David and Rob:

The proposal from the John Glenn College of Public Affairs to establish a new specialization in Cybersecurity in the Master of Public Administration and Leadership Degree prorgam was approved by the Council on Academic Affairs at its meeting on May 28, 2025. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2025).

The Graduate School will now work with you on the approval process with the Ohio Department of Higher Education.

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

I wish you success with this important program development.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201
614-292-5881 Office
smith.70@osu.edu
Assisted by:
Katie Reed
Executive Assistant
(614) 292-5672

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **4/29/2025**

RE: Proposal to **Establish a New Specialization in Cybersecurity in the MPAL** in **The John Glenn College of Public Affairs.**

The **John Glenn College of Public Affairs** is proposing a **New Specialization in Cybersecurity to be added to the MPAL.**
The proposal was received by the Graduate School on **4/18/2025**. The combined
GS/CAA subcommittee first reviewed the proposal on **4/24/2025** and support its review by the
Council on Academic Affairs.

Proposal for the addition of a Cybersecurity Law, Policy, and Management Specialization in the Master of Public Administration and Leadership (MPAL) Degree

Overview

The MPAL program requires 32 credit hours of coursework, comprised of 20 credit hours of core courses and 12 hours of elective credits. Students are required to define a program of study that advances their career goals. Most students fulfill the elective hours by completing one of four existing focused specialization tracks: Public Management, Public Policy, Nonprofit Management, or Criminal Justice Administration.

When the MPAL degree was first proposed in 2018, the proposal noted that the college would work to add additional specializations in the future. Here, we propose to add a fifth specialization option in Cybersecurity Law, Policy, and Management. Like with the Criminal Justice Administration specialization, which is offered jointly with the Department of Sociology, this proposed track will include coursework from the colleges of Law and Engineering in addition to the Glenn College. The proposed coursework is modeled on the proposed Certificate in Cybersecurity Law, Policy, and Management.

Rationale

The new specialization helps fill an important gap in addressing the need to train public, nonprofit, and private sector managers about the institutions that currently govern cybersecurity policy. Cybersecurity is a public good that must be collectively governed by the public, nonprofit, and private sectors. Federal and state law and policy provide the foundational formal rules for these governance systems. Managers must understand these rules as they develop organizational policy and managerial strategies.

While cybersecurity threats begin with information and communications technology, the solutions are more than "technical." For many experts in the field, the most significant cybersecurity threats are not technical in nature but are caused by human error. Technicians, policy makers, and managers must understand the legal mandates they should follow and understand how to implement these mandates using socio-technical solutions to manage the cybersecurity threats posed by human error.

Thus, the Cybersecurity Law, Policy, and Management Specialization is designed for students who would like to focus on the legal, policy, management, and analysis knowledge and skills related to cybersecurity. Students completing the specialization will gain a foundational understanding of cybersecurity threats and be able to select coursework to understand how to reduce cybersecurity risk in a data system; gain a broad understanding of the law of cyberspace, emphasizing the law of privacy; gain a broad understanding of cybersecurity and federal policy; understand the important organizations managing cybersecurity; and develop a decision-making framework to support policymakers and managers in a complex legal, policy, engineering, and managerial environment where each domain has its own norms and ways of thinking.

Impact on students

There will be no negative impact on students. Students in the MPAL program will now have a fifth specialization to choose from. We anticipate three to five students in the first year, growing to five to ten students choosing the specialization by year three.

Administrative changes

There will be no administrative changes. Our advisors and OSO support staff will be prepared to counsel students about this additional option.

Assessment

Assessment will be via the existing MPAL assessment plan. The original MPAL proposal can be found in the appendix.

Specialization Coursework

The specialization is structured in a similar manner to the existing specializations, with a required anchor course plus electives. Students are required to take ECE 5561/CSE 5471 Introduction to Cybersecurity (3cr) plus three additional electives (9cr):

MPAL Specialization in Cybersecurity *Law, Policy, and Management* (min 12 credit hours)		
Required Course		
ECE 5561 / CSE 5471	Introduction to Cybersecurity	3
Take at least three of the following courses		
LAW 7804	Law of Cyberspace	3
LAW 7805	Data Privacy, Cyber Security Regulation and Compliance	3
PUBAFRS 5510	Cybersecurity Law, Management, and Policy	3
PUBAFRS 5570	Data & Information Governance	3
PUBAFRS 7600	Federal Policy and Management	3

Below is the revised advising sheet with changes indicated in red.

Advising Sheet for MPAL

Total Credits Required: 32

Date_____ Advisor: _____

Name:_____ Email:_____

A. REQUIRED FOUNDATIONAL COURSES (20 credits - complete all courses)

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 6051: Intro to Public Affairs/Orientation to Program	4		
PUBAFRS 6060: Managerial Leadership in Public and Nonprofit Organizations	4		
PUBAFRS 6045: Fundamentals of Budgeting & Financial Administration	2		
PUBAFRS 6055: Judgement in Managerial Decision- Making	2		
PUBAFRS 6075: Data, Models, & Evaluation (Prerequisite: 6051)	4		
PUBAFRS 6530: Negotiation	1		
PUBAFRS 7990: Capstone (Prerequisite: 6051, 6060, 6045, 6055, 6075)	3		

A. SPECIALIZATION TRACK OPTIONS (Choose one track)

✓	Specialization	Hours Required
	Public Management	12
	Criminal Justice Administration & Policy	12
	Public Policy	12
	Nonprofit Management	12
	Cybersecurity Law, Policy, and Management	12
	No specialization	12

B. SPECIALIZATION TRACK COURSES (See course options on next page)

Course	Hours	Grade	Sem/Yr Taken

C) SPECIALIZATION TRACK COURSES

Courses are separated by specialization. Students must complete the required course(s) plus ~~three~~ at least 9 additional elective hours of coursework within their chosen specialization. Other course(s) may be substituted/added to the specialization track with advisor approval.

Specialization/Course	Hours
PUBLIC MANAGEMENT	
PUBAFRS 7557: Strategic Management*	3
PUBAFRS 7550: Contract Management	3
PUBAFRS 7554: Performance Management	3
PUBAFRS 7555: Project Management	3
PUBAFRS 7650: Public Management in Hybrid World	3
CRIMINAL JUSTICE ADMINISTRATION & POLICY	
PUBAFRS 5506: Administration of Criminal Justice Policy*	3
SOC 5950: Evidence Based Practice	3
SOC 5925: Offender Decision Making & Prisoner Reentry	3
PUBAFRS 7507: Criminal Justice Policy	3
PUBAFRS 7508: Juvenile Justice System Policy	3
PUBLIC POLICY	
PUBAFRS 6000: Policy Formulation & Implementation*	4
PUBAFRS 6030: Public Sector Economics	4
PUBAFRS 5750: Business Government Relations	3
PUBAFRS 5770: Risk Analysis	3
PUBAFRS 7555: Project Management	3
NONPROFIT MANAGEMENT	
PUBAFRS 7553: Nonprofit Management & Governance*	4
PUBAFRS 7533: Nonprofit Financial Management*	3
PUBAFRS 5120: Social Change Advocacy	3
PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs (currently in-person only)	3
PUBAFRS 5592: Marketing for Nonprofit Organization	3
PUBAFRS 7501: Grant Writing (currently in-person only)	3
PUBAFRS 7557: Strategic Management	3
PUBAFRS 7554: Performance Management	3
PUBAFRS 7555: Project Management	3
CYBERSECURITY LAW, POLICY, AND MANAGEMENT	
ECE 5561 / CSE 5471 Introduction to Cybersecurity*	3
LAW 7804 Law of Cyberspace	3
LAW 7805 Data Privacy, Cyber Security Regulation and Compliance	3
PUBAFRS 5510 Cybersecurity Law, Management, and Policy	3
PUBAFRS 5570 Data & Information Governance	3
PUBAFRS 7600 Federal Policy and Management	3

*Required specialization track course

MPAL Exit Requirements

- Fulfillment of credit hour and course requirements
- Achievement of a cumulative GPA of at least 3.0 in all courses taken for graduate credit
- Registration during the final semester of the degree program for a minimum of three graduate credit hours
- Submission of the Application to Graduate to the Graduate School, via the GradForms system, by the deadline communicated by the Glenn College
- Successful completion of the capstone course with grade "B" or higher
- Please review the Graduate School Handbook for more detail on these requirements

Appendix

John Glenn College of Public Affairs

Page Hall
1810 College Road
Columbus, OH 43210
glenn.osu.edu

THE OHIO STATE UNIVERSITY

February 2, 2018

<div align="center">

Response to feedback from the Graduate School/CAA subcommittee

(Jennifer Schlueter, Chair)

</div>

Please find our answers to your questions in-line below. We have also made the requested changes in the body and appendices of the revised proposal.

#1

> Please work with the Office of Distance Education and E-learning to create an MOU for their support for your online program. More information here
> https://odee.osu.edu/program-development

Please see completed MOU attached.

#2

> Please clarify the distinctions between your extant MPA and MA to help our committee better understand the need for the MPAL. When you say, on page 6 of your proposal, that the MPAL "complements the existing pre-professional MPA program and in-career MA program that remains an option for professionals who prefer in-person classes or a curriculum focused more on public policy and policy analysis," this sounds like the MPAL is simply an online version of these degrees. Perhaps including the curriculum for all three programs for comparison would help.

The MPAL complements the other two master's degrees in three important ways. First, the existing MPA and MA degrees are more generalist degrees that are based on a balanced approach to the theory and skills in public policy, management, and leadership. The MPAL, instead, is focused much more on the development of management and leadership skills with some mention of its connection to the policy process. Thus, the curriculum in this degree helps the Glenn College to better target a population with different needs. Second, while the MA program is also focused on the needs of the working professional and provides students a great deal of flexibility, the MPAL has been designed to provide even greater accessibility. The MPAL degree

provides access to students who do not have the ability to attend in-person classes in Columbus, whether because of work and family commitments or because of geography. The MPAL is therefore a complement to the other master's degree programs that retain in-person or hybrid classes. Finally, the MPAL also complements the other two degrees in that the MPAL is a skills and practice-based program whereas the other two master's programs are more focused upon theory and how that might eventually be useful as practice later in their careers. Both theory and skills are important to a well-trained professional in public service. The MPAL and the other two master's degrees place different emphases on skills and theory and therefore complement each other. Students now have a choice as to what is more important for their careers.

#3

> Please give a bit more information on why some courses within the MPAL will be closed to students not in the program. Is this to enhance the cohort network you are aiming to nurture?

One primary reason for our policy in not allowing our MPA or MA students to take the new core MPAL classes is that, while there is some overlap in content with existing MPA/MA core classes, the MPAL classes are designed as integrated courses. Material and projects in one course build upon the work done in previous courses. Also, other than the new PUBAFRS 6055 Judgment in Managerial Decision-Making class (which MPA/MA students could take if space exists), students in the MPA or MA program would find the course material to be repetitive with their core required classes, would find the sequencing of the material somewhat different, and would find that the classes do not cover some material that is more appropriate for the MPA and MA programs. Finally, this policy was developed to help create and preserve cohorts and manage enrollment capacities. Online work can be lonely and isolating, and cohorts were chosen as one way to increase student retention. In addition, a feature of professional programs is to help students develop relationships and networks. We would like to insure that our online MPAL students have the same opportunities to develop these relationships as do students in our other two masters programs, and we plan to have in-person orientation and conclusion events as well as on-going activities for these students to strengthen their cohort. We believe that a distinguishing and competitive feature of our program are the efforts to develop and maintain relationships and networks for our MPAL students.

#4

> Please refer to courses by their official departmental abbreviations to aid our review and your students when they search for courses in Buckeyelink. More information here http://registrar.osu.edu/transfer_credit/depts.asp

Please see revised proposal. This has been done. All Public Affairs courses are now referred to as "PUBAFRS" and Sociology courses are referred to as "SOCIOL."

#5

> Please revisit course SOC 7XXX on page 13 of the proposal. Is this course already in existence? If so: can you give a precise number?

This course is in the departmental proposal stages and according to our colleague in Sociology, Professor Paul Bellair, should be vetted this month. Professor Bellair also clarified that both Sociology courses will be proposed at the 5000-level.

#6

> Please confirm that all courses to be included in the MPAL are already extant and approved for offering in online format. If any are new, please include short-form syllabi that include course title, number, credits, prerequisites, course description, objectives, and a topic list. If not: please confirm that within the body of the proposal.

Per OAA guidelines, new courses associated with the MPAL proposal will be sent up for vetting after approval of the proposal. At that time, we can begin working with ODEE to develop new on-line courses, and convert any hybrids or in-person courses that are offered in the degree. A clear listing of courses in the degree, with their current and proposed status, has been added in Appendix 5 of the proposal. All new courses have full syllabi in Appendix 5 as well. The table from Appendix 5 is reproduced below.

Appendix 5: Core Course & New Elective Course Syllabi

Department	Course Number	Title	Current Status	Proposed Action
Core Courses				
PUBAFRS	6051	Intro to Public Affairs and Orientation to the Program	new	Develop [1]
PUBAFRS	6060	Managing Human Resources in Public Organizations	Existing hybrid	Convert
PUBAFRS	6045	Fundamentals of Budgeting and Financial Administration	new	Develop
PUBAFRS	6055	Judgment in Managerial Decision-Making	new	Develop
PUBAFRS	6075	Data, Models, and Evaluation	new	Develop
PUBAFRS	7990	Capstone Course	new	Develop
PUBAFRS	6530	Negotiation	Existing in-person	Convert
Public Management Specialization Courses				
PUBAFRS	7557	Strategic Management	Existing in-person	Convert
PUBAFRS	7550	Contract Management	Existing in-person	Convert
PUBAFRS	7554	Performance Management	Existing in-person	Convert
PUBAFRS	7555	Project Management	Existing in-person	Convert
Public Policy Specialization Courses				
PUBAFRS	6000	Policy Formulation and Implementation	Existing hybrid	Convert
PUBAFRS	6030	Public Sector Economics	Existing hybrid	Convert
PUBAFRS	6080	Program Evaluation	Existing hybrid	Convert

---

[1] We will be working with ODEE to develop new on-line courses and to convert hybrid and in-person delivery courses.

PUBAFRS	5570	Risk Analysis	Existing in-person	Convert
Criminal Justice Administration and Policy Specialization Courses				
PUBAFRS	5506	Administration of Criminal Justice Policy	New	Develop
SOCIOL	5XXX	Evidence Based Practice	New	Develop
SOCIOL	5XXX	Offender Decision Making and Prisoner Reentry	New	Develop
PUBAFRS	7507	Criminal Justice Policy	Existing in-person	Convert
PUBAFRS	7508	Juvenile Justice System Policy	Existing in-person	Convert
Nonprofit Management Specialization Courses (Tentative track)				
PUBAFRS	7553	Nonprofit Management and Governance	Existing in-person	Convert
PUBAFRS	7533	Nonprofit Financial Management	Existing in-person	Convert
PUBAFRS	5590	Fundraising & Philanthropy for Nonprofit Organizations	Existing in-person	Convert
PUBAFRS	5592	Marketing for Nonprofit Organizations	Existing in-person	Convert

THE OHIO STATE UNIVERSITY
JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

MPAL Advising Sheet

Date: **Advisor:**

Name: **E-mail address:**

Specialization Track:

Required Foundation Courses (20 hours)

Course	Title	Credit Hours	Grade	Term/Year taken
PUBAFRS 6051	Introduction to Public Affairs/Orientation to Program	4		
PUBAFRS 6060	Managing Human Resources in Public Organizations	4		
PUBAFRS 6045	Fundamentals of Budgeting & Financial Administration (pre-req 6051)	2		
PUBAFRS 6055	Judgment in Managerial Decision-Making (pre-req 6051)	2		
PUBAFRS 6075	Data, Models, & Evaluation (pre-req 6051)	4		
PUBAFRS 6530	Negotiation	1		
PUBAFRS 7990	Capstone (pre-reqs 6051, 6060, 6045, 6055, 6075)	3		

Glenn College Specialization Track Options:
- Management & Leadership
- Criminal Justice Administration & Policy
- Policy
- Nonprofit Management

Specialization Track courses:

Course	Hours	Grade	Term/Year taken

Public Management	Criminal Justice Admin. & Policy	Public Policy	Nonprofit Management
* PUBAFRS 7557: Strategic Management (3)	* PUBAFRS 5056: Administration of Criminal Justice Policy (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7500 Contract Management (3)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 6030: Public Sector Economics (4)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 6080: Program Evaluation (4)	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 7507: CJ Policy (3) (and/or) PUBAFRS 7508: Juvenile Justice System Policy (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12 credits	12-13 credits	12 credits

* The specialization requires this first course, and students can choose from the remaining courses to complete the specialization.

THE OHIO STATE UNIVERSITY
JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Advising Sheet for MPA (Semesters)

Total Credits Required: 52

Date _____   Advisor: _____

Name: _____   Email: _____

RECOMMENDED	Notes
American Government	
Microeconomics	
Statistics	

A. CORE COURSES (32 credits - complete all courses)

Course	Hours	Grade	Sem/Yr Taken
POLICY STREAM			
PUBAFRS 6000: Public Policy Formulation and Implementation	4		
PUBAFRS 6010: Legal Environment of Public Organizations	4		
ECONOMICS STREAM			
PUBAFRS 6030: Public Sector Economics	4		
PUBAFRS 6040: Public Budgeting and Finance	4		
MANAGEMENT STREAM			
PUBAFRS 6050: Managing Public Sector Organizations	4		
PUBAFRS 6060: Managing Human Resources in Public Organizations	4		
QUANTITATIVE DECISION-MAKING STREAM			
PUBAFRS 6070: Public Affairs Statistics	4		
PUBAFRS 6080: Public Affairs Program Evaluation	4		

B. SKILLS COURSES (5 credits total required, 3 beyond required course noted below)

Course	Hours	Grade	Sem/Yr Taken
REQUIRED			
PUBAFRS 6500: Written and Oral Communication	2		
CHOOSE ANY 3			
PUBAFRS 6505: Governmental Accounting	1		
PUBAFRS 6510: Conveying Quantitative Data in Public Affairs	1		
PUBAFRS 6515: Database Management	1		
PUBAFRS 6520: Balanced Scorecards and Dashboards	1		
PUBAFRS 6525: Survey Design	1		
PUBAFRS 6890: Special Topics Skills	1		
PUBAFRS 6513: Special Topic: Excel 1 - Basic (session 1)	1		
PUBAFRS 6514: Special Topic: Excel 2 - Advanced (session 2)	1		

C) ELECTIVE COURSES (12 credits required from the following list[i])

Courses are separated by general area of relevance for the purposes of transparency for students. Not all courses are offered regularly. Students need not take courses from each subcategory and may take multiple courses from any category. Specific courses are not repeatable.

Course	Hours	Grade	Sem/Yr Taken
POLICY RELATED			
PUBAFRS 7501/ CRP 6610: Grant Writing in the Public Sector	3		
PUBAFRS 7502: Health Policy and the Public Sector	3		
PUBAFRS 7503: Higher Education Policy for Public Leaders	3		
PUBAFRS 7504: Science and Technology Policy	3		
PUBAFRS 7505: Wicked Policy Problems	3		
PUBAFRS 7506: Workforce Planning Policy	3		
PUBAFRS 7507: Criminal Justice Policy	3		
PUBAFRS 7508: Juvenile Justice System Policy	3		
PUBAFRS 7525: Policy and Strategy in the Nonprofit Sector	3		
ECONOMICS RELATED			
PUBAFRS 7530: Capital Budgeting and Capital Markets	3		
PUBAFRS 7531: Economic Development Policy	3		
PUBAFRS 7532: Governmental Accounting and Financial Management	3		
PUBAFRS 7533: Nonprofit Financial Management	3		
PUBAFRS 7534: Privatization	3		
PUBAFRS 7535: Regulation and Deregulation	3		
PUBAFRS 7536: Pensions, Savings, & Insurance – The Public Perspective	3		
PUBAFRS 7537: Economic Development and Education Policy	3		
MANAGEMENT RELATED			
PUBAFRS 7550: Contract Management	3		
PUBAFRS 7551/ CRP 7500: Dispute Resolution	3		
PUBAFRS 7552: Managing Innovation and Change	3		
PUBAFRS 7553: Nonprofit Management and Governance	3		
PUBAFRS 7554/CRP 6620: Performance Measurement and Management in the Public Sector	3		
PUBAFRS 7555: Project Management	3		
PUBAFRS 7557: Strategy for Public Organizations	3		

QUANTITATIVE (STATISTICS) RELATED			
PUBAFRS 7570: Public Management Information Systems	3		
PUBAFRS 7571: Multivariate Data Analysis for Public Policy and Management	3		
PUBAFRS 7572: Policy Simulation and Modeling	3		
OTHER			
PUBAFRS 5240: Race and Public Policy in the United States	3		
PUBAFRS 5590: Fundraising and Philanthropy	3		
PUBAFRS 5591: Lobbying and Government Relations	3		
PUBAFRS 5592: Marketing for Nonprofit and Public Organizations	3		
PUBAFRS 5600: Science, Engineering, and Public Policy	3		
PUBAFRS 5700: Rebuilding Failed and Weak States	3		
PUBAFRS 5750: Public Policy: The Business-Government Relationship	3		
PUBAFRS 5890: US Food Policy	3		
PUBAFRS 5900: Food System Planning and the Economy	3		

D) CAPSTONE COURSES (3 credit hours required[ii])

Not all capstone courses are offered regularly. Please be sure to consult the master schedule via BuckeyeLink to make sure you have the pre-requisites in place in order to take a specific course. Consult with your advisor to plan out a program that will best suit your interests and prepare you to meet requirements.

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	3		
PUBAFRS 7910: Capstone: Public Policy Issues	3		
PUBAFRS 7920: Capstone: Public Economics	3		
PUBAFRS 7930: Capstone: Public Budgeting and Finance	3		
PUBAFRS 7940: Capstone: Public Management	3		
PUBAFRS 7950: Capstone: Nonprofit Topics	3		
PUBAFRS 7960: Capstone: Information Management	3		
PUBAFRS 7970: Capstone: Policy in an International Context	3		

MPA Exit Requirements

■ Fulfillment of credit hour requirements

■ Fulfillment of course requirements

■ Achievement of a cumulative GPA of at least 3.0 in all courses taken for graduate credit

■ Registration during the final semester of the degree program for a minimum of three graduate credit hours

■ Submission of the Application to Graduate to the Graduate School, via the GradForms system, by the deadline communicated by the Glenn College

■ Please review the Graduate School Handbook for more detail on these requirements

■ Successful completion of the capstone course with grade "B" or higher

i With the permission of the Glenn College Graduate Studies Chair, students may count graduate-level graded coursework from outside the college to apply toward their total required elective hour total of 3 credits (e.g. one 3-credit course in most cases). In order to obtain permission, a student must fill out "Petition to Count Outside Coursework" found at glenn.osu.edu/forms and submit it to their advisor for approval PRIOR to enrolling in the course. You must submit a syllabus from the course you are seeking to take. Please consult with your advisor for ideas and suggestions for coursework that matches your areas of interest.

ii Additional capstone courses may count toward the fulfillment of elective degree requirements. A grade of "C" or higher is required for a capstone course to count as an elective substitution. A grade of "B" or higher is required for the capstone course to count as your MPA exit requirement.

THE OHIO STATE UNIVERSITY
JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Advising Sheet for MA (Semesters)

Total Credits Required: 38

Date _____   Advisor: _____

Name: _____   Email: _____

RECOMMENDED	Notes
American Government	
Microeconomics	
Statistics	

A. CORE COURSES (32 credits - complete all courses)

Course	Hours	Grade	Sem/Yr Taken
POLICY STREAM			
PUBAFRS 6000: Public Policy Formulation and Implementation	4		
PUBAFRS 6010: Legal Environment of Public Organizations	4		
ECONOMICS STREAM			
PUBAFRS 6030: Public Sector Economics	4		
PUBAFRS 6040: Public Budgeting and Finance	4		
MANAGEMENT STREAM			
PUBAFRS 6050: Managing Public Sector Organizations	4		
PUBAFRS 6060: Managing Human Resources in Public Organizations	4		
QUANTITATIVE DECISION-MAKING STREAM			
PUBAFRS 6070: Public Affairs Statistics	4		
PUBAFRS 6080: Public Affairs Program Evaluation	4		

B. ELECTIVE COURSES (3 credits required from the following list[i])

Courses are separated by general area of relevance for the purposes of transparency for students. Not all courses are offered regularly. Students need not take a course from any particular subcategory.

Course	Hours	Grade	Sem/Yr Taken
POLICY RELATED			
PUBAFRS 7501/ CRP 6610: Grant Writing in the Public Sector	3		
PUBAFRS 7502: Health Policy and the Public Sector	3		
PUBAFRS 7503: Higher Education Policy for Public Leaders	3		
PUBAFRS 7504: Science and Technology Policy	3		

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7505: Wicked Policy Problems	3		
PUBAFRS 7506: Workforce Planning Policy	3		
PUBAFRS 7507: Criminal Justice Policy	3		
PUBAFRS 7508: Juvenile Justice Policy	3		
PUBAFRS 7525: Policy and Strategy in the Nonprofit Sector	3		
ECONOMICS RELATED			
PUBAFRS 7530: Capital Budgeting and Capital Markets	3		
PUBAFRS 7531: Economic Development Policy	3		
PUBAFRS 7532: Governmental Accounting and Financial Management	3		
PUBAFRS 7533: Nonprofit Financial Management	3		
PUBAFRS 7534: Privatization	3		
PUBAFRS 7535: Regulation and Deregulation	3		
PUBAFRS 7536: Pensions, Savings, & Insurance – The Public Perspective	3		
PUBAFRS 7537: Economic Development and Education Policy	3		
MANAGEMENT RELATED			
PUBAFRS 7550: Contract Management	3		
PUBAFRS 7551/ CRP 7500: Dispute Resolution	3		
PUBAFRS 7552: Managing Innovation and Change	3		
PUBAFRS 7553: Nonprofit Management and Governance	3		
PUBAFRS 7554/CRP 6620: Performance Measurement and Management in the Public Sector	3		
PUBAFRS 7555: Project Management	3		
PUBAFRS 7556: Research and Development Management	3		
PUBAFRS 7557: Strategy for Public Organizations	3		
QUANTITATIVE (STATISTICS) RELATED			
PUBAFRS 7570: Public Management Information Systems	3		
PUBAFRS 7572: Policy Simulation and Modeling	3		
PUBAFRS 7571: Multivariate Data Analysis for Public Policy and Management	3		
OTHER			
PUBAFRS 5240: Race and Public Policy in the United States	3		
PUBAFRS 5590: Fundraising and Philanthropy	3		
PUBAFRS 5591: Lobbing and Government Relations	3		
PUBAFRS 5592: Marketing for Nonprofit and Public Organizations	3		
PUBAFRS 5600: Science, Engineering, and Public Policy	3		
PUBAFRS 5700: Rebuilding Failed and Weak States	3		
PUBAFRS 5750: Public Policy: The Business-Government Relationship	3		
PUBAFRS 5890: US Food Policy	3		
PUBAFRS 5900: Food System Planning and the Economy	3		

C. CAPSTONE COURSES (3 credit hours required[ii])

Not all capstone courses are offered regularly. Please be sure to consult the master schedule via BuckeyeLink to make sure you have the pre-requisites in place in order to take a specific course. Consult with your advisor to plan out a program that will best suit your interests and prepare you to meet requirements.

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	3		
PUBAFRS 7910: Capstone: Public Policy Issues	3		
PUBAFRS 7920: Capstone: Public Economics	3		
PUBAFRS 7930: Capstone: Public Budgeting and Finance	3		
PUBAFRS 7940: Capstone: Public Management	3		
PUBAFRS 7950: Capstone: Nonprofit Topics	3		
PUBAFRS 7960: Capstone: Information Management	3		
PUBAFRS 7970: Capstone: Policy in an International Context	3		

OPTIONAL SKILLS COURSES – (not required for completion of MA degree)

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 6500: Written and Oral Communication	2		
PUBAFRS 6505: Governmental Accounting	1		
PUBAFRS 6510: Conveying Quantitative Data in Public Affairs	1		
PUBAFRS 6515: Database Management	1		
PUBAFRS 6520: Balanced Scorecards and Dashboards	1		
PUBAFRS 6525: Survey Design	1		
PUBAFRS 6890: Special Topics Skills	1		
PUBAFRS 6513: Special Topic: Excel 1 - Basic (session 1)	1		
PUBAFRS 6514: Special Topic: Excel 2 - Advanced (session 2)	1		

Exit Requirements

- ■ Fulfillment of credit hour requirements
- ■ Fulfillment of course requirements
- ■ Achievement of a cumulative GPA of at least 3.0 in all courses taken for graduate credit
- ■ Registration during the final semester of the degree program for a minimum of three graduate credit hours
- ■ Successful completion of the capstone midterm assessment, which functions as the Master's Written Examination (graded Pass/Fail)
- ■ Successful completion of the capstone course with grade "B" or higher in the final semester of enrollment
- ■ Submission of the Application to Graduate to the Graduate School, via the GradForms system, by the deadline communicated by the Glenn College
- ■ Please review the Graduate School Handbook for more detail on these requirements

i With the permission of the Glenn College Graduate Studies Chair, students may count graduate-level graded coursework from outside the college to apply toward their total required elective hour total of 3 credits (e.g. one 3-credit course in most cases). In order to obtain permission, a student must fill out "Petition to Count Outside Coursework" found at glenn.osu.edu/forms and submit it to their advisor for approval PRIOR to enrolling in the course. You must submit a syllabus from the course you are seeking to take. Please consult with your advisor for ideas and suggestions for coursework that matches your areas of interest.

ii Additional capstone courses may count toward the fulfillment of elective degree requirement. A grade of "C" or higher is required for a capstone course to count as an elective substitution. A grade of "B" or higher is required for the capstone course to count towards your exit requirement.

MEMORANDUM OF UNDERSTANDING

College:	John Glenn College of Public Affairs
Department:	same
Faculty director:	Trevor Brown
Primary contact, if different from faculty director:	Kathleen Hallihan
Fiscal officer:	Andrea Garringer
Marketing director:	TBD
Enrollment contact for state authorization compliance:	Rob Greenbaum
Additional colleges/contacts:	David Landsbergen
	Brittany Miller

Name of program:	Master of Public Management and Leadership	
Approval process (change in delivery or new program):	New Program	
Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:	No.	
Total credit hours:	32-33	
# of courses to be created:	8 new courses, 16 courses that are in existence and need to be converted	
# of courses already in an online format that need ODEE review:	1 (Plus, 4 of the 16 existing courses are in hybrid formats)	
# of anticipated students:	1 cohort of 20 to start,, eventually 2 cohorts of 30-40 (so 60-80 total over time per year)	
State authorization:	For this program, does your college plan to do any of the following outside of Ohio? Yes/No	
	Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)	No.
	Recruit students (either occasionally or consistently)	Yes.
	Conduct soliciting, marketing or advertising	Yes.
	Employ full time and/or adjunct faculty (1099/W-2)	Yes.
	Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face)	Yes.
	Have contracts or agreements to provide services to students, such as proctored exams	No.
	Have partnerships with educational institutions	No.

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Course Name	Faculty Lead	OAA Approved for Online Delivery	Developed	Delivered	5 Hour Review (semester immediately following first delivery)	Reviewed (every 3 years)
Example: Principles of Basic Science	J. Smith	AU16	AU16	SP17	SU17	SU19
PUBAFRS 6051 : Intro to PA and Orientation to Program	**D. Landsbergen**	**(new course)**				
PA 6045: Fundamentals of Budgeting & Financial Admin.	**D. Landsbergen**	**(new course)**				
PA 6075: Data, Models & Evaluation	**D. Landsbergen**	**(new course)**				
PA 7990: Capstone	**D. Landsbergen**	**(new course)**				
PA 6055: Judgment in Managerial Decision-Making	**D. Landsbergen**	**(new course)**				
PA 5506: Administration of Criminal Justice Policy	**Andrea Headley**	**(new course)**				
SOC 5XXX Evidence Based Practice	**Paul Bellair (Sociology)**	**(new course)**				
SOC 5XXX Offender Decision Making and Prisoner Reentry	**Paul Bellair**	**(new course)**				

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PA 7507 CJ Policy	**Andrea Headley**	**(existing in-person course)**				
PA 7508 Juvenile Justice System Policy	**Andrea Headley**	**(new course)**				
PA 7557: Strategic management	**D. Landsbergen**	**(existing in-person course)**				
PA 7550: Contract Management	**D. Landsbergen**	**(existing in-person course)**				
PA 7554: Performance Management	**D. Landsbergen**	**(existing in-person course)**				
PA 7555: Project Management	**D. Landsbergen**	**(existing in-person course)**				
PA 6000: Policy Formulation and Implementation	**D. Landsbergen**	**(existing hybrid course)**				
PA 6030: Public Sector Economics	**D. Landsbergen**	**(existing hybrid course)**				
PA 6080: Program Evaluation	**D. Landsbergen**	**(existing hybrid course)**				
PA 5570: Risk Analysis	**D. Landsbergen**	**(existing in-person course)**				
PA 7553: Nonprofit Mgt. and Governance	**Tentative**	**(existing in-person course)**				
PA 7533: Nonprofit Financial Management	**Tentative**	**(existing in-person course)**				
PA 5590: Fundraising & Philanthropy for	**Tentative**	**(existing in-person course)**				

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Nonprofit Orgs						
PA 5592: Marketing for Nonprofit Organizations	**Tentative**	**(existing in-person course)**				
PA 6040: Public Budgeting & Finance	**J. Landers**	**(existing on-line course to be reviewed)**				

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Office of
Distance Education and eLearning
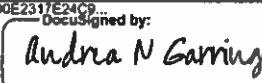
Colleges entering into this agreement will:

Secure approval from the following, where applicable:
    • Graduate School
    • Council on Academic Affairs (CAA)
    • University Senate
    • Board of Trustees
    • Department of Higher Education

Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.
Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models
Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)
Label students in Student Information System with appropriate subplan. Distance students = subplan ONL

Provide budget forecasting/market analysis using ODEE funding model (attached)
    • Incur the costs for your program specific advertising
    • Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)

Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable
    • Notify ODEE of states/countries where they would like to enroll students
    • Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations

Collaborate with ODEE on the technical solutions for effective course delivery:
    • Online-specific syllabus requirements (ODS statement, COAM statement, etc.)
    • OSU identity/branding guidelines
    • Carmen course template providing students with effective navigation and online course expectations, etc.
    • Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery
    • Utilize Quality Matters principles in course design
    • Focus on outcome-based learning and incorporate assessment into courses

Work with faculty on the workload assignment
Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy
Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.)   • Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE
Collaborate with ODEE to review and update courses every three years.
Provide at least one required student participation activity each week in a course   • Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.
Identify student technology support for tools only used by your program
Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.

ODEE entering into this agreement will:

Administer state authorization program
    • Necessary to ensure program meets federal student financial aid guidelines
    • Communicate with the colleges the status of approved state authorizations

Collaborate with the college on the technical solutions for effective course delivery: • Online-specific syllabus requirements (ODS statement, COAM statement, etc.)

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- OSU identity guidelines   - Course templates providing students with effective navigation and online course expectations, etc.   - Placing course content materials into mutually agreed upon formats and technologies for distance delivery   - Utilize Quality Matters principles in course design   - Focus on outcome-based learning and incorporate assessment into courses
Provide instructional designer production time
Provide distance education professional development opportunities for faculty/instructors/students through ODEE's Distance Education Learning and Teaching Academy
Collaborate with the college to review and update courses every three years
Collaborate with course instructors to provide at least one required student participation activity each week in a course   Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.
Provide distance education faculty and students access to: An OCIO managed Tier 1 help desk for ODEE/OCIO provided tools/services
Provide OSU online program advertising   - Two minute program specific introductory video   - Consult with college marketing on strategies for program specific advertising   - Program included in general OSU online marketing strategy   - Marketing will only be conducted in states/countries in which the program has been authorized
Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

*Products and services used will be held to each service level of agreement.

MOU created by:	Kathleen Hallihan	
MOU approved by:	Mike Hofherr, Vice President and Chief Information Officer:	Date: 2. 2 2018
	Dean, College: DocuSigned by: Trevor Laurence Brown	Date: 1/29/2018
	Fiscal Officer, College: DocuSigned by: Andrea N Garringer	Date: 1/29/2018

*Please review and attach program revenue projection worksheet.

THE OHIO STATE UNIVERSITY

Office of
**Distance Education
and eLearning**

Office of Distance Education and eLearning (ODEE)
Distance Education Program Revenue *Projection - DRAFT*

01/31/18

College:	John Glenn College of Public Affairs
Program Name:	Master of Public Administration and Leadership (MPAL)

Number of Courses:	10
Total Credit Hours	32-33
Rank	Graduate
Residency (in/Out State Split)	

Rank		1st year	2nd year	3rd year	4th year	5th year
Graduate	# of Courses	10 Course	10 Course	10 Course	10 Course	10 Course
	# of Students	20 Students	40 Students	40 Students	60 Students	80 Students
	# of Credit Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours
	Total Credit Hours of Instruction	640.0 hours	1,280.0 hours	1,280.0 hours	1,920.0 hours	2,560.0 hours
	Instructional Fee					
	Fees - Effective Rates		$1,006.34	$1,006.34	$1,006.34	$1,006.34
	State Subsidy		$407.33	$407.33	$407.33	$407.33
	Projected Fees		$322,030	$966,090	$1,288,120	$1,610,140
	Projected Subsidy		$0	$0	$0	$0
	Projected Revenue Generated	$0	$322,030	$966,090	$1,288,120	$1,610,140
	Marginal Revenue	$0	$322,030	$644,060	$322,030	$322,020
	Support Units Tax rate	24%	24%	24%	24%	24%
	Support Units Tax	$0	$77,290	$154,570	$77,290	$77,280
	Cumulative Support Units Tax	0	77,290	231,860	309,150	386,430
	Net Margin	$0	$244,740	$489,490	$244,740	$244,740
	Colleges Share %	70%	70%	80%	80%	80%
	Colleges Share - Annual PBA	$0	$171,320	$391,590	$195,790	$195,790
	Colleges Share (Cumulative Cash Generated	$0	$171,320	$562,910	$758,700	$954,490
	ODEE Share %	30%	30%	20%	20%	20%
	ODEE Share Annual PBA	$0	$73,420	$97,890	$48,940	$48,940
	ODEE Share (Cumulative Cash Generated)	$0	$73,420	$171,310	$220,250	$269,190

Current Budget Model:	1st year	2nd year	3rd year	4th year	5th year
SSA 1 - Student Service Assessment 1 - UG - $118.12		$0	$0	$0	$0
SSA 2 - Student Service Assessment 2 - Grad - $492.26		$157,520	$472,570	$630,090	$787,620
SSA 3 - Student Service Assessment 3 - $4.36		$1,400	$4,190	$5,580	$6,980
Total Current Assessments	$0	$158,920	$476,760	$635,670	$794,600
College Assessment savings under new model	$0	$85,500	$305,450	$415,420	$525,410

Assumptions:

No other Student Services Assessments would apply to Colleges under this model.

