information we provide can be disseminated in a digestible manner.

The *people* are the institute's clients. Staff prioritize our efforts based on deadlines, timeliness of necessary information and those efforts projected to have the biggest impact on improving the lives of ordinary citizens.

How is your work used and what is its impact? How have you become a trusted source of information and assistance for elected officials, policymakers and public agencies?

Our efforts are well known across the state of Mississippi and the Southeast, as we have a track record of providing unbiased research, education and training. We offer a number of information dissemination outlets, including a website, Twitter account, Facebook account and newly released podcast, which showcases policy briefs, research and community development outreach.

What is some your most important and impactful work?

A few years ago, the institute assisted communities across the state to develop, write and apply for federal housing grants to low income communities in an effort to better the lives of Mississippians. Our efforts led to more than $20 million in successful grant funds for a wide range of communities. Also, we recently completed a comprehensive transportation infrastructure project, working with other universities in the state to provide an in-depth, exhaustive examination of the state's transportation landscape, needs and recommendations for funding future improvements to the infrastructure. We were the lead on both efforts; with the assistance of our talented staff and students, we delivered widely successful programs.

How does being housed in a university strengthen your center's reputation and visibility? Would your mission change if the center was an independent nonprofit/think tank?

The university setting provides the extra, unbiased, neutral viewpoint as many realize that MSU prides itself on producing high quality, unbiased research. Its infrastructure, support and assistance are invaluable to our efforts and MSU leadership continues to serve as the backbone to our efforts. Individual nonprofits and think tanks often are tasked with addressing single-issue items and find it difficult to provide expertise in wide ranging fields. Being housed in a university affords us a better advantage for those issues: If the institute does not possess the expertise in house, we simply walk across campus to another department to ask for it.

Where does your center exist within the university hierarchy? How does that position impact your work?

The institute is housed within MSU's Office of Research and Economic Development. We are indirectly supported by the College of Arts and Sciences and work closely with the college and the Department of Political Science and Public Administration. The institute's executive director is on the research faculty within the department.

How does the center interact with local and community stakeholders? How have those relationships developed?

As a university public service organization located in a mid-sized city in Mississippi, the institute works closely with local officials and groups to assist their decisionmaking processes. Staff often are called upon by private entities to examine trends in items like new market tax credits, economic impact analyses of potential developments and business impacts from different policy alternatives. We have developed partnerships and contacts throughout the duration we have been in operation.

What are the feedback loops for your work? Once you share it with external organizations, who comments on it, responds to it or probes for new research questions?

The institute is a public body and welcomes public inquiry into our work. Staff are available year-round to answer questions. We often provide survey questionnaires for evaluation of our training efforts and are always open to feedback.

> ***It is our goal to promote best practices in different arenas to help future decisionmakers guide their next activities.***

What do you want public administrators and policymakers to know about your center? And, do you have a message for other centers?

The Stennis Institute exists to help people better their lives, whether in the realm of information gathering, data collection, training, education or any other facet. We strive to provide the most comprehensive analyses and training to ensure decisionmakers and citizens can utilize this information in the best possible way. It is our goal to promote best practices in different arenas to help future decisionmakers guide their next activities.

PA TIMES *interviewed Dallas Breen for this profile. He can be reached at dallas@sig.msstate.edu*

Members in the News

Gooden Appointed Dean of Wilder School at VCU

ASPA Past President Susan Gooden has been named dean of the L. Douglas Wilder School of Government and Public Affairs at Virginia Commonwealth University, effective April 16. She had served as interim dean since May 2018. An internationally renowned scholar in the area of social equity, Gooden has been the principal investigator for 21 grants totaling more than $1.7 million and has published three books and numerous chapters, refereed journal articles and peer-reviewed publications. A Fulbright specialist, she is an elected fellow of the National Academy of Public Administration and a board member of the Virginia Community College System, which she currently chairs. Gooden began her career at VCU in 2004 as an associate professor and has served in several leadership roles, including director of graduate programs, director of the Wilder Graduate Fellowship program and executive director of the Grace E. Harris Leadership Institute. Gooden holds an AAS in natural science from Patrick Henry Community College, a BA in English and an MA in political science from Virginia Tech, and an MA and a PhD in political science from the Maxwell School of Citizenship and Public Affairs at Syracuse University.

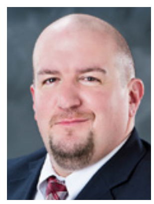
Knott to Serve as Dean of NYU's Steinhardt School

Jack Knott, formerly dean of the University of Southern California's Sol Price School of Public Policy, will lead the New York University's Steinhardt School of Culture, Education, and Human Development as its Gale and Ira Drukier dean, starting August 1. During his deanship at USC, the Price School grew substantially in resources, academic reputation, and number and quality of students. Knott previously was professor of political science and directed two major research institutes: the Institute for Public Policy and Social Research at Michigan State University and the Institute of Government and Public Affairs at the University of Illinois at Urbana-Champaign. He received his BA in history from Calvin College, MA in international studies from Johns Hopkins' School of Advanced International Studies and PhD in political science from the University of California, Berkeley.

Glasgall Selected to be Fellow at Penn Institute for Urban Research

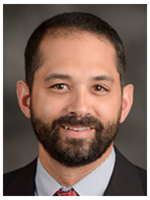
William Glasgall, senior vice president and director of state and local initiatives at the Volcker Alliance, has been named a fellow at the University of Pennsylvania's Institute for Urban Research. Penn IUR selects fellows who have expertise in the field of urbanism and are important contributors to the field. As a fellow, Glasgall will leverage his decades of experience in research and reporting on state and local fiscal practices to aid the institute's study and promotion of sound policy for cities and urban areas. Glasgall is a member of the National Federation of Municipal Analysts, Municipal Fiscal Health Working Group of the Lincoln Institute of Land Policy and a governor of the Overseas Press Club Foundation. A Boston University graduate, he was a Knight-Bagehot fellow in economics and business journalism at Columbia University and a DAAD fellow at the University of Bonn, Germany.

MSU's Breen Named President of Consortium of University Public Service Organizations



Dallas Breen, executive director of the John C. Stennis Institute of Government at Mississippi State, has been named president of the Consortium of University Public Service Organizations (CUPSO). He will serve a one-year term. CUPSO supports university-based public service institutes in their efforts to assist state and local governments on a range of contemporary issues and challenges. In addition to leading the Stennis Institute, Breen is an assistant research professor in MSU's Department of Political Science and Public Administration and an honorary research fellow with the Social Science Research Center. Breen, a three-time graduate of MSU, earned a doctorate in public policy and administration from the university in 2014.

LSU Names Llorens Interim Dean



Jared Llorens has been named interim dean of the E.J. Ourso College of Business at Louisiana State University (LSU), effective July 1. Llorens, a professor and chair of the Department of Public Administration, holds the John W. Dupuy Endowed Professorship. He is the former editor-in-chief of *Public Personnel Management* and currently serves as associate editor of *Public Administration Review*. A former ASPA National Council member, Llorens earned his BA in English literature from Loyola University, his MPA from the LBJ School of Public Affairs at the University of Texas at Austin and his PhD in public administration from the University of Georgia. He is a former presidential management intern and a human resources specialist with the U.S. Department of Labor and U.S. Office of Personnel Management. Prior to his tenure at LSU, Llorens was a faculty member in the Department of Public Administration at the University of Kansas.

Sandfort Appointed Next Dean of UW's Daniel J. Evans School

Jodi Sandfort has been named the next dean of the Daniel J. Evans School of Public Policy and Governance at the University of Washington, Provost Mark Richards announced April 1. Her appointment, set to begin in January 2021, is subject to approval by UW's Board of Regents. Sandfort, a professor in the Humphrey School of Public Affairs at the University of Minnesota, has a career spanning academia and philanthropy. She is an expert on public policy implementation, particularly social policy and the relationships among governments and nonprofit organizations.

In Memoriam

Chuck Bingman

Charles F. Bingman passed away on April 12. Bingman had a 30-year career as a U.S. federal government manager and executive, after which he began a second career teaching public management at The George Washington University and Johns Hopkins University. He was active in several ASPA Chapters, including those in Texas and Washington, DC, throughout his career.

At the time of his passing, Bingman was completing an article, co-authored with ASPA Past President Dwight Ink, which soon will be published in *PA TIMES*. He also had consulting assignments in Saudi Arabia, Egypt, the Palestinian Authority in Gaza, China, Japan, the Russian Federation, Kazakhstan, Estonia, Botswana and other countries.

Bingman was the author of *Why Governments Go Wrong* (2006), *Reforming China's Government* (2010), *Changing Governments in India and China* (2011) and *Governments from Hell* (2015). He was an elected fellow of the National Academy of Public Administration and of the Cosmos Club in Washington, DC.

Charlie Coe

Charles Coe, professor emeritus of public administration at North Carolina State University, passed away in February 2020. Coe joined NC State's public administration faculty in 1983, served for 28 years and remained active with the college until his death.

Coe was a leading authority in his field; his work is cited frequently by other scholars and relied upon by practitioners nationwide. He found deep satisfaction in researching and finding workable solutions to financial challenges in local government. Coe enjoyed writing books, articles and papers about his research results. In 2011, he received the Charles H. Levine Award for Excellence in Public Administration, awarded jointly by ASPA and the National Association of Schools of Public Affairs and Administration (NASPAA).

Over the course of his career, Coe helped prepare thousands of students to understand the budgetary process and perform budget and financial management functions across North Carolina and around the country. He also mentored faculty and was revered for his knowledge and kindness.

"Charlie lit up the hallways with a bright smile and engaging story," said longtime friend and colleague Rich Clerkin, a professor of public administration at NC State. "He modeled commitment to public service and how to be an excellent scholar who produces work to improve the field of practice. His mark on the growth and development of the department is as important as the deep friendships and connections he made across the faculty and staff."

Coe and his wife, Marty, felt strongly about supporting faculty research and graduate students; they created a bequest to enhance research within NC State's School of Public and International Affairs. He is survived by his wife; his son, Lincoln; his sister, Cathy; and six nephews.