The Distance Education assessment applies to marginal revenues.

The Distance Education assessment only apply to students who are 100% distance Ed.

No inflationary adjustment is taken for instructional fees.

The projected numbers in this model are best estimates and the actual allocations might be slightly different.

Revenue and Assessments Calculation is based on the following current FY18 rates:

	Fees	Subsidy
Undergraduate	$389.58	$217.18
Graduate	$1,006.34	$407.33

Proposal for a new Master's degree in Public Administration and Leadership

Respectfully submitted by the

John Glenn College of Public Affairs

January 18, 2018

Vice Provost W. Randy Smith
Graduate School &
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
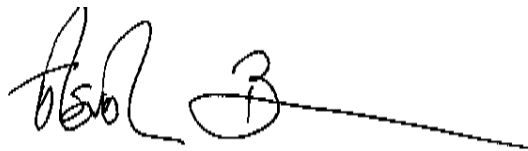190 North Oval Mall
Columbus, OH 43210

Dear Randy,

The Glenn College is excited to present for consideration the enclosed proposal for a new on-line Master of Public Administration and Leadership (MPAL) degree. Directly aligned with our mission to "inspire citizenship and develop leadership," the MPAL is designed to afford greater access to working professionals in Ohio and beyond, who wish to prepare themselves for leadership in the public and non-profit sectors in order to impact the critical issues facing society.

Online delivery is a signature feature that distinguishes the MPAL from our current Master's degrees, the Master's in Public Administration (MPA) and the residential In-Career Master of Arts in Public Policy and Management (MA). Another key feature is a newly designed curriculum developed by faculty with input from alumni and employers.

The proposal was approved by the faculty on October 20, 2017, and we have obtained concurrences and support from colleges and departments across the University. As a tagged master's degree, the MPAL would also be proposed for accreditation to the National Association of Schools of Public Affairs and Administration (NASPAA).

We appreciate your consideration and welcome your feedback.

Sincerely,

Trevor Brown

Dean, John Glenn College of Public Affairs

January 18, 2018

Vice Provost W. Randy Smith
Graduate School &
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Randy:

Please find attached a proposed online Master of Public Administration and Leadership (MPAL) degree. This new graduate degree is a strong complement to the Glenn College's existing pre-service Master of Public Administration (MPA) and in-career Master of Arts in Public Policy and Management (MA). Targeted at working professionals who may not have the flexibility or ability to commit to a residential program in Columbus, the MPAL degree emphasizes skills that can be immediately used in the workplace and at the same time is responsive to the needs of public and nonprofit employers.

While the proposed degree is necessary to compete with other top public affairs graduate programs, almost all of which have online degree options, the Glenn College MPAL degree distinguishes itself because it is not merely an online version of an existing program. Our graduate faculty designed the new degree from the ground up, keeping in mind that online course delivery is much different than face-to-face delivery. We designed this brand new integrated curriculum with the working professional's needs in mind. Applicants bring real work problems to us as part of the application process, and they have the opportunity to address these problems throughout the program that culminates in a capstone experience that challenges the students to present solutions to these problems. The curriculum builds key competencies needed for leadership in the public and nonprofit sectors, and it emphasizes ethical leadership; civic engagement and civil discourse; and diversity throughout the program. We also hope to continue to engage with our program alumni to both continue to be a resource for them and to draw upon their expertise.

The MPAL consists of 32-33 credit hours of coursework, which is fewer than our 38 hour MA degree. Of that, seven courses for 20 credit hours are required core classes, which range from 1 to 4 credit hours. Five of these classes are brand new classes designed for the program and restricted to MPAL students, and two of the classes are online versions of existing classes (PUBAFRS 6060 and PUBAFRS 6530). In addition, students have the option of choosing a minimum of 12 credits of electives or specializing in one of four initial areas, Public Management, Public Policy, Criminal Justice Administration & Policy, or Nonprofit Management. These specializations both address workforce needs identified during our market research and build on the strengths of existing faculty. In the case of the Criminal

Justice Administration & Policy, the Department of Sociology is collaborating with the Glenn College to offer elective coursework.

As with our two existing master's degrees, we will seek accreditation for the MPAL degree from our disciplinary accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). As such, the learning goals in the proposed degree are taken directly from NASPAA's Standards for Accreditation, and we have proposed an assessment plan that meets the needs of NASPAA, OSU, and our students.

We are very excited to submit this proposal, as it will allow us to both meet the flexible scheduling needs of the working professional student and to extend the geographic footprint of our program as we work to fulfil the University's educational mission. We are also very excited at the prospects of delivering the new program.

Thank you for taking the time to review this proposal.

Sincerely,

David Landsbergen

Graduate Studies Committee Chair

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

"Master of Public Administration and Leadership"

Proposal for a New Degree Program:

Table of Contents

"Master of Public Administration and Leadership" (MPAL)

A Proposal for a New Degree Program

1. Rationale for Program, Description of Disciplinary Purpose and Significance

The goals of the proposed degree are to offer a working professional degree that 1) meets the needs of mid-career professionals by tailoring the curriculum to this population; 2) realizes the Glenn College vision to "become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels"; and 3) increases enrollments. Our target timeframe for implementation of this degree, if approved, is Autumn 2019.

Currently students in both our pre-professional Master of Public Administration (MPA) and In-Career Master of Arts in Public Policy and Management (MA) students take the same core courses. Having MPA and MA students in the same class benefits the MPA students because they gain from hearing the experiences and insights from working professionals. However, working professionals possess different experiences and strengths, have less scheduling flexibility, and are at a different stage their careers. The proposed addition of the Master of Public Administration and Leadership (MPAL) degree addresses this by developing a new online, integrated core curriculum targeted at advancing the management and leadership skills of working professionals.

Higher education has a responsibility to increase the accessibility of education to working professionals. As stated in our mission, the College is committed to

> "Foster the creation of knowledge of public affairs and to disseminate knowledge
> of public affairs to students, public affairs professionals, and citizens to enable
> them to make positive impacts on communities, states and regions, the nation,
> and the international community."

Working professionals have different scheduling constraints than the pre-professional population. The current MA program addresses this by scheduling evening and hybrid classes, but this still limits the population of potential students seeking to advance their careers to those who both have the flexibility to attend in-person classes and are able to travel to the Columbus campus once or twice a week by 5:45 pm. While the MPAL degree still requires a significant time commitment from its students, the online nature of the program delivery allows the program to be accessible to a much larger population of public and nonprofit professionals beyond central Ohio and beyond Ohio's borders.

Further, the new degree addresses the challenge that the College continues to face greater competition within central Ohio. Emerging leaders who do not have the flexibility or proximity to take our current residential degrees are obtaining their education elsewhere. In many cases, they are either enrolling in online programs offered by out-of-state institutions or are simply not enrolling in any degree program, thus failing to reach their full potential. While enrollments in our professional master's degree programs have remained stable, our goal is to increase the

degree enrollments from 84 to 100. We plan to increase enrollments by offering a curriculum that is more accessible, more relevant for this group of potential students, and has better value.[1]

2.   Description of the Proposed Curriculum

Overview

The proposed degree program provides a better balance of academic tradition and professional development for those who are familiar with working in the public and non-profit sectors and now need additional skills and knowledge to advance in their workplace or career. The program can also attract professionals who are contemplating a career change to a new field and need the skills and knowledge to make a successful transition. The intended audience is working professionals who have a minimum of three years of post-baccalaureate significant managerial (managing people or budgets) or analytic (analysis supporting organizational decision-making) experience. It complements the existing pre-professional MPA program and in-career MA program that remains an option for professionals who prefer in-person classes or a curriculum focused more on public policy and policy analysis.

While the program is designed to enhance students' management and leadership skills, it also builds on one of the strengths that helps to distinguish the Glenn College from its peers. Our curriculum design is based upon the belief that public managers need to understand both public management and public policy. Thus, while the focus is on developing effective public and nonprofit managers and leaders, the curriculum still offers a basic understanding of policy.

Based on our scan of current programs around the country, both online and in traditional classroom classrooms, the College has identified many distinguishing features that set this degree apart.

1). **More emphasis on skills and the application of theoretical knowledge to real problems and actual workplace challenges.** Using an experiential learning approach, learning occurs through working with specific problems drawing upon relevant skills and theories to understand and address the problem. We do not teach theory with the hope that students will eventually see its application in the future. We do not teach "first principles" in theory without showing how that theory is immediately useful in a workplace situation.

As a degree for working professionals, the MPAL will have a stronger emphasis on developing important workplace skills but within the larger context of useful theory. This will help students learn how theoretical and conceptual lenses can be applied to better understand and solve real

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[1] The residential In-Career MA currently costs $31,800 for in-state students and $81,600 for non-residents (5 terms = normal time to degree). The total resident cost for the MPAL (5 terms = normal time to degree) is $23,120. All online students pay in-state rates. The significantly reduced cost is due to lower required credit hours and how that lower credit hour requirement interacts with our fee structure.

world challenges. Throughout the program, student will apply skills and theories to their own real work situations or suitably applied problems.

Relating coursework and work experience together with theory is also a more effective teaching approach with adult learners (andragogy versus pedagogy).

2). An **integrated curriculum** that is purposefully designed to identify the student's needs and interests early to maximize the relevance of the curriculum. This begins as soon as when they first apply to the program, and it continues with an orientation program that builds on their identified workplace projects or problems that may apply to the assignments and projects through their academic career. It proceeds through the accumulation of their own portfolio of projects through their final capstone in which they are asked to reflect on the work that they have accomplished and are asked to identify future learning goals. Ideally, learning will continue after graduation, as students will have a network of professionals and Glenn College faculty members to rely on, and we already actively engage the College's graduate alumni.

The details of the process leading up to the capstone course are as follows:

A. As part of the **application stage**, students identify projects and skills that professionally interest them. This statement of interest is not a contract but a way for students to take ownership of their education by ensuring that the online degree program is a good fit for the student and will benefit the student and their employer from start to finish. The application process will also include a diagnostic for applicants so that they can assess their readiness and clarify their expectations of what is required to complete an online degree.

B. Students begin to identify projects and interests during the **orientation** and then bring that project with them throughout the curriculum. In particular, they are asked to begin identifying the final professional project that will rigorously analyze a work place problem that results in a set of managerial or policy recommendations based upon analysis and application of coursework. The goal is to have products that can actually be utilized by a client. Again, this is not a contract, as a student's interests vary and the feasibility of the project will vary as the coursework proceeds. It is, however, a device to get students to think about projects early. This is to avoid late decisions about projects from which they may not recover if the project ideas are not feasible. The goal is to have students already thinking about a project they will be working on well before they enroll in a particular course.

C. Students synthesize and apply knowledge, skills and values **throughout the curriculum** that address management or policy problems. The analysis will result in recommendations to be used in their organization. It must include implementation details that deal with management, budget, law and policy concerns.

D. Students are also required to repeatedly practice and demonstrate their **professional oral and written presentation skills** within the courses.

E. For their final deliverable, students will assemble a **portfolio** of their work in the program. This will include their original plans in beginning the program, accumulated work done over their academic career, and a short reflection paper on what they have learned and what their next lifelong learning goals are. The portfolio not only makes it clear what they have learned, but it is a useful device to make sure that beginning students are looking forward across all of the courses that they will be taking and making sure that they are making sufficient progress toward their career goals. This portfolio will also be used for student learning outcomes assessment. This practice reflects a growing trend in Public Administration and Management education.[2]

F. A **new capstone course** will integrate the skills and concepts tailored to this population by writing a short professional brief rather than a long research paper. The professional brief requires students to develop managerial recommendations or policy suggestions that result from analysis done in a homework or project covered in an earlier class. Students will also communicate the results of their professional brief via various delivery modes such as policy briefs, oral presentations and testimony, visual and graphic display of information, social media, or press releases). See the capstone course description below.

3). The MPAL is a **cohort-based** program. Cohort programs are easier to manage and plan for both administrators and students. We will provide opportunities for students who can travel to central Ohio to meet in person at the orientation and at several other points during the program, and online alternatives be available for those who cannot attend in person. Cohorts support the development of relationships, which is an important goal for students in working professional programs. The new core MPAL courses will generally not be open to MPA or MA students.

4). The MPAL is **more convenient and accessible for working professionals**. The MPAL is an online degree program. Online programs will increase access to individuals who do not have the flexibility and capacity to attend classes on campus. While some specialization classes may still be residential during the development phases for the new degree, the core, and at least one specialization path will be available fully online when the degree begins. Over time, paths to complete all specializations completely online will become available.

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[2] Kapucu, N. and Koliba, C. "Using Competency-based Portfolios as a Pedagogical Tool and Assessment Strategy in MPA Programs." *Journal of Public Affairs Education* (23:4) 2017. http://www.naspaa.org/JPAEMessenger/Article/VOL23-4/JPAE%2023_04_20170921_05_Kapacu.pdf

5). This new cohort-based curriculum will have **an orientation program** where students begin developing their professional relationships with their classmates and instructors. It will also ask students to do an assessment of their current skills and knowledge. Orientation will also build upon the application process by asking students to reflect again about ways that the curriculum can directly meet their needs. Students will be strongly encouraged to attend the orientation in person to meet their classmates and instructors in person. Students for whom this is impossible will be able to attend virtually.

6). Important learning objectives, aligned with our accreditation learning goals, are designed and integrated across the core curriculum to address today's management and leadership challenges. Continuous program assessment will ensure that the curriculum remains relevant. A curricular map was used in course development to make sure the following objectives were included during the course design process, that the objectives are integrated across the curriculum, and that they are introduced and reinforced in the appropriate classes (see Appendix 1).

A. *Writing and Oral skills* are repeatedly identified by faculty and alumni as an important skill that needs constant refinement. A 2016 survey of alumni ranked written and oral communications as the most useful skill for their careers. By explicitly designing these skills into the curriculum, most notably in the capstone class, the completion of the degree assures that students are working on the variety of communications skills necessary and that there have been repeated opportunities across the curriculum to practice and refine these skills.

B. In an era where distrust of government is at its highest level, improving trust will depend on how well managers deal with the many ethical dilemmas they will encounter. Rather than having a course on ethics, modules on *ethics* will be infused into many of the courses where appropriate.

C. *Civic Engagement and Civil Discourse* – Civil discourse in government, and institutions in general, is at an all-time low. Government needs respectful and productive communication in order to operate effectively and to thus regain the trust of the public. The mission of the Glenn College is to remedy this gap and

> "Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance."

Emphasis on civic engagement and civil discourse will be included in the coursework throughout the curriculum rather than as a free-standing course to reinforce that this is a concept and skill that is widely applicable.

D. *Diversity* will be incorporated throughout the program by seeking a diverse student body taught by a diverse set of instructors, choosing readings from diverse authors, and via a curriculum that utilizes course modules, examples, and case studies that highlight inclusion and underserved populations. Discussions and analysis of such material, taught in the model of civil discourse, will better prepare students for managing in an increasingly diverse workforce.

E. As a degree within a public affairs college, the new degree should utilize a *governance* perspective. This is necessary not only to prepare some of our students for management positions in the nonprofit sector but it also reflects the reality that public, private, and nonprofit sectors are integrated. As such, public sector leaders also need a good understanding of the challenges in the nonprofit sector.

Student Learning Goals

The MPAL will conform to the student learning goals (i.e. "Standards") given to us by our accreditation agency (National Association of Schools of Public Affairs and Administration – NASPAA).

1. The ability to lead and manage in public governance [Standard 5.1.1]

2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]

3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]

4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]

5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]

6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]

7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]

Core Courses, Electives, and Specializations

The curriculum will consist of 32-33 credits of coursework. Within that, 20 credits will be core courses and 12-13 credit hours will be for a specialization. (See Appendix 2 for Advising Sheet)

1. Program Plan (and credit hours)

| Autumn | Spring | Summer | Autumn | Spring |
Spring	Summer	Autumn	Spring	Summer
PUBAFRS 6051: Intro to Public Affairs and Orientation to the Program (4)	PUBAFRS 6060: Managing Human Resources in Public Orgs. (4)	PUBAFRS 6045: Fundamentals of Budgeting & Financial Admin. (2) (1st 7 weeks)	PUBAFRS 6075: Data, Models & Evaluation (4)	PUBAFRS 7990: Capstone (3)
Specialization/ Elective 1 (3)	Specialization/ Elective 2 (3)	PUBAFRS 6055: Judgment in Managerial Decision-Making (2) (2nd 7 weeks)	Specialization/ Elective 4 (3)	PUBAFRS 6530: Negotiation (1) (1st 7 weeks)
		Specialization/ Elective 3 (3)		
7 credits	7 credits	7 credits	7 credits	4 credits

The first column represents the first semester of the program. Longer term, the MPAL sequence could begin in Autumn with a second sequence beginning Spring. These sequences would be offset to allow students to catch up if they fall out of sequence. Students sometimes experience life events that require them to reduce their course load or skip a semester. By offering two cohorts each year, students will be able to easily rejoin the program sequence if they need to take a semester off.

There are certain courses where students will strongly benefit by taking the sequence displayed above. Therefore, we will institute pre-requisites for certain courses, such as the Capstone course (see Advising Sheet, Appendix 2). The Capstone must be taken at the end of their academic career.

2. Electives and Specializations

Students choose a minimum of 12 credits of electives. We request that these specializations be transcriptable. They are required to define a program of study that advances their career goals.

As an alternative, students can choose a more focused degree specialization. Initial specializations will be offered in Public Management, Criminal Justice Administration and Public Policy. Short descriptions of those specializations are below. The college also may develop future specialization, such as in Education or Local Government. Whether and when these specializations are developed depend on how quickly the college can build the capacity for the

online program and how quickly enrollments increase. For the first cohort, there will be at least one path available for students to move through in a completely online manner. Prospective and incoming students will be carefully advised of which courses are initially offered online and which will be offered residentially. As new courses and specializations come online, prospective, incoming, and current students will be fully informed in a timely manner.

Beyond providing a specialized set of courses, well-defined specializations allow us to define a course offering pattern that students can count on to complete the program with the specialization in five semesters.

The **Public Management** specialization is designed for students who would like to focus even more on the managerial and leadership skills. Students completing the specialization will be prepared to effectively apply management theory to practical management challenges; will be prepared to diagnose complex situations and resolve them in ways that enhance organizational performance; will engage in fundamental strategic management techniques; will be suited to set organizational priorities, use performance data to manage operations and use performance information to develop more effective employees and make financial decisions; and will be prepared to effectively manage projects. This specialization will be offered when the online program begins.

The **Criminal Justice Administration and Policy** specialization, developed in conjunction with the Department of Sociology, is designed for students who would like to develop their managerial skills in the field of criminal justice. Students completing the specialization will understand the criminal justice system generally as well as specifically in Ohio; will understand the role of administrators in a criminal justice system; will understand the crime and society's responses to crime based on public policy and the criminal justice system; will be able to make evidence-based recommendations regarding key correctional populations (arrestees, probationers, prisoners, parolees, drug abusers, and others); will be able to articulate best practices related to prisons and jails; and will develop an understanding of criminal careers and recidivism. Coursework for this specialization will be offered by the Department of Sociology in addition to the Glenn College.

The **Public Policy** specialization is designed for students who would prefer to develop their public policy knowledge and policy analysis skills. Students completing the specialization will understand the public policy process; will be able to apply the concepts from economics to policy problems; will be able to set up basic program evaluations and evaluate the evaluations conducted by others; and will have the opportunity to further develop their analytic tools or knowledge of a specific policy area.

The **Nonprofit Management** specialization is designed for students who would like to focus even more on the management skills unique to nonprofit organizations. Students completing the specialization will be prepared to assess and mange nonprofit capacity to achieve organizational performance and system impact; will learn the fundamentals of nonprofit budgeting, accounting, and financial management; will be prepared to engage in development and fundraising strategies, process and systems; and will grow their expertise in marketing for nonprofit and public sector organizations.

3. Tentative Specialization

The following tentative specialization is also included to further illustrate the nature and direction of the proposed MPAL program.

The **Education Policy** specialization will train students interested in careers for the education sector, broadly envisioned, including both traditional public schools as well as the charter and private school sectors. Students will receive broad based public policy training in K-12 education, higher education, and workforce training. The focus on the course work will be on applying public policy theory and practice – leadership and policy analysis – to education practice. What this means is an explicit emphasis on, strategic planning, and evaluation – not on curriculum, foundations, or administration.

MPAL Specializations and Electives

Public Management	Public Policy	Criminal Justice Admin. & Policy	Nonprofit Management
* PUBAFRS 7557: Strategic management (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 5506: Administration of Criminal Justice Policy (3)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7550: Contract Management (3)	PUBAFRS 6030: Public Sector Economics (4)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	PUBAFRS 6080: Program Evaluation (4)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 7507 CJ Policy (3) (and/or) PUBAFRS 7508 Juvenile Justice System Policy (3)	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12-13 credits	12 credits	12 credits

* Each specialization requires this first course. Students can choose from the remaining courses, or other electives with approval, to complete the specialization. A sample of some of the electives available to students for each specialization are included in this table. We will develop online versions of different electives as the program grows and develops.

Please see Appendix 2 for the advising sheet and Appendix 5 for listing of each course and their current and planned status, as well as course syllabi for new courses.

3. Administrative and Computational Arrangements for the Proposed Program

Like our other degree programs (Ph.D., M.A., M.P.A., B.S., B.A.), the program will be administratively housed within the college as opposed to within a separate department. The college's standing Graduate Studies and Curriculum Committee will be responsible for the administration of this new program, including admissions. Student services staff members will be responsible for recruitment and student support services such as advising and career services. The Glenn College IT department will be responsible for the technological needs of maintaining the program. In addition, the college plans to hire a new Program Manager to manage recruitment, admissions assistance, and advising specifically for this program.

Students will need to have access to a computer with specifications that allow them to participate in the program. Students taking residential classes within the degree will have access to our computer lab in Page Hall, Room 030, and to classroom computers in Page Hall, Room 040. Students will also have access to the Ohio State Library System.

4. Evidence of Need for the New Degree Program, including Opportunities for Employment of Graduates, and Other Programs in the State and Region that are Potentially Duplicative.

The Graduate Studies Committee reviewed several data sources to determine whether there is a need for the program. The Graduate Studies Committee worked with the Office of Distance Education and eLearning (ODEE) to procure EDUVENTURES market snapshot research and labor market demand research, conducted its own environmental scan of programs that are competing within central Ohio, and conducted its own survey and focus group sessions of our alumni.

The labor demand research revealed that positive growth is forecasted in leadership and management positions both nationally and within central Ohio. Median hourly wages for managers in Columbus are expected to be paying $44/hr. as compared to $21/hr. for all occupations.

At the same time, there is an increase in national academic programs serving this population. "National programs" are those operating across many states. Almost all of these "national programs" offer an online option. Competition within central Ohio reflects these national trends with many new providers coming from out of state and providing an online delivery option within Ohio. This is reflected by both the EDUVENTURES research and corroborated by the College's own environmental scan. Additional highlights of the scan revealed that tuition ranged between $19k (ASU), $25k (OSU) and $29k (OU online). Programs require approximately the same number of credit hours, with a range of 33 credits (ASU), 38 credits (OSU) and 48 credits (Akron).

The survey and focus group revealed that many of the alumni saw online and hybrid courses as a growing reality for working professionals within their organizations. Many of them had taken

online courses themselves after graduating from Ohio State. Based on their own experiences and the experiences of their colleagues, they generally concluded that the growth in online education was a reality, that it is more convenient than returning to a classroom, and that they have experienced both very good and bad online courses. A minority of the focus group participants volunteered that they would never take an online course. For such students, our residential In-Career MA degree remains an option. The alumni focus groups and the survey results also had specific suggestions for creating hybrid and online classes that have been drawn upon in our program and course development.

In terms of employment, most students in the new degree program will be currently employed but likely seeking a promotion or a career change. Our Career Services Advisor currently serves our residential In-Career MA population in this capacity. Last year, this population had a 96% rate of employment (one person dropped out of the workforce to stay home), and we are confident that we will be able assist our new degree graduates in a similar fashion. Within the next 10 years, over 40% of the state government workforce in Ohio will be of retirement age.[3] Other sectors of public service will be similarly affected. It is imperative that the up and coming workforce be trained to take the places of these retirees. This will open up a great deal of opportunity for our graduates to succeed in future careers.

5. Prospective Enrollment

We plan to increase overall master's enrollments by offering a curriculum that is more accessible, more relevant and has better value for working professionals throughout the state, the region, and the nation. We plan to begin with a cohort of around 20 students. We will run two cohorts through the program and predict that enrollments will eventually grow to 30-40 students per cohort, amounting to an annual enrollment of 80 students in the program.

We do anticipate that the new online degree will take enrollments away from our residential In-Career Master of Arts in Public Policy and Management degree, but not fully. Some students in central Ohio (many of whom are current Ohio State employees) still prefer the residential delivery mode and/or a more policy-centered focus, and we are leaving that degree in place to serve that population. While we anticipate that the new degree will draw some students away from the residential degree, we also believe that, on balance, it will draw many new students from areas outside central Ohio. As the residential In-Career MA degree shares a common core courses with our MPA population, there will be change in staffing needed to maintain the residential program.

6. Special Efforts to Enroll and Retain Underrepresented Groups

As with all our programs, we make concerted efforts to attract and retain underrepresented groups. For recruitment purposes, we plan to market the new degree through associations such as

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[3] http://ohiolmi.com/research/publications/2016Graying.pdf

the National Forum for Black Public Administrators, with whom we have alumni contacts in the central Ohio. Another example is a group located within one of our disciplinary associations, the American Society for Public Administration's Conference of Minority Public Administrators (COMPA). Through targeted marketing to these and other associations and groups, we look forward to reaching prospective students from various underrepresented backgrounds, broadly defined. The more flexible nature of an online program will also allow us to reach a population that we cannot currently service.

Our retention efforts will continue to be characterized by professional competence with a personal touch. Our advisors regularly reach out to underrepresented students (a typically "at risk" group for attrition) to check in and make sure their needs are being met. We also have a standing College Diversity Committee and a student organization that serves those interested in multicultural affairs (the Public Affairs Student Multicultural Organization – PAMSO). Through these institutional supports, we look forward to developing programming accessible to our on-line populations so that they can participate and be supported. In addition, all students will have access to our Career Services Office, which conducts resume reviews and other services on-line and already provides specialized services such as Skype appointments and mock-interviews.

For information on current college and university enrollment, and degree recipients, from underrepresented groups please see Appendix 4.

7. **Faculty and Facilities Available for the New Degree Program and their Adequacy**

The Glenn College currently has 22 tenured or tenure-track faculty and recently successfully completed two faculty searches for tenure-track positions. The College also has one full-time clinical faculty position staring in autumn 2018. We also have three Distinguished Adjunct Professors, seven affiliated faculty, a visiting assistant professor, and a list of over 50 professional practitioner instructors (adjuncts). Approximately one-third of our courses are taught by these professional practitioners in a given year. See Appendix 10 the Curriculum Vitae of those core faculty members who will be taking the lead in this new program.

The Department of Sociology has committed to offering at least two courses each year as part of the criminal justice administration and policy specialization. See Appendix 7 for their letter of support.

The anticipated decrease in residential In-Career Master's students will free up faculty and instructors to teach online core courses for the new degree. We predict a reduction of sections by one-third, enabling at least eight sections per term to be offered without adding new instructors. Also, we will add online offerings of many of the elective courses currently offered in our MPA and MA degree programs, thus making them accessible to new students. In addition, for some of our specializations, where the program has residential elective options, students will be able to take existing electives with existing instructors. Finally, the college will continue to hire "professional practitioner" instructors as adjuncts as needed for our programs; this is a requirement for our accreditation.

8. **Need for Additional Facilities and Staff and the Plans to Meet these Needs**

Due to the online nature of this program, there will be little to no need for additional facilities. Any students in the new degree program who have residential aspects to their degree plan will be given permissions to use our existing study and computer lab facilities. Because all the new students will need staff support, the college will hire an additional full time Program Manager whose job it will be to recruit and advise our new students.

9. **Projected Additional Costs and Evidence of Institutional Commitment and Capacity to Meet these Costs**

To develop and administer this new degree program, we anticipate the hire of one full-time, regular staff member to serve as the MPAL Program Manager, as well as the use of supplemental compensation to faculty members for the transition and refresh of courses for online delivery. Online courses will be instructed by a combination of core and associated faculty within the college, as well as qualified professional practitioners (adjuncts). No additional cost is expected for online course instruction as sections of traditional course offerings will be reduced when online course sections are deployed. Instructional costs are expected to shift evenly from residential courses to online courses. Grading assistance will be provided to online course instructors in the form of hourly student employees. We anticipate the hire of three (3) student employees at a 50% FTE for this work. Primary marketing of the degree program will be managed by ODEE at no cost to the college. Existing general fund balances will be used to cover these expenses for the first three (3) years of the program. As revenue is generated in the MPAL through enrollments, operational costs will be covered by those new revenues.

Anticipated five-year costs for the development and delivery of the MPAL as described above are expected to be approximately $475,000. The college's general funds carry-forward balance is sufficient to cover these costs until revenue generated from the MPAL is allocated to the college.

Based on the college's strategic plan goals for its undergraduate and graduate programs, the addition of 20 MPAL students in cohort 1, 30 MPAL students in cohort 2, and 40 MPAL students in cohorts 3, 4, and 5 will result in an increase of approximately $625,000 in general fund allocations by Fiscal Year 2023. If enrollments in the MA program decrease at a rate of 5% annually after Fiscal Year 2018 while MPAL enrollments generate as stated above, general fund allocations will increase by approximately $415,000 by Fiscal Year 2023. If MA enrollments decrease by 10% annually after Fiscal Year 2018, general fund allocations will increase by approximately $325,000 by Fiscal Year 2023.

The MPAL program is not expected to affect the undergraduate, MPA, or PhD enrollments for the college.

10.   Admissions Standards and Procedures

Our admissions standards will ensure the competency of the students in the new degree program. Students will need to have a minimum 3.0 undergraduate GPA and a minimum of three or more years of significant managerial and/or analytical post-baccalaureate work experience to qualify to apply for the program. Personal statements will require identification of the kind of work products applicants seek to develop given the courses we offer and will include an on-line learner readiness prompt. International students are recommended to score at least a 100 in the TOEFL iBT. Resumes, transcripts, and letters of recommendation will also be required from all applicants. All applications will be reviewed by faculty members on the Graduate Studies Curriculum Committee.

11.   Accreditation

If approved, this program will be proposed for formal accreditation to our disciplinary accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). The Learning Goals for the program are taken directly from NASPAA's Standards for Accreditation. NASPAA's requirements for accreditation are comprehensive, requiring proof of Strategic Management and Mission for the program (Standard 1); Administrative Capacity and Faculty Governance (Standard 2); Faculty Qualifications, Faculty Diversity, and Research, Scholarship and Service Output (Standard 3); Mechanisms in place for successful Student Recruitment, Student Admissions, Advising and Career Counseling for Students, and Student Diversity (Standard 4); Universal, Mission-Specific, and Professional Competencies (Standard 5); Resource Adequacy needed to launch and maintain the program fiscally (Standard 6); and Appropriate Communication of current information regarding a program's "mission, policies, practices, and accomplishments including student learning outcomes" (Standard 7). For a full listing and explanation of NASPAA's Standards please see:
https://naspaaaccreditation.files.wordpress.com/2015/02/naspaa-accreditation-standards.pdf

List of Appendices

1. Curriculum Map
2. Advising Sheet
3. Assessment Plan
4. Underrepresented Groups Enrollment Profiles
5. Course Syllabi
6. Fiscal Charts/Information
7. Concurrences and External Letters of Support
8. Program Standards for Distance Learning Programs (ODHE statement)
9. Faculty Curriculum Vitae

Appendix 1: Curriculum Map

(see next page)

	PUBAFRS 6051: Intro to PA, Leadership, & MPAL Program (4 cr.)	PUBAFRS 6060: Managing Human Resources in Public Orgs. (4 cr.)	PUBAFRS 6045: Fundamentals of Budgeting & Financial Admin. (2 cr.)	PUBAFRS 6055: Judgment in Managerial Decision-Making (2 cr.)	PUBAFRS 6075: Data, Models, & Evaluation (4 cr.)	PUBAFRS 6530: Negotiation (1 cr.)	PUBAFRS 7990: Capstone (3 cr.)
1. The ability to lead and manage in public governance [Standard 5.1.1.]	F	I	I	I	I		A
2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]	F	I	I		I	A	A
3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]	F	I	A	A	I	A	A
4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]	F	F		I		A	A
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]	F	I		I		A	A
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]	F			I	I		A
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]	F	I	I	I	I	A	A

F = Meets goals at a foundational level   I = meets goals at an intermediate level   A = meets goals at an advanced level

Appendix 2: Advising Sheet

Date: **Advisor:**

THE OHIO STATE UNIVERSITY
JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Name: **E-mail address:**

Specialization Track:

Required Foundation Courses (20 hours)

Course	Title	Credit Hours	Grade	Term/Year taken
PUBAFRS 6051	Introduction to Public Affairs/Orientation to Program	4		
PUBAFRS 6060	Managing Human Resources in Public Organizations	4		
PUBAFRS 6045	Fundamentals of Budgeting & Financial Administration (pre-req 6051)	2		
PUBAFRS 6055	Judgment in Managerial Decision-Making (pre-req 6051)	2		
PUBAFRS 6075	Data, Models, & Evaluation (pre-req 6051)	4		
PUBAFRS 6530	Negotiation	1		
PUBAFRS 7990	Capstone (pre-reqs 6051, 6060, 6045, 6055, 6075)	3		

Glenn College Specialization Track Options:
- Management & Leadership
- Criminal Justice Administration & Policy
- Policy
- Nonprofit Management

Specialization Track courses:

Course	Hours	Grade	Term/Year taken

Public Management	Criminal Justice Admin. & Policy	Public Policy	Nonprofit Management
* PUBAFRS 7557: Strategic Management (3)	* PUBAFRS 5056: Administration of Criminal Justice Policy (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7500 Contract Management (3)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 6030: Public Sector Economics (4)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 6080: Program Evaluation (4)	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 7507: CJ Policy (3) (and/or) PUBAFRS 7508: Juvenile Justice System Policy (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12 credits	12-13 credits	12 credits

* The specialization requires this first course, and students can choose from the remaining courses to complete the specialization.

Appendix 3: Assessment Plan

The assessment plan for the MPAL begins with the learning goals, or "Standards," established by our accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). These learning goals are then mapped to the learning objectives through a curriculum map to insure each is met with sufficient coverage and depth. (See Appendix 1, above).

The purpose of our assessment plan is to

- know how well we are meeting our student learning goals. Are students learning what we feel they need to learn in order to earn the degree and be successful afterwards?
- help with curriculum design in the future. For example, are skills and concepts in earlier courses providing an adequate foundation for later courses? Is there unwanted duplication of material in classes?
- identify ways to improve the program for students in terms of relevance and usefulness.
- meet NASPAA and Ohio State reporting requirements.

There are several values informing the design of our assessment plan. The first value is the consideration of whether assessment efforts yield recommendations for continuous program improvement in terms of student learning outcomes. Another value is that the process is sufficiently rigorous, yielding regular recommendations for action. Also important is that the plan is reasonably easy for faculty and staff to implement and sustain. Finally, we want to ensure that the data, lessons learned, and actions taken are shared among faculty to increase knowledge and support of assessment, and to support ongoing accreditation.

Timeline

The seven curricular goals will be assessed over a continuous two-year cycle. This two-year planning horizon is designed to meet Ohio State's assessment reporting requirements. In the terms labeled "execute," this is where assessment will be conducted in courses and/or with portfolio products that line up to the student learning objectives associated with the stated learning goals. In terms labeled, "report," findings from those assessment efforts will be shared with the Graduate Studies and Curriculum Committee. At least once per year, assessment efforts will be reported through the University's system, TracDat, to our accreditation body, and to Glenn College faculty and staff. These reports will highlight progress made as a result of assessment, as well as future plans to continue assessment efforts.

	Au 19	Sp 20	Su 20	Au 20	Sp 21	Su 21	Au 21	Sp 22	Su 22
Goal 1	execute	report					execute	report	Cont.
Goal 3	execute	report					execute	report	Cont.
Goal 6			execute	report					
Goal 2			execute	report					
Goal 7					execute	report			
Goal 5					execute	report			
Goal 4					execute	report			

Data Collection and Analysis

Specifically, in the "execute" phase, data will be collected by faculty and instructors through in-course assessment tools, and at times through a survey of graduates and employers. This data will be reviewed and analyzed by a Subcommittee of the Graduate Studies and Curriculum Committee. Findings will then be presented to the larger committee and recommendations will be made and shared with faculty as appropriate each semester, and to the university and NASPAA annually. Data will be archived by Student Services.

Data Collection Instruments

Faculty will be provided an Excel template that contains the learning objectives for the course along with cells for them to enter the methods, criteria, results, and analysis for their individual assessments. That template will be completed and returned to the Student Services and will be collated for sharing and reporting purposes.

We will use Qualtrics to administer our surveys of students, alumni, and employers.

Measures Utilized

Both direct and indirect measures will be used for assessment. The focus will be on developing direct in-classroom measures of student learning that can be used as part of a course's normal assessment process. Periodically, indirect measures will be used to complement the direct measures.

A key assessment tool is the student portfolio. Students will accumulate their assignments and projects during their academic program and then include a short, written reflection paper on what they have learned during their enrollment in the program and their next life-long learning goals are. The portfolio

will then be reviewed by a committee of faculty to make sure that the program is both relevant and rigorous. Ongoing development of the program is dependent on this important source of information. Elements of the portfolios can be assessed before a student completes the program to ensure that students are achieving required competencies as they move through the program, rather than just as they exit.

Measures

Direct Measures	*Indirect Measures*
Student portfolio	Student survey
Capstone course reports, papers, or presentations	Alumni survey
Other classroom assessment methods	Employer feedback or survey
	Student interviews or focus groups
	Career Outcomes
	External program review
	Curriculum or syllabus review
	Comparison or benchmarking

Appendix 4: Underrepresented Groups Enrollment Profiles

Autumn 2017 Enrolled In-Career MA students

Legend:
- Amer. Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- International
- Nat. Hawaiian/Other Pac. Islander
- Undisclosed
- White

Pie chart values: 1%, 4%, 16%, 3%, 4%, 1%, 4%, 67%
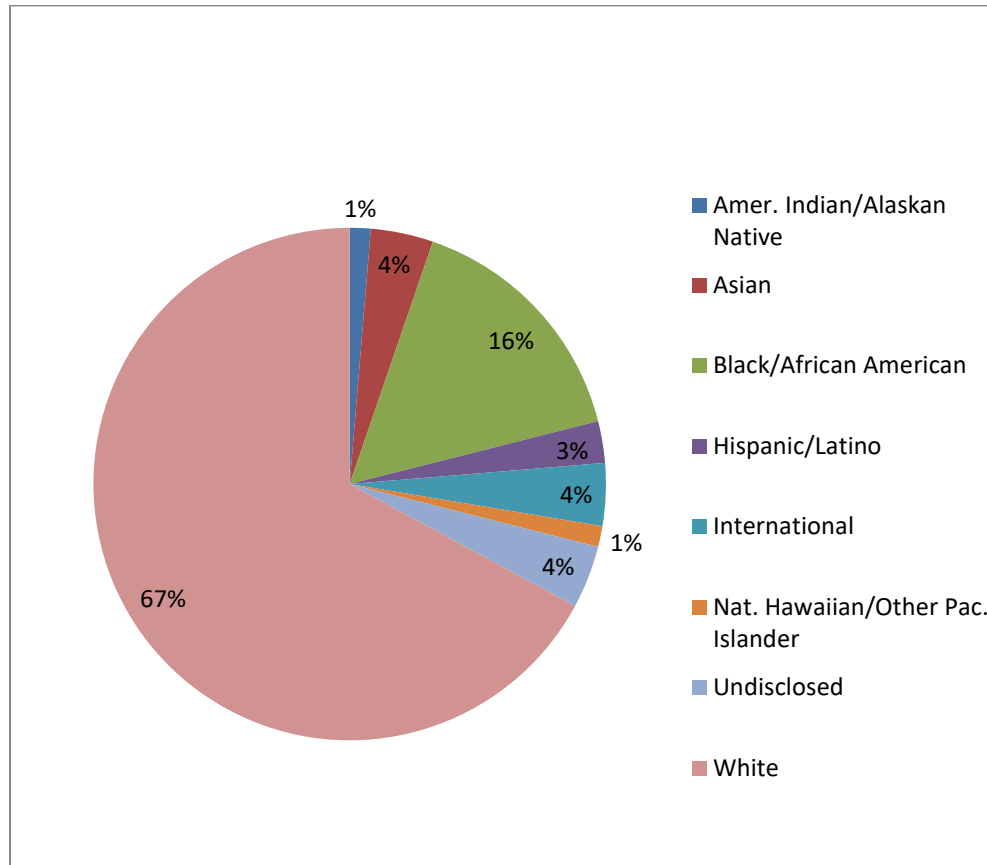
This chart represents the self-reported ethnic/racial makeup of our current In-Career Masters enrolled student body as of autumn 2017. Because it is anticipated that the MPAL degree audience will be similar to the In-Career MA audience, this chart represents the potential diversity of the MPAL students. It is our hope that the MPAL student body (as with all our degrees) will reflect university, regional, and national population percentages.

<u>Autumn 2017 University Graduate and Graduate Professional Population</u>
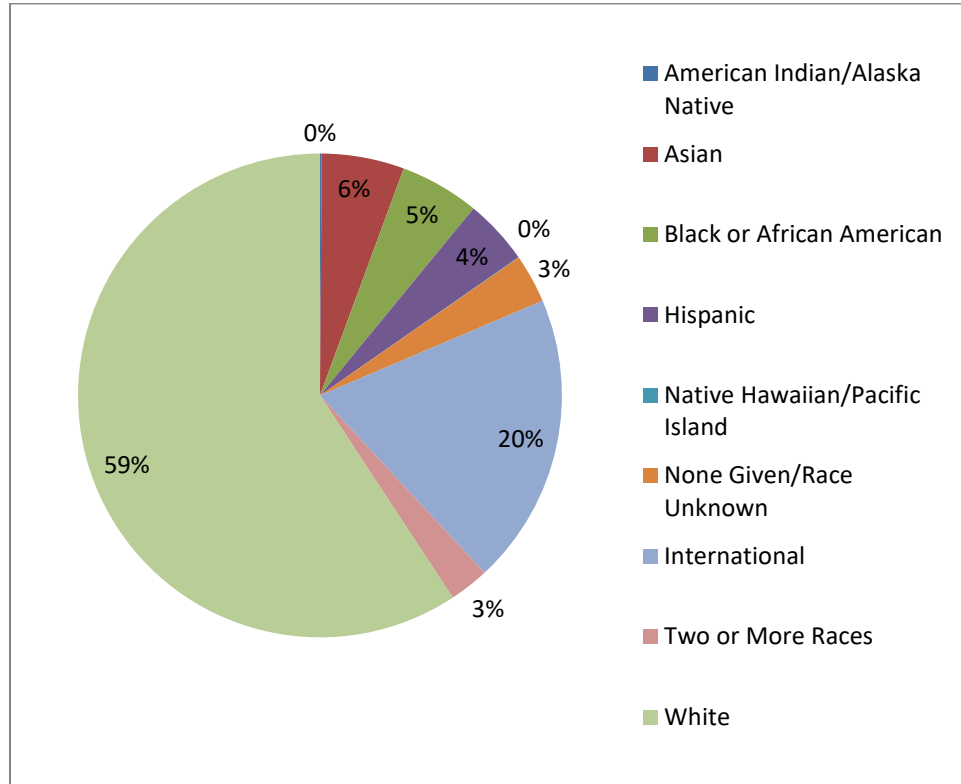
As a comparison to the preceding chart, this is the university's demographic breakdown for all students in Graduate and Graduate Professional programs as of autumn 2017. Compared to the university, our programs tend to have a higher percentage of domestic students, which is understandable given the domestic focus of our degrees.

Autumn 2017 In-Career MA Gender Breakdown

Gender
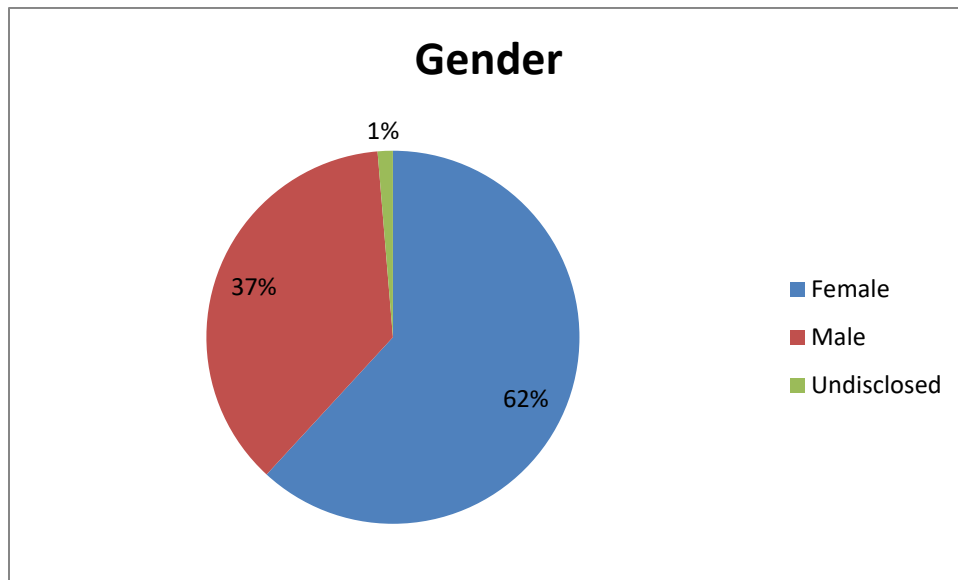
The above chart shows that women make up the majority of the In-Career MA degree program currently. Women are traditionally underrepresented in the field of public service and as such, represent a minority group at many institutions. We hope that the MPAL will continue to offer women a pathway into public service.

Autumn 2017 Ohio State University Graduate & Graduate Professional
Student Gender Breakdown
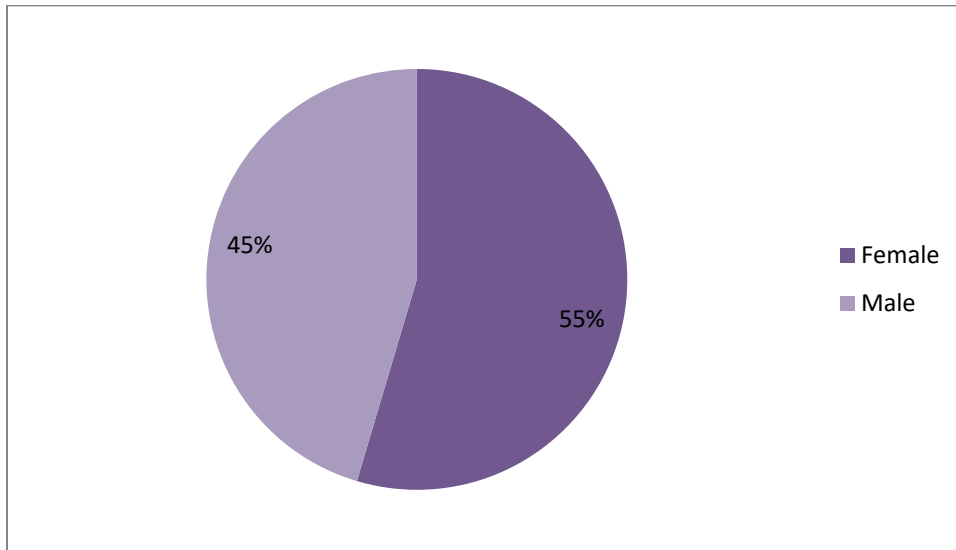
The university gender breakdown also favors women, although this is less informative than looking discipline by discipline to determine unique gender equity situations. While Public Affairs would like to increase the number of women in the field, in Nursing, for example, the focus is on increasing the male population.

Appendix 5: Core Course & New Elective Course Syllabi

Listing of all courses in degree, current status and proposed action:

Department	Course Number	Title	Current Status	Proposed Action
Core Courses				
PUBAFRS	6051	Intro to Public Affairs and Orientation to the Program	new	Develop [4]
PUBAFRS	6060	Managing Human Resources in Public Organizations	Existing hybrid	Convert
PUBAFRS	6045	Fundamentals of Budgeting and Financial Administration	new	Develop
PUBAFRS	6055	Judgment in Managerial Decision-Making	new	Develop
PUBAFRS	6075	Data, Models, and Evaluation	new	Develop
PUBAFRS	7990	Capstone Course	new	Develop
PUBAFRS	6530	Negotiation	Existing in-person	Convert
Public Management Specialization Courses				
PUBAFRS	7557	Strategic Management	Existing in-person	Convert
PUBAFRS	7550	Contract Management	Existing in-person	Convert
PUBAFRS	7554	Performance Management	Existing in-person	Convert
PUBAFRS	7555	Project Management	Existing in-person	Convert
Public Policy Specialization Courses				
PUBAFRS	6000	Policy Formulation and Implementation	Existing hybrid	Convert
PUBAFRS	6030	Public Sector Economics	Existing hybrid	Convert
PUBAFRS	6080	Program Evaluation	Existing hybrid	Convert
PUBAFRS	5570	Risk Analysis	Existing in-person	Convert
Criminal Justice Administration and Policy Specialization Courses				
PUBAFRS	5506	Administration of Criminal Justice Policy	New	Develop

[4] We will be working with ODEE to develop new on-line courses and to convert hybrid and in-person delivery courses.

SOCIOL	5XXX	Evidence Based Practice	New	Develop
SOCIOL	5XXX	Offender Decision Making and Prisoner Reentry	New	Develop
PUBAFRS	7507	Criminal Justice Policy	Existing in-person	Convert
PUBAFRS	7508	Juvenile Justice System Policy	Existing in-person	Convert
Nonprofit Management Specialization Courses (Tentative track)				
PUBAFRS	7553	Nonprofit Management and Governance	Existing in-person	Convert
PUBAFRS	7533	Nonprofit Financial Management	Existing in-person	Convert
PUBAFRS	5590	Fundraising & Philanthropy for Nonprofit Organizations	Existing in-person	Convert
PUBAFRS	5592	Marketing for Nonprofit Organizations	Existing in-person	Convert

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6051:
Introduction to Public Administration, Leadership, and the MPAL Program
Semester 20XX Syllabus
Online Delivery via Carmen
Credit hours: X

Professor:
Contact Info:
Office Hours:

COURSE OVERVIEW

Managing and leading in the public sector takes place within a context of public policy, public law, and public administration. The public policy process establishes the goals and performance expectations public managers and leaders pursue and the resources available to carry out directives. Public law establishes what managerial actions are permissible and what steps are prohibited. Public administration determines the processes and procedures that govern the implementation of policies and laws. Taken together, public policy, public law, and public administration are the source of a diverse set of public sector values – efficiency, effectiveness, fairness, justice, accountability, equality – that guide public management and leadership.

Within this context public managers and leaders have to act. This course prepares students for their roles as action-oriented administrators, managers and leaders within a democratic system of governance. Through class online readings, videos, and exercises students will explore the context of public sector management and leadership. Within this context, students will uncover their own professional ethics, engage in civil discourse, and prepare to manage and lead in an increasingly diverse decision making context.

As the class in the Master of Public Administration and Leadership, this course will also expose students to the full curriculum and provide a roadmap through the degree. Students will solidify the work-based project that will span the degree program and culminate in the final capstone course.

The format for this course is online. All activities required in the course will occur through Ohio State's online learning management system, Carmen.

COURSE LEARNING GOALS

Upon successful completion of the course, students should have a strong understanding of:
- The legal, policy and governance context of administration, management and leadership in the public and nonprofit sectors
- Their roles and responsibilities as administrators, managers and leaders in the public and nonprofit sectors
- The learning objectives and the curriculum of the MPAL program

Upon successful completion of the course, student should be able to
- Identify the authorities and constraints public managers and leaders face as they implement public policies and laws
- Engage in debate about public policy and public management issues in a civil manner
- Plan their course of study through the MPAL program

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an <u>introductory</u> level:

- Students can lead and manage in public governance.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions.
- Students can articulate and apply a public service perspective.
- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

COURSE MATERIAL

There is no required textbook for the course. There are required articles and chapters from books. All reading material, PowerPoint slides, and videos will be posted to Carmen.

GRADING AND COURSE REQUIREMENTS

Assessment	Points
Introduce Yourself Video	2.5
Organization Selection	2.5
Group Case Study Responses (3 * 5 points)	15
Class Contribution	10
Knowledge Checks	10
Stakeholder Analysis	25
Stakeholder Analysis Presentation	5
SWOT Analysis	25
SWOT Analysis Presentation	5
TOTAL POINTS	100

Transformation of numerical grade to a letter grade will be according to the schedule below:

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	< 60

Due Dates

Assessment	Due Date
Introduce Yourself Video	
Organization Selection	
Hurricane Katrina Practice Case	
Group Case Study Responses (only 3 of 7 required)	
Michelle Rhee and DC Public Schools	
Managing a Press Feeding Frenzy	
Missouri v. Jenkins	
Cambridge Hospital	
Last Flight of Space Shuttle Challenger	
Deepwater	
Mid-Ohio Food Bank	
Stakeholder Analysis Presentation	
Stakeholder Analysis	
SWOT Analysis Presentation	
SWOT Analysis	

All assignments are due to Carmen by 11:59 PM on the day they are due. Aside from the final assignment, all due dates are on a Sunday at midnight. You are more than welcome to turn in assignments before the day that they are due. I hold virtual/in-person office hours from 12:00-1:00 PM on Fridays to answer any assignment questions. I am also more than happy to set up a different time to meet virtually with an individual or group during the week.

Introduce Yourself Video (2.5 points)

By XXXXXX, post a short video bio introducing yourself to the other members of the class. You can use a device as simple as your cell phone camera. Let me know if you do not have access to a video camera and we will make alternative arrangements. Your introductory video should be short, no more than 1-2 minutes.

Here's what I'd like you to include in the video:

- Your name, professional and educational background
- Your current and prior management experience, if any – whether you currently work in the field or you're new to it
- Your goals for what you currently plan to do when you complete the degree

You will post the video to a Carmen Dropbox.

Organization Selection Post (2.5 points)

By XXXXXX, identify a "public" organization that is of interest to you, ideally the organization that you work for. It does not have to be a traditional public agency or organization. It could be a nonprofit organization or a private sector organization that is involved in "public" work. In identifying your organization, explain why and what you are specifically interested to learn about how it operates. Again, the most desirable choice is the organization you work for. This organization will become the basis for the two major assignments you conduct for the course – the stakeholder analysis and the SWOT analysis. For organizations that are large and complex (e.g. most federal and state agencies or national or international nonprofits), you should select a specific unit or department to make the assignments manageable. Your response should be between 150-200 words. You can post your response directly to the Carmen site in the designated Dropbox.

Group Case Study Responses (5 points * 3 cases = 15 points)

The class relies heavily on cases to provide insight into real-world challenges faced by managers and leaders in the public sector. The cases presented generally contain background information on the objective of the activity, the people involved, and a series of events and administrative difficulties that confront the manager. The problem may or may not be clearly defined.

A significant part of your job will be to determine and define the management and leadership problem. The aim of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Each case study response should include the following elements:

- Summary of important details of the case
- Identification of the key decision maker/makers and the basic decision she/he has to make
- Identification of the fundamental management challenge the decision maker faces
- Answers to the specific case study response questions for that week

For the weeks in which a case study is assigned, a set of case study response questions is posted on Carmen to guide your reading. The questions are designed to reinforce key concepts from the reading materials and videos, and to engage critical thinking about how the materials relate to contemporary public management. The questions, by design, are open-ended, requiring critical thinking. There is no one right answer, but there are insufficient and incorrect responses.

Early in the semester you will be assigned to a group consisting of four to five students. You will do the group case studies together. That means you will need to collectively agree on which three of the seven case studies you will do and how you will apportion the work required to complete the case. I will set up group discussions for each group so that you can discuss each case online before it is due. Each case assignment will have four component questions so a potential division of labor is to assign one component question to four of the group members and then have one group member responsible for overall project completion. I recommend rotating the responsibilities for each case. I would be happy to connect with each group online to help ensure successful collaboration.

There are seven cases scheduled plus an additional practice case. The practice case – Hurricane Katrina on week 3 – is required for every group. Use this case as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform three of the remaining cases.

Your case study responses should be no longer than 2 pages, single spaced, 12 point Times New Roman font. You are welcome and encouraged to include tables or figures.

The Case Study Response is your opportunity to apply each week's course materials, and demonstrate your critical thinking and grasp of concepts - **not only** to summarize the case study.

Your responses will be evaluated based on the following criteria:

- Understanding of course materials, as indicated by the accuracy of your response from assigned course readings *for that week*
- Critical thinking, as demonstrated by your own evolving assessment of the particular issue presented in the case study
- Writing quality and organization, logic, etc.

Each group member will receive the same grade for the assignment. Each case response is due at 11:59 PM on the Sunday of the week the case is assigned.

Class Contribution (10 points)

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and models presented in class, as well as your ability to apply them to real public sector situations. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class.

Your opportunity to contribute to class will be through weekly online discussions with other classmates. In those weeks in which you elect not to complete a written case assignment, you are still expected to discuss the case with your classmates. There will be a discussion board for each case with the required case questions. Each group will be expected to discuss the case questions through online written responses (and potentially additional questions that group members pose to each to continue and deepen the discussion).

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts of your groupmates and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or "gut feeling". Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Discussion boards for each week will be open all week long. You do not have to conduct your discussion synchronously with all group members at one time (although it is not a bad strategy to schedule a time each week when each group member can be present to engage in discussion online). The online format provides flexibility to participate at different times during the week. However, if you wait until the end of the week (e.g. Saturday night), the likelihood that you will be able to actively participate in the discussion is low.

The expectation is that you will engage in online discussion with your groupmates each week – the weeks in which your group elects to turn in a formal written case assignment and the other weeks.

Contribution represents 10% of your final grade.

Knowledge Checks (10 points)

For ten of the weeks, the reading and video material will be followed by four multiple choice questions. The questions are designed to assess your comprehension and mastery of the material. Each question will be worth .25 points for a total of 1 point. In this way, each question is low stakes, but taken together all the knowledge check questions represent 10% of your final grade.

Stakeholder Analysis (25 points)

In the stakeholder analysis assignment, you will first describe the **context of the selected organization or unit/department**, including brief background about your organization (incorporating statutes or authority, public purpose, and key activities), and a brief description. You will also make the case for why a stakeholder analysis is important and potentially beneficial for this particular organization or unit/department. This section should about one page (single spaced, 12-point font).

Second, you will **identify and categorize organizational stakeholders** for the organization or unit/department that you have selected (e.g. clients and service recipients, legislators, regulators, competitors). Identification of the stakeholders will likely be relatively straightforward – stakeholders are any organization, individual or group who are either impacted by or impact the organization. The more challenging activity will be to categorize stakeholders based on the *degree* to which they affect or are affected by the organization (relative power and interest), and their potential influence over the organization or unit/department. Some stakeholders are more important than others. Your task will be to sort through the list of stakeholders you have identified and determine which are more important than the others (and provide explanations as to why). In class, we will examine a particular framework for categorizing stakeholders in order to assist you in this process.

In addition to identifying and categorizing stakeholders, you will also be expected to identify the preferences or expectations that key stakeholders have for the organization you have selected. Here you will identify what it is that key stakeholders want from your organization (e.g. higher performance, resources) and what criteria these key stakeholders use to judge the organization's performance (e.g. efficiency, effectiveness, equality).

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6-page limit for this assignment. You are welcome and encouraged to include tables or figures.

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six-page threshold. Include your name and page number in the header or footer of each page.

The assignment is due by 11:59 PM on XXXX in the assignment Dropbox on Carmen.

Stakeholder Analysis Presentation (5 Points)

On the week before the Stakeholder Analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Brief description of the organization
- Brief identification of the criteria used to sort stakeholders (e.g. power and interest)
- Categorization of stakeholders
- Identification of the preferences key stakeholders

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXX in the assignment Dropbox on Carmen.

SWOT Analysis (25 points)

The second major assignment tied to your organization or unit/department is to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). A SWOT analyses consists of an environmental scan and internal assessment to identify opportunities and threats, and organizational strengths and weaknesses. This tool is designed to assist managers in making decisions about how to position their organization to meet the demands of targeted stakeholders, capitalize on external conditions, and harness organizational capabilities.

SWOT is a generic framework with few protocols. As such there is no standard form for presentation. While you want to be comprehensive in the analysis you conduct, you also want to be succinct in the material that you present. In a management context, concise documents are far more likely to get consumed than extensive ones. However you decide to present the results of your analysis, your SWOT assignment should include the following elements.

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high

that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6 page limit for this assignment. You are welcome and encouraged to include tables or figures.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

SWOT Analysis Presentation (5 points)

The week before the SWOT analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

COURSE POLICIES

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct From: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement. Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. If you have any questions about the policy or what constitutes academic misconduct in this course, please contact me.

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

All work is to be submitted through Carmen, as a Word or PDF document, as I grade and provide feedback for all assignments electronically. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to me through some other means (email a Microsoft Word attachment to brown.2296@osu.edu.) Informing me of your intention to be absent does not waive your obligation to submit assigned work. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A-to B+).**

Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: http://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite#overview. OriginalityCheck is a service provided that scans your entire submission and then compares

your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: https://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite-students
Accommodation Policy

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Social Support Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via:

- The Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building.
- 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone

by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

COURSE CALENDAR

This calendar provides the dates for the beginning of each week of the course. The calendar also provides the **required** dates for when assignments are due.

Week 1 (XXXXXX) **– Introduction, Course and Degree Overview, and Managing and Leading Public Organizations**

> *Readings*
> - Couse Syllabus
> - Wilson, James. 1989. "Chapter 1: Armies, Prisons, and Schools" and "Chapter 2: Organization Matters" in Bureaucracy: *What Government Agencies Do and Why They Do It* (New York: Basic Books), pp. 3-28.
>
> *Videos*
> - Overview – Week 1
> - Course and MPAL Degree Overview
> - Managing and Leading Public Organizations
>
>
> *Activities*
> - Post "Introduce Yourself" video to Carmen Dropbox (due XXXXXX)

Week 2 (XXXXXX) **– Mission, Goals and Objectives**

> *Readings*
> - Moore, Mark. 1995. "Chapter 2: Defining Public Value: The Aim of Managerial Work" in *Creating Public Value: Strategic Management in Government* (Boston, MA: Harvard University Press), pp. 27-56.
> - Collins, James and Jerry Porras. 1996. "Building Your Company's Vision", Harvard Business Review 65-77.
>
> *Videos*
> - Overview – Week 2
> - Learning by the Case Method
> - Mission, Goals and Objectives
>
> *Activities*
> - Knowledge Check #1
> - Post Organization Selection to assignment Dropbox on Carmen (due XXXXXX)

Week 3 (XXXXXX) – **Public vs. Nonprofit vs. Private Organizations**

Readings
- Rainey, Hal. 2010. "Chapter 3: What Makes Public Organizations Distinctive" in *Understanding and Managing Public Organizations* (San Francisco: Josey Bass), pp. 53-85.
- Weisbrod, Burton. 2000. "The nonprofit mission and its financing: Growing links between nonprofits and the rest of the economy" in *To Profit or Not To Profit: The Commercial Transformation of the Nonprofit Sector* (Cambridge, UK: Cambridge University Press), pp. 1-24.
- Hurricane Katrina case material

Videos
- Overview – Week 3
- Public vs. Nonprofit vs. Private Organizations
- Hurricane Katrina Aftermath: In the Shadow

Activities
- Knowledge Check #2
- Required group case analysis of Hurricane Katrina case [Questions on Carmen] (due on XXXXXX)

Week 4 (XXXXXX) – **Stakeholder Identification, Prioritization, and Engagement**

Readings
- Bryson, John. 2011. "Stakeholder Analyses" Chapter 4 pgs 132-137 & "Resource A," pages 405-427, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Michelle Rhee and DC Public Schools

Videos
- Overview – Week 4
- Stakeholder Identification, Prioritization, and Engagement
- Stakeholder Assignment
- Michelle Rhee in DC: Episode 1 – Pt 1
- Controversial DC Schools Chief Calls it Quits

Activities
- Knowledge Check #3
- Analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen] (due XXXXXX)

Week 5 (XXXXXX) – Organizational Environment: Political

Readings
- The U.S. Constitution and Amendments
- Meier, Kenneth. 2000. "Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions", in *Politics in the Bureaucracy*. 4th Edition.
- Managing a Press 'Feeding Frenzy' case material

Videos
- Overview – Week 5
- Organizational Environment: Political

Activities
- Knowledge Check #4
- Analysis of Managing a Press Feeding Frenzy case [Questions on Carmen] (due XXXXX)

Week 6 (xxxxxx) – Organizational Environment: Legal

Readings
- Wilson, James Q. 1989. "Courts" and "Rules" in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books): 277-294 & 333-345.
- Missouri v. Jenkins case material

Videos
- Overview – Week 6
- Organizational Environment: Legal

Activities
- Knowledge Check #5
- Written analysis of Missouri v. Jenkins case [Questions on Carmen] (due XXXX)

Week 7 (xxxxxxx) – Organizational Environment: Market

Readings
- Milward, Brinton and Keith Provan. 2000. "Governing the Hollow State," *Journal of Public Administration Research and Theory* 10(2): 359-379.
- Michael E. Porter. 2008. "The Five Competitive Forces That Shape Strategy", Harvard Business Review 86(1): 78-93.
- A Public Hospital's Strategy for Survival: The Story of Cambridge Hospital case material

Videos
- Overview – Week 7
- Organizational Environment: Market

Activities
- Knowledge Check #6
- Analysis of Cambridge Hospital case [Questions on Carmen] (due on June 18, 2017)

Week 8 (XXXXXX) – Organizational Alignment and Strategy

Readings
- Bryson, John. (2011). "Why Strategic Planning is More Important Than Ever", Chapter 1, pgs 3- 40, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Mintzberg, Henry (1994). "Rethinking Strategic Planning Part 1: Pitfalls and Fallacies," *Long Range Planning* 27(3): 12-21.

Videos
- Overview – Week 8
- Organizational Alignment and Strategy
- SWOT Analysis

Activities
- Knowledge Check #7
- Post stakeholder presentation video to Carmen (due XXXXXX)

Week 9 (xxxxxxx) – Organizational Design

Readings
- Stanton, Thomas (2002). *Moving Toward More Capable Government: A Guide to Organizational Design.* (Washington, DC: IBM Center for the Business of Government).

Videos
- Overview – Week 9
- Organizational Design

Activities
- Post stakeholder assignment to Carmen (due XXXXXX)

Week 10 (XXXXXX) – Organizational Design: Hierarchy

Readings
- Charles Goodsell. 2004. "Chapter 1: Bureaucracy Despised, Disparaged, and Defended" and "Chapter 3: More Bureaucracy Myths to Delete" in *The Case for Bureaucracy* (Washington DC: CQ Press): 1-23 and 42-58.
- Last Flight of the Space Shuttle Challenger case material

Videos
- Overview – Week 10
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

Activities
- Knowledge Check #8
- Analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen] (due XXXXXX)

Week 11 (XXXXXX) – Organizational Design: Contracts

Readings
- Brown, Trevor, Matt Potoski, and David Van Slyke. 2006. "Managing Public Service Contracts: Aligning Values, Institutions, and Markets." *Public Administration Review* 66 (3): 323-331.
- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard

Videos
- Overview – Week 11
- Organizational Design: Contracts
- The Troubled Waters of "Deepwater"

Activities
- Knowledge Check #9
- Analysis of Deepwater case [Questions on Carmen] (due XXXXX)

Week 12 (XXXXXXX) – Organizational Design: Networks and Partnerships

Readings
- H. Brinton Milward and Keith Provan. 2006. A Manager's Guide to Choosing and Using Collaborative Networks (Washington, DC: IBM Business of Government)
- Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case material

Videos
- Overview – Week 12
- Organizational Design: Networks and Partnerships

Activities
- Knowledge Check #10
- Analysis of Integrating Housing and Social Services case [Questions on Carmen] (due XXXXXX)

Week 13 (XXXXXX) – Course Evaluations + SWOT Presentation Due

Videos
- Overview – Week 13

Activities
- Conduct Course and Group Evaluations
- Post SWOT presentation to Carmen (due XXXXXX)

Week 14 (XXXXXX) –SWOT Analysis Due

Videos
- Overview – Week 14
- Course Summary and Next Steps in the MPAL Degree

Activities
- Post SWOT analysis to Carmen (due XXXX)

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6060:
Managing Human Resources in Public Organizations
Semester 20XX Syllabus
Mendenhall Lab 0191
Wednesday 5:45-8:15pm
Credit hours: 3

Professor: Russell S. Hassan, PhD
Contact: 614-292-7423, hassan.125@osu.edu
Office hours: 310A Page Hall, W 4:00-5:30pm/or by appointment

COURSE OVERVIEW

Public organizations are designed to solve complex problems. Those who are responsible for managing such organizations need to assemble talented and committed individuals and lead them towards achieving the organization's public service mission. Furthermore, public managers often need to make things happen with limited resources and not under ideal conditions or time frames. The attainment of the organization's goals requires a manager to be able to understand how people from various backgrounds, interests, and skill sets can work together and contribute towards the organization's mission, influence people both inside and outside of the organization, optimize the structure and culture of their organization, make effective decisions, resolve conflicts, and drive change for higher organizational performance. PUBAFRS 6060 will help you to achieve these objectives by providing you with the analytical tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors. The goal of this course is to help you to develop and enhance your supervisory and leadership skills so that you can manage and lead a high-performing, successful public organization.

The course has two separate but related segments. In the first part of the course (weeks 1-8), you will learn how to recruit, motivate, and retain talents in public organizations. The main purpose of these sessions is to help you to learn about the best practices for supervising and managing people in organizations. Each week, we will focus on a particular human resource management challenge and learn how to address it effectively. In the second part of the course (Weeks 8-15), you will learn about the leadership skills and practices needed to lead high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group exercises and film/video analysis in addition to reading about the best practices from the existing organizational research.

COURSE LEARNING GOALS

Upon successful completion of the course, students should be able to:
- Manage and lead public organizations towards policy goals.
- Understand public organizations as a unit of analysis
- Identify and manage external/environmental challenges to organizational performance.
- Identify what constitutes feasible performance outputs for public organizations.
- Engage in strategic planning for public organizations.
- Identify and manage internal challenges to organization performance.
- Lead and motivate workers in public organizations.
- Manage innovation and change.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to Glenn College learning goals and objectives related to foundational knowledge in public affairs; and intermediate competencies in management, leadership, and policy analysis; In particular, the course focuses on the following objectives at a <u>foundational or intermediate</u> level:

- Students can lead and manage in public governance. (intermediate)
- Students can participate in and contribute to the policy process. (intermediate)
- Students can analyze, synthesize, think critically, solve problems and make decisions. (intermediate)
- Students can articulate and apply a public service perspective. (foundational)
- Students can communicate and interact productively with a diverse and changing workforce and citizenry. (intermediate)
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (intermediate)

Grading

Group case analysis and presentation (10 percent)
Throughout the semester, case studies will be presented in class by students to help reinforce the course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion on any given week. I will assign you to a group at the beginning of the semester that you will serve as the facilitator for a case with 3-4 other classmates. You will receive a group grade for your analyses and facilitation of class discussion. To prepare for your case facilitation, you should meet ahead of time (outside of class) with your team. It is also advised that your team meet with the instructor to review your plan at least one week prior to your facilitation. Your team will be graded on the following five components:

Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week (20 points);

- Application of concepts, tools or insights from course materials/readings to the identified management challenge in the case (20 points);
- Discussion of different solutions available to the decision-maker(s) (20 points);
- Assessment of the lessons learned from the case as they relate to the course materials for the week (20 points); and
- Effectiveness of the presentation style (20 points).

Case Analysis Memos (4 x15 = 60 percent)

You will write a total of four case analysis memos (two memos for each part of the course). The memos are designed to assess your ability:
- to diagnose key management problems/challenges evident in the case (30 points),
- apply the course readings and discussions to solve the management challenges/problems in the case (30 points),
- suggest of specific and viable course of actions to address the challenges (30 points), and
- communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing) (10 points).

 For these assignments, you can choose any 2 of the four cases assigned in each part of course (there are a total of 8 cases). However, you CANNOT choose the case for which your group is the designated facilitator. The length of each memo should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Memos substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit the memos electronically using Canvas by the end of the week (Friday midnight) in which the case will discussed in the class.

Weekly Film/Video Analysis and Class Participation (14 + 6 = 20 percent)

Each week, starting from week 2, you will watch a video or a film relevant to that week's class topic and discussion. You will need to prepare a short summary (no more than 300 words, double-spaced, 1-inch margin, 12-point Times New Roman font) of the key issues and ideas presented in the video/film. In your summary, you also need to discuss what you have learned after watching the video/film and ideas/thoughts that you found intriguing. The analysis should synthesize or be informed by the week's readings. Some of these videos are available in local public libraries. The videos that are NOT publicly available, you will need to rent them using Netflix, Amazon, Hulu, etc. The usual cost for renting a movie is 0-3 dollars. The summaries need to be posted by Sunday Midnight. In addition to preparing the summaries, you are expected to attend all class sessions and participate in discussions.

Public Sector Manager Interview Paper (10 percent)

The purpose of this assignment is for you to explore a public sector organization's human resource management system. All senior public managers need to deal with strategic human resource management issues in a variety of ways. Your goal for this paper will be to acquire as much knowledge as possible about how the organization (formal and informal practices) recruits, develops and retains its human resources. Develop a paper articulating the results of an in-depth

interview with a public sector manager (e.g., city manager, a county administrator, HR director of state agency, or director of a nonprofit organization who is/has been involved in the organization's human resources planning, recruitment, and development along with a thorough review of publicly available documents that describe the organization's HRM system.

At a minimum, include the following information in your paper:
1. Name and location of the organization you select, brief history of the organization and basic overview of their mission, and name, title, and role of the individual interviewed.
2. Priorities related to their current human resources strategies.
3. Alignment of the organization's operations to recruitment, selection, training, and development concepts discussed in class through weeks 1 to 7.
4. Plans about new and innovative talent acquisition and management strategies.

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics. Please submit a business card or a copy of your email exchange to set up a time to meet with the human resource officer when you turn in your paper. The length of the paper should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Papers substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit this paper in hard copy. The paper will be due on **March 8, 2017**.

COURSE MATERIALS

There is NO textbook for this course. Instead, each week you will be reading few short articles published in practitioner-oriented management journals such as the Harvard Business Review/Sloan Management Review/California Management Review. All of the articles and some of the case studies will be posted on Canvas. The cases that are not posted on Canvas need to be purchased directly from the Harvard Business Review's site designed for the course. Click on the following link to purchase the HBR case studies: http://cb.hbsp.harvard.edu/cbmp/access/58296746.

Grading scale
Your final grade will be comprised of your scores on the group project, case analysis memos, weekly summaries, HR paper, and your class participation. I will use the following grading scale: 93% – 100% = A, 90% – 92.9% = A-, 87% – 89.9% = B+, 83% – 86.9% = B, 80% – 82.9% = B-, 77% – 79.9% = C+, 73% – 76.9% = C, 70% – 72.9% = C-, 67% – 69.9% = D+, 60% – 66.9% = D, <60% = E.

Academic Misconduct

Misconduct
Academic and personal misconduct will be dealt with according to the procedures in the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

<u>Late assignments</u>

If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through some other means (e.g., email a Microsoft Word document [no other file types, please] to hassan.125@osu.edu). Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a **five-point** penalty for each day that it is late.

<u>Grade appeals</u>

Grades on assignments and exam are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will re-grade the entire assignment. The final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

<u>Class preparation</u>

You are expected to have all readings (e.g., book chapters, scholarly and popular articles, reports, cases, and monographs) and presentations (e.g., if your group is leading a case study) completed before the class session under which they are listed.

Mental Health Statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on 1640 Neil Ave, Columbus, OH 43201. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or atsuicidepreventionlifeline.org

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Course Outline/Schedule

PART A: Effective Managerial Practices in Public Organizations
Week 1: Recruitment and Retention
Building Sustainable Organizations: The Human Factor (Pfeffer)
ABCs of Job Interviewing (Jenks & Zevnik)
How to Avoid Hiring a Toxic Employee (Porath)
Keeping Talent: Strategies for Retaining Valued Federal Employees (Booz Allen Hamilton)

Week 2: Rewards and Motivation
On the folly of rewarding A while hoping for B (Kerr)
150 Ways to Encourage the Heart, Ch 2. (Kouzes & Posner)
Pay for Performance in Georgia State Government (Kellough & Nigro)
Video: https://www.youtube.com/watch?v=hmWD2HdoZ7k

Week 3: Work Design and Engagement
The meaning of work (Cartwright & Holmes)
The Road to Empowerment (Quinn & Spreitzer)
Motivating creativity at work (Grant)

Case Study: Improving Decision Making in the King County Library System (Canvas)
Video: TED's video "Dan Ariely on What makes us feel good about our work?"

Week 4: Performance Appraisal and Feedback
The Performance Management Revolution (Cappeili & Davis)
Emotions and Leadership: The Role of Emotional Intelligence (George)
Coaching and the Art of Management (Evered & Selman)
Case Study: James Cranston Colonial Food Services
Video: James Cranston Colonial Food Services (Canvas)

Weeks 5: Negotiation and Conflict Resolution
Are You Giving Away the Store? (Neale)
Their Gain is Our Loss (Bazerman, Baron & Shonk)
How to Make the Other Side Play Fair (Bazerman & Kahenaman)
The Evolution of Public Policy Dispute Resolution (Susskind & McKearnan).
Video: 12 Angry Man
Case Study: Negotiating from the Margins (HBS)

Week 6: Stress and Work Life Balance
Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek (Hewlett & Luce)
Managing the High Intensity Workplace (Reid & Ramarajan)
What to Do for a Struggling Colleague (Quelch, Knoop & Gallo)
Videos: Nigel Marsh on Work-Life Balance, Four-way Win: How to Integrate Work, Home,
Community and Self (http://knowledge.wharton.upenn.edu/article/four-way-win-how-to-integrate-work-home-community-and-self/)
Case Study: Paragon Legal (HBS)

Week 7: Diversity and Inclusion in the Workplace
Power, Status, and Abuse at Work (Lopez, Hodson, & Roscigno)
Making Differences Matter (Thomas & Ely).
Why diversity programs (Dobbins & Kalef)
Video: Remember the Titans

PART B: Effective Leadership Practices in Public Organizations

Week 8: Designing High Performing Teams
Why teams don't work (Hackman)
Managing your team (Hill)
Speeding up team learning (Edmondson et al.)
Videos: Leading Teams by Hackman (https://www.media.mit.edu/video/view/hackman-2005-02-25), Bolero (in class)
Case Study: Taran Swan at Nickelodeon Latin America (HBS)

Week 9: Building High Quality Relationships
Dutton, J. & Healthy, E. (2003). The power of high quality connections at work
Cuddy, A.J.C., Kohut, M. & Neffinger, J. (2013). Connect, then Lead

Cross, R., Baker, W. & Parker, A. (2003). What creates energy in organizations?
Video: Why Doctors Should Care About Happiness by Sarah Pressman (TED Talk)
Case Study: Ramesh and Gargi (HBS)

Week 10: Spring Break

Week 11: Exercising Power and Authority
Understanding Power in Organizations (Pfeffer)
Diagnose the Political Landscape (Heifetz)
Act Politically (Heifetz)
Video: 12 O' Clock High

Week 12: Unlocking the Subtle Forces of Change
Creative Deviance on the Frontline (Heifetz)
Modulating the Provocation (Heifetz)
Tempered Radicals: How Everyday Leaders Inspire Change at Work (Meyerson 2004)
Video: Norma Rae
Case Study: Bobbie D'Alessandro (Canvas)

Week 13: Making Decisions under Uncertainty
Bazerman, M. H. (2006). Introduction (selected pages); Common Biases. In Judgment in
Managerial Decision Making (6th ed.), pp. 6-9, 13-40. New York: Wiley & Sons. [CP].
Bazerman, M. H. (2006). Decisions without Blinders.
Rundall, T. G. et al. (2007). The Informed Decisions Toolbox: Tools for Knowledge Transfer
and Performance Improvement.
Video: Dan Arieli TED Talk: <u>Are we in control of our own decisions?</u>

Week 14: Resilience in Times of Crisis
Trauma Los and human resilience (Bonanno)
How Resilience Works (Coutu)
Leading in traumatic times (Dutton et al.)
Video: Kings Speech
Case Study: The Heart of Reuters (Canvas)

Week 15: Promoting Public Values, Fairness, and Social Justice
Ethical Breakdowns (Bazerman & Tenbrunsel)
How (Un)Ethical Are You? (Banaji et al.)
Moral Manager and Moral Person (Trevino et al.)
Video: (Dis)Honesty - The Truth About Lies
Group Exercise: Kidney Allocation Exercise

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6045: Fundamentals of Budgeting and Financial Administration
Semester 20XX Syllabus
Online Delivery
Credit hours: 2

Professor:
Contact Info:
Office Hours:

COURSE OVERVIEW

This course focuses on planning and financial decision-making in public and nonprofit organizations. It provides a higher-level understanding of government and nonprofit budgeting processes. Students learn the fundamentals of budgeting, accounting, and financial management through assigned readings, real-world examples, and lectures. The goal of this course is to prepare students for leadership roles within their organizations so they can understand, communicate, and participate in the budgetary process.

COURSE LEARNING OBJECTIVES

Upon completion of the course, students should understand
- The components of a budget and the different types of budget formats
- The benefits and implications of each type of budget format
- The political budgeting process and its impact on policy
- How leaders can use budgets to manage resources and accomplish goals

Upon completion of the course, students will be able to
- Use spreadsheets effectively for budgeting
- Create a budget from the ground up and analyze impacts of prospective changes to a budget.
- Identify the key components an administrator should look for in a budget in order to diagnose a government's or organization's financial strengths and weaknesses
- Conduct a simple Cost Benefit Analysis to evaluate the impacts of both quantified and unquantified costs and benefits.
- Understand the politics and budgeting cycles well enough to know when they can effect change in the process.
- Perform basic analyses of financial information, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.
- Communicate basic financial information to leadership, a legislative body, and community stakeholders.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives:

   1. Students can lead and manage in public and nonprofit organizations. (Intermediate)

   2. Students can participate in and contribute to the policy process. (Intermediate)

   3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)

   7. Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

CATALOG BLURB

Provides a high-level understanding of budgeting processes at all levels of government and in the nonprofit sector, as well as the fundamentals of public budgeting from the perspective of a manager. Reviews basic methods for public sector budgeting and analysis.

Prerequisite: PUBAFRS 6001 Introduction to Public Affairs

COURSE MATERIALS

Carmen
Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen (carmen.osu.edu).

Textbook
Greg G. Chen, Lynne A. Weikart, Daniel W. Williams, *Budget Tools: Financial Methods in the Public Sector*, 2nd edition, ISBN 978-1-4833-0770-1.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

COURSE FORMAT

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles in the budgeting process. This online class is designed for students to learn the basic budgeting tools and processes they will need to succeed in their jobs. Self-paced competency-based modules are designed in a way such that, early in the term, students with little to no background in budgeting will be able to learn the necessary skills to complete assignments later in the term, and students who have more extensive budgeting experience will

be able to quickly move through the material. In addition to the skill-building exercises, students have a number of homework assignments based around the budgets of their own organizations (or one provided to them as necessary), and students will be required to participate in weekly discussion board forums designed in a way that students can learn from their classmates.

DELIVERABLES
The course grade is based upon discussion board participation and five assignments that help students to apply course materials to their own organization's budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

Deliverable	Percentage of Course Grade
Discussion Board Posts	10
Excel Assignment	15
Performance Measures Assignment	20
Budget Process Assignment	20
Cost Benefit Analysis Assignment	15
Budget Analysis Assignment	20

Weekly Discussion Board
Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks two and three will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 12 classes. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

Excel Assignment
This assignment requires students to work with both numeric and text data in Excel, reference other Excel cells, perform basic math functions, and create formulas and graphics in Excel. This assignment will constitute 15% of the overall course grade.

Performance Measures Assignment
This assignment requires students to develop performance measures for a public or nonprofit program and write a memorandum explaining the performance measures. The student will develop all of the following for the program: (1) program objectives; (2) program inputs; (3) program outputs; (4) program outcomes; (5) cost efficiency measures; and (6) cost effectiveness measures.

Budget Process Assignment

This assignment requires students to draw on the class readings and discussion to outline the entire budget process for their own organization (or suitable other agency or organization), identifying key stakeholders and their roles, friction points, and strategies for successfully negotiating the process.

Cost Benefit Assignment

This assignment requires students to perform some basic cost benefit analysis for a case provided to the class.

Budget Analysis Assignment

This assignment requires students to select a budgetary document from their own organization or one relevant to their job/career, analyze the budget using the criteria discussed in class, and prepare a memo presenting that analysis to a supervisor. This memo will be part of students' program portfolios.

Grading Scale

A	100% to 93%		C+	< 80% to 77%
A-	< 93% to 90%		C	< 77% to 73%
B+	< 90% to 87%		C-	< 73% to 70%
B	< 87% to 83%		D+	< 70% to 67%
B-	< 83% to 80%		D	< 67% to 60%
			E	< 60% to 0%

Weekly Schedule

Week	Topic	Materials	Assignments	Deliverables
1	Course Introduction, Overview of Budgeting, Basic Concepts	• Week 1 Video • BT: Module 1 (Craft of budgeting) • BT: Module 2 (Organizing Budget Data) • BT: Module 3 (Fixed and Variable Costs) • BT: Module 4 (Breakeven Analysis) • BT: Module 5 (Cost Allocation)	• Excel Assignment • BT: Appendix B (Spreadsheet Basics)	
2	Role of time Performance Budgeting	• Week 2 Video • BT: Module 6 (Time Value of Money) • BT: Module 7 (Inflation) • BT: Module 8 (Sensitivity Analysis) • BT Module 9 (Performance Budgeting) • New Mexico Department of Finance and Administration. Guidelines to performance-based budgeting. Santa Fe, NM: Department of Finance and Administration. http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx	• Performance Measures Assignment	• Excel Assignment • Discussion Board Postings
3	The Budget Process Overview	• Week 3 Video • BT Module 10 (Process Overview) • BT: Module 11 (Baseline Budget) • BT Module 12 (Baseline Budget) • BT Module 13 (Cost Estimates) • BT Module 14 (Budget Justification) • BT Module 15 (Budget Cutbacks)	• Budget Process Assignment	• Performance Measures Assignment • Discussion Board Postings
4	The Budget Process: State and Local	• Week 4 Video • BT Module 16 (Legislative Budget Tools) • Rubin, *The Politics of Public Budgeting*, Chapter 1 • Ebdon, C., and A. L. Franklin. (2006). Citizen participation in budgeting theory. *Public Administration Review* 66(3), 437-447.		• Discussion Board Postings

	The Budget Process: Federal	• Franklin, A. L., Ho, A. T., & Ebdon, C. (2009). Participatory budgeting in Midwestern states: Democratic connection or citizen disconnection*?. Public Budgeting & Finance*, 29(3), 52-73. • Congressional Budget Office (2017), The Budget and Economic Outlook: 2017 to 2027 (https://www.cbo.gov/publication/52370) (Read the summary and skim the report)		
	The Political Budget Process: Organizational	• Financial Sustainability for Nonprofit Organizations, Rand (2012) https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf		
5	Cost Benefit Analysis Capital Budgeting	• Week 5 Video • BT Module 17 (Cost Benefit Analysis) • BT Module 18 (Life Cycle Costing) • BT Module 19 (Capitalization and Depreciation) • BT Module 20 (Long-Term Financing) • BT Module 21 (Investment Strategies)	• Cost Benefit Assignment	• Budget Process Assignment • Discussion Board Postings

6	Implementation	• Week 6 Video • BT Module 22 (Operating Plan and Variance Analysis) • BT Module 23 (Cash Management and Internal Controls) • BT Module 24 (Forecasting and Managing Cash Flow) • Anthony R. &Young, D. (1984). Cost Accounting In *Management Control in Nonprofit Organizations.* McGraw-Hill Companies. (Carmen)	• Budget Analysis Assignment	• Cost Benefit Assignment • Discussion Board Postings
	Accounting Financial Statement Analysis	• BT Module 25 (Government and Nonprofit Accounting) • BT Module 26 (Financial Statement Analysis)		
7	Payroll	• Week 7 Video • BT Module 27 (online chapter) (Calculating Payroll)		• Budget Analysis Assignment • Discussion Board Postings
	Forecasting	• BT Modules 28-30 (online chapters) (Forecasting)		

BT = Budget Tools: Financial Methods in the Public Sector

Academic Misconduct
The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Glenn College Diversity Values Statement
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Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit http://advocacy.osu.edu/ .**

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6055:
Judgment in Managerial Decision-Making
Semester 20XX Syllabus
Online Delivery
Credit Hours: 2

Professor:
Contact Info:
Office Hours:

COURSE OVERVIEW

Decision making is fundamental to good management. Every day, every hour, managers make decisions that have large and small consequences. If decision makers can improve just a small percentage of those decisions, they could realize significant time and costs savings, and improved outcomes.

Public affairs decisions are made in the context of imperfect information; uncertain events, conditions, and outcomes; and conflicts over values. Yet despite these challenges, decisions must be made in order to meet a wide range of societal objectives. A diverse set of models and skills are available to analyze and guide decisions in operational and managerial settings.

In addition to reviewing the rational ideal of decision-making, this course draws on scholarship from economics, psychology, sociology, political science, and management that examines how and why human beings so often deviate from this classic model of "economic man." People often make irrational decisions in predictable ways. The course will opportunities for managers to practice learning how to identify these common biases and logical fallacies and employ skills and techniques to compensate for them.

Finally, the course will offer opportunities to apply skills to improve group decision-making.

COURSE LEARNING GOALS

Upon completion of the course, students will
- Possess a portfolio of decision making skills that are applicable to a wide variety of managerial problems and contexts
- Have tools that can incorporate data, evidence and values into decisions about complex problems in the public and non-profit sectors

Upon completion of the course, students should understand:

- The nature of decision-making in public affairs from both a theoretical and practical perspective
- The theoretical assumptions about human decision-making underlying public policy and management practices

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management and leadership and developing an appreciation for multiple perspectives in public affairs. In particular, the course attends to the following Glenn College program goals and objectives.

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
4. The ability to articulate and apply a public service perspective. (Intermediate)
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry. (Intermediate)
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context. (Intermediate)
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

PREREQUISITE

Admission to the MPAL Degree Program

BASIS FOR ASSESSMENT

Your grades will be based on the following activities (detailed rubrics and prompts can be found on Carmen):

Final Paper (20%)

This assignment provides an opportunity to integrate and apply the material from the course to a very practical problem. How can you introduce better decision making approaches to your organization or policy? A central theme of the course is better use of information, tools and models to improve decision-making. In this paper, you will identify a managerial or policy problem that could be improved through informed decision-making. This will include develop procedures to defining the problem, gathering information, how you are going to analyze the problem and identifying a way to make a decision about that problem.

Formatting Instructions: Microsoft Word document; double-spaced, 12-point font, 1 inch margins, include your name and page numbers.

Class Participation (20%)

Your participation in online class discussions and group exercises is imperative to doing well in this course. All assignments build on each other to help you synthesize information.

Assignments (70%)

1. Apply PRO-ACT to an important decision that your organization will need to make. (15%)

PRO-ACT is a structured approach to support decision makers as the: 1) define problems; 2) clarify objectives, develop decision alternatives, and examine how different alternatives can meet objectives.

You will select a decision that is important to your organization and apply the PRO-ACT approach.

2. Apply MAUT to a personal or organizational decision. (15%)

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis

3. Identify a dysfunctional heuristic in your organization and a way to compensate for it. (15%)

Heuristics are "shortcuts" we use to make the many decisions that are required every day. We simply do not have the time to go through a paper and pencil exercise of looking at all the alternatives available, collecting information on those alternatives and doing our analysis. Who needs analysis when we need to make a decision on what we are going to ear for lunch. But sometimes we use heuristics in ways that will lead to bad decisions.

In this assignment, you will use the description of heuristics to take a closer look at the heuristics we use all the time. In particular, you will pick a decision that your organization makes and see if they are any hidden heuristics that should be

questioned. You will offer a policy or management practice that can overcome this dysfunctional heuristic.

4. Build a Model and Design a Protocol to Support Civil Engagement (15%)

In this assignment, you will be asked to apply your understanding how groups work by creating a set of materials that will support the public's engagement in a problem your organization is facing.

This will include describing the problem you are working on, identifying the kinds of information that important to understanding the problem, what decision rules you are using to frame the problem, the various alternatives that are / were being considered and your final recommendation.

You need not actually assemble these materials but discuss how you would present this information to a group to minimize the potentially dysfunctional ways in which groups make decisions.

5. Understanding How Systems Work (10%)

Most of the problems we face are complicated and the appropriate tools to help us manage complex problems. Typically, however, we simplify complex problems by saying that "A causes B" and if we can control A then get B to change too. The reality is more complicated because not only A affects B, but B can also effect A and not only that, X, Y, and Z can affect both A and B. We need systems tools to be able to manage systems.

In this assignment, we are going to play with an existing systems model about climate change. When we play with this model we will see how a systems model can capture the interdependency of social and physical factors as they affect the world's climate. We will see how both linear and nonlinear relationships can surprise our expectations about how policy will work. We will begin identifying what are typically called "unintended consequences."

You will be presented with a "flight simulator" that allow you to change policies to see how easy it is to change human behavior and improve our climate. You will be asked to write down the policy changes and now how the system responds. Based upon these observation, you will be asked to make policy recommendations.

I do not accept late assignments.

Grading Schema

Transformation of numerical grades to letter grades will correspond to this schedule:

A	93-100	C+	77-79.9	E	59.9 and below
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. You must cite specific components of the rubric for the given assignment. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

READINGS

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There are two **required** texts for this course:

Thaler, R.H., & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. New York, NY: Penguin Books. [ISBN-13: 978-0143115267 ISBN-10: 014311526X]

Hammon, J.S., Keeney, R.L., & Raiffa, H. (2002). *Smart Choices: A practical guide to making better decisions.* New York, NY: Broadway Books. [ISBN-13: 978-0767908864 ISBN-10: 0767908864]

Additional materials will be posted on Carmen.

Multidimensional nature of public affairs (legal, economic, managerial, political)

WRITING SUPPORT

The University Center for the Study and Teaching and Writing (https://cstw.osu.edu/writing-center) is a resource available to all students. The Writing Center at the CSTW offers free help with writing at any stage of the writing process in a variety of formats, including research papers, proposals, and reviews. You can schedule online or call 614-688-4291.

- Clients may schedule ONE appointment at our Smith Lab and/or The Research Commons (3rd Floor, 18th Ave Library) location each week. Clients may have one walk-in tutorial daily (up to four per week) at our satellite center on the first floor of Thompson Library.
- Clients registered with the Office of Disability Services may have two appointments per week.
- Clients with more than their allowed number of appointments per week will have the overflow appointments canceled.

Academic Misconduct

(From: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement)

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If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include
The Committee on Academic Misconduct web page: http://oaa.osu.edu/coam.html
Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Accommodation Policy

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Week 1. Improving Decision-Making

Concepts
Thinking Fast and Thinking Slow
Problem Definition, Defining Objectives, Describing Alternatives and Consequences

Skill
Using a structured approach to improving decision-making

Reading
Hammond, Keeney and Raiffa, Chapters 1-5: "Making Smart Choices"

Assignment: Apply PRO-ACT to an important decision that your organization will need to make.

Apply PRO-ACT to an important decision that your organization will need to make.

Decision-making can be Select a decision that is important to your organization and apply the PRO-ACT approach.

Week 2. Rational Decision-Making I

Concepts
The Rational Approach to Decision-Making
Explicit and Implicit Models of Decision-Making
Values of Models
Expected Values

Skills
Calculating Expected Values
Creating Decision Trees to estimate risk and estimate benefits

Week 3. Rational Decision-Making II

Concepts
Sunk Costs
Opportunity Costs
Discount Rates
Transaction Costs

Skill
Multi-Attribute Utility Analysis (MAUT)

Reading:
Hammond, Keeney and Raiffa, Chapters 6: "Tradeoffs"

Assignment: Apply MAUT to a personal or organizational decision.

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis is a way that individuals and organizations can simplify these complex problems.

Week 4. Avoiding Psychological Traps

Concepts
Prospect Theory
"Nudge"
Kinds of Decisions That Need Public Support and Guidance
Heuristics that Bias Decision-Making (Availability, Representative (including heuristics that affect how diverse populations are seen), etc.)

Skill
Identifying Dysfunctional Heuristics and Ways to Overcome Them

Reading:
Nudge, Chapter 1, "Biases and Blunders" and Chapter 2, "Resisting Temptation"

Assignment: Identify a dysfunctional heuristic in your organization and a way to compensate for it.

Week 5. Group Decision-Making

Concepts
Social Pressures on Decision-Making
Supports for Group Decision-Making

Skills
Building Aids to Support Group Decision making

Readings
Nudge, Chapter 3, "Following the Herd"
Stone, "The Market and the Polis?

Assignment: Build a Model and Design a Protocol to Support Civil Engagement

Week 6. Systems Thinking – Understanding the Bigger Picture

    Concepts
    Linear vs. Systems Thinking
    Mental Models

    Skills
    How to Apply Systems Thinking
    How to Understand a Complex Problem Using Systems Dynamics

    Readings:
    Meadows, "Thinking in Systems", Chapter 1

    Assignment: Understanding Systems - Exploring Problem Space and Solution Space

Week 7. Data-Driven Decision-Making and Analytics

    Concepts
    What is Data-Driven Decision-Making entail?
    Why is Information Management important?

    Skills
    Designing A Data-Driven Decision-Making Organization

    Readings:

    Caudle, "Managing Information Resources in State Government"
    MacAfee and Brynjolfsson, "Big Data: The Management Revolution"

    Assignment (Written Paper): Identify a Strategy to Introduce a Data-Driven Approach for
        an Important Organization Decision.

CATALOG DESCRIPTION

Introduces students to research on decision-making and its practical application in the public and non-profit sectors. Draws on interdisciplinary scholarship that examines how people make decisions and considers the application of these insights and tools in the management of public and non-profit organizations.

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6075: Data, Models and Evaluation
Semester 20XX Syllabus
Online Delivery
Credit hours: 4

Professor:
Contact Info:
Office Hours:

COURSE OVERVIEW

This course will provide students with the knowledge and tools necessary to analyze data. Students learn about fundamentals of statistics to conduct analysis, and they will develop an understanding of program evaluation and research design in order to evaluate the quality of analyses conducted by others and communicate findings. The class places emphasis on the interpersonal skills involved with the practice of interactive evaluations, which include culture, conflict, and politics. Students will work on applied project related to their jobs that will form the basis of their 7990 Capstone projects.

COURSE LEARNING GOALS

Upon successful completion of the course, students should have a strong understanding of the following:
- What constitutes credible evidence in support of a management decision or policy argument in the public and nonprofit sectors
- Basic statistical logic
- Program evaluation and its value in public sector decision making

Upon successful completion of the course, student should be able to
- Calculate, communicate, and consume applied statistics related to public and nonprofit management and public policy problems
- Conduct computer-based statistical analyses
- Interpret and communicate statistical information in both technical and non-technical language
- Test basic statistical hypotheses
- Critique statistical analyses produced by others

- Identify and assess the appropriate use of evaluation methods, including understanding study limitations
- Interpret the results of outcome/impact evaluation studies for decision makers
- Evaluate connections between public problems, goals, public programs, output and outcomes

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an intermediate level:

- Students can lead and manage in public and nonprofit organizations.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

CATALOG BLURB
Provides students with analytical knowledge and tools necessary to analyze data. Students learn statistics to conduct analysis and evaluation and evaluate the quality of analyses conducted by others. Equips students with knowledge and skills to evaluate public policies and programs. Students learn about different types of evaluations and research designs for conducting evaluations. Exposure to ethical considerations in conducting evaluations.

Prerequisite: PUBAFRS 6051 Intro to Public Affairs

COURSE MATERIALS

Carmen
Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen (carmen.osu.edu).

Textbooks
Robert W. Pearson, *Statistical Persuasion: How to Collect, Analyze, and Present Data…Accurately, Honestly, and Persuasively*. **Print ISBN**: 9781412974967 / **Online ISBN**: 9781452230122
DOI: http://dx.doi.org/10.4135/9781452230122

Jean A. King and Laurie Stevahn, *Interactive evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation*. Print ISBN: *9780761926733* | Online ISBN: *9781452269979*
DOI: http://dx.doi.org/10.4135/9781452269979

Students can access the textbooks electronically for free when logged into Ohio State.

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COURSE FORMAT
Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles with program evaluation.

The course is motivated by the fundamentals of course evaluation, and then students learn the fundamental statistical tools to conduct an evaluation. Class examples and a group applied case exercise will serve as a model for students to use data from their own organizations to conduct statistical analyses and evaluation of management or policy issues central to those organizations. Students will be required to present the results in a manner that can be understood by decision makers. Students can use the results of their analysis as the basis for their 7990 projects, which will further focus on effective communication of the findings.

COURSE DELIVERABLES

The course grade is based upon discussion board participation, a group case study assignment, and a five-part Evaluation Design Project in with students design and implement a simple evaluation related to their jobs. These assignments help students learn how to use basic evaluation tools and statistical analysis to evaluate an aspect of their own organizations (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

Deliverable	Percentage of Course Grade
Discussion Board Posts	10
Group Case Study Assignment	15
Evaluation Design Project (EDP)	
Part 1. Introduction and Process Evaluation	15
Part 2. Maintaining Civility	15
Part 3: Lit Review and Outcome Evaluation Plan	15
Part 4: Descriptive Statistics and Graphs	15
Part 5: Evaluation Results	15

Weekly Discussion Board

Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks one and two will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 11 classes with discussion assignments. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

Grading Scale

A	100% to 93%		C+	< 80% to 77%
A-	< 93% to 90%		C	< 77% to 73%
B+	< 90% to 87%		C-	< 73% to 70%
B	< 87% to 83%		D+	< 70% to 67%
B-	< 83% to 80%		D	< 67% to 60%
			E	< 60% to 0%

Weekly Schedule

Week	Topic	Readings	Deliverables
1	Overview of Evaluation and statistical data analysis Evaluation Framing and Theoretical Foundation	KS: Chapter 1 KS: Chapter 2 KS: Chapter 3 P: Chapter 1	Discussion Board
2	Process Evaluation	C: Bliss & Emshoff	Discussion Board
3	Research Design, Data Collection, and Measurement	P: Chapter 2 P: Chapter 3 Converse & Presser: Survey Questions (Skim)	EDP: Part 1 Discussion Board
4	Evaluation Conversations and Interactive Strategies	KS: Chapter 4 KS: Chapter 5	Discussion Board
5	Managing Conflict, Creating a Viable Process, and Dealing with the Unexpected	KS: Chapter 6 KS: Chapter 7 KS: Chapter 8	EDP: Part 2 Discussion Board
6	Group Case Study: Controversial Shelter Project, or Remedial Math Program, or Healthy Nutrition Program	KS: Chapter 9, or KS: Chapter 10, or KS: Chapter 11	Discussion Board
7	Work on Evaluation Design		Case Study Synch with Professor
8	Preparing Data for Analysis	P: Chapter 4	EDP: Part 3 Discussion Board
9	Descriptive Statistics	P: Chapter 5	Discussion Board
10	Displaying Data with Charts and Graphs and Percentages and Contingency Tables	P: Chapter 6 P: Chapter 7	EDP: Part 4 Discussion Board
11	Sampling and Hypothesis Testing	P: Chapter 8	Discussion Board
12	Group Differences	P: Chapter 9	Discussion Board
13	Measures of Association	P: Chapter 10	Discussion Board
14	Regression Analysis	P: Chapter 11	Discussion Board
15	Work on Evaluation Results		EDP: Part 5 Synch with Professor

P= Pearson
KS= King & Stevahn
C= Carmen

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Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."

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THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6530: Negotiation Skills
Semester 20XX Syllabus
Location
Thursday, 1:50-3:40pm
Credit Hours: X

Professor: Maggie Lewis
Contact Info: lewis.933@osu.edu
Office Hours: After class or by appointment

COURSE OVERVIEW

COURSE LEARNING GOALS

The goal of this course is to explore the major concepts and theories of the psychology of bargaining and negotiation and to improve students' negotiation skills. More specifically, upon successful completion of the course, students will have:

- An improved awareness and understanding of her/his individual negotiation style;
- An understanding of the core strategic approaches to negotiation and the management of differences;
- An understanding of how to negotiate with multiple parties and with the assistance of a third party;
- Enhanced self-confidence with respect to individual negotiation skills.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an <u>advanced</u> level:

- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective
- Students can communicate and interact productively with a diverse and changing workforce and citizenry
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

Format
Class will meet once a week during the first half of the semester. Class time is devoted to lectures, class discussions and role plays /exercises.

COURSE MATERIALS
Textbooks
Essentials of Negotiation, Roy Lewicki, David M. Saunders and Bruce Berry, Sixth Edition (preferred) McGraw Hill ISBN 978-0-07-786246-6
Getting to Yes: Negotiating Agreement Without Giving In, Roger Fisher, William Ury and Bruce Patton

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Handouts
The role play and simulation activities require handouts which will be distributed in class. Students are responsible to obtain all materials due to any class absence.

Attendance
Attendance in class is expected. Absence is likely to cause an inconvenience and loss of opportunity to both the absent student and to classmates. Points will be deducted for excessive absences.

Student Work Requirements
1. Class Preparation and participation-This course requires that students come prepared to class. Active participation is critical to learning and in class exercises and activities depend upon each student being well-prepared. The class participation segment of the grade will be based on class attendance and the quality of your preparation and contributions. There are two forms of preparation, reading and assignments:

Reading has been assigned for each class. Students will be responsible for all reading assignments.
Assignments are the role plays, questionnaires and assessments that must be completed for class or between classes.

2. Graded Negotiation and Accompanying Paper-There will be one graded negotiation in the course. Students will be evaluated on the basis of their performance in the role play and the paper they submit o that role play.

3. Final Paper-This paper will require you to conduct a live negotiation outside of class. Guidance for this paper will be provided in class.

Summary of Graded Components
Points
Class Participation 25
Assigned Negotiation and Paper 35
Final Negotiation and Paper 40
Guidance for assignments will be provided in class.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

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Accommodation Policy

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your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement
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Course Outline

DATE	TOPIC	PREPARATION
Jan. 12	Introduction to Negotiation Styles	EON Chapters 1 and 4 Planning for Negotiation
Jan. 19	Distributive Negotiation	EON Chapter 2
Jan. 26	Integrative Negotiation	EON Chapter 3 Skim GTY (All)
Feb. 2	Power and Ethics in Negotiation	EON Chapters 8 and 5

Graded Negotiation Due

Feb. 9   Public Issues Negotiation   Multi-Party Negotiation EON Chapters 9 & 10
Feb. 16 Multi-Party Negotiation Skim
       www.businessofgovernment.org/sites/dfault/files/ConflictsCollaborativeNetworks.pdf
Feb. 23   Assisted Negotiation and Third Parties / "When and How to Use
    Third Party Help" posted to Carmen; View www.acas.org.us/index.sapx?articleid=2825
Final Negotiation Due

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 7990: MPAL Capstone
Semester 20XX Syllabus
Online Delivery
Credit hours: 3

Professor:
Contact Info
Office Hours:

COURSE OVERVIEW

This course builds on the core curriculum that students have completed in the program. Students will integrate the fundamental knowledge and skills gained in the MPAL curriculum and further apply them to relevant workplace situations.

The course has three main components: 1) completing a portfolio of the accumulated body of work completed during their academic career; 2) developing one of the core course assignments or products to include specific managerial recommendations so that it can be utilized in the workplace; and 3) acquiring and displaying a set of skills to effectively communicate the management recommendation to relevant audience(s).

COURSE LEARNING GOALS

Upon successful completion of the course, students should have a strong understanding of the following:
- Their roles and responsibilities as leaders and managers in the public and nonprofit sectors.
- How the knowledge and skills they have acquired during their studies fit together, as well as how they might apply what they have learned to advancing their careers in the public and nonprofit sectors

Upon successful completion of the course, student should be able to
- Synthesize and apply knowledge, skills and values from the curriculum to a management or policy problem. The analysis completed in previous coursework will result in a recommendation that can be used in their organizations. It must include implementation details that deal with management, budget, law and relevant policy concerns.
- Develop a final set of deliverables including managerial recommendations based upon analysis and application of coursework. The goal is to have products that can be actually utilized by a client.

- Apply the knowledge and skills they have acquired as they complete a series of exercise designed effectively communicate previous analytic results to multiple and diverse audiences in written, oral, and visual formats and be able to civilly engage in discourse.
- Develop and communicate a set of contingency plans for their organization to be used in the event of an emergency.
- Complete the portfolio of major work accomplished in the program. This will include reviewing their original plans in the beginning the program, assembling the work done over their academic career, and a short reflection paper on what students have learned to identify their next set of lifelong learning goals.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an advanced level:

- Students can lead and manage in public and nonprofit organizations.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective.
- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

COURSE MATERIALS

Required Textbook

Smith, Catherine, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, 4th Edition, ISBN # 9780199388578

Online Course material is available on Carmen at http://www.carmen.osu.edu/

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

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CATALOG BLURB
A capstone course for MPAL students that focuses on the integration and application of public affairs knowledge and skills and prepares students to be effective public and nonprofit sector leaders and managers. Students complete multiple assignments to effectively communicate managerial and policy recommendations to key stakeholders.

 Prerequisite: All Core classes (6045, 6050, 6055, 6060, 6075) with the exception of 6530, which is taken concurrently.

Course Format

Students will be guided through a series of steps to develop the results of one of their written assignments into a full management report. Guidance and feedback will occur throughout the course by both their group members and the instructor. Further, building off robust competency-based online modules, students will be responsible individually and with their assigned groups to learn the basic skills of four communication modalities that are related to their organizations and their managerial report. Finally, students are expected to complete a short portfolio that asks them to reflect on what they have learned and then establish their future career goals. Deliverables will be submitted via Carmen and will include text-based material, electronic material, and videos.

DELIVERABLES

The course grade is based upon the portfolio, management development plan, and five assignments that help students to apply course materials to their own organization's budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

Deliverable	Percentage of Course Grade
Portfolio	10
Management Development Plan	30
Crisis Management communication Plan	15
Press release and interview	15
Short professional presentation	15
Social media/electronic communication	15

Portfolio (10%)

Students begin developing their portfolio early in their academic career by identifying what specific workplace problems might be applicable to the many skills and assignments covered in the various courses in the program. If students cannot identify a specific workplace problem other common managerial problems are provided. After each major assignment is completed, students are asked to reflect on their work including what they have learned and how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals.

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> 1) what they have learned; and

> 2) how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals. They will need to answer the following questions:

> 1) How do you intend to apply any new awareness on-the-job or in personal relationships? (one page);

2) What do you picture for yourself as a future career path and how is that different given your participation in the program? (half page);

3) What do you regard as your three most important strengths and why? (one page)

4) What elements of this course you have found most worthwhile to your own experience and career perspective. Identify the elements and discuss each of these, elaborating how each is relevant to your job (2 pages).

Developing a Management Recommendation (30%)

As their academic portfolio accumulates throughout the program, a number of assignments will emerge as having particular relevance and utility for their workplace. Students will pick one of these assignments and develop managerial recommendations using the various skills covered in the program. The goal is to develop specific recommendations that are useful and have been sufficiently developed that it can be implemented in the organization.

The final product is a one-page executive summary and a five-to-seven page report that expands on and provides context for the assignment by providing additional detail on the problem, how alternative solutions were developed, how they were evaluated, and a set of specific recommendation that includes a discussion of important implementation details. The report is not a research paper but an analysis of a managerial problem and the development of recommendations that are accessible, rigorous and credible.

Effectively Communicating Your Work (4X15 = 60%)

The final goal of the course is developing and applying communications skills to effectively communicate your professional work.

The class is designed around a number of online modules and competency-based deliverables designed to help students develop skills on the topics of written, oral, and visual communication, crisis management, and interaction with the media. Students are then assigned to two skills groups. They are expected to first individually complete four modules and work with their peers to apply these skills to communicating their management recommendations.

Communication Modules

1) Develop a crisis management communication plan
2) Develop a press release and related interview with a reporter
3) Professional presentation to management team or testimony before a committee
4) Social media and other electronic communication

Deliverables

Week	Topic	Deliverables
1	Course Overview	Identify topic for course
2	Management Plan	Background and Problem Statement draft
3	Management Plan	Description and Evaluation of Alternatives draft
4	Management Plan	Recommendation draft
5	Management Plan	Implementation draft
6	Management Plan	Executive summary draft
7	Management Plan	Final Deliverable
8	Press Release	Draft
9	Press Release and Reporter Interview	Final Deliverable
10	Social Media and Electronic Communication	Draft
11	Social Media and Electronic Communication	Final Deliverable
12	Crisis Management Communication Plan	Draft
13	Crisis Management Communication Plan	Final Deliverable
14	Professional Presentation	Practice
15	Professional Presentation Portfolio	Final Deliverable Final Deliverable

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 5506: Administration of Criminal Justice Policy
Semester 20XX Syllabus
Online Delivery
Credit Hours: X

Professor:
Contact Info:
Office Hours:

COURSE OVERVIEW

Students will become familiar with the structure of the criminal justice system and the application of public management and organizations theory to the criminal justice system. Many of the applications will focus on Ohio, but the theories and concepts are broadly applicable to the American system of criminal justice.

COURSE LEARNING GOALS

o Become familiar with the structure of the criminal justice system
o Be able to describe how the criminal justice system works in Ohio
o Describe and analyze the role of administrators in a criminal justice system

COURSE MATERIALS

Course material is available on Carmen at http://www.carmen.osu.edu/

Online Course Logistics:

Provide relevant logistical information here

Textbooks:

Required:

- Ken Peak (2016), *Justice Administration: Police, Courts, and Corrections Management*, 8th edition (Print ISBN- 9780133591194, 0133591190; eText ISBN - 9780133769548, 0133769542)
- Joshua Hill, Nancy Marion, Kevin Cashen, Jarnes Orr, III, and Kendra Kec (2015), *Ohio's Criminal Justice System* (ISBN- 978-1-31136-450-1; eText ISBN - 978-1-53100-217-6)
- John Pfaff, *Locked In: The True Causes of Mass Incarceration and How to Achieve Real Reform* (ISBN-978-0465096916)

Additional supplemental materials will be linked to on Carmen.

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Course Format:
Online class materials will combine online lectures and other online activities (videos, discussion boards, etc.) that focus on the relevant material from the textbook and other readings with student participation via discussion boards.

Academic Misconduct

While students may work together on preparing homework assignments, each student is required to turn in his or her own work. Collaboration on exams is strictly forbidden, and violators are subject to all Ohio State rules on academic misconduct.

 Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* (http://studentaffairs.osu.edu/csc/) and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

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Course Requirements and Evaluation:

The course grade is based upon performance on five essay assignments, two exams, online discussion posts, and a group project. Each is weighted as below. The final course grade is based on the standard OSU grading scheme (93-100 A, <93-90 A-, <90-87 B+, <87-83 B, <83-80 B-, etc.).

Homework

o   Five Essays (5 pts each)
   o   One page essays that apply that topic's reading materials to a current relevant topic of the student's choice (Late submissions receive a one point per day deduction.)
o   Online discussion posts (10 pts)
   o   Students are expected to contribute (in a positive and productive manner) to the weekly discussion posts (Late submissions will not be accepted.)

Exams

One midterm and one final exam (25 pts each)

Group project

Group project (15 pts)

   o   Small group project in which the groups post a short video presentation on a relevant topic and accompanying policy brief.

Preliminary Course Outline

Week Date	Topics	Peak	Hill, et al.	Pfaff	Assignment Due
1	Introduction: Justice Administration	Ch1-3			
2	Introduction: Local policy and crime in Ohio		Ch1-2, 5		
3	Police: Organization and personnel	Ch4-5	Ch3		
4	Police: Issues and Practices	Ch6			Essay 1
5	Courts: Organization and personnel	Ch7-8	Ch4		
6	Courts: Issues and Practices	Ch9	Ch7		Essay 2
7	Corrections: Organization and personnel	Ch10-11	Ch6	Ch 1-4	
8	Corrections: Issues and Practices	Ch12	Ch9	Ch 5-8	Essay 3
9	Midterm Exam				
10	Issue: Ethical leadership in criminal justice	Readings	on	Carmen	
11	Issue: Ethics in policing, the courts, and corrections	Ch13			Essay 4
12	Issue: Human Resources	Ch14			
13	Issue: Financial Administration	Ch15			Essay 5
14	Issue: Advances in technology and big data	Ch16			
15	View and Respond to Group Presentations				Group project

Final Exam

Grade appeals

If you believe that you unfairly lost points on an assignment or exam, you must turn in a **written** appeal that briefly explains why you believe that points should be restored in order for that problem to be re-graded.

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SYLLABUS: SOCIOL 5XXX

TITLE: EVIDENCE-BASED PRACTICE IN CRIMINAL JUSTICE

COURSE OVERVIEW

As the number of individuals entering the criminal justice system continues to grow, the criminal justice system, and especially community corrections agencies and policymakers seek effective strategies to alleviate overcrowding in prisons and jails while maintaining public safety. There is an extensive literature describing cost-efficient practices that are proven to reduce offender risk.

Unfortunately, knowledge of evidence-based practices does not mean that an agency can effectively implement and sustain these practices. There must be a capacity to undergo a significant shift in the culture of the organization and in the way clients are supervised. Several models for the implementation of evidence-based policy and practice have been developed, and are focused on research on effective corrections practice and practical approaches needed to create and sustain an evidence-based organization. The course will focus on those models, and students will gain experience developing a plan to implement evidence-based practice in an organization that is grounded in scientifically supported evidence.

COURSE LEARNING GOALS

Evidence-based practice (EBP) utilizes scientific research and the best available data to guide policy and practice decisions, such that outcomes for clients is improved. In the case of corrections, clients include prisoners, probationers, parolees, victims and survivors, communities, and other key stakeholders. Evidence-based practice focuses on approaches that have been shown to be effective through scientific (especially experimental) research rather than through the anecdotal, professional experiences of staff.

Students completing this course will: 1) have a familiarity with the history of evidence-based practice in criminal justice settings, 2) a working knowledge of the principles of evidence-based practice, 3) be able to identify and understand the organizational requisites for implementing evidence-based practice, 4) capable of researching literature and developing an evidence based solution to a problem in a criminal justice organization of the student's choosing (i.e., employer, internship), and 5) can design a rudimentary experiment to assess the outcome of a program.

CATALOG DESCRIPTION

This course examines the history and principles of effective evidence-based programs in criminal justice setting. Students will develop an evidence-based solution to a real world problem, in a criminal justice agency of their choosing.

COURSE SCHEDULE

1. History of what works in corrections

2. Principles of evidence based practice and models for selection of evidence-based practices

3. Identifying the evidence base for what works

4. Organizational change

5. Strategies to Adopt, Implement, and Sustain Effective Practices and current state of practice

6. Idiosyncrasies of correctional and treatment environments

7. Interagency implementation

8. Evaluating Outcomes

9. Experimental Criminology

POTENTIAL READING FOR TOPICS 1-2

Martinson, Robert. "What Works? Questions and Answers about Prison Reform." The Public Interest 35 (1974): 22-54

Palmer, Ted. "Martinson Revisited."Journal of Research in Crime & Delinquency 12, no. 2 (1975): 133-152

Martinson, Robert."New Findings,New Views: A Note of Caution Regarding Sentencing Reform." Hofstra Law Review 7, no. 2 (1979): 243-258.

Palmer, Ted, Patricia Van Voorhis, Faye Taxman, and Doris Mackenzie."Insights from Ted Palmer: Experimental Criminology in a Different Era." Journal of Experimental Criminology 8, no. 2 (2012): 103-115.

Aguilar-Amaya, Maria, Dr. "Aligning Leadership and Management Practices with EBP." Perspectives 39, no. 2 (Spring 2015): 78-85.

Box Set: Evidence-Based Principlesfor Reducing Offender Risk. 2005-2009. Collection of resources developed by Crime and Justice Institute and the National Institute of Corrections, Aurora, CO.

Orchowsky, Stan, Ph.D. An Introduction to Evidence-Based Practices. April 2014. Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice

POTENTIAL READING FOR TOPICS 3-7

Proactive Policing: Effects on Crime and Communities. 2017.National Academy of Sciences.

Taxman, Faye. 2012. *Implementing Evidence-Based Practices in Community Corrections and Addiction Treatment.* Springer Verlag.

Implementing Evidence-Based Policy and Practice in Community Corrections. 2009. National Institute of Corrections.

George Patterson Warren Graham.2018 *Clinical Interventions in Criminal Justice Settings Evidence-Based Practice* (1st Edition). Elsevier.

POTENTIAL READING FOR TOPICS 8-9

Cook, Thomas and Donald Campbell, eds. (1979). *Quasi-Experimentation: Design and Analysis Issues for Field Settings.* Boston, MA: Houghton Mifflin Company. Chapter 2: 37-94.

Weisburd, David. (2003). Ethical Practice and Evaluation of Interventions in Crime and Justice: The Moral Imperative for Randomized Trials. *Evaluation Review, 27*(3), 336-354.

McCord, Joan. (2003). Cures that Harm: Unanticipated Outcomes of Crime Prevention Programs. *The Annals of the American Academy of Political and Social Science, 587*, 16-30.

Campbell, Donald and Jean Russo, eds. (1999). *Social Experimentation.* Thousand Oaks, CA: Sage Publications. Chapter 3: 69-106.

Nagin, D. S., & Weisburd, D. (2013). Evidence and Public Policy. *Criminology & Public Policy, 12*(4), 651-679.

Apel, Robert J. and Gary Sweeten. (2010). Propensity Score Matching in Criminology and Criminal Justice. In Alex R. Piquero and David Weisburd (Eds.), *Handbook of Quantitative Criminology*. Springer: New York, NY.

Boruch, Robert, Brooke Snyder and Dorothy DeMoya. (2000). The Importance of Randomized Field Trials. *Crime and Delinquency*, *46*(2), 156-180.

Farrington, David and Welsh, Brandon. (2005). Randomized Experiments in Criminology: What Have We Learned in the Past 2 Decades? *Journal of Experimental Criminology, 1*(1), 9- 28.

Heckman, James, and Jeffrey A. Smith. (1995). Assessing the Case for Social Experimentation. *Journal of Economic Perspectives, 9*(2), 85-110.

Sampson, Robert J. (2010). Gold standard myths: Observations on the experimental turn in quantitative criminology. *Journal of Quantitative Criminology, 26*(4), 489-500.

Sampson, R. J., Winship, C., & Knight, C. (2013). Translating Causal Claims: Principles and Strategies for Policy Relevant Criminology. *Criminology & Public Policy*, *12*(4), 587-616.

Weisburd, David and Lorraine Green. (1995). Policing Drug Hot Spots: The Jersey City Drug Market Analysis Experiment. *Justice Quarterly, 12*(4), 711-735.

Weisburd, David. (2005). Hot Spots Experiments and Criminal Justice Research: Lessons from the Field. *Annals of the American Academy of Social and Political Science, 599*(1), 220-245.

Petersilia, Joan. (1989). Implementing Randomized Experiments: Lessons from BJA's Intensive Supervision Project. *Evaluation Review, 13*(5), 435-458.

Angrist, Joshua D. (2006). Instrumental Variables Methods in Experimental Criminological Research: What, Why and How. *Journal of Experimental Criminology, 2*(1), 23-44.

White, Michael D., John S. Goldkamp and Jennifer B. Robinson. (2006). Acupuncture in Drug Treatment: Exploring its Role and Impact on Participant Behavior in the Drug Court Setting. *Journal of Experimental Criminology, 2*(1), 45-65.

Gottfredson, Denise C., Stacy S. Najaka, Brook W. Kearley and Carlos M. Rocha. (2006). Long-Term Effects of Participation in the Baltimore City Drug Treatment Court: Results from an Experimental Study. *Journal of Experimental Criminology, 2*(1), 67-98

COURSE ASSIGNMENTS

REFLECTION PAPERS

Throughout the semester ??? general topics will be covered in the course relating to evidence-based practice. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

DISCUSSION QUESTIONS AND RESPONSES

Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

FINAL PAPER

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. Students must identify a criminal justice problem in need of an evidence-based solution, formulate a solution, and propose a research design to evaluate it.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

Academic Misconduct Statement. Please feel free to adjust any part of the below example statement to suit your personal style. However, the information underlined should be included (in your own words or as suggested below) so as to provide the minimum necessary information for students. The underlined passages are for your reference. Please feel free to remove the underlining at your discretion. (From: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement):

> "The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University."

"In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct."

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss

your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance

or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of

confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS) by visiting** ccs.osu.edu **or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at** suicidepreventionlifeline.org. **Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit** http://advocacy.osu.edu/ .

SOCIOL 5XXX

TITLE: OFFENDER DECISION MAKING AND PRISONER REENTRY

COURSE OVERVIEW

Changes in sentencing laws and policies implemented during the 1980's War on Drugs Era prompted the mass incarceration of offenders. With prison/jail populations exceeding 2 million people, the United States is the world's leader in incarceration. The harsher sanctions led to prison overcrowding, racial incarceration disparities, and financial burdens for federal and state governments.

The adverse effects of harsh sanctions have prompted policy makers including correctional officials to search for and implement changes in the criminal justice system. Informed policy decisions and the prevention of future offenses requires a critical examination of empirical research on offender motivations and decision making processes. The course will examination scholarly works in psychology, sociology, criminology and criminal justice.

Offender re-entry is an expanding area of correctional research that serves to prevent future recidivism and alleviate problems caused by the harsh sentencing policies. This course will facilitate the identification of components responsible for successful and unsuccessful re-entry programs. Ultimately, it will provide the analytical skills needed to make informed recommendations for organizational and political level changes regarding criminal sanctions.

COURSE LEARNING GOALS

Upon completion of the course, students should understand:
- The theoretical assumptions underlying offender decision making and practical factors identified in empirical research
- The theoretical and practical causes and correlates of criminal recidivism

Upon completion of the course, students will
- Possess the tools to evaluate multi-disciplinary data on criminal re-integration efforts

- Have the decision making skills to solve problems plaguing state and federal correctional systems

CATALOG DESCRIPTION

Introduces students to research on contemporary issues faced by state and federal correctional systems. The course draws from multidisciplinary scholarship that examines offender decision making, factors that promote recidivism, and how to successfully reintegrate inmates back into society.

COURSE SCHEDULE

1. Motivations for Criminal Behavior

    Concepts
    Theory: Rational Choice, Social Learning, Deterrence, Routine Activities
    Policy Implications for each

2. Influential Factors for Criminal Decision Making

    Concepts
    Lifestyle, Opportunity, Victims, Risk Assessment

3. Decision Making Variance by Crime Category

    Concepts
    Property, Violent, Drug, Occupational and White Collar

4. Causes of Mass Incarceration

    Concepts
    Fiscal, Political, Media, Criminal Justice Policy Trends

5. Prison Experience

    Concepts
    Total Institutions, Subculture, Solitary Confinement

6. Causes and Correlates of Recidivism

    Concepts
    Risk / Needs Assessment, Risk Prediction Models, Effectiveness

7. Re-Entry Challenges

   Concepts
   Offender Diversity, Access to Resources, Political and Community Factors

8. Re-Entry Programs

   Concepts
   Program Assessment, Accountability, Evidence Based Practices

9. Improve Offender Outcomes and Public Safety

   Concepts
   Policy Proposals, Direction of Change, Community and Political Influence

Potential Readings for Topics 1 – 3

Akers, R. (1990). "Rational Choice, Deterrence, and Social Learning Theory in Criminology: The Path Not Taken". The Journal of Criminal Law and Criminology,81(3), 653-676.

Cornish, Derek and Clarke, Ronald. eds 2014. *The Reasoning Criminal Rational Choice Perspectives on Offending.* Transaction Publishers. New Brunswick and London.

Hayward, K. (2007). "Situational Crime Prevention and its Discontents: Rational Choice Theory Versus the Culture of Now". Social Policy & Administration, 41(3), 232-250.

Shover, Neil. 1996. *Great pretenders: Pursuits and careers of persistent thieves.* Crime and Society. Boulder, CO: Westview.

Walters, Glenn, (2015). "The Decision to Commit Crime: Rational or Nonrational?" Criminology, Criminal Justice Law, & Society 16(3), 1-18.

Wright, R., and S. Decker. 1996. *Burglars on the Job: Streetlife and Residential Break-Ins.* Boston: Northeastern Univ. Press.

Potential Readings for Topics 4 - 6

Bales, William and Courtenay Miller, C. H. (2012). "The Impact of Determinate Sentencing on Prisoner Misconduct. "Journal of Criminal Justice, 40(5) 394-403

Bhati, Avinash and Alex Piquero, (2008). "Estimating the impact of incarceration on subsequent offending trajectories: Deterrent, criminogenic, or null effect?". Journal of Criminal Law and Criminology, 98, 207-254.

Clear, Todd and Natasha Frost. 2014. *The Punishment Imperative: The Rise and Failure of Mass Incarceration in America*. New York University Press. New York and London.

Cullen, Francis., Cheryl Jonson, and Daniel Nagin (2011), "Prisons Do Not Reduce Recidivism: The High Cost of ignoring science." The Prison Journal, 91, 48S-65S.

Farrall, Stephen and Adam Calverley. 2006. *Understanding Desistance From Crime*. McGraw Hill. London.

Potential Readings for Topics 7 - 9

Goffman, Alice. 2014 *On the Run: Fugitive Life in an American City*. University of Chicago Press. Chicago.

Latessa & Holsinger (2010) Correctional contexts: contemporary and classical readings 4th ed

> **23. How to Prevent Prisoner Reentry Programs from Failing: Insights from Evidence-Based Corrections,** *Shelley Johnson Listwan, Francis T. Cullen, and Edward J. Latessa*

> **26. Putting Public Safety First: 13 Strategies for Successful Supervision and Reentry,** *Pew Center on the States* Pew offers practical strategies for improving offender reentry and supervision.

> **27. Reducing Recidivism: Corrections Directors in Five States Share Lessons Learned, *Pew Center on the States*.**

Maruna, Shad. 2007. Making Good: How Ex Convicts Reform and Rebuild Their Lives. American Psychological Association.

Mears, Daniel P. and Joshua C. Cochran. 2015. Prisoner Reentry in the Era of Mass Incarceration. Thousand Oaks, CA: Sage Publications

Monteiro, Carlos and Natasha Frost. 2015 Policy Essay: Altering Trajectories through Community Based Justice Reinvestment. Criminology & Public Policy 14(3).

Travis, Jeremy and Joan Petersilia. 2001. "Reentry Reconsidered: A new Look at an Old Question". Crime & Delinquency 47(3) 291-313.

COURSE ASSIGNMENTS

Reflection Papers

Throughout the semester ??? general topics will be covered in the course relating to offender decision making, prisoner reentry and recidivism. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

Discussion Questions and Responses

Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

Final Paper

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. First students must identify and contact a local prisoner re-entry program. The paper, must describe the prisoner reentry program detailing the organization's history, the focus of the program (i.e., housing, employment, education, etc.) and the locality and constituents served. Students must also assess the program's ability to effectively assist returning inmates. Compile a literature review and critical analysis on similar re-entry programs. Provide sound empirically supported recommendations for improvement for this type of re-entry program.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
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		E	< 60% to 0%

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your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

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or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of

confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS) by visiting** [ccs.osu.edu](ccs.osu.edu) **or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10**[th] **Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at** suicidepreventionlifeline.org. **Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit** http://advocacy.osu.edu/ .

Appendix 6: Fiscal Charts and Information

MPAL Revenue Impact
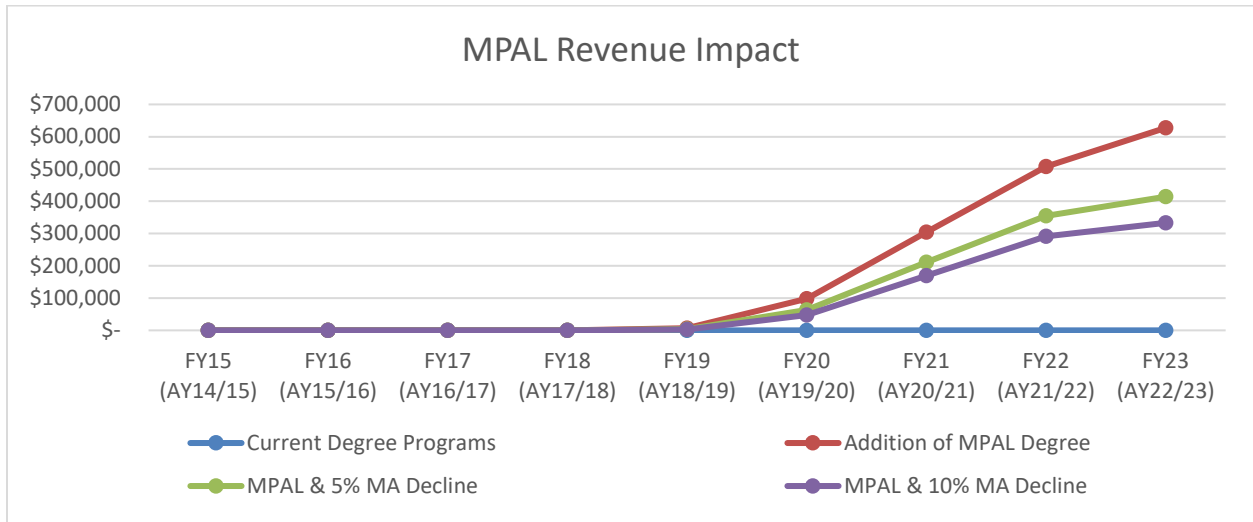
The red line represents additional enrollment revenue due to the MPAL, assuming all other program enrollments meet strategic plan goals. If, however, enrollments in the MA decrease as a result of the MPAL degree, revenue generated will be lower as represented by the green (5% decrease) and the purple (10% decrease) lines. The blue line represents projected new revenue without the addition of the MPAL degree. Even if enrollments decrease in the MA program, the MPAL will still have a positive revenue impact.

Expected MPAL Costs
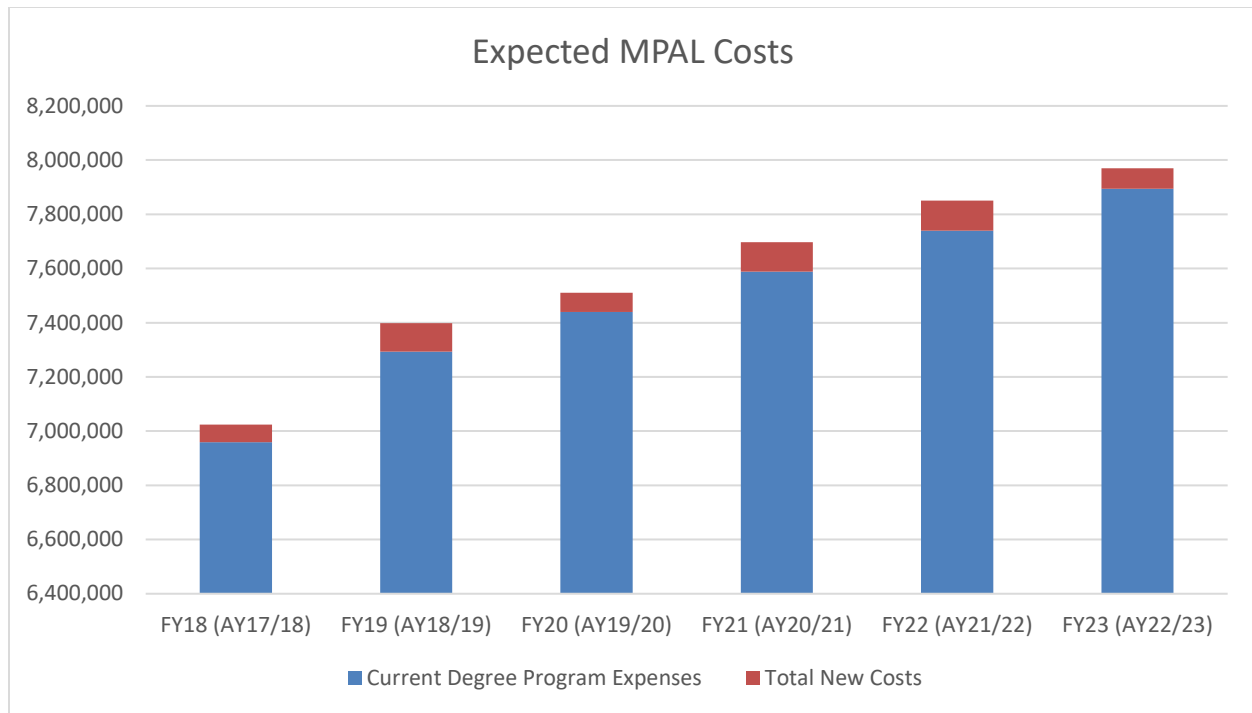
The above chart represents the new costs (in red) that we anticipate will be incurred by MPAL implementation and operation. We anticipate initial start-up costs to hire a Program Manager and develop online courses. We also anticipate that additional costs will be incurred every three years to refresh the curriculum. This cost, however, will be offset by the decrease in delivering the MA program. As the program grows, costs to maintain larger cohorts will also increase (blue).

Appendix 7: Concurrences and External Letters of Support

Robert T. Greenbaum
Professor, Associate Dean for Curriculum
John Glenn College of Public Affairs

January 16, 2018

Dear Professor Greenbaum:

I write indicating the Department of Sociology's full support of the Master of
Public Administration and Leadership degree.

We have enjoyed collaborating on the **Criminal Justice Administration and
Policy** specialization, which is designed for students who would like to
develop their managerial skills in the field of criminal justice. It is our
understanding that coursework for this specialization will be offered by the
Department of Sociology in addition to the Glenn College. Once approved,
Sociology will be responsible for offering online versions of both Evidence-
Based Practice in Criminal Justice and Offender Decision Making and
Prisoner Re-entry.

Please keep us informed of each step of the approval process so that we can
ensure both courses will be ready to offer once the degree is launched. I
expect that Professor Paul Bellair and other Sociology faculty will begin
working with ODEE to prepare the courses and he will lead the course
approval process as well.

I look forward to our continued collaboration with the Glenn College on this
important curricular effort.

Sincerely,

Claudia Buchmann
Professor and Chair

College of Public Health
Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean, Academic Affairs
Interim Chair & Professor, Environmental Health Sciences
AIHA Fellow
(614) 247-8290 bisesi.12@osu.edu

TO: Trevor Brown, PhD
                 Dean, John Glenn College of Public Affairs

FROM: Michael S. Bisesi, PhD
                 Senior Associate Dean, College of Public Health

DATE: January 8, 2018

RE: Concurrence – Proposed *Master of Public Administration and Leadership*

The College of Public Health supports the proposal for a new *Master of Public Administration and Leadership* program prepared and submitted by the John Glen College for Public Affairs. The College of Public Health offers two degree programs that focus on management and leadership. However, the proposed program does not conflict with either the *Master of Health Administration* or the *Master of Public Health* area of concentration in *Population Health Management and Leadership*. The three programs are more complementary than duplicative. Indeed, the curricula for the proposed degree program plus the two existing degree programs include some courses that are likely suitable electives for any one of the three programs depending on students' interests.

Thank you for providing a well-written proposal and the opportunity to review. I hope the university-level review and approval process goes well.

December 28, 2017

Dear Trevor,

The College of Food, Agricultural, and Environmental Sciences has reviewed the Glenn College's proposal for a Master of Public Administration and Leadership. We appreciate the opportunity to review this proposal and offer concurrence for this newly proposed degree program.

We recognize the tentative specialization in Education Policy will draw on subject matter expertise that is relevant to some of our faculty members' expertise. We will be happy to facilitate introductions to CFAES faculty and/or to others with such expertise to work collaboratively to develop suitable offerings for this program specialization in the future.

Sincerely,

Pasha A Lyvers Peffer, Ph.D.
Acting Assistant Dean, Academic Affairs and College Secretary

Concurrence from A&S / Social & Behavioral Sciences Division

From: Haddad, Deborah
Sent: Wednesday, December 13, 2017 4:36 PM
To: Robinson-Easter, Regina <robinson-easter.1@osu.edu>
Subject: RE: CONCURRENCE REQUEST: John Glenn College of Public Affairs Proposal MPAL

Regina,

I am happy to report that the Social and Behavioral Sciences division of ASC concurs with the approval of the proposed Masters in Public Administration and Leadership. A comment by Prof. Rick Herrmann, the Political Science Department chair, may be of useful to you: "[S]ome of our graduate courses in American Politics and Comparative Politics that cover the policy process might be of interest to participants in the MPAL program Glenn proposes."

Deborah

THE OHIO STATE UNIVERSITY

Deborah Haddad, PhD
Assistant Dean, Curriculum, Undergrad Affairs
Social and Behavioral Sciences
Natural and Mathematical Sciences
ASC Data and Analysis
College of Arts and Sciences
114 University Hall, 230 North Oval Mall, Columbus, OH 43210
614.292.4435 Office / 614.247.7498 Fax
Haddad.2@osu.edu   asc.osu.edu

THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Cathann A. Kress
Vice President for Agricultural Administration and Dean
140 Agricultural Administration
2120 Fyffe Rd., Columbus, OH 43210
Phone: (614) 292-3676
http://cfaes.osu.edu/

December 12, 2017

Dean Trevor Brown
John Glenn College of Public Affairs
350A Page Hall, 1810 College Road
Columbus, OH 43210

Dear Trevor,

I have reviewed the Glenn College's proposal for a Master of Public Administration and
Leadership. The College of Food, Agricultural, and Environmental Sciences (CFAES) has a broad
range of disciplines that are part of 10 academic units.

The Department of Agricultural Communication, Education, and Leadership (ACEL) prepares
educators, communicators, and leaders. We recognize the Glenn College's focus on leadership
and the writing and oral skills portion of the curriculum will draw on the subject matter expertise
that is relevant to some of our faculty members' expertise.

We work collaboratively with several colleges and support the idea of working collaboratively
with the Glenn College. We concur with the Glenn College's request to work together to develop
suitable offerings for the master's degree program.

Sincerely,

Cathann A. Kress
Vice President for Agricultural Administration and Dean
College of Food, Agricultural, and Environmental Sciences

Appendix 8: Program Standards for

New Distance Learning Graduate Programs

The John Glenn College acknowledges the below standards as applicable and pledges to adhere to them.

1. The program is consistent with the institution's role and mission and has a Learning Management System sufficient to support the planned distance learning course offerings.
2. The institution has sufficient resources to ensure accessibility for all delivery mechanisms.
3. The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time. There are sufficient technical and help support services available to students and faculty (for both hardware and software issues).
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms, policies, and procedures for ensuring the integrity of student work in distance learning programs (e.g., for establishing student identity, controlling the conditions of exams, etc.)
5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.
6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms. Students in the distance learning program must have access to the following services:
    - Administrative services (e.g., admissions, financial aid, registration, student records)
    - Advising regarding program planning and progress
    - Library resources
    - Psycho-social counseling
    - Career Advising and Placement Services
7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of the new distance learning approaches envisioned as part of the program.
8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.
9. The institution assures that the faculty delivering the program meet the same standards and qualifications as for on-campus programs.
10. The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.
11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.

13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.

14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.

15. Procedures are in place to accept qualified students for entry in the program – it is imperative that students accepted be qualified for entry into the on-campus program [if there is one]. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.

16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.

17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.

Appendix 9: Faculty Curriculum Vitae

The following 5 faculty members will have primary responsibility for administering this degree:

- Trevor Brown, Dean
- Robert Greenbaum, Associate Dean for Curriculum
- Russell Hassan, Associate Professor & Doctoral Studies Chair
- David Landsbergen, Associate Professor & Graduate Studies Chair
- Jos Raadschelders, Associate Dean for Faculty

Their CVs are contained on the following pages.

CURRICULUM VITAE

Trevor L. Brown

August 2017

ADDRESS

John Glenn College of Public Affairs
The Ohio State University
350C Page Hall, 1810 College Road
Columbus, OH 43210
Phone: (614) 292-4533
Fax: (614) 292-2548
Email: brown.2296@osu.edu

EDUCATION

Ph.D. Public Policy and Political Science, Indiana University, 1999

B.A. Public Policy, Stanford University, 1993

ACADEMIC APPOINTMENTS

Fellow, National Center of the Middle Market, Fisher College of Business, The Ohio State University, 2016-2018

Full Professor, John Glenn College of Public Affairs, The Ohio State University, 2015-present

Pasqual Maragall Chair Visiting Professor, Department of Economic Policy, University of Barcelona, 2011-2012

Associate Professor, John Glenn School of Public Affairs, The Ohio State University, 2007-2015

Assistant Professor, School of Public Policy and Management The Ohio State University, 2001-2007

Visiting Assistant Professor, School of Public & Environmental Affairs, Indiana University, 1999-2001

PROFESSIONAL POSITIONS

Dean, John Glenn College of Public Affairs, The Ohio State University, 2015-present

Director, John Glenn School of Public Affairs, The Ohio State University, 2014-2015

Interim Director, John Glenn School of Public Affairs, The Ohio State University, 2013-2014

Associate Director of Academic Affairs and Research, John Glenn School of Public Affairs, The Ohio State University, 2008-2013

Associate Project Executive, Parliamentary Development Project II, The Ohio State University/Indiana University/U.S. Agency for International Development, 2003-2013.

Long-Term Consultant, Parliamentary Development Project I, Indiana University/U.S. Agency for International Development, 2001-2003.

U.S. Project Manager, Parliamentary Development Project I, Indiana University/U.S. Agency for International Development, 1997-2001.

HONORS AND AWARDS

Inaugural Buckeye Wellness Leadership Award, The Ohio State University, 2015

National Academy of Public Administration Fellow (Inducted 2014)

Book of the Year (with Matt Potoski and David Van Slyke), Section on Public Administration Research, American Society for Public Administration, 2014

Scholar of the Year, National Institute of Governmental Purchasing, 2013

Journal of Policy Analysis and Management Classics Series: Articles: Public Management, "Managing Contract Performance: A Transactions Cost Approach" with Matt Potoski, 2012

John Glenn School of Public Affairs Outstanding Teacher of the Year, The Ohio State University, 2003, 2005, 2007, 2010

School of Public and Environmental Affairs Teaching Excellence Recognition Award, Indiana University, 2000

Honorable Mention (with Matt Potoski) Best Manuscript Competition, International Public Procurement Conference, October 2004.

PUBLICATIONS

<u>Book Manuscripts</u>

Germa Bel, Trevor Brown, Rui Cunha Marques (eds). 2014. *Public Private Partnerships: Infrastructure, Transportation, and Local Services* (Oxfordshire, UK: Routledge) [Conversion of 2013 edited symposium in *Local Government Studies*]

Trevor Brown, Matthew Potoski, and David Van Slyke. 2013. *Complex Contracting: Government Contracting in the Wake of the US Coast Guard's Deepwater Program.* (Cambridge, UK: Cambridge University Press)

<u>Journal Articles</u>

Ian Blount, Jay Seetherman, and Trevor Brown. Forthcoming 2017/2018. "The Impact of Strategy on Public Sector Set-Aside Programs: The Case of the State of Ohio", *The Journal of Public Procurement.*

Yong Woon Kim and Trevor Brown. 2017. "Autonomy versus Control in Procurement and Contracting: The Use of Cost Reimbursement Contracts in Three U.S. Federal Departments", *International Review of Administrative Sciences* 83(1S): 41-58.

Yong Woon Kim, Alex Roberts and Trevor Brown. 2016. "The Impact of Product Characteristics and Market Conditions on Contract Type: The Use of Fixed-Price versus Cost Reimbursement Contracts in the U.S. Department of Defense", *Public Performance Management Review* 39(4): 783-813.

Trevor Brown, Matt Potoski, and David Van Slyke. 2016. "Managing Complex Contracts: A Theoretical Approach", *Journal of Public Administration Research and Theory* 26(2): 294-308.

Trevor Brown, Matt Potoski, and David Van Slyke. 2015. "The Impact of Transaction Costs on Mixed Service Delivery", *Journal of Strategic Contracting and Negotiation* 1(4):239-267.

Germa Bel, Trevor Brown, Mildred Warner. 2014. "Editorial Overview: Symposium on Mixed and Hybrid Models of Public Service Delivery," *International Public Management Journal* 17(3): 1-11.

Germa Bel, Trevor Brown, Rui Cunha Marques. 2013. "Public Private Partnerships: Infrastructure, Transportation, and Local Services," *Local Government Studies* 39(3): 303-311.

Trevor Brown, Ting Gong, and Yijia Jing. 2012. "Collaborative Governance in Mainland China and Hong Kong: Introductory Essay," *International Public Management Journal* 15(4): 393-404. Reprinted in Chinese in *International Public Management Journal* 16(S1): 1-9.

Yong Woon Kim and Trevor Brown. 2012. "The Importance of Contract Design," *Public Administration Review* 72(5): 687-696.

Trevor Brown. 2010. "The Evolution of Public Sector Strategy," *Public Administration Review* 70(S1): S212-S214.

Irina Khmelko, Charles Wise, and Trevor Brown. 2010. "Committees and Legislative Strengthening: The Growing Influence of Committees in Ukraine's Policy-Making Process." *Journal of Legislative Studies* 16(1): 73-95.

Trevor Brown, Matt Potoski, and David Van Slyke. 2010. "Contracting for Complex Products." *Journal of Public Administration Research & Theory* 20(Supplement 1):i41-i58.

Trevor Brown. 2008. "The Dynamics of Government-to-Government Contracts." *Public Performance Management Review* 31(3):364-386.

Trevor Brown, Matt Potoski, and David Van Slyke. 2008. "Changing Modes of Service Delivery: How Past Choices Structure Future Choices." *Environment and Planning C: Government and Policy* 26(1): 127-143.

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Trevor Brown, Matt Potoski, and David Van Slyke. 2009. "Accountability Challenges in Public Sector Contracting for Complex Products," in George Frederickson and Mel Dubnick (eds.), *Accountability in the Public Sector* (Dayton, Ohio: Kettering Press).

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Trevor Brown and Amanda Girth. May 2017. "Examining the Effects of Set Aside Policies on Competition and Growth for Small and Mid-Sized Suppliers," *Proceedings of the 14th Annual Acquisition Research Symposium* (Monterrey, CA: Naval Postgraduate School)

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Television

"OSU Professors Watching Ukraine Closely," NBC4. March 3, 2014.
http://www.nbc4i.com/story/24875000/osu-professors-watching-ukraine-closely

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Trevor Brown. 2002. "The Political Analysis of Postcommunism: Understanding Postcommunist Ukraine." *Canadian-American Slavic Studies* 36: 493-495.

PROFESSIONAL PRESENTATIONS

Panelist, "The Gig Economy: The Rise of the Freelance Workforce", National Association of Counties Annual Conference and Exposition, Columbus, Ohio, July 2017

Panelist, "The Future of Ohio's Small Communities: Hope and Hopelessness", ImpactOhio 2016 Post Election Conference, Columbus, Ohio, November 2016

Convener/Chair, "Fundraising, Philanthropy and Advancement for Public Affairs Schools", National Association of Schools of Public Affairs and Administration, Annual Meeting, Brooklyn, New York, October 2015

"Partnerships for Fulfilling Arctic Responsibilities" (Zach Huitink, David Van Slyke, and Sean O'Keefe). Summit on the Alaskan Artic, Anchorage, Alaska. August 2015.

"Public Administration Education and Training: Are We Teaching What Our Students Need to Know Now and What They Will Need to Know Fifteen Years from Now?" American Society of Public Administration, Chicago, Illinois, March 2015.

"Enhancing the Value of Contracting through Training and Education," Central Ohio Organization of Public Purchasers – Northern Ohio Branch, Akron, Ohio, July 2014.

"Ukraine, Russia, and the West," (with Dr. Myroslava Mudrak) Columbus Council on World Affairs, Columbus, Ohio, April 2014. http://columbusworldaffairs.org/2014/april-15-2014/

"Ukraine in Crisis," (with Rudy Hightower) John Glenn School of Public Affairs, Columbus, Ohio, March 2014. http://www.youtube.com/watch?v=XhzU7504gv8&feature=youtu.be

Panelist, "Positioning MPA/MPP Students for Public Procurement Jobs," National Association of Schools of Public Affairs and Administration, Annual Meeting, Washington, DC, October 2013.

"Complex Contracting: Lessons from Federal Procurement" National Institute for Governmental Purchasing, Miami Chapter, Miami, Florida, March 2013 and National Institute for Governmental Purchasing, National Forum, August 2013.

"Advancing in the Procurement Profession", Central Ohio Organization of Public Purchasers, Columbus, Ohio, June 2013.

Moderator, "Will the Middle East Democratize?" John Glenn School of Public Affairs Washington Policy Forum, Washington, DC, April 2011.

Keynote Address, Central Ohio Organization of Public Purchasers Reverse Trade Fair, Columbus, OH, October 2009.

"The Challenge of Contracting for Large Complex Projects," (with David Van Slyke) IBM

Center for the Business of Government breakfast briefing, March 2009, Washington, DC, and John Glenn School of Public Affairs Washington Academic Internship Program seminar, Washington, DC, July 2009.

"Partnership Opportunities with Civilian Universities for Reconstruction and Stabilization Knowledge and Training," Integrated Training and Education Workshop, U.S. Army Peace Keeping and Stability Operations Institute, Carlisle Barracks, Pennsylvania, September 2007.

"Strategic Assessment of the Present State of Public Administration Education and Training in Ukraine and Prospects for Launching a Capacity Building Institution for Public Officials" (with Charles Wise), Eurasia Foundation and U.S. Agency for International Development, Kyiv, Ukraine, February 2007.

"Measuring Democratic Governance in Somaliland" (with Ahmed Diriye), Somaliland Policy and Reconstruction Institute Convention, Crystal City, Virginia, September 2006.

"Managing Contract Service Delivery", Ohio City/County Management Association Winter Conference, Worthington, Ohio, January 2006.

"Citizen Satisfaction with Refuse Collection in the Columbus Metropolitan Area" (with Nathaniel Vogt), American Public Works Association, Dublin, Ohio, June 2003.

"Does Customer Service Matter in the Public Sector?" Department of City and Regional Planning, The Ohio State University, February 2003 and Center for Survey Research, The Ohio State University, May 2003.

"Local Autonomy and Local Government Financing in Ukraine," Parliamentary Development Project Intergovernmental Relations Legislative Agenda Setting Conference, Kiev, Ukraine, November 2002

"Report to the City of Columbus: 2002 Citizen Satisfaction Survey," Mayor, Cabinet and Press, City of Columbus, October 2002.

"Distribution of Responsibilities across Levels of Government in Ukraine," Parliamentary Development Project Intergovernmental Relations Legislative Agenda Setting Conference, Kiev, Ukraine, November 2000.

"Intergovernmental Oversight and Control in the United States," Parliamentary Development Project Conference on Legislative Oversight of the Executive for Ukrainian Parliamentarians, Kyiv, Ukraine, June 1996.

SCHOLARLY PRESENTATIONS

"The Diffusion of Service Delivery Practices within Local Governments" (with Matt Potoski and David Van Slyke), Workshop on Innovations in Service Delivery, University of Barcelona,

Barcelona, Spain, March 2016

"Strategic Management and Public & Nonprofit Research: Taking Stock, Looking Ahead" (plenary session with multiple presenters), Academy of Management, Vancouver, British Columbia, August 2015

"The Management Imperatives of Complex Contracting: Transportation and Human Services" (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, University of Minnesota, Minneapolis, Minnesota, June 2015.

"Contracting for Complex Products: Lessons from Federal Government Procurement," (with David Van Slyke), World Bank, Washington, DC and National Academy of Public Administration, Washington, DC, September 2014

"Construction of Defense Department Contracts in Thin Markets," Acquisition Symposium, Naval Post Graduate School, Monterey, California, May 2014

"Managing Risk in Contracting: Product Characteristics and Contract Design", Public Management Research Association meetings, University of Wisconsin, Madison, Wisconsin, June 2013.

"The Impact of Service Specific Characteristics and Bargaining Strength on Contract Type" Department of Public Administration, Florida International University, Miami, March 2013.

"The Impact of Values and Service Characteristics and Markets on the Use of Joint Service Delivery in the United States" (with Matt Potoski and David Van Slyke), Workshop on Mixed Forms of Service Delivery around the Globe, University of Barcelona, Spain, May 2012

"Contracting for Complex Products: The U.S. Coast Guard's Deepwater Program", Institute of Public Governance and Management, ESADE, Barcelona, Spain, February 2012

"Public Private Partnerships", Workshop on Public Private Partnerships, Department of Economic Policy, University of Barcelona, Spain, May 2011

"Managing the Risks of Contracting for Complex Products" (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, The Ohio State University, Columbus, Ohio, October 2009, and Association of Public Policy Analysis and Management conference, Washington, DC, November 2009.

"Contracting for Complex Products" (with Matt Potoski and David Van Slyke), "State of Agents" Workshop, University of Wisconsin – Madison, July 2008, Department of Economic Policy, University of Barcelona, Spain, September 2008, and Department of Public Administration, Florida International University, Miami, March 2009.

"Contracting Requirements and Costs" (with Ben Boettcher), Department of Economic Policy, University of Barcelona, Spain, September 2008.

"Accountability Challenges in Public Sector Contracting for Complex Products" (with Matt Potoski and David Van Slyke), Symposium on Public Accountability, Kettering Foundation, Dayton, Ohio, May 2008.

Chair/discussant, "New Transitions in Belarus and Ukraine," Midwest Slavic Conference, The Ohio State University, Columbus, Ohio, April 2008.

"Designing and Managing Complex Contracts," Faculty Colloquium, Evans School of Public Affairs, University of Washington, Seattle, Washington, February 2008.

"Complex Contracting: Lessons in Contract Management from the Department of Homeland Security's Secure Border Initiative" (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, October 2007, University of Arizona, Tucson, Arizona, and Association of Public Policy Analysis and Management conference, Washington, DC, November 2007.

"Learning from Experience and Managing the Transaction Costs of Internal and Contract Service Delivery" (with Matt Potoski and David Van Slyke), Association of Policy Analysis and Management, University of Wisconsin, Madison, Wisconsin, November 2006.

"Trust and Contract Completeness in the Public Sector" (with Matt Potoski and David Van Slyke), International Workshop on Local Government Reform: Privatization and Public-Private Collaboration, University of Barcelona, Spain, June 2006.

"Changing Modes of Service Delivery: Costs and Constraints" (with Matt Potoski and David Van Slyke), International Workshop on Local Government Reform: Privatization and Public-Private Collaboration, University of Barcelona, Spain, June 2006.

"Transaction Costs and the Changing Patterns of Local Service Delivery" (with Matt Potoski and David Van Slyke), Association of Policy Analysis and Management, Washington, DC, November 2005.

Chair, "Role/Financing of Nonprofits in Service Delivery", Association of Policy Analysis and Management, Washington, DC, November 2005.

"Managing the Tools of Government: Contracting and Contract Management in the New Millennium," (with Matt Potoski and David Van Slyke), National Public Management Research Conference, University of Southern California, Los Angeles, California, October 2005.

"Contracting for Management: Assessing the Management Capacity under Alternative Service Delivery Arrangements" (with Matt Potoski), Doctoral Colloquium, School of Public and Environmental Affairs, Indiana University, Bloomington, Indiana, January 2005, and Association of Policy Analysis and Management, Atlanta, Georgia, October 2004.

"The Impact of Service Experience and Service Type on Citizen Satisfaction with Public

Services", Association of Policy Analysis and Management, Atlanta, Georgia, October 2004.

"Assessing the Management Costs of Delivering Services under Alternative Institutional Arrangements," (with Matt Potoski), International Public Procurement meetings, Ft. Lauderdale, Florida, October 2004.

"Explaining Citizen Satisfaction with Public Services" (with Jennifer Evans-Cowley), Center for Urban and Regional Analysis, The Ohio State University, Columbus, Ohio, November 2003.

"Management in the Public Service Market Place" (with Matt Potoski), 7th National Public Management Research Conference, Washington, DC October 2003, and Association of Public Policy Analysis and Management Meetings, Washington, DC, November 2003.

"The Influence of Transaction Costs on Government Service Production Decisions," (with Matt Potoski), 6th National Public Management Research Conference, Indiana University, October 2001.

"Managing Contract Performance: A Transaction Costs Approach," Annual Meetings of the Association of Public Policy Analysis and Management, Washington, DC, November 2001.

"Measurement versus Management: How GPRA 'Crowds Out' Management in USAID," Annual Meeting of the Association of Public Policy Analysis and Management, Seattle, WA, November 2000.

"Measuring Parliamentary Development: The Case of Ukraine's National Parliament," (with Vladimir Pigenko), Annual Meeting of Midwest Political Science Association, Chicago, IL, April 1999.

"Contracting Out by Local Governments in Transitioning Nations," Annual Meeting of the Association of Public Policy Analysis and Management, Washington, DC, November 1999.

"When Governments Disagree: A Comparative Analysis of Conflict Resolution Mechanisms in Intergovernmental Relations in Three Nations," (with Charles Wise), NIRA-NAPA International Conference on the Challenge of New Governance in the 21st Century: Achieving Effective Central-Local Relations, Tokyo, Japan, July 1998.

"Constitutional Courts and Legislative-Executive Relations," Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1998.

"Democratization and the Separation of Powers in Ukraine," (with Charles Wise), Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1997.

"Laying the Foundation for the Institutionalization of Democratic Parliaments in the Newly Independent States," (with Charles Wise), Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1996.

FUNDING, GRANTS, AND FELLOWSHIPS

Co-Principal Investigator, National Center for the Middle Market, The Ohio State University, January 2016 ($29,859)

Principal Investigator, Department of the Navy, Naval Postgraduate School Research Grant, September 2012-2014 ($78,993)

Principal Investigator, IBM Business of Government Research Award, August 2012 ($20,000).

Co-Principal Investigator (with Charles Wise), USAID, Parliamentary Development Project II, 2003-2013 ($11,625,326)

Principal Investigator, Pew Center on the States, The Pew Center on the States Government Performance Project, July 2009 ($44,870).

Co-Principal Investigator (with Matt Potoski and David Van Slyke), IBM Business of Government Research Award, February 2009 ($20,000).

Co-Principal Investigator (with Matt Potoski and David Van Slyke), Department of the Navy, Naval Postgraduate School Research Grant, January 2009 ($109,881)

Co-Principal Investigator (with Matt Potoski and David Van Slyke), IBM Business of Government Research Award, February 2008 ($20,000).

Co-Principal Investigator (with Debra Jasper, Betsy Hubbard & Rajiv Ramnath), Battelle Endowment for Technology & Human Affairs, March 2008 ($56,285).

Principal Investigator, Center for Urban and Regional Analysis Research Grant, Ohio State University, May 2002 ($28,854).

Principal Investigator, College of Social and Behavioral Sciences Seed Grant, Ohio State University, December 2001 ($20,814).

Presidential Management Intern Finalist Status, 1999

Ford Foundation Pre-Dissertation Research Grant, 1997 ($2,500).

TEACHING

<u>Doctoral</u>
Democratic Transitions
Doctoral Colloquium

Organizational Theory
Public Management

Graduate Professional
Applied Strategic Management
Democracy Building in Ukraine Study Tour
Intergovernmental Systems Management
Managing Public Sector Organizations (online and in-person)
Political Economy of Privatization and Contracting Out
Public Organizations and Management
Public Policy and Management Capstone II
Rebuilding Failed and Weak States
Strategy for Public Sector Organizations
Written and Oral Communication

Undergraduate
Democracy Building in Ukraine Study Tour
Introduction to Public Affairs
Nonprofit Internship
Rebuilding Failed and Weak States
Urban Problems and Solutions

PROFESSIONAL DEVELOPMENT/EXECUTIVE TRAINING

Decision Making and Faculty Engagement (Ohio State New Department Chair Program, 2015, 2016, 2017)

Policy Formulation and Implementation (Ohio Public Safety Leadership Academy, March 2015, 2016, 2017)

Public Sector Management and Leadership (Mandela Fellows Program, June 2016, 2017)

EDITORIAL POSITIONS

International Public Management Journal, Guest Co-Editor, with Germa Bel and Mildred Warner, Special Symposium on Mixed Service Delivery, 2014

International Public Management Journal, Guest Co-Editor, with Yijia Jing and Ting Gong, Special Symposium on Collaborative Governance in Mainland China and Hong Kong, 2013

Journal of Policy Analysis and Management, Editorial Board, 2005-2006

Journal of Public Administration Research and Theory, Editorial Board, 2007-present

Journal of Strategic Contracting and Negotiation, Editorial Board, 2014-present

Local Government Studies, Guest Co-Editor, with Germa Bel and Rui Cunha Marques, Special Symposium on Public Private Partnerships, 2013

Public Administration Review, Editorial Board, 2012-2015

Public Performance Management Review, Editorial Board, 2014-present

REVIEWER

Academic Journals – Manuscripts
Administration & Society
American Political Science Review
Environment and Planning C
Governance
International Public Management Journal
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Journal of Public Administration Research and Theory
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Public Performance Management Review
Regulation & Governance
State and Local Government Review
Urban Affairs Review

Academic Books
Cambridge University Press
Georgetown University Press

PROFESSIONAL AFFILIATIONS AND SERVICE

American Society of Public Administration
      Mosher Award Committee for Best Paper in PAR, 2017
      Founders' Fellow Mentor, 2015-2016
      Dwight Waldo Award Selection Committee, 2014-2015
      Finance Committee, 2014-2015
      Section on Procurement and Contract Management, 2016-present
      Section on Public Administration Research Best Book Award, 2014-2015

Selection Committee: 75 Most Influential Articles in PAR, 2013

Association for Public Policy Analysis and Management
       Public and Nonprofit Management Program Committee, 2007 Conference
       Vernon Prize Committee for Best Article in JPAM, 2008

Government Accountability Office
       Comptroller General's Educators Advisory Panel, 2017-present

Kiplinger Program in Public Affairs Reporting
       Board Member, 2011-2013

National Association of Schools of Public Affairs and Administration
       2016 Annual Conference Planning Committee, 2015-2016
       Policy Issues Committee, 2014-present
       Emerging Scholars Committee, 2014-2017

National Institute of Governmental Purchasing
       Higher Education Task Force, 2013-present

Public Management Research Association
       Program Committee, 2007 Conference
       Program Committee co-chair, 2009 Conference
       Conference Site Coordinator, 2009 Conference
       Site Selection Committee, 2011 Conference

University of Barcelona, Department of Economic Policy
       Conference Scientific Committee, 2008
       Conference Scientific Committee, 2012
       Conference Scientific Committee, 2016

UNIVERSITY SERVICE

Arts & Sciences, Committee on Curriculum and Instruction, Interdisciplinary Initiatives Subcommittee, 2009-2011

BETHA Award Selection Committee, 2009-2011

Center for Ethics and Human Values Advisory Board, 2017-present

Center for Slavic and East European Studies Advisory Board, 2009-present

Center for Urban and Regional Analysis Oversight Committee, 2002-2007

College Engagement Council, 2016-present

College of Social and Behavioral Sciences Public Policy Minor Oversight Committee, 2007-present

FLAS Selection Committee, Center for Slavic and East European Studies, 2007-2010, 2012-present

Leadership Studies Advisory Committee, 2010-2011

OSU International Programs Task Force, 2007

Truman Scholarship Selection Committee, Undergraduate Honors and Scholars, The Ohio State University, 2013-present

School of Public Policy and Management Delegate, Arts and Sciences Faculty Senate, 2003-2006

Student Trustee Selection Committee, Ohio State Board of Trustees, 2017-present

Vice Provost for Outreach and Engagement Search Committee, 2015

COMMUNITY SERVICE

Community Shelter Board, Advisory Board, 2015-present

Ohio State University Star House Oversight Board, 2016-2017

St. Joseph Montessori School, Board of Trustees, 2013-2016

CURRICULUM VITAE

Robert T. Greenbaum
December 2017

Address:

John Glenn College of Public Affairs	Phone: (614) 292-9578
The Ohio State University	Fax: (614) 292-2548
350E Page Hall	E-mail: greenbaum.3@osu.edu
1810 College Road	glenn.osu.edu/faculty/glenn-faculty/greenbaum/
Columbus, OH 43210-1336	

Education:

Carnegie Mellon University, Pittsburgh, PA
Ph.D., Public Policy and Management, Heinz College, 1999

Bard College, Annandale-on-Hudson, NY
B.A., Economics, 1992

Cambridge University, Cambridge, UK
Occasional Scholar (second year economics tripos), Christ's College, 1990–1991

Professional Appointments:

Associate Dean for Curriculum, 2015–present
Associate Director for Curriculum, 2014–2015
Professor, 2017–present
Associate Professor, 2005–2017
Director of Doctoral Studies, 2008–2009, 2012–2014
Director of Graduate Studies, 2009–2012
Assistant Professor, 1999–2005
John Glenn College of Public Affairs
The Ohio State University

Associate Director, 2007 – present
Center for Urban and Regional Analysis, Ohio State University

Research Fellow, May – July 2002
International Center for Economic Research, Turin, Italy

Current Professional Affiliations:

Center for Real Estate, Ohio State University
Thoughtwell (Board of Directors; Secretary)
Criminal Justice Research Center, Ohio State University
Institute in Population Research, Ohio State University

Research and Teaching Interests:

Urban and regional economic development, economic resilience, evaluation, spatial analysis, GIS, employment policy, housing, crime, applied microeconomics, public finance, applied econometrics

Refereed Journal Publications and Book Chapters:

Bondonio, Daniele and Robert T. Greenbaum, 2018 "Natural Disasters and Relief Assistance: Empirical Evidence on the Resilience of U.S. Counties using Dynamic Propensity Score Matching," *Journal of Regional Science* (forthcoming September 2018).

Young, Kim A., Robert T. Greenbaum, and Noah C. Dormady, 2017, "Sex, Gender, and Disasters: Experimental Evidence on the Decision to Invest in Resilience," *International Journal of Disaster Risk Reduction*, 24: 439-450.

Brown, Lathania and Robert T. Greenbaum, 2017, "The Role of Industrial Diversity in Economic Resilience: An Empirical Examination across 35 Years," *Urban Studies*, 54(6): 1347-1366.

Greenbaum, Robert T. and Jim Landers, 2014, "The Tiff over TIF: A Review of the Literature Examining the Effectiveness of Tax Increment Financing," *National Tax Journal*, 67(3): 655-674.

Russell, Blair D., Stephanie Moulton, and Robert T. Greenbaum, 2014, "Take-up of Mortgage Assistance for Distressed Homeowners: The Role of Geographic Accessibility," *Journal of Housing Economics*, 24: 57-74.

Greenbaum, Robert T. and Stephanie Moulton, 2014, "Studying Patterns in Housing and Urban Development," in Steven Payson, ed., *Public Economics in the United States: How the Federal Government Analyzes and Influences the Economy, Vol 3*, Praeger Publishers, 1060-1080.

Bondonio, Daniele and Robert T. Greenbaum, 2014, "Revitalizing Regional Economies through Enterprise Support Policies: An Impact Evaluation of Multiple Instruments," *European Urban and Regional Studies*, 21(1): 79-103.

Boggess, Lyndsay N., Robert T. Greenbaum, and George E. Tita, 2013, "Does Crime Drive Housing Sales? Evidence from Los Angeles," *Journal of Crime and Justice*, 36(3): 299-318.

Greenbaum, Robert T. and Daniele Bondonio, 2011, "Incentivizing Economic Development: An Empirical Examination of the Use of Grants and Loans," *South Carolina Journal of International Law and Business*, 7(2): 191-213.

Greenbaum, Robert T., Blair D. Russell, and Tricia L. Petras, 2010, "Measuring the Distribution of Economic Development Tax Incentive Intensity," *Economic Development Quarterly*, 24(2): 154-168.

Greenbaum, Robert T. and Jim Landers, 2009, "Why are State Policy Makers Still Proponents of Enterprise Zones? What Explains Their Action in the Face of a Preponderance of the Research?" *International Regional Science Review*, 32(4): 466-479.

Hipp, John R., George E. Tita, and Robert T. Greenbaum, 2009, "Drive-bys and Trade-ups: Examining the Directionality of the Crime and Residential Instability Relationship," *Social Forces*. 87(4): 1777-1812.

Desai, Anand, Robert T. Greenbaum, and Yushim Kim, 2009, "Incorporating Policy Criteria into Spatial Analysis," *The American Review of Public Administration*, 39(1): 23-42.

Tita, George E. and Robert T. Greenbaum, 2009, "Crime, Neighborhoods and Units of Analysis: Putting Space in its Place," in David Weisburd, Wim Bernasco and Gerben J.N. Bruinsma, eds., *Putting Crime in its Place: Units of Analysis in Spatial Crime Research*, pp. 145-170, New York: Springer.

Greenbaum, Robert, Laura Dugan, and Gary LaFree, 2007, "The Impact of Terrorism on Italian Employment and Business Activity," *Urban Studies,* 44(5/6): 1093-1108.

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Bondonio, Daniele and Robert T. Greenbaum, 2007, "Do Tax Incentives Affect Local Economic Growth? What Mean Impacts Miss in the Analysis of Enterprise Zone Policies," *Regional Science and Urban Economics*, 37(1): 121-136.

Tita, George E., Tricia L. Petras, and Robert T. Greenbaum, 2006, "Crime and Residential Choice: A Neighborhood Level Analysis of the Impact of Crime on Housing Prices," *Journal of Quantitative Criminology*, 22(4): 299-317.

Bondonio, Daniele and Robert T. Greenbaum, 2006, "Do Business Investment Incentives Promote Employment in Declining Areas? Evidence from EU Objective 2 Regions," *European Urban and Regional Studies*, 13(3): 225-244.

Greenbaum, Robert T. and Andy Hultquist, 2006, "The Economic Impact of Terrorist Incidents on the Italian Tourism Industry," *Urban Affairs Review*, 42(1): 113-130.

Greenbaum, Robert T. and Anand Desai, 2005, "Viewing Spatial Consequences of Budgetary Policy Changes," *Public Budgeting & Finance*, 25(2): 43-60.

Babcock, Linda, John Engberg, and Robert Greenbaum, 2005, "Wage Spillovers in Public Sector Contract Negotiations: The Importance of Social Comparisons," *Regional Science and Urban Economics* 35(4): 395-416.

Greenbaum, Robert T., 2004, "Siting it Right: Do States Target Economic Distress When Designating Enterprise Zones?" *Economic Development Quarterly* 18(1): 67-80.

Greenbaum, Robert T. and Daniele Bondonio, 2004, "Losing Focus: A Comparative Evaluation of Spatially Targeted Economic Revitalization Programs in the US and the EU," *Regional Studies*, 38(3): 319-334.

Greenbaum, Robert T. and John B. Engberg, 2004, "The Impact of State Enterprise Zones on Urban Manufacturing Establishments," *Journal of Policy Analysis & Management*, 23(2): 315-339.

Greenbaum, Robert T. and George E. Tita, 2004, "The Impact of Violence Surges on Neighborhood Business Activity," *Urban Studies*, 41(13): 2495-2514.

Greenbaum, Robert T. 2002, "A Spatial Study of Teachers' Salaries in Pennsylvania School Districts," *Journal of Labor Research* 23(1): 69-86.

Greenbaum, Robert and John Engberg, 2002, "An Evaluation of State Enterprise Zone Policies: Measuring the Impact on Urban Housing Market Outcomes," in F. Stevens Redburn and Terry F. Buss, eds., *Public Policies for Distressed Communities Revisited*, pp. 33-63, Lanham, MD: Lexington Books.

Greenbaum, Robert and John Engberg, 2000, "An Evaluation of State Enterprise Zone Policies," *Policy Studies Review* 17(2/3): 29-46.

Engberg, John and Robert Greenbaum, 1999, "State Enterprise Zones and Local Housing Markets," *Journal of Housing Research* 10(2): 163-187.

Other Publications:
Greenbaum, Robert T. and Lathania Brown, July 8, 2016, "Economic Diversity and Community Resilience," Ohio State University Discovery Themes Blog. (http://discovery.osu.edu/blog/2016/07/08/economic-diversity-and-community-resilience/).

Greenbaum, Robert T. and Lathania Brown, April 2016, "Economic Diversity is a drag when times are good but a lift when times are bad," *The LSE Centre's daily blog on American Politics and Policy.* (http://bit.ly/23ZQT2v).

Greenbaum, Robert T., 2010, "Geographically Targeted Economic Development Policy and Youth Violence," in Richard Rosenfeld, Keena Quinet, and Crystal Garcia, eds, *Contemporary Issues in Criminological Theory and Research: The Role of Social Institutions.* Papers from the American Society of Criminology 2010 Conference, pp. 261-265.

Greenbaum, Robert T., Tricia L. Petras, and Andy Hultquist, 2007, "An Examination of the Impact of Governmental Disaster Relief Incentives on Business Location and Employment Decisions," *2007 Proceedings of the One Hundredth Annual Conference on Taxation.* National Tax Association, pp. 427-436.

Hultquist, Andy and Robert T. Greenbaum, 2004, Book review: Peters, Alan H. and Peter S. Fisher (2002), *State Enterprise Zones: Have They Worked?* (Kalamazoo, MI: W.E. Upjohn Institute for Employment Research) in *Urban Studies*, 41(3): 709-710.

Greenbaum, Robert T., 2002, Book review: Farley, Reynolds, Sheldon Danziger, and Harry J. Holzer (2000), *Detroit Divided* (New York: Russell Sage Foundation) and Sjoquist, David L. (ed.) (2000), *The Atlanta Paradox* (New York: Russell Sage Foundation) in *Journal of Economic Literature*, 40(3): 946-948.

Greenbaum, Robert T., 2001, "Selecting the Right Site: Where Do States Locate Place-Based Economic Development Programs?" *2000 Proceedings of the Ninety-Third Annual Conference on Taxation.* National Tax Association, pp. 74-82.

Engberg, John and Robert Greenbaum, 2000, "Do State Enterprise Zones Stimulate Local Housing Markets?" *Housing Facts and Findings*, 2(2): 3-5.

Reports, Working Papers, and Unpublished Manuscripts:

Robert T. Greenbaum, Lathania Brown, Martin Luby, Hillary Darville, May 2015, "The Economic Resilience of Coastal Communities: Survey Results from Interviews with Local Leaders," Ohio Sea Grant Program.

Anand Desai, Robert Greenbaum, William Hayes, Renhao Cui, Michelle Saksena, March 2013, "Expanding Medicaid in Ohio: County-level analysis," Health Policy Institute of Ohio.

Anand Desai, Robert Greenbaum, William Hayes, Renhao Cui, Michelle Saksena, April 2013, "Expanding Medicaid in Ohio: County-level analysis part 2: Local economic impact on employment and general sales tax revenues," Health Policy Institute of Ohio.

Daniele Bondonio and Robert T. Greenbaum, 2010, "Counterfactual Impact Evaluation of Enterprise Support Policies: An Empirical Application to EU Co-Sponsored, National and Regional Programs" Working Paper, John Glenn School of Public Affairs, The Ohio State University, July 2010.

Robert Greenbaum and Blair Russell, July 2008, "Economic Development Policy in Ohio: How Does Ohio Target its Investments?"

Robert Greenbaum, Tricia Petras, and Blair Russell, July 2008, "Restoring Prosperity to Ohio: Revitalizing Ohio's Core Cities through Refocused Economic Development Incentives"

Robert Greenbaum, Reena Uppal, Timothy Curry, and David Wirick, July 2008, "Assessment of the Gross Impact of the Columbus Blue Jackets and Nationwide Arena on the Greater Columbus Area"

4

Robert Greenbaum, Reena Uppal, and David Wirick, July 2008, "Assessment of the Gross Economic Impact of the Arena District on Greater Columbus"

Daniele Bondonio and Robert Greenbaum, 2005, "Decomposing the Impacts: Lessons from a Multistate Analysis of Enterprise Zone Programs," Working Paper No. 2005-3, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, June 2005.

Anand Desai, Yushim Kim, and Robert Greenbaum, 2005, "Estimating Local Effects of Medicaid Expenditure Changes," Research Report No. 2005-3, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, June 2005.

Edward J. Malecki, Robert T. Greenbaum, and Andy M. Hultquist, 2005, "The Nonprofit Sector in the Franklin County Economy," Research Report No. 2005-2, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, April 2005.

Bondonio, Daniele and Robert T. Greenbaum, 2004, "The Employment Impact of Business Investment Incentives in Declining Areas: An Evaluation of the EU "Objective 2 Area" Programs," Working Paper No. 22/2004, International Center for Economic Research, Turin, Italy.

Greenbaum, Robert and Anand Desai, April 2003, "Uneven Burden: Economic Analysis of Medicaid Expenditure Changes in Ohio," School of Public Policy and Management, The Ohio State University, April 2003.

Greenbaum, Robert T. and Daniele Bondonio, 2003, "A comparative evaluation of spatially targeted economic revitalization programs in the European Union and the United States," Working Paper No. 3/2003, International Center for Economic Research, Turin, Italy.

"The Information Technology Industry in the State of Ohio and its Regions – 1989 to 2000," (Columbus Region section), Report prepared for Ohio's IT Alliance by The Ohio Economic Development Information Network, October 2001.

Greenbaum, Robert T., 2001, "Selecting the Right Site: Where Do States Locate Place-Based Economic Development Programs?" Working paper, Weidenbaum Center on the Economy, Government, and Public Policy, Washington University in St. Louis.

Engberg, John B. and Robert T. Greenbaum, 1999, "The Impact of State Enterprise Zones on Urban Housing Markets," Working paper No. 1999-16, H. John Heinz III School of Public Policy and Management, Carnegie Mellon, 1999.

Greenbaum, Robert T. and John B. Engberg, 1998, "The Impact of State Urban Enterprise Zones on Business Outcomes," Working paper No. 98-20, Center for Economic Studies, U.S. Census Bureau.

Greenbaum, Robert T., 1994, "Plant Deaths and Transfigurations: The Survival and Adaptation of Manufacturing Establishments," unpublished mimeograph.

Funding:

"Measuring Sustainability, Resilience and Well-Being: A Proposed Research Workshop To Integrate Concepts and Develop Practical Tools and Measures of Sustainable and Resilient Communities in Central Ohio," Sustainable and Resilient Economy Discovery Theme Seed Grant, PI Jeremy Brooks, Co-PI with four others, 2016, $17,713

"An Experimental Analysis of Middle Market Resilience: Gender, Frequency & Information," National Center for the Middle Market, Co-PI with Noah Dormady, 2014, $68,782.

"Medicaid Expansion," Health Policy Institute of Ohio, Co-PI with Anand Desai, 2013, $8,000

"Economic Resilience of Coastal Communities," Ohio Sea Grant College Program/National Oceanic & Atmospheric Administration, PI, 2013, $57,824

"An Examination of Where and How Ohio Targets its Economic Development Incentives," Brookings Institution, 2008, PI, $14,000

"Assessment of the Gross Impact of the Columbus Blue Jackets on the Greater Columbus Area," Columbus Blue Jackets; Nationwide Arena, LLC; Franklin County Convention Facilities Authority, Co-PI with David Wirick, 2008, $45,000

"Advances in Modeling Economic Resilience: Impact of Government Disaster Relief Incentives on Business Location & Employment," Department of Homeland Security Integrated Network of Centers (INC) Grant, PI, 2007-2008, $59,297

"An Examination of the Economic Impact of Terrorist Incidents on the Hospitality Industry in Italy," Mershon Center Faculty Grant, Ohio State University, PI, 2005-2006, $9,808

"Analysis of the Non-Profit Sector in the Columbus Economy," The Columbus Foundation, Co-PI with Edward Malecki, 2004, $16,500

"Violent Crime and Housing Markets," National Consortium on Violence Research, Co-PI with George Tita, 2003, $6,650

"Analysis of the Economic Implications of Changes in Medicaid Expenditures on Ohio Counties," The Health Foundation of Greater Cincinnati, Co-PI with Anand Desai, 2003, $28,150

"The Spatial Effects of Local Public Goods," Center for Urban and Regional Analysis, Ohio State University, PI, 2002, $31,266

"The Impact of Violence on Neighborhood Business Activity and Residential Choice," Criminal Justice Research Center, Ohio State University Summer Faculty Research Fellowship, PI, 2001, $6,999

"A Study of Intra-Metropolitan Employment Trends and Policy Impacts," Ohio State University Seed Grant, PI, 2000, $9,915

"The Impact of Violence on Neighborhood Business Activity," National Consortium of Violence Research (NCOVR), Co-PI with George Tita, 1999, $4,925

"An Evaluation of State Enterprise Zone Policies: Measuring the Impact on Business Decisions and Housing Market Outcomes," National Community Development Policy Analysis Network, PI, 1997, $10,000

Presentations:

2017 Association for Public Policy Analysis and Management Annual Research Conference, Chicago, IL (coauthor)

2017 Network of Schools of Public Policy, Affairs, and Administration Annual Conference, Washington, DC (panelist)

Institute for Population Research, Ohio State University, Columbus, OH, January 24, 2017 (presenter)

2016 Natural Hazard Workshop, Broomfield, CO (invited panelist)

2016 Midwest Public Affairs Conference, Columbus, OH (conference chair, presenter, and coauthor)

School of International Relations and Public Affairs, Fudan University, Shanghai, China, May 30, 2016 (invited lecture)

International Seminar, Evaluating the Impact of European Structural Funds: Is the Transfer Intensity Effective?, Sapienz, University of Rome, Italy, November 27, 2015 (discussant)

2015 Association for Public Policy Analysis and Management Annual Research Conference, Miami, FL (coauthor)

John Glenn School of Public Affairs, Ohio State University, Columbus, OH, February 16, 2015 (invited lecture)

2014 North American Regional Science Meetings, Bethesda, MD (presenter, coauthor, and discussant)

Maryland Health Enterprise Zones: Using Incentives to Drive Local Progress Conference, Baltimore, MD, May 19, 2014 (invited presenter)

2014 Meeting of the Southern Regional Science Association, San Antonio, TX (presenter, coauthor, and discussant)

2013 American Reseal Estate and Urban Economics Association International Conference, Jerusalem, Israel (presenter and discussant)

2012 American Society of Criminology Annual Meetings, Chicago, IL (presenter)

2012 Association for Public Policy Analysis and Management Annual Research Conference, Baltimore, MD (coauthor)

Northeast Indiana Central Labor Council Forum, Fort Wayne, IN, December 14, 2011 (invited presenter)

2011 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (session chair)

2011 Building Solutions to Poverty: Methods and Metrics for Identifying Success Conference, Columbus, OH (presenter)

Indiana General Assembly Interim Study Committee on Economic Development, Indianapolis, IN (remote from Columbus, OH), October 17, 2011 (presenter)

South Carolina Journal of International Law & Business 2011 Symposium, Columbia, SC, February 25, 2011 (presenter)

2010 American Society of Criminology Annual Meetings, San Francisco, CA (response essay presenter)

Public Comment provision before the Ohio Office of the Secretary of State, Columbus, OH, October 19, 2010 (presenter)

Testimony before the Toledo City Council hearing of the Economic Development Committee, Toledo, OH, September 30, 2010 (presenter)

2010 European Urban and Regional Studies Conference, Vienna, Austria (coauthor)

John Glenn School of Public Affairs, Ohio State University, Columbus, OH, April 14, 2010 (invited lecture)

2009 Ohio Health Data and Research Conference, Columbus, OH (presenter)

2009 Regional Science Association International Annual North American Meetings, San Francisco, CA (presenter, discussant, and coauthor)

Department of City and Regional Planning, Ohio State University, Columbus, OH, November 13, 2009 (invited lecture)

2009 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (session chair)

2008 American Society of Criminology Annual Meetings, St. Louis, MO (presenter and session chair)

2008 Association for Public Policy Analysis and Management Annual Research Conference, Los Angeles, CA (presenter)

2008 Federation of Tax Administrators Revenue Estimation and Tax Conference, Portland, ME (presenter)

2008 Ohio Summit, Restoring Our Prosperity: The State Role in Revitalizing Ohio's Core Communities, Columbus, OH, September 10, 2008 (presenter)

Swank Advisory Council on Rural-Urban Policy Research and Education, Columbus, OH, May 20, 2008 (invited lecture)

2007 National Tax Association Annual Conference on Taxation, Columbus, OH (presenter and discussant)

2007 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (presenter)

2007 Annual Conference of the European Society of Criminology, Bologna, Italy (presenter and coauthor)

Criminal Justice Research Center and the Institute for Excellence in Justice Seminar, Columbus, OH, June 1, 2007 (discussant)

2006 Association for Public Policy Analysis and Management Annual Research Conference, Madison, WI (discussant)

2006 National Center for the Study of Terrorism and Responses to Terrorism (START) Center Summer Conference, University of Maryland, College Park, MD, June 27, 2006 (presenter)

2006 National Consortium on Violence Research (NCOVR) Summer Conference, La Romana, Dominican Republic, June 20, 2006 (co-presenter)

Department of Public Policy and Public Choice, Università del Piemonte Orienatale, Torino, Italy, February 16, 2006 (invited lecture)

School of Public Policy and Management, Ohio State University, Columbus, OH, February 3, 2006 (invited lecture)

2005 Regional Science Association International Annual North American Meetings, Las Vegas, NV (presenter)

2005 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (presenter)

Applied Economics Seminar, Michigan State University, East Lansing, MI, October 18, 2005 (invited lecture)

2005 National Center for the Study of Terrorism and Responses to Terrorism (START) Center Summer Conference, University of Maryland, College Park, MD, June 8, 2005 (presenter)

2005 Criminology and Economics Summer Workshop, University of Maryland, Elkridge, MD, June 7, 2005 (presenter)

Ohio Rural Health Coalition Statewide Rural Health Conference, Columbus, OH, June 3, 2005 (presenter)

Testimony before the Ohio House Human Services Subcommittee, Columbus, OH, March 4, 2005 (co-presenter)

Department of City and Regional Planning, Ohio State University, Columbus, OH, February 11, 2005 (invited lecture)

2005 Allied Social Science Association Annual Meetings, Philadelphia, PA (discussant and coauthor)

Criminal Justice Research Center, Ohio State University, Columbus, OH, December 3, 2004 (invited lecture)

2004 American Society of Criminology Annual Meetings, Nashville, TN (presenter)

2004 Regional Science Association International Annual North American Meetings, Seattle, WA (coauthor)

2004 Association for Public Policy Analysis and Management Annual Research Conference, Atlanta, GA (coauthor)

Ohio Primary Care Association Annual Conference, Granville, OH, May 19, 2004 (presenter)

School of Public Policy and Management, Ohio State University, Columbus, OH, December 5, 2003 (presenter)

Ohio Grantmakers Forum, Columbus, OH, November 14, 2003 (co-presenter)

2003 American Society of Criminology Annual Meetings, Denver, CO (coauthor (2 papers))

Testimony before the Ohio House Urban Services Subcommittee, Columbus, OH, March 13, 2003 (co-presenter)

Report to Medical Care Advisory Committee, Columbus, OH, March 19, 2003 (co-presenter)

2003 Allied Social Science Association Annual Meetings, Washington, DC (presenter)

Center for Urban and Regional Analysis, Ohio State University, Columbus, OH, December 6, 2002 (presenter)

2002 American Society of Criminology Annual Meetings, Chicago, IL (presenter)

2002 Ohio Criminal Justice Research Conference, Columbus, OH (presenter)

2002 Southern Regional Science Association Annual Meetings, Arlington, VA (presenter)

2001 American Society of Criminology Annual Meetings, Atlanta, GA (presenter)

2001 Allied Social Science Association Annual Meetings, New Orleans, LA. (discussant and presenter)

2000 National Tax Association Annual Conference on Taxation, Santa Fe, NM (presenter)

2000 Association for Public Policy Analysis and Management Annual Research Conference, Seattle, WA (presenter)

2000 Allied Social Science Association Annual Meetings, Boston, MA (presenter)

1999 Southern Regional Science Association Meetings, Richmond, VA (presenter)

1998 Southern Economics Meetings, Baltimore, MD (presenter)

Center for Economic Studies, U.S. Bureau of the Census, November 19, 1998 (invited lecture)

1998 Association for Public Policy Analysis and Management Annual Research Conference, New York, NY (presenter)

1998 Joint ERES/AREUEA International Real Estate Conference Doctoral Session, Maastricht, The Netherlands (presenter)

1997 Enterprise Zone Workshop, Harrisburg, PA (co-presenter)

1997 Allied Social Science Association Annual Meetings, New Orleans, LA (presenter)

Teaching:
Instructor:
Glenn College of Public Affairs, Ohio State University: 1999-present
  Doctoral Research Colloquium, Doctoral First Year Seminar, Economic Development, Economics of Public Policy and Management, Multivariate Data Analysis, Policy/Management Capstone, Public Finance

Heinz College, School of Public Policy & Management, Carnegie Mellon University: 1997-1999
  Introduction to PC SAS (workshops), Introduction to Statistics for Public Policy Analysis, Manipulation of Large Data Sets

Teaching Assistant, Carnegie Mellon University:
Tepper School of Business, Carnegie Mellon University: 1997
   Statistics II (econometrics) (Head TA)
Heinz College, School of Public Policy & Management, Carnegie Mellon University: 1994-1999
   Applied Economic Analysis (MS), Applied Econometrics I (MS), Applied Econometrics II (MS), Data Analysis
   for Managers (MPM), Economic Principles of Policy Analysis (MPM), Intermediate Economic Analysis (MS),
   Microeconomics and Health Economics (Tutor), Urban and Regional Economic Development (MS),
   Introduction to Econometric Theory (Ph.D.)

Other Instruction:
InfoLink (Technology training program for underprivileged urban high school students), 1999
   Instructor, Internet and World Wide Web

Doctoral Dissertation Committees:
Lathania Butler, Chair, Defended July 2017
Kimberly Young, Member, Defended March 2017
Hyungjo Hur, Member, Defended February 2017
Stephen Roll, Member, Defended April 2016
Akheil Singla, Member, Defended June 2015
Blair Russell, Chair, Defended August 2013
Ian Blount, Member, Defended April 2013
Ketra Rice, Member, Defended April 2013
Carlianne Patrick, Member, Defended July 2012
Amy Elliot, Member, Defended May 2007
Andy Hultquist, Chair, Defended May 2007
Tricia Petras, Chair, Defended May 2007
Yushim Kim, Member, Defended November 2006
Yijia Jing, Member, Defended July 2005

Masters Policy Paper Advisor:
Lory Winland, Defended December 2008
Likun Cao, Defended May 2008
Jessica Levy, Defended March 2007
Amy Wodarek, Defended March 2007
Crystal Hall, Defended March 2006
Mark Ryan, Defended March 2006
Alexandra Shklar, Defended March 2005
Suzette Thagard, Defended March 2005
Christina Siracusa, Defended March 2004
Brandy Ethridge, Defended August 2003
Lindsey Muschkat, Defended March 2003

Post-Doctoral Advising:
Seokjim Jeong, University of Texas at Arlington, CJRC Crime and Justice Summer Research Institute,
 2013
Kate Ivanova, Ohio State University, National Consortium for the Study of Terrorism and Responses to
 Terrorism Post-Doctoral Award, 2011-2012
Maria Velez, University of New Mexico, CJRC Crime and Justice Summer Research Institute, 2010,
 2011
Robert Grantham, University of Massachusetts-Lowell, CJRC Crime and Justice Summer Research

Institute, 2007
Carmen Solis, John Jay College, CJRC Crime and Justice Summer Research Institute, 2006

University Service:
University Committees:
Chair, Graduate Council, Graduate School (2016-2017)
  Member, Graduate Council, Graduate School (2014-2016)
  Member, Graduate Council Graduate Certificates Subcommittee (2015-2016)
Academic Director, Mandela Washington Fellowship for Young African Leaders (2016)
  Academic Co-director, Mandela Washington Fellowship for Young African Leaders (2017)
Member, Master Global Engineering Leadership (MGEL) Graduate Studies Committee (2016-present)
Member, Ohio State Investigation Committee (2016)
Member, Criminal Justice Research Center Oversight Committee (2015-present)
Member, Discovery Themes Sustainable and Resilient Economy Leadership Team (2015-present)
Member, Urban Mission Committee (2015-present)
Member, Academic Programs Advisory Committee (2014-present)
  Member, Academic Programs Advisory Committee Certificates Subcommittee (2015-2016)
Member, Center for Urban and Regional Analysis Oversight Committee (2007-2013, 2015-present)
Member, Search Committee for City & Regional Planning Risk and Resilience Faculty (2015-2016)
Member, Search Committee for Director, Center for Urban and Regional Analysis (2008-2009)
Member, Advisory Board of Sport and Citizenship Initiative (2005-2007)
Alternate Member, Arts & Sciences Faculty Senate (2003-2006)

College Committees:
Chair, Search Committee for Governance and Regulation Faculty Position (2017-present)
Member, Undergraduate Curriculum Committee (2016-present)
  Ex officio member (2014-2016)
Member, Unit Heads Committee (2013-present)
Chair, Graduate Curriculum Committee (2009-2011)
  Member, Graduate Curriculum Committee (2001-2007, 2011-present)
  Member, Graduate Curriculum Committee-Working Professional Degree Subcommittee (2017-present)
 Member, Graduate Curriculum Committee-Technology Subcommittee (2014-2016)
Chair, Doctoral Studies Subcommittee (2008-2009, 2012-2014)
  Member, Doctoral Studies Subcommittee (2006-2008, 2009-2012, 2014-present)
Member, Search Committee for Public Budgeting & Finance Faculty Position (2008-2009, 2010-2011, 2012-2013, 2016-present)
Member, Eligible Faculty (Various tenure and promotion subcommittees) (2005-2015)
  Ex Officio Member (2015-present)
Member, Certificate Working Group (2016)
Member, Diversity and Inclusion Working Group and Committee (2014-2016)
Member, Building Emergency Action Plan Team (2015)
Chair, Targeted Discovery Theme Faculty Interview Committee, (2015)
Member, Accreditation Coordinating Committee, (2014-2015)
Member, Pattern of Administration Review Committee (2014-2015)
Member, Branding and Marketing Working Group (2014-2015)
Chair, Robert Backoff Research Award Committee (2012-2014)
  Member, Robert Backoff Research Award Committee (2000-2001, 2005-2006, 2007-2012)
Liaison, College of Education, Physical Activity and Educational Services (2012-2014)
Liaison, Dual Degree Partner City and Regional Planning (2009-2014)
Member, Policy/Management Paper Award Committee (1999-2000, 2003-2004, 2008-2013)

Member, Strategic Planning Coordinating Committee (2011-2013)
Coordinator, Orientation Boot Camp (2009-2013)
Member, Budget Advisory Committee (2011-2012)
Liaison, Joint Degree Partner Arts Policy (2009-2012)
Chair, Glenn School Task Group (Local Government) (2008)
Member, Glenn School Task Groups (MPA, PhD, Ohio Citizens, Private Organizations,
  Undergraduate) (2007-2008)
Member, Search Committee for Food Policy (2011-2012)
Member, Semester Conversion Task Group (2010)
Member, Technology Resources Committee (2002-2009)
Member, Search Committee for Director, John Glenn School of Public Affairs (2006)
Member, College of Social and Behavioral Science Review Committee for Promotion and Tenure (2005-2006)
Member, Essay Competition Selection Committee (2000-2003)
Member, Workshop Speaker Selection Committee (2001-2002)

Other Professional Experience:

Chair, 2016 Midwest Public Affairs Conference, Columbus, OH, June 3-5, 2016
Member, Greater Ohio's Restoring Prosperity Policy Team, 2007-2008
Member, City of Columbus Economic Advisory Committee, 2001
Advisor to economic development officials in Ontario, Canada, 2001

Referee
  Annals of Regional Science; *Applied Geography*; *Contemporary Economic Policy*; *Crime & Delinquency;*
  Criminal Justice: The International Journal of Policy and Practice; *Economic Development Quarterly*;
  Economics Letters; *Entrepreneurship and Regional Development*; *Forum for Social Economics*; *Growth and*
  Change; Housing Policy Debate; Industrial & Labor Relations Review; *International Regional Science Review*;
  Italian Journal of Regional Science; *Journal of Cleaner Production*; *Journal of Economic Surveys; Journal of*
  Housing Research; *Journal of Planning Literature*; *Journal of Policy Analysis and Management*; *Journal of*
  Public Economics; *Journal of Research in Crime and Delinquency*; *Journal of Quantitative Criminology*;
  Journal of Regional Analysis and Policy; *Journal of Regional Science*; *Journal of Urban Affairs*; *Journal of*
  Urban Economics; *Moravian Geographical Reports*; *National Tax Journal*; *Papers in Regional Science*;
  Rationality and Society Journal; *Real Estate Economics*; *Regional Science and Urban Economics*; *Review of*
  Policy Research; *Social Forces*; *Social Problems*; *Rural Sociology*; *Urban Affairs Review*; *Urban Studies*;
  World Development

Reviewer
  Palgrave (textbook), 2017
  Routledge (book prospectus), 2017
  Routledge (book), 2013
  Palgrave Macmillan (book prospectus), 2012
  Sage Publications (book prospectus), 2011, 2013
  Blackwell Publishing (textbook), 2007
  Springer (manuscript reviews), 2007
  University of California, Irvine (course review), 2006
  Center for Economic Studies, U.S. Census Bureau, 2003, 2004, 2005
  National Science Foundation, 2001

Consultant
  "Evaluation of Real Property Tax Abatements in Franklin County, Ohio," manuscript review for Lincoln
  Institute of Land Policy, 2017

"Updates for Measures of Economic Development in the Arena District," project with Stephen Buser and Bill LaFayette for Nationwide Realty Investors, 2016

"Choose Ohio First," assisted in evaluation of this scholarship program for the Ohio Board of Regents, 2011-2012

"What's Next: How Should Ohio Refocus its Economic Development Incentives to Revitalize its Older Industrial Cities?" white paper for the Brookings Institution, 2008

"Economic Development Impacts of Terrorist Incidents," project for the National Consortium for the Study of Terrorism and Responses to Terrorism (START), 2005-2009

"Analysis of the Economic Implications of Changes in Medicaid Expenditures on Ohio Counties," project for the Health Policy Institute of Ohio, 2005

"Strategic Economic Assessment of the Mon Valley Initiative," project for the Center for Economic Development at Carnegie Mellon University, 1998

Honors and Awards:
Health Policy Institute of Ohio award for best 2009 published applied Ohio health policy paper

Donald Robertson Memorial Prize for the best paper published in *Urban Studies* in 2004

Mary Marvel Outstanding Teaching Award, John Glenn School of Public Affairs, Ohio State University, 2011, 2006, 2001

W.E. Upjohn Institute for Employment Research Dissertation Award (First place), 1999

Barry Moriarty Graduate Student Paper Award (First place), Southern Regional Science Association, 1999

Homer Hoyt Institute Annual Dissertation Award (Second place), American Real Estate and Urban Economics Association, 1999
Adolf Sturmthal Memorial Prize (Bard College economics award), 1992

The David and Rosalie Rose Scholar (Bard College economics award), 1990-91

Bard College Excellence and Equal Cost Scholar, 1988-92

Robert Byrd Scholar, 1988-89

Membership in Professional Organizations:
American Real Estate and Urban Economics Association
Association for Public Policy Analysis and Management
National Tax Association

Curriculum Vitae
Russell S. Hassan
John Glenn College of Public Affairs
310A Page Hall, 1810 College Street
Columbus, Ohio 43210, USA
Telephone: (614) 292-7423
Email: hassan.125@osu.edu

Education

Ph.D. University at Albany, SUNY, 2010 (Advisor: John Rohrbaugh)

M.S. London School of Economics and Political Science, 2005

B. S. (with honors) California State University, Northridge, 2003

Research and Teaching Interests

Public Sector Leadership | Organization Behavior and Theory | Public Employee Motivation and Performance | Diversity and Representation in Public Organizations | Citizen-State Interactions

Academic Appointments

Director of Doctoral Studies, John Glenn College of Public Affairs, The Ohio State University, August, 2017 – present

Associate Professor (with tenure), John Glenn College of Public Affairs, The Ohio State University, August, 2016 – present

Assistant Professor, John Glenn College of Public Affairs, The Ohio State University, September, 2010 – August, 2016

Fellow, Center for Organization Research and Design, Arizona State University, 2015 – present

Lecturer, Rockefeller College of Public Affairs, SUNY, Albany, January – May, 2010

Honors and Awards

Carlo Masini Award for Innovative Scholarship in Public and Nonprofit Management (with Jongsoo Park), Academy of Management Annual Meeting, 2017

Best Article Award (with Bradley Wright and Jongsoo Park), Review of Public Personnel Administration, 2017

Outstanding Early Career Scholar Award, Center for Organization Research and Design, Arizona State University, 2016

Charles H. Levine Award for the Best Conference Paper in Public and Nonprofit Management, Academy of Management Annual Meeting, 2012

Carlo Masini Award for Innovative Scholarship in Public and Nonprofit Management (with John Rohrbaugh), Academy of Management Annual Meeting, 2011

Distinguished Doctoral Dissertation Award, University at Albany, SUNY, 2011

Information Systems Alumnus Merit Award, California State University, 2003

Refereed Journal Articles
([†]doctoral student)

[†]Young, K. A. & Hassan, S. An Assessment of the Prevalence, Perceived Significance and Response to Dowry Solicitation and Domestic Violence in Bangladesh. *Journal of Interpersonal Violence* (forthcoming)

Wright, B.E., Hassan, S., & Christensen, R.K (2017). Job Choice and Performance: Revisiting Core Assumptions about Public Service Motivation. *International Public Management Journal*, 20, 108-131.

Wright, B.E., Hassan, S., & [†]Park, J. (2016). Does a Public Service Ethic Encourage Ethical Behavior? Public Service Motivation, Ethical Leadership and the Willingness to Report Ethical Concerns. *Public Administration*, 94, 647–663.

Hassan, S., Wright, B.E., & [†]Park, J. (2016). The Role of Employee Task Performance and Learning Effort in Determining Empowering Managerial Practices: Evidence from a Public Agency. *Review of Public Personnel Administration*, 36, 57-79.

Hassan, S. & Hatmaker, D. M. (2015). Leadership and Performance of Public Employees: Effects of the Quality and Characteristics of Manager-Employee Relationships. *Journal of Public Administration Research and Theory*, 25, 1127-1155.

Hassan, S. (2015). The Importance of Ethical Leadership and Personal Control in Promoting Improvement-Centered Voice among Government Employees. *Journal of Public Administration Research and Theory*, 25, 687-719.

Hassan, S. (2014). Sources of Professional Employees' Job Involvement: An Empirical Investigation in a Government Agency. *Review of Public Personnel Administration*, 34, 356-378.

Hassan, S., Wright, B.E., & Yukl, G. (2014). Does Ethical Leadership Matter in Government? Effects on Organizational Commitment, Absenteeism, and Willingness to Report Ethical Problems. *Public Administration Review*, 74, 333-343.

Hassan, S., Mahsud, R., Yukl, G., & Prussia, G. (2013). Ethical and Empowering Leadership and Leader Effectiveness. *Journal of Managerial Psychology*, 28, 133-146.

Hassan, S. (2013). The Importance of Role Clarification in Workgroups: Effects on Perceived Role Clarity, Work Satisfaction and Turnover Rates. *Public Administration Review*, 73, 716-725.

Yukl, G., Mahsud, R., Hassan, S., & Prussia, G. (2013). An Improved Measure of Ethical Leadership. *Journal of Leadership and Organization Studies*, 20, 38-48.

Hassan, S. (2013). Does Fair Treatment in the Workplace Matter? An Assessment of Organizational Fairness and Employee Outcomes in Government. *The American Review of Public Administration*, 43, 539-557.

Hassan, S. (2012). Employee Attachment to Workplace: A Review of Organizational and Occupational Identification and Commitment. *International Journal of Organizational Theory and Behavior*, 15, 383-422.

Hassan, S. & Rohrbaugh, J. (2012). Variability in Organizational Climate in Government Offices and Affective Organizational Commitment. *Public Management Review*, 14, 563-584.

Hassan, S. & Rohrbaugh, J. (2011). The Role of Psychological Climate on Affective Commitment of Multiple Occupational Groups: An Empirical Assessment in Public Agencies. *International Public Management Journal*, 14, 27-62.

Hassan, S. & Rohrbaugh, J. (2009). Incongruity in 360-degree Feedback Ratings and Competing Managerial Values: Evidence from a Public Agency Setting. *International Public Management Journal*, 12, 421 – 449.

Working Papers

[†]Park, J. & Hassan, S. Does the Influence of Empowering Leadership Trickle down in Public Organizations? Evidence from Law Enforcement Organizations. *Journal of Public Administration Research and Theory* (in review: 2nd round)

Hassan, S. & [†]Young, K. How Procedural Experiences Shape Citizens' Perceptions of and Orientations toward Legal Institutions: Evidence from a Household Survey in Bangladesh. *Public Administration Review* (in review: second round)

Hassan, S., [†]Park, J., & Raadschelders, J. A Closer Look at the Empowerment-Performance Relationship. *Public Administration Review* (in review: first round)

Umar, S. & Hassan, S. Determinants of Evaluation Capacity of Nonprofit Organizations. *Public Performance and Management Review* (in review: first round)

Hassan, S., Prussia, G., Mahsud, R., & Yukl, G. Effectiveness of External Leadership Practices. *Journal of Managerial Psychology.* (in review: first round)

Hassan, S., & Bashir, M. Can Ethical Leadership Lower Corruption: Evidence from Public and Nonprofit Organizations in Pakistan. *International Public Management Journal* (in review: first round)

Hassan, S., & DeHart-Davis, L. & [†]Jiang, Z. Reducing Silence: The Importance of Empowering Leadership and Moderating Influence of Workgroup Structure (in development).

Hassan, S. & [†]Jiang, Z. The Importance of Inclusive Leadership in Facilitating Learning and Improving Performance in Public Agencies (in development).

[†]Baker, D. & Hassan, S. Prosecutor's Decisions to Accept Arrest Charges: The Role of Gender and Prosecutor Workload (in development).

[†]Young, K.., Hassan, S., & Hatmaker, D. Civil Service and Civil society? Predictors and Consequences of Workplace Incivility (in development).

[†]Roa-Henriquez, A., & Hassan, S. The Role of Governance Institutions on Firms' Decision to Engage in Bribery: A Cross-national Analysis (in development).

Doctoral Student Supervision

Zhongnan Jiang, Dissertation Advisor

Daniel Baker, Dissertation Advisor

Kimberly Young, Dissertation Advisor (Spring, 2017)

Jongsoo Park, Dissertation Advisor (Fall, 2016)

Jieun You, Dissertation Committee Member (Spring, 2015)

Funded Research

Principal Investigator (with Zhongnan Jiang). Leader Inclusiveness and Team Performance in Law Enforcement Agencies, *Fisher Leadership Initiative Research Grant* ($6, 126), May 2017.

Courses Taught

1st Year Doctoral Seminar (Ph.D.)

Organization Theory and Behavior (Ph.D.)

Public Sector Human Resources Management (MPA)

Public Affairs Statistics (MPA)

Leadership in Public and Non-profit Organizations (BA)

Foundations of Public Management (MPA)

Professional Affiliations & Service

Program Chair, Public and Nonprofit Division, Academy of Management, 2017-2018

Publications Secretary, International Research Society for Public Management, 2014-2019.

Treasurer, Public and Nonprofit Division, Academy of Management, 2014-2017

Chair of the Doctoral Student Professional Development Consortium, Public and Nonprofit Division, Academy of Management, 2013-2014

Best Book Award Committee, PNP Division, Academy of Management, 2012

Session Chair, PNP Division, Academy of Management Annual Meeting, 2012-2014

Member of the Editorial Board, International Public Management Journal, 2012-present

Member of the Editorial Board, American Review of Public Administration, 2015-present

David Landsbergen, Jr.

John Glenn School of Public Affairs
Ohio State University
1775 College Road
Columbus, Ohio 43210
(614) 292-9577

Education

Doctor of Philosophy (Ph.D., December, 1987), in Public Administration, The Maxwell School, Syracuse University. Specialization in Technology and Information Policy and in Public Administration and Law. Dissertation: "The Credibility of Policy Arguments: An Experiment on the Effects of Advocacy and Computer Media." Dissertation Advisor: Barry Bozeman.

Juris Doctor (1984), Syracuse University College of Law. Specialization in Regulation / Communications Policy.

Master of Public Administration (1984), Maxwell School, Concentration in Technology and Information Management.

Bachelor of Arts (1981), Rutgers College. Majored in Economics and Philosophy.

Areas of Research and Teaching Interest

Information Technology Policy and Management

Public Administration and Law

Science and Technology Policy

Teaching Experience

Public Management Information Systems

Intellectual History of Public Administration

The Legal Environment of Public Administration

Public Policy and Program Implementation

Statistical Analysis for Public Managers

Special Issues in Telecommunications and Information Systems

Publications

Landsbergen, D. and Gerke, B. (February, 2006). "Human Error, Trust and Trustworthiness" Battelle Policy Day Working Paper.

Landsbergen, D. and Rajiv Ramnath (May, 2005) "Strategic Planning and Execution for Information-Technology Enabled Sense-and-Respond in Complex Public Organizations" in *Communications of the Association for Computing Machinery Special Issue* on Adaptive Complex Enterprises.

Landsbergen, D. (2005). "Electronic Records in the State of Ohio", Unpublished funded research monograph for the Ohio Electronic Records Committee.

Landsbergen, D. (2004) "Screen-Level Bureaucracy: Databases as Public Records" in Government Information Quarterly. 21(1): 24-50.

Landsbergen, D. and Wolken, G. (2001). "Realizing the Promise: Government Information Systems and the Fourth Generation of Information Technology" Public Administration Review.

Landsbergen, D. and Orosz, J. (1997). "Why Public Managers Should Not Be Afraid to Enter the Gray Zone: Strategic Management and Public Law," Administration and Society 28(6): 238-265.

Landsbergen, D., Loveless, S., Coursey, D., and Shangraw, R. (1996). "The Relationships between Decision Confidence, Commitment and Intelligent Advisory Systems: An Experimental Study," Journal of Public Administration Research and Theory.

Landsbergen, D. and Sueyoshi, T. Editors) (1994). "Japanese and American Approaches to Building a National Information Infrastructure: A Comparative Approach", Telematics and Informatics 11(3).

Landsbergen, D., Shiang, J., and Byrnes, P. (1994). "Fiber Optic Highways and Network Bridges: Planning for the Telecommunications Needs of the City in the 21st Century", Telematics and Informatics, 11(3).

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Adams, C. Landsbergen, D., and Hecht, D. (1993). "Organizational Impediments to Paternity Establishment and Child Support," <u>Social Services Review</u>.

Landsbergen, D., Bernt, P. and Kruse, H. (1993). "The Effect of New Technologies on the Local Loop," <u>Telematics and Informatics</u>.

Nutt, P., Landsbergen, D., and Shiang, J. (1993). "Assessing the Public Interest in Regulatory Decisions," <u>1993 Decision Sciences Institute Proceedings</u>.

Landsbergen , D. (1993). "Digital Telecommunications Standards: A Problem of Procedures and Values," <u>Informatization and the Public Sector,</u>

Landsbergen, D., Bozeman, B. and Bretschneider, S. (1992). "Policy Decision-Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," <u>Journal of Public Administration Research and Theory</u>.

Landsbergen, D., Bernt, P., and Kruse, H. (1992). <u>The Impact of Alternative Technologies on Universal Service and Competition in the Local Loop</u>. (Columbus, OH: The National Regulatory Research Institute).

Adams, C. Landsbergen and Larry Cobler (1992). "Welfare Reform and Paternity Establishment: A Social Experiment," <u>Journal of Policy Analysis and Management</u>.

Adams, C., Landsbergen, D., and Hecht D. (1992). <u>Inter-Organizational Dependencies and Paternity Establishment</u> for the U.S. Department of Health and Human Services, Planning Division.

Landsbergen, D., Shiang, J., Nutt, P., and Backoff, R. (1992). "Strategy Formulation and the Creation and Maintenance of Issue Tension Fields," <u>Proceedings of the National Conference on Public Management Research</u>.

Adams, C., Landsbergen, D. and Hecht, D. (1992). "Interorganizational Dependencies and Paternity Establishment," in <u>Paternity Establishment: A Public Policy Conference, Vol. 1</u>. Institute for Research on Poverty, University of Wisconsin, August, 1992.

Landsbergen , D. and Coursey, D. (1991). Symposium Introduction, "Is the Production of Good Knowledge, Good Enough?" <u>Journal of Management Science and Policy Analysis</u>, Spring/Summer, 1991.

Landsbergen, D. (1991)."The Effect of Scientific Education on the Use of Scientific and Technical Information in Policy Analysis," <u>Journal of Management Science and Policy Analysis</u>, Spring, 1991.

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Landsbergen, D. , Coursey, D., Shangraw, R., and Loveless, S. (1990). "Meritorious or Meritless? An Experimental Study of Expert Systems in Personnel Selection" in JAI Press Annual Advances in the Implementation and Impact of Computer Systems (J. Morrel and M. Fleischer, (Eds.)), October, 1990.

Adams, C., Landsbergen, D., and Cobbler, L. (1990). "Evaluating the Impact of the Cuyahoga County Paternity Establishment Demonstration Project 'Parents for Ohio's Children'", for the Ohio Bureau of Child Support, January, 1990.

Landsbergen, D., Bozeman, B., and Bretschneider, S. (1989). "Policy Decision Making and Argument Prototypes: The Effects of Perceived Decision Difficulty," Academy of Management Proceedings, August, 1989, pp. 312-316. (1 of 2 "Best Public Sector Papers").

Bozeman , B. and Landsbergen, D. (1989), "Truth and Credibility in Sincere Policy Analysis: Alternative Approaches for the Production of Policy-Relevant Knowledge," Evaluation Review, August, 1989, Vol. 13, No. 4.

Jabbour, K., Vega-Riveros, F., Landsbergen, D., and Meyer, W. (1988). "ALFA: Automated Load Forecasting Assistant," IEEE Transactions on Power Apparatus Systems, August, 1988, Vol. 3, No. 3.

Landsbergen, D. and Bozeman, B. (1987). "Credibility Logic and Policy Analysis: Is there Rationality without Science? Knowledge, March, 1987, Vol. 9, No. 1.

Jabbour, K., Vega-Riveros, F., Landsbergen, D., and Meyer, W. (1987). "ALFA: Automated Load Forecasting Assistant," Proceedings of the Western Conference on Expert Systems, WESTEX-87, Anaheim, California, pp. 209-214.

Jabbour, K., Vega-Riveros, F., Landsbergen, D. and Meyer, W. (1986). "Short Term Electric Load Forecasting Using Pattern Recognition," CASE Center Technical Report, No. 8606, June, 1986.

Conference Presentations

Landsbergen, D. and Gerke B. (February, 2006) "Human Error, Trust, and Trust Worthiness" to the Battelle Policy Day on Privacy.

Landsbergen, D. and Crandall, Al (March 30, 2005) "Electronic Records Management in the State of Ohio: Current Policy and Management Practices and Future Recommendations" to the Ohio Electronic Records Committee.

Landsbergen, D. "Internet2 and You" to the Association of Telecommunications Professionals", September 6, 2000. (Invited Session by Internet2).

Landsbergen, D. "Technology Transfer and Internet2" Internet2 Technical Meeting, Atlanta, October 30, 2000.

Landsbergen, D. "Extending the Network: Implementation of Regional Technology Policy" to the Columbus Technology Leadership Council, April 16, 1999.

Landsbergen, D. "Digital Government." Invited participant to this NSF program to identify new directions for funding research on government and information technology, 1999.

Landsbergen, D. "Interoperability of Government Information Systems." APPAM, October, 29, 1999.

Landsbergen, D. "Interoperability of Government Information Systems" to the Intergovernmental Enterprise Panel, August , 1995.

Acker, S. and Landsbergen, D. "Using Distance Education to Span Cultures: The Transmission of Cultural and Social Values in International Collaborative Courses" at the UNED Conference on Values in Distance Education, San Jose, Costa Rica, Central America, September 8, 1994.

Landsbergen, D. "The National Information Infrastructure and Education" at the Center for Advanced Study in Telecommunications Conference, "Finding Our Way", June 24, 1994.

Landsbergen, D. "Telecommunications Infrastructure, Economic Development and the Proposed National Information Infrastructure", to the Center for Advanced Study of Telecommunications, December 1, 1994.

Landsbergen, D. and Orosz, J. "Why Public Managers Should Not Be Afraid to Enter the 'Gray Zone': A Proposal for a More Robust Understanding of the Relationship Between Strategic Management and Public Law," at the Academy of Management, Public Sector Division, August, 1993, Atlanta, Georgia.

Landsbergen, D. "New Directions in High Technology Policy Under the Clinton Administration," Kansai Productivity Center, June, 1993, Osaka, Japan.

Landsbergen, D. "It Was Precisely What We Go Nuts About When the Japanese Do It: A Comparison of Japanese, European Community and United States Approaches to the Development of an High-Definition Television Standard," to the faculty and students of the Osaka International University, June, 1993, Osaka, Japan.

Landsbergen, D. "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century" to the Center for Advanced Study of Telecommunications, December 1, 1992.

Landsbergen, D. "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century" to the Columbus Area Chamber of Commerce, November 7, 1992.

Landsbergen, D. "The Effect of New Technologies on the Local Loop" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1992, Denver, Colorado.

Landsbergen, D. "Digital Communication Standards: A Problem of Procedures and Values" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1991, Bethesda, Maryland.

Landsbergen, D. "Credibility Logic: Rationality Without Science", at the Academy of Management, Public Sector Division, August, 1991, Las Vegas, Nevada.

Adams, C., Landsbergen, D., and Hecht, D. "Inter-Organizational Dependencies and Paternity Establishment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1991, Bethesda, Maryland.

Landsbergen, D., Shiang, J., Nutt, P. and Backoff, R. "Strategy Formulation and the Creation and Maintenance of Issue Tension Fields" at the National Conference for Public Management Research, September, 1991, Syracuse, N.Y.

Bretschneider, S., Cimitile, C. and Landsbergen, D. "Planning for Information Management: Who does it and what makes for an effective information technology plan?" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1990, San Francisco.

Adams, C. and Landsbergen, D. "The Court-Agency Relationship in Paternity Establishment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1990, San Francisco.

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Storbeck, J. and Landsbergen, D. "Measuring Efficiency in Public Sector Retailing" at the Applied Geography Conference, October, 1990, Charlotte.

Landsbergen, D. and Storbeck, J. "Spatial and Aspatial Efficiency in Public Sector Retailing" at the ORSA/TIMS, October, 1990, Philadelphia.

Landsbergen, D., Adams, C., and Cobbler, L. "Welfare Reform and Paternity Establishment: A Social Experiment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1989, Washington, D.C.

Landsbergen, D. "Joint Network Planning and the Establishment of Technical Standards" 75th Annual SCA meeting, November 11, 1989, San Francisco.

Landsbergen, D. and Storbeck, J. "Locational Analysis as an Aid to Location Decision-Making" at the ORSA/TIMS, October, 1989, New York.

Landsbergen, D., Bozeman, B., and Bretschneider, S. "Policy Decision Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," at the Academy of Management, August, 1989, Washington, D.C.

Landsbergen, D. "Joint Network Planning and the Establishment of Technical Standards" at the 1989 ASPA Conference, April, 1989, Miami.

Landsbergen, D., Loveless, S., Coursey, D., and Shangraw, R. "The Relationship between Decision Confidence, Commitment and Decision Support Systems" at the Fall, 1988 ORSA/TIMS, Denver.

Landsbergen, D. and Macce, B. "Computers and Communications: The Public Issues," Region 8 ASPA Conference, Toledo, Ohio, 1988.

Landsbergen , D. and Bozeman, B. "Truth and Credibility in Sincere Policy Analysis: Alternative Approaches for the Production of Policy Relevant Knowledge" at the Academy of Management Meeting, August, 1988, Los Angeles.

Landsbergen, D. "Joint Network Planning: A Problem of Procedure and Values," OSU/Ameritech Telecommunications Roundtable, February 18, 1988, Columbus.

Loveless, S., Landsbergen, D., Shangraw, R., and Coursey, D. "Computer-Assisted Decision-Making in the Public Sector: An Experimental Study," at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1987, Washington, D.C.

Landsbergen, D. Invited Panel Participant at the Annual National Association for Schools of Policy Analysis and Administration on "Management Information Systems and Communications in the Public Sector: Issues in Research and Teaching," October, 1987, Seattle.

Landsbergen, D. and Shangraw, R. "Making Theoretical Knowledge Practical Through the Use of Expert Systems Technology," at ASPA, March, 1987, Boston.

Landsbergen, D., Bozeman, B., and Bretschneider, S. "Policy Decision Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," at ORSA/TIMS, March, 1987, New Orleans.

Jabbour, K., Landsbergen, D., Meyer, W., and Vega-Riveros, F. "ALFA: An Automated Load Forecasting Assistant," IEEE Power Engineering Society 1987 Summer Meeting, July 12-17, 1987, San Francisco.

Funded Research

Battelle - John Glenn Institute "Policy Day" Invited paper (together with Brett Gerke). "Human Error, Trust and Trustworthiness" (2005) ($2,000).

John Glenn Scholar, (together with Angela Stuber, The Ohio Community Computing Network) from the Ohio State University John Glenn Institute for Public Policy and Service. "Developing Coordinated Regional Efforts to Provide Access to Information Technology and Training." (2003) ($20,000).

Ohio State Universities Libraries, "Determining the Effectiveness of the Ohio Electronic Records Committee and Future Work" $7,000.

Office of the President, The Ohio State University and the Office of the Vice-President for Research, The Ohio State University. "Best Practices in the Development and Management of Regional Technology Councils." ($8,006).

College of Business, Research Committee, Dean's Summer Research Fellowship, "A Transactions Analysis Model of the Adoption of Network Telecommunications Standards," ($12,000).

The Ohio State University, Office of Research, Interdisciplinary Research Program, "The Time Sensitive Library and the Process of Researching the Future: Networked Multimedia Workstations as Tools for Collaboration," ($52,000)(with Steven Acker and James Bracken).

College of Business, Research Committee, Small Seed Grant, "Exploring the Business - Government Relationship: The Case of Sematech," ($920).

College of Business, Teaching Committee Award for developing teaching materials, "Exploring the Business/Government Relationship: The Case of HDTV," ($1,100).

Ohio State University, Committee on Urban Affairs, "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century," (1992) ($14,007). The project has been expanded and is now receiving additional support from the Greater Columbus Area Chamber of Commerce, Information Services Committee ($750).

Ameritech Research Fellow (1990), "Joint Network Planning: The Problem of Establishing Technical Standards" ($13,000).

U.S. Department of Health and Human Services (1990), "Interorganizational Linkages, Computer Systems and the Legal Establishment of Paternity" ($85,000)(with C. Adams).

College of Business, Ohio State University (1989), "Location Decision-Making" ($4,500)(with James Storbeck).

Ohio Department of Human Services, Office of Child Support and Enforcement (1989), "Evaluation of Paternity Establishment Program" ($35,000) (with Charles Adams).

Ohio Department of Human Services, Office of Child Support and Enforcement (1988), "Evaluation of Paternity Establishment Program" ($35,000) (with Charles Adams).

Ohio State University Seed Grant (1988). "Transferring Legal Information Through the Use of Expert Systems Technology" ($15,000).

Professional Experience

Associate Professor (Spring, 1994 - Present), School of Public Policy and Management, The Ohio State University.

Chair, Doctoral Studies Committee, (September, 2002 - Present). School of Public Policy and Management.

Visiting Faculty, Center for Technology in Government, State University of New York at Albany, Spring, 2003 – Present.

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Center Fellow, Center for Law, Policy, and Social Science, September, 2003

Adjunct Professor (Since Spring, 1995), Department of Journal and Communications, The Ohio State University.

Research Associate (January, 1995 - 1999), The National Regulatory Research Institute.

Assistant Professor (Autumn Quarter, 1987 - Spring, 1994), School of Public Policy and Management, The Ohio State University.

Consultant, ECLIPS, The Ohio Supercomputer Center, "Eliminating Legal and Policy Barriers to Interoperable Government Systems." (December, 1997 - August, 1998).

Consultant, Public Management Programs, School of Public Policy and Management, "A Feasibility Assessment of the Need for Leadership Training For the Service Delivery Professional." (January, 1998 - Present).

Consultant, Public Management Programs, Presented contracted seminar to Middle- and Senior Level Executives on Government and the Internet using materials developed on the World Wide Web. Materials can be reviewed at: http://www.cob.ohio-state.edu/facstf/homepage/landsbergen/Class/Welcome.htm

Contracted Researcher, "Providing Quality Service: The New Paradigms in the Telecommunications Industry" for the National Regulatory Research Institute, June, 1995-Present (with Vivian Davis, Larry Blank, John Hoag, and Nancy Zearfoss).

Speaker, A Seminar for Second Year Legislators (The Ohio Senate and the Ohio House of Representatives) on Economic Development Incentives. Sponsored by the Public Management Program of the School of Public Policy and Management and Cleveland State University, "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century."

Speaker, College of Business, Executive Education Program, "New Directions in High Technology Policy Under the Clinton Administration" to a delegation of national, state, and local science and technology policy administrators from the People's Republic of China (August, 1993).

Consultant, The Columbus Area Chamber of Commerce, Information Services Committee, "Telecommunications Infrastructure Needs of Businesss and Government to Support Economic Development" (Present-September, 1993).

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Contracted Researcher, "The Effect of New Technology on the Local Loop," National Regulatory Research Institute, January-June, 1992 (with Phyllis Bernt and Hans Kruse).

Speaker, Center for the Advanced Study of Telecommunications, "Digital Telecommunications Standards: A Problem of Procedures and Values", CAST Symposium, October, 1991.

Consultant, State of Ohio, Department of Administrative Services. Series of seminars targeted to senior level executives on "Public Policy: Its Development and Meaning" (with Robert Backoff), 1990.

Graduate Assistant (1984-1987), Barry Bozeman, Maxwell School, Syracuse University. Assisted in teaching a course on science and technology policy. Assisted in the Technology and Information Policy Program through the use of various mainframe and microcomputer softwares. Also responsible for training individuals in the use of these softwares.

Graduate Assistant (1984-1987), Walter Meyer and Kamal Jabbour, Institute for Energy Research, School of Engineering, Syracuse University. Member of group that built an automated load forecasting assistant. Personally responsible for conducting a literature survey of the state-of-the-art in electric load forecasting techniques and research; modeling electric load demand; assigning weights for pattern matching algorithm; and designing interface between the forecasting assistant and the corporate user.

Graduate Assistant (1984), David Rosenbloom, Maxwell School, Syracuse University. Assisted in the editing of an introductory text on Public Administration; helped prepare a paper on medical health records by contributing a section on confidentiality and access to medical health records; prepared case materials for "Public Administration and Democracy."

Consultant (1986-1987), Niagara Mohawk Power Corporation, Syracuse, N.Y. Consulted on the creation of a marketing database for the purpose of identifying manufacturers that can utilize new process and production technologies in the Niagara Mohawk Service Area.

Consultant, New York State Public Service Training Program in Management Information Systems. Lectured at New York University on "Theories of Structured and Unstructured Decision-Making." (November 11, 1986).

Professional Service

A. Panel Chair:

1998 APPAM, "The Year 2000 Computers Problem: Improving Implementation Through Sharing Information"
1991 APPAM (Bethesda, Maryland), "Telecommunications Policy."
1990 ORSA/TIMS (Philadelphia), "Public Management Information Systems."
1989 ASPA Conference (Los Angeles), "Knowledge Utilization."
1988 Region 8 ASPA conference panel coordinator. Responsible for organizing three panels relating to telecommunications and MIS for meeting
held in Toledo, October, 1988. The panels included: 1) "The Role
of Computers and Communications in the Strategic Use of Information";
2) "Geographic Information Systems: State and Local Experiments";
3) "Computers and Communications: The Social Issues."

B. Reviewer

American Political Science Review
Decision Sciences
Journal of Economics and Business
Journal of Public Administration Research and Theory
Journal of Public Affaris Education
MIS Quarterly
Operations Research
Public Administration Review
1990 Midwest Decision Sciences Institute Meeting

C. Symposium Editor

"Japanese and American Approaches to Building a National Information Infrastructure: A Comparative Approach", Telematics and Informatics (1994) (with Toshiyuki Sueyoshi).

"Is the Production of Good Research Good Enough?: The Problem of Knowledge Utilization" for the Journal of Management Science and Policy Analysis (Spring, 1991).

D. Conference Chair

Program Co-Chair (with Varghese Jacob), The 20th Annual Conference of the International Business School Computer Users Group, Ohio State University, July, 1992.

E. Conference Organizer

   Minitrack Coordinator on Privacy, Transparency, and Trustworthy E-Government Systems panels for the 2009 "Hawaii International Conference on System Sciences (HICSS-42), January 5-8, 2009.

   Conference Organizer, Center for the Advanced Study in Telecommunications, "The Changing Telecommunications Environment: Implications for Small and Medium Businesses and Public Organizations", April 25, 1997.

F. Special Service

   NASPAA Site Visitor with the Askew School of Public Administration and Policy, Florida State University, Tallahassee, Florida, February 22-24, 2005.

   NASPAA Site Visitor with the Truman School of Public Affairs, University of Missouri, Columbia, February 16-19, 2005.

   Chair, 1991 Best Dissertation Award Committee, Academy of Management, Public Sector Division.

   Committee Member, 1990 Best Dissertation Award Committee, Academy of Management, Public Sector Division.

   Invited panel participant at the Annual Meeting of the National Association for Schools of Public Policy and Administration (NASPAA)(October, 1987) to present paper on "Management Information Systems and Communications in the Public Sector: Research and Teaching Issues."

G. Editorial Board Membership

   American Review of Public Administration
   I/S: Journal of Law and Information Systems
   Journal of Public Affairs Education

H. International Programs

   Member of delegation from the College of Business (with Toshiyuki Sueyoshi and Cash Kowalski) to present papers and explore / establish exchange programs between the Ohio State University and the Tokyo Institute of Technology, Aoyama Gakuin University, Osaka International University, the Kansai Productivity Center and Osaka Gas.

Professional Organizations

American Society for Public Administration

Central Ohio Chapter of the Association for Computing Machinery

Curriculum Vitae

Jos C.N. Raadschelders

John Glenn College of Public Affairs
350c Page Hall
1810 College Road
The Ohio State University
Columbus, Ohio 43210-1336
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Fax: 614-292-4868
Email: Raadschelders.1@osu.edu

EDUCATION

University of Leiden
Leiden, the Netherlands
Ph.D: Social Sciences
May 16, 1990

University of Leiden
Leiden, the Netherlands
M.A.: History
(minors: Public Administration and International Relations)
December 10, 1982

Teacher's College Southwest Netherlands
Delft, the Netherlands
B.A.: History, History of Art, Textiles
December 19, 1979

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Professional Experience

Professor, 2011- present
Associate Dean for Faculty Development, April 2015 - present
(Associate Director, July 2014 – April 2015)
John Glenn College of Public Affairs
The Ohio State University

Professor, 2011- present
(0.0. FTE basis)
Institute of Public Administration
University of Leiden, the Netherlands

Fellow, National Academy of Public Administration, 2014 – present

Adjunct Professor, College of Liberal Studies
University of Oklahoma, 2008 – 2015

Managing Editor *Public Administration Review*
January 2006 - December 2011

Henry Bellmon Chair of Public Service, August 2000 - 2011
Professor 2001- 2011
Associate (non-tenured) Professor August 1998 - 2001
Department of Political Science
University of Oklahoma

Associate Professor 1992 - 1998
Assistant Professor 1986 - 1992
Department of Public Administration
Leiden University

Assistant Professor
(non-tenured), September 1984 - September 1986
Department of Public Administration
Leiden University

Contract Researcher May 1983 - September 1984
Public Administration section in Department of Political Science
Leiden University

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Administrative, Curricular and Professional Service

Administrative Service

- Member, Budget and Strategic Planning committee, Glenn College (spring 2017).
- Chair, ad hoc committee updating APT document Glenn College re. diversity and promotion to professor (spring 2017).
- Member OSU Fullbright Review Panel (Belgium, France) (fall 2016).
- Member ad hoc committee Faculty Recruitment Policy and Search, FRN (fall 2016- spring 2017).
- College Research Officer, OSU (since 2014).
- Member, Faculty Resource Network (FRN) committee, OSU (since 2014).
- Member, NASPAA best dissertation award committee, 2016-2018.
- Chair, technology committee, to advise on online education for the Glenn College (fall 2015).
- Coordinator of developing online lesson-plan on American government, Safelite Autoglass managers (fall 2015-2017).
- Coordinator for Glenn College, iCivics-Ohio, online lesson-plan development (2014-2017).
- Faculty of record for development of programs for targeted audiences (e.g. Ohio Public Safety and Leadership Academy, for police officers in leadership roles; management and leadership certificates) (since 2012).
- Member, committee to implement ad hoc budget committee recommendations (OSU, fall 2014-2016).
- Chair, ad hoc technology committee, Glenn School, to advise on use of technology in classroom (fall 2014).
- Chair, ad hoc committee to revise the Glenn School's APT document (2014-15).
- Co-chair (with Deborah Larsen) of the ad hoc committee conducting the review of OSU's budget model (October 2013 – March 2014).
- Member, OSU Fiscal Committee, 2013-2016; and member of the Central Distribution Subcommittee, 2013-2016 (subcmte. of the fiscal cmte.).
- Member, OSU University Senate, 2013-2016; and member of the Faculty Council 2013-2016.
- Member (since 2013) and chair (2015) of doctoral exam committee, John Glenn College of Public Affairs.
- Director of MA/MPA Programs, Graduate Studies Chair, OSU, John Glenn School of Public Affairs 2012 - 2014.
- Interim Associate Director for Academic Affairs and Research, OSU, John Glenn School of Public Affairs 2011-2012.
- Member, Faculty Compensation and Benefits Committee, OSU Senate subcommittee, 2012 - 2013.
- Chair, Curriculum Committee, John Glenn School of Public Affairs, OSU, 2011- 2014.
- Member, Tenure and Promotions Committee of the College of Arts and Sciences, OU, 2010-2011.
- Member, Faculty Senate Committee on Faculty Compensation, OU 2010-11.
- Graduate Council representative in the Campus Departmental Review Panel, OU 2009-2010.
- Member of the OU Athletics Appeal Committee 2009-2010.
- Member of the OU Graduate Council 2009-2010.
- Member of Course and Curriculum Committee, College of Arts and Sciences, OU, 2008-2010.
- Member of the OU Faculty Senate, representative of the College of Arts and Sciences, Fall 2003-Spring

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2004, 2004-2007 term.
- Member of the Academic Program Council, OU, 2004-2007.
- Member of the Faculty Appeals Board, OU, 2004-2008, chair 2007-2008.
- Member of Campus Tenure Committee, OU, 2004-2007, chair 2006-2007.
- Member of OU Continuing Education Council, OU, 2003-2006, chair 2004-2005 and March-May 2006.
- Member Executive Committee Advanced Programs, OU College of Continuing Education (Spring - Fall 2006).
- Member of Committee A, Department of Political Science, OU, 2002-2003.
- Member of Library Committee, OU Tulsa Campus, Fall 2004.
- Member of OU University Research Council, 2001-2004.
- Member of OU Academic Regulations Committee, 2000-2004.
- Member, Graduate Studies Committee, Department of Political Science, OU, 1998-2011.
- Member of McNiven Award Committee, OU, Department of Political Science, 1999-2011.
- Member of PA-Committee, OU, 1998-2011, chair and field coordinator, 2001-2011.
- Member of the Daily Board (i.e. Committee A) of the Department of Public Administration, portfolio of research, University of Leiden (1997-1998).
- Director, International Programs (Public Administration) University of Leiden (1992-1998) (involved organization of fall-term exchange program of 10-12 courses for 40-60 students from USA, Eastern and Western Europe and South-Africa (also involved chairing International Committee with coordinators of exchange networks of Leiden PA with Indiana University, the International Student Exchange Program (ISEP) in the USA, the Erasmus-network in the EU, the European Masters of Public Administration network, and the Tempus-network with Eastern Europe).
- Coordinator, International Programs (Public Administration) University of Leiden (1989-1992) (involved organization of fall-term exchange program of 10 to 12 courses for 40-60 students per fall-term from USA and EU).
- Member University Council, Leiden University (1989, 1991-1993).
- Member, Personnel Committee, University Council (1991-1993).
- Resident Director, Indiana University, SPEA Exchange Program (August to October 1988, January 1989).
- Member, Committee on Teaching and Research of the University Council (1989).
- Member, Planning and Budgeting Committee, Faculty of Social Sciences (1987-1991).
- Secretariate of the Advisory Board of Public Administration (1987-1988).
- International Exchange Committee, Department of Public Administration, University of Leiden (1988-1998).

Extra-Curricular Activities
- Served as OU mentor for a group of incoming freshmen; organized group and individual meetings (Fall 2009).
- (together with Mitchell Smith) Organization of a graduate seminar (Ph.D., MPA) on various topics relevant to the academic and professional development of doctoral and masters students (2002-2011).
- Organization of summer school with Edward C. Page for the Netherlands Institute of Government, Rotterdam, June 25-27, 1997.
- Organization of summer school with V. en E. Ostrom and Gary Wamsley, for the Netherlands Institute

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of Government, Leiden, June 6-9, 1995.
- Organizer, excursion to Hungary (visits to University of Budapest and Hungarian Parliament, lectures on Hungarian government) for the Leiden International Exchange Program, (October 21-28, 1989).

Conference Organization

- Evaluator of 51 paper proposals for the Founders Forum, ASPA annual conference, Las Vegas, March 2-6, 2012.
- Organizer doctoral summit (professional development seminar for Ph.D. students), ASPA annual conference, Las Vegas, March 4, 2012; New Orleans, March 17, 2013; Washington, D.C., March 16, 2014; Chicago, March 8, 2015; Seattle, March 18, 2016; Atlanta, March 17, 2017).
- Organizer of conference on Civil Service Systems in Comparative Perspective, at Virginia Polytech, Blacksburg, VA, September 29 - October 2, 2005.
- Panel-organizer ASPA 2004 on different intellectual perspectives upon government (published as symposium in *Administrative Theory & Praxis* (December 2005).
- Member program committee for national conference ASPA, Phoenix, 2002 and 2003; + organization of four panel sessions on public sector ethics.
- (together with Donald Klingner, Zhyong Lan) Organization of four panels under the umbrella of the Section of International and Comparative Administration, ASPA, Orlando, April 1-4, 2000
- Session-organizer annual conference of European Group of Public Administration, Rotterdam, September 6-9, 1995.
- Session-organizer 3rd Annual Congress of the International Association for the Study of Common Property, Washington, D.C., 16-20 September 1992.
- Co-organizer 'Civil Service Systems in Comparative Perspective', International Congress, October 17-19, 1991, Universities of Leiden and Rotterdam; co-organizer 'Civil Service Systems in Comparative Perspective', International conference at the School for Public and Environmental Affairs, IU-Bloomington, April 5-8, 1997.
- Member of Steering Committee Civil Service Systems in Comparative Perspective, international research project coordinated by James L. Perry (SPEA, Indiana University) and Theo A.J. Toonen (Leiden University) (1991-1998). Coordinator for Leiden input in the project (since 1995).
- Organizer of Working Group 'Administrative Reform in Historical Perspective', for the annual conference of EGPA, Rotterdam September 6-9, 1995.
- Seminar organizer 'Philosophy and Methodology of Public Administration', Leiden (October 1988) University of Leiden.

Editorial, Review, and Accreditation Experience

- <u>Book Series Editor</u>:
Foundations of Government and Public Administration, Palgrave Pivot Series, Palgrave Macmillan (2017-….) (with co-editor Mark Rutgers)

- <u>Editorial boards</u>:
Administration & Society (since 2011)
Administrative Theory & Praxis (2000-present)

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American Review of Public Administration (since 2012)
Armed Forces & Society (since 2011)
Icelandic Review of Politics and Administration (since 2012)
International Journal of Public Administration (since 2015)
International Journal of Public Service, Economics, and Management (since 2007)
International Public Management Journal (2003-2006)
Journal of Public Affairs Education (1998-2001)
Public Administration: An International Quarterly (since 2013)
Public Organization Review (since 2015)
Storia Amministrazione Costituzione (Yearbook of Administrative and Constitutional History) (since 2013)
The Innovation Journal. The Public Sector Innovation Journal (since 2014)
Yearbook of European Administrative History (1999-2008)
- member editorial board for the *Geschiedenis van Holland*. Hilversum: Verloren, (3 volumes on history of the province of Holland, published 2001-2003)

- <u>External reviewer for</u>:
Acta Politica (2015)
Administration & Society (1993, 1998, 1999, 2000, 2002, 2003, 2004, 2008, 2009, 2010 2x, 2012 4x, 2013 4x, 2014 5x, 2015 2x, 2016, 2017)
Administrative Theory & Praxis (2000 5x, 2001 8x, 2002, 2003 2x, 2004 2x, 2005, 2006, 2009 2x, 2010, 2011, 2013 7x, 2014, 2016, 2017 3x)
American Political Science Review (2007)
The American Review of Public Administration (2000, 2003, 2005, 2007, 2008, 2009 2x, 2010 2x, 2011, 2012 4x, 2013 2x, 2014 3x, 2015 3x, 2016 9x, 2017 4x)
Armed Forces & Society (2007, 2008, 2009, 2010, 2011 2x, 2012 4x, 2014 2x, 2015, 2016 2x, 2017)
Canadian Journal of Political Science (2004)
Comparative Technology Transfer & Society (2003)
Governance (2002, 2004, 2005, 2011, 2012)
Humanities (2013)
International Journal of Public Administration (2015, 2017)
International Public Management Journal (2004, 2014)
International Review of Administrative Sciences (1998, 2000, 2002, 2003, 2004 2x, 2005 2x, 2007, 2014, 2017)
Jahrbuch für Europäische Verwaltungsgeschichte (2003, 2004 3x, 2007 2x, 2008 2x)
Journal of Policy Analysis and Management (2013)
Journal of Public Administration Research and Theory (2012, 2013, 2014 3x, 2015, 2016 2x, 2017)
Journal of Public Affairs Education (1998, 1999, 2000, 2003, 2004)
Policy & Internet (2013)
Political Studies (1993)
Policy Studies Journal (2015)
Public Administration. An International Quarterly (2002, 2003 2x, 2005 6x, 2009 3x, 2010 3x, 2011 2x, 2013 2x, 2014, 2015 3x, 2016, 2017)

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Public Administration Review (2002, 2005 3x, 2012 2x, 2015, 2016, 2017 2x)
Public Integrity (1999, 2008)
Public Management Review (2009)
Public Organization Review (2000, 2013 2x)
Public Performance & Management Review (2013, 2015 2x, 2016 2x)
Public Policy and Administration (2010)
Public Voices (2000 4x)
Review of Public Personnel Administration (2014, 2015, 2016, 2017)
State and Local Government Review (2013, 2014)
The Innovation Journal. The Public Sector Innovation Journal (2014, 2015 2x, 2016 2x, 2017)
Water (2013)
- reviewer for Dutch journals such as *Bestuurswetenschappen* (Journal of Public Administration: 1991-1998), *Beleidswetenschappen* (Policy Sciences, 1989-1998), and *Tijdschrift voor Geschiedenis* (Journal of History, 1994).
- Reviewer of book proposals for Prentice Hall Publishers (1999), Sage Publications (2000), IOS Press (2002), SAGE Publications (2003), Palgrave McMillan (2010, 2016, 2017), Leiden University Press (2012), Westview Press (2015), Routledge (2016), Melvin & Leigh (2016), Rowman & Littlefield (2016), and Cambridge University Press (2016, for a book proposal series).
- Reviewer of draft chapter 19 (Policy and Administration) in Donald C. Menzel, Harvey L. White (eds.), *The State of Public Administration: Issues, Challenges, and Opportunities,* M.E. Sharpe (2010).
- Member site visit team (EAPAA Accreditation): Master of Public Management Program, School of Management and Governance, University of Twente, the Netherlands, June 12-14, 2013.
- Member Site Visit Team (NASPAA accreditation): MPA, MPP and Key Executive programs at American University, March 1-4, 2016.
- Co-editor, 'Bestuurswetenschappelijke Kroniek' (i.e. Administrative Science Chronicle, together with professor Theo A.J. Toonen) in *Bestuurswetenschappen* (i.e. Dutch Journal of Public Administration), (1991-1998); co-editor of the *Compendium Politiek, Samenleving en Bestuur in Nederland* (= Compendium of Politics, Administration and Society: in Dutch) (April 1997 - June 1998);
- Symposium co-editor (together with Mark R. Rutgers) *Administrative Theory & Praxis* (December 2000); symposium editor ATP (December 2005).

Professional Service (e.g., ASPA, NASPAA, NAPA)
- NAPA five member panel (February – July 2017): on project "Strengthening Federal Human Capital: Innovative Means for Managing Civil Servants and Contractors" for client Samuel Freeman Charitable Trust, to conduct a six-month study that produced a white paper with innovative solutions on human capital issues. Panel members: Donald Kettl (chair), Doris Hausser, Jozef Raadschelders, Ronald Sanders and Stan Soloway. Report July 18, 2017: NAPA (2017). *No Time to Wait: Building a Public Service for the 21st Century*. Washington, D.C.: National Academy of Public Administration.
- Judge, "Learning Showcase" Franklin University, at Columbus Metropolitan Library (October 7, 2016).
- Member, NASPAA Dissertation Award Committee, 2016-2018.
- Member, Ohio Civility Consortium (since fall 2015).
- Member, three person committee to select best article in the *American Review of Public Administration* 2011 (member in 2012) and ARPA 2012 (chair in 2013).

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- Fellow of the Inter-University Seminar on Armed Forces and Society (since 2011).
- Managing Editor of the *Public Administration Review*, 2006-2011.
- *SICA Election Supervisor*, 2004, upon request of then ASPA President Cheryl Broom.
- Chairman of the Section for International and Comparative Administration (SICA) of the American Society for Public Administration, 1999-2000.
- Member, European Masters of Public Administration Committee (Catholic University of Leuven, London School of Economics, Erasmus University Rotterdam, University of Leiden, Hochschule für Verwaltungswissenschaft Speyer, Nuffield College Oxford) (1991-1996).
- Secretariate of the International Contact Group of the Dutch Association of Public Administration (1988-1994).
- Organizer of OU's annual Henry Bellmon Lecture of Public Policy (2000-2010).

External Reviewer of Tenure and/or Promotion Dossiers

External reviewer since 2006 for more than 30 dossiers of candidates at universities in various countries for promotion to associate professor with tenure, and full professor.

External Reviewer Research Proposals

Reviewer of several research project proposals in European countries.

Other Service

- Organized a petition in 2004 to see that the U.S.A. again would become a member of the IIAS. The director of the Bureau of International Affairs, Department of State, back then indicated to have no interest. Again submitted in 2009 with an expanded list of signatories, including several high-level political appointees and public servants. This effort continued in 2013, seeking support from the two Ohio U.S. Senators Rob Portman and Sherrod Brown.
- Member US Student National Screening Committee, Fulbright-Hays Program. Involves reading and rating of 75-85 applications for study in Belgium/the Netherlands, followed by meeting at 809 United Nations Plaza in New York: December 3, 2009, 9 a.m. – 5 p.m.; November 22, 2010; November 22, 2013.
- Judge in the 'We the People' competition in Congresssional District 4, at University of Oklahoma Memorial Union, December 8, 2009, 9 - 11.30 a.m. Also helping to prepare one group for the statewide competition on January 23, 2010, Norman High, (one hour from 10.05-11.05 a.m. on Jan. 5, 7, 8, 12, 14 (from 9.05 – 11.05), 19, and 21, 2010). Judge in the 'We the People' competition in Congressional District 4, at University of Oklahoma Memorial Union, December 15, 2010, 9 - 11.30 a.m.

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Publications

Books and Monogrpahs

(in progress)

What is Government? Human Instinct, Tribal Community, and Global Society.

(with Aimee L. Franklin). *Introduction to Public Administration* (undergraduate textbook).

(with Michael Buenger) *The Commodified Mind: The Privatization of America's Civic and Public Life.*

(published)

(2017). (with Richard J. Stillman) (eds.). *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh, Publishers (380 pp.).

(2015). (with Eran Vigoda-Gadot). *Global Dimensions of Public Administration and Governance: Comparative Perspectives*. San Francisco: Jossey Bass/Wiley (552 pp.).

(2015, 2nd edition). (with Theo A.J. Toonen, Frits M. Van der Meer) (eds.). *The Civil Service in the 21st Century: Comparative Perspectives*. Houndsmills: Palgrave MacMillan (385 pp.).

(2014). (with Eberhard Bohne, John Graham) (eds.). *Public Administration and the Modern State: Assessing Trends and Impact*. Houndmills: Palgrave Macmillan (312 pp.). (to be translated in Arabic)

(2014, 3rd edition). (with Brian C. Fry). *Mastering Public Administration. From Max Weber to Dwight Waldo*.Los Angeles: Sage/CQ Press (488 pp.). (published in Turkish, 2017, by publishing house Anı Yayıncılık).

(2012). *An a-disciplinary public administration for a diverse society: historical, ontological, epistemological and axiological reflections*. Leiden: University of Leiden (39 pp.) (inaugural lecture) (in Dutch, 43 pages).

(2011). *Public Administration*: *The Interdisciplinary Study of Government*. Oxford: Oxford University Press (288 pp.) (paperback, May 2013).

(2008, 2nd edition). (with Brian C. Fry). *Mastering Public Administration. From Max Weber to Dwight Waldo*. Washington, D.C.: CQ Press (386 pp.).

(2007) (with Theo A.J. Toonen, Frits M. Van der Meer) (eds.). *The Civil Service in the 21st Century: Comparative Perspectives*. Houndsmills: Palgrave/McMillan (319 pp.).

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(2005) (ed.) *The Institutional Arrangements for Water Management in the 19ᵗʰ and 20ᵗʰ Centuries*. Cahier d'Histoire de l'Administration no.8, IIAS. Amsterdam: IOS Press (237 pp.).

(2003) *Government: A Public Administration Perspective.* Armonk, NY: M.E. Sharpe. (442 pp.), (Reprinted 2004; Shubhi Publications, India; Gurgaon, Spring Books). (issued again by New York, NY: Routledge, March 2015).

(2002) (ed.). *Church and State in European Administrative History*. Vol.14 of the European Yearbook of Administrative History. Baden-Baden: Nomos Verlagsgesellschaft) (387 pp.).

(1998) *Handbook of Administrative History*. New Brunswick, NJ: Transaction Books (372 pp.) (2000, paperback).

(1998) (with Frits M. van der Meer) (eds.). *L'entourage administratif du pouvoir exécutif*. Cahier d'Histoire de l'Administration no.5. Brussels: Ets. Bruylant (300 pp.).

(1996) *Tussen Markt en Overheid. Een Bestuursgeschiedenis van de Centrale Vereniging voor Ambulante Handel 1921-1996*, (i.e. Between Market and Government. An Administrative History of the National Association for Itinerant Trade). Apeldoorn: NUJ (192 pp.).

(1993) (with Theo A.J. Toonen) (eds.). *Waterschappen in Nederland. Een bestuurskundige verkenning van de institutionele ontwikkeling* (i.e. Waterboards in the Netherlands. An Administrative Science Exploration of the Institutional Development). Hilversum: Verloren (198 pp.).

(1992) *De Vierde Macht. Ambtenaren in Nederland* (i.e. The Fourth Power: The Civil Service in the Netherlands). Leiden: Stichting Burgerschapskunde/Nederlands Centrum voor Politieke Vorming (60 pp.).

(1992) *Lokale bestuursgeschiedenis* (Local Government History). Series on Local and Regional History. Zutphen: Walburg Pers (70 pp.).

(1992) (with Theo A.J. Toonen & Frank Hendriks). *Meso-bestuur in Europees perspectief. De (randstad)provincies uit de pas?* (i.e. Meso-government in European Perspective. The "Randstad" Provinces out of touch?). Leiden: University of Leiden (208 pp.).

(1990) *Plaatselijke bestuurlijke ontwikkelingen. Een historisch-bestuurskundig onderzoek in vier Noord-Hollandse gemeenten* (i.e. Local Government Administrative Development 1600-1980: An Administrative History of Four North Holland Municipalities). 's-Gravenhage: VNG Publishers (340 pp.).

Articles and Chapters

(manuscripts in progress/under review)

(with Jennica Larrison, Aditi Thapar) International Migration as Public Administration Challenge.

(with Jennica Larrison, Aditi Thapar) Refugee Migration as Wicked Problem.

(2018). The Iron Cage in the Information Age: Bureaucracy as Tangible Manifestation of a Deep Societal Phenomenon. In Edith Hanke, Lawrence Scaff, Sam Whimster, *The Oxford Handbook of Max Weber*. Oxford: Oxford University Press.

(with Gerrit S. Dijkstra) The High Representative in Bosnia-Herzegovina: The Unusual Institutional Arrangement of a Controlled "Democracy."

(with Jongsoo Park and Shahidul Hassan) Organizational Behavior in Law Enforcement Agencies: the Superior – Subordinate Interface (submitted to *Public Administration Review*).

(2018). (with Tony Verheijen) Globalization, internationalization and the civil service career. In Diane Stone, Kim Moloney (eds.). *Oxford Handbook on Global Policy and Transnational Administration*. Oxford: Oxford University Press.

(forthcoming)

(with Frits M. Van der Meer) Food Regulation and Administration in the Netherlands, 19th and 20th Centuries. (IIAS working group).

(with Frits M. Van der Meer). Motives and Initiators of Administrative Reform in the Netherlands, 19th-20th c. In Seppo Tiihonen (ed.), *Drivers of government reforms: Role of Central Budget Agencies and other main government actors*. Brussels: IOS Press/IIAS.

(published)

43. (2017). (with Travis Whetsell) Conceptualizing the Landscape of Complex Public Problem Solving. *International Journal of Public Administration* (online first).

42. (2017). The United States of America as *Rechtsstaat*: State and Administrative Law as key to Understanding the Administrative State. *Public Administration Review*, 77(3), 458-465.

41. (2017). Administrative History as a Core Element in the Study of Public Administration. In Jos C.N. Raadschelders, Richard J. Stillman (eds.). *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh, Publishers, 40-56.

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Contract Research, Reports, and/or Teaching/External Advising

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2. Office of State Finance, State of Oklahoma. Advise regarding span of control and possible reorganization of management and supervisory levels. One report (with Franklin), 3 pages (January 6,1999).

1. Indonesian government and the Ministry of Home Affairs in the Netherlands. Development and teaching of a three-week program for higher civil servants on decentralization and local government (including syllabus development), in cooperation with the International Institute of Asian Studies at the University of Leiden (taught five times in 1997-1998) (together with Toonen).

0. University of Lund, Sweden. Development and teaching of a two-week program for higher civil servants on International and Comparative Administration as part of a curriculum offered by the Departments of Political Science, Business Administration, and Economics (Fall 1997, Fall 1998) (together with Theo A.J. Toonen).

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. An administrative history of the National Union for Itinerant Trade (fl. 20.000,-, contract for a study resulting in a book, 1993-1996)

. Province of South-Holland, 10-11 December 1992: advice regarding their repositioning in relation to the Ministry of Home Affairs and the 'Overleg Orgaan Rijnmond' (one report).

. Region Holland-Utrecht (March-November 1992, fl. 140.000,-), report on the future of the province in Dutch Home government in relation to the European dimension (book with Frank Hendriks and Theo A.J. Toonen).

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. Department of Welfare of the Municipality of Leiden (10 April 1991): advice regarding the re-organization in the Municipality of Leiden and the future role of the Department of Welfare.
. Statutory Trade Organization, 1990: research regarding the necessity of the "market articles" in the Municipal Act (led to an amendment of the Home Affairs Act by the Second Chamber)* (two articles).
. Contribution to the report on the administrative structure in the Breda region, 1990.

Conferences/Seminars/Lectures/Speeches
* = has led to publication
** = forthcoming publication

68. (2017). Annual ASPA conference (March):
Presenter: Refugee Migration as Wicked Problem: From Palliative Responsxe to Governing Policy. (paper for panel on Managing Migrations Worldwide) (March 18);
Discussant: New Frontiers in Public Administration Research: Explorations in Cognitive Science (March 20);
Organizer professional development seminar for Ph.D. and MPA students (March 17);
67. (2016). Comparative Public Administration in a Globalizing World: Theoretical, Conceptual and Methodological Challenges. Paper for international symposium on Comparative Public Administration and Policy, Renmin University of China, November 26-27. *
66. (2016). Government in Society and the Study of Public Administration. Paper and brown bag presentation, School of Public Administration and Policy, Renmin University of China, November 25.
65. (2016). From Ruler's Instrument of Exploitation to Buttress of Democracy: Putting Max Weber's (and that of contemporaries) Concerns about Bureaucratization to Rest. Presentation, student association 'House of Wisdom", University of Leiden, at Leiden, June 9, 7 – 9 p.m.
64. (2016). Public Management Reforms in Developing Countries. Seminar at the Institute of Public Administration, University of Leiden in The Hague, June 9, 3 – 5 p.m.
63. (2016). Doctoral summit, professional training for Ph.D. students, ASPA annual conference Seattle, March 18.
62. (2015). Lecture at the University of Santiago, Chile, on "Administrative History", November 5.
61. (2015). Keynote lecture for the *Congreso Chilena de Administracion Pública*, Rancagua, Chile, November 4, "The Epistemological Status of the Study of Public Administration: Its Intellectual Identity as Scholarship and Science."
60. (2015) Lecture on civil service reform, ethics and training/education, for the National Civil Service Agency, Santiago, Chile, November 3, upon invitation of the Director of the NCSA, Dr. Rodrigo Egaña Barona.
59. (2015) ASPA annual conference Chicago:
Doctoral summit, professional training for Ph.D. students, March 8;
Presenter: Max Weber's Sigh: Does (Has) Democracy Suffer(ed) from the Inexorable March Forward of Bureaucracy?, March 7,
Presenter: Government in a Globalizing World: Public Administration Generalists dealing with Converging and Diverging Dynamics, March 8.
58. (2014) Moderator of panel "The Public Servant's Role and Impact in International Affairs." (panel members Major General Charles Tucker, Colonel Frank Titus, Commander Rudy Hightower). 2014 Glenn School Leadership Forum, October 17.
57. (2014) On the Future of Government. Brown bag presentation at the Institute of Public Administration, University of Leiden, May 28.

56. (2014) ASPA annual conference Washington, D.C.:
Doctoral summit, professional training for Ph.D. students, March 16;
Presenter: The A-disciplinary Context of Complex Public Problem Resolution: Consequences for Professionalism, Inquiry, and Pedagogy, March 16.
55. (2013) Paper "Political (System) Reform: Can Administrative Reform Succeed Without?", Presented at conference on comparative civil service systems, Institute of Public Administration, University of Leiden, The Hague, May 30-31.*
54. (2013) Keynote speech at the annual conference of the Korean Social Science Research Council, Seoul, South Korea, May 16, "Convergence of Disciplines for Global and Public Problem Solving: Necessities and Possibilities."*
53. (2013) "Food Safety Regulation in the Netherlands, 19th and 20th Centuries," paper for IIAS working group, The Regulation of Food Safety in the 20th Century, University of Reims, France, May 3.**
52. (2013) Doctoral summit, professional training for Ph.D. students, ASPA annual conference New Orleans, March 17.
51. (2012) "The Separation of Church and State: A Recent Phenomenon?," Lecture at the annual conference of the Institute of Public Administration Australia, Melbourne, September 19.*
50. (2012) "Napoleon as Administrative Reformer." Opening speech at the annual conference of the Institute of Public Administration Australia, Melbourne, September 18.
49. (2012) Chair, Expert Roundtable, "Converging versus Conflicting Trends in the Public Administration of the US, Europe, and Germany," International Conference, Deutsche Hochschule für Verwaltungswissenschaften, Speyer, Germany, July 19-20.*
48. (2012) "A comparative perspective upon the study of public administration in the USA and Europe." Lecture, Section of Public Administration, The Hague University of Applied Sciences, July 10.**
47. (2012) "An a-disciplinary public administration for a diverse society: historical, ontological, epistemological and axiological reflections." Inaugural lecture upon the assumption of the office of full professor in public administration, specifically the comparative analysis of the normative aspects of government, University of Leiden, June 18 (short version of the monopgraph listed on p.9).*
46. (2012) "Food Safety Regulation in the Netherlands, 19th and 20th Centuries," paper for IIAS working group, The Regulation of Food Safety in the 20th Century, Washington, D.C., April 30.**
45. (2012) Doctoral summit, professional training for Ph.D. students, ASPA annual conference Las Vegas, March 3.
44. (2011) "Local associations in the rise and fall of political regimes," presentation at the Workshop in Political Theory and Policy Analysis, Indiana University, November 28.*
43. (2011) Presentation on interdisciplinary public administration, The Maxwell School for Citizenship and Public affairs, Syracuse University, October 27.*
42. (2011) Lecture on interdisciplinary public administration, University of Haifa, Israel, May 12.
41. (2011) Presentation on publishing in English-language journals, University of Haifa, Israel, May 11.
40. (2011) Paper at IIAS working group history of government, on food administration in 19th and 20th centuries, University of Frederick II, Naples, Italy, May 7.**
39. (2011) Annual conference of the American Society of Public Administration, Baltimore, March 12-15.
) annual report at the PAR editorial board meeting, March 13, 7 – 8.30 a.m., and scouting for papers,
) Ferrel Heady Roundtable speaker (Between "thick description" and large-N studies: The Fragmentation of Comparative Research), March 13, 8.30-9.30 a.m.; *
) publishing in journals (using paper co-authored with Arie Halachmi), doctoral summit, March 13, 11.45 a.m. - 3

p.m.;

l) panel convenor (Trends in and Future of the Study of Public Administration), March 14, 11.45 a.m. – 1.15 p.m

38. (2010) "Motives and Initiators of Administrative Reform in The Netherlands, 19th and 20th Centuries," paper presented at the working group History of Government, the International Institute of Administrative Sciences, University of Linz, Austria, June 19.**

37. (2010) "Local Communities as Backbone and Default in the History of Organized Government: Some Preliminary Observations and a Research Agenda," paper presented at the 13th Economics of Infrastructures Conference, Delft University of Technology, The Netherlands, May 27-28, 2010.

36. (2010) Lecture at the Deutsche Hochschule