Keith Mulrooney

Lifelong public servant and former ASPA Executive Director Keith Mulrooney died in February 2020. Born and raised in Los Angeles, he graduated from Stanford University with a bachelor's degree in history and later earned a master's in public administration from the University of Southern California.

After serving proudly as 2nd Lieutenant in the U.S. Marine Corps, Mulrooney began a career in city management. He was assistant city manager of Pomona, California; city manager of Claremont, California; and city manager of Alexandria, Virginia. For more than 10 years, he served as ASPA's executive director and later became an elected fellow of the National Academy of Public Administration. He worked in the George H.W. Bush administration as a presidential appointee in the Federal Highway Administration.

Mulrooney began running when he was 43, completing his first of six marathons in his mid-60s. His passion for environmental conservation led to more than a decade of service to The Nature Conservancy. He was a lifelong ambassador of Stanford University, particularly Stanford in Washington. That said, family was first to Mulrooney; he was known as "Bopa" to his grandchildren. He is survived by his three children, their spouses and his five grandchildren.

Brad Patterson

Bradley Patterson, Jr. passed away March 19 at age 98. A longtime White House aide spanning administrations and widely respected author on White House organization and operations, Patterson was ASPA's 1984-1985 national president.

Following service as deputy secretary to the Cabinet under President Eisenhower, Patterson became the first executive secretary of the Peace Corps during the Kennedy administration and then national security assistant at the U.S. Department of the Treasury from 1962-1966. He returned to the White House in 1969 as executive assistant to Leonard Garment under President Nixon. During his tenure, Patterson helped implement the administration's policy of Indian self-determination; he was instrumental in returning Blue Lake to the Taos Pueblo, restoring fishing rights to the Yakima and passing the Alaska Native Claims Settlement Act.

Beginning in 1974, Patterson served as staff aide to First Lady Betty Ford and was President Ford's assistant director of the Office of Presidential Personnel. He joined the Brookings Institution as a senior staff member of its Center for Public Policy Education and was a member of the American Political Science Association, fellow of the National Academy of Public Administration and associate of the Center for the Study of the Presidency. He authored *The White House Staff: Inside the West Wing and Beyond*, considered a seminal account of the organization of the White House and the true size of its staff.

Ray Remy

ASPA Past President Ray Remy, a trusted advisor to former Los Angeles Mayor Tom Bradley, died in December 2019. As the *Los Angeles Times* noted, Remy helped plan the Wilshire Boulevard subway and the 1984 Olympics—two projects that defined Bradley's legacy—and run the city during a time of economic growth and civic optimism. He was 82.

Remy was an active ASPA member for almost 40 years and served as its president in 1979-1980. These were turbulent times for ASPA as the organization determined a new strategic direction for its Chapters and Sections, expanded its approach to ethics and equity, debated electoral procedures and more. Remy was one of a handful of critical volunteer leaders that helped determine the organization's future—a future that continues to play out today. Remy also was active in the Southern California Chapter and embodied ASPA's work to develop professionalism of public managers in California.

At the Southern California Association of Governments (SCAG), Remy worked on a regional transportation plan that proposed a new downtown subway line. He joined Bradley's City Hall team in 1976 where, as Mark Pisano noted in the Times obituary, he was known for his consensus-building approach on transportation and economic development. Under Bradley, "Los Angeles had an unusual period of working together and getting things done," Pisano said.

Remy headed the Los Angeles Area Chamber of Commerce, served on local and state boards and commissions, served as director of the California Employment Development Department and was elected a National Academy of Public Administration fellow.

Remy is survived by his wife, two daughters, nine grandchildren and four great-grandchildren.

John Stone, III

Longtime member John G. Stone, III, whose many contributions to the National Capital Area Chapter and to the next generation of public servants earned him ASPA and NAPA's Keeper of the Flame Award in 1994, died April 30 at age 87.

A U.S. Army veteran, Stone committed himself to civil service for 31 years, holding executive and administrative positions in Washington, DC government, including leadership roles at the Redevelopment Land Agency, where he developed plans for revitalizing downtown neighborhoods. He prepared the initial plan for the Fort Lincoln project, assisted in establishing the Shaw project planning program and coordinated the 1969 riot damage report. At the DC Office of Personnel, Stone led efforts to enact regulations to implement the city's new personnel system and develop a reorganization plan that established the Department of Administrative Services, where he served as chief of policy and management.

Stone was awarded DC government's Distinguished Public Service Award upon his retirement. With contributions from friends, he established a scholarship fund to benefit DC public high school students planning a career in public service and attending public service academies throughout the city. More than $100,000 in scholarships have been awarded to date. A dedicated ASPA member, Stone made a substantial donation to the ASPA Endowment to establish a scholarship fund—the Wallace O. Keene Award—that continues to be awarded today. He chaired the committee to disburse the annual funds for many years, ensuring the future of public service within ASPA.

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Arizona State University

Dr. Pamela Medina
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Dr. Alexandru Roman
Florida Atlantic University

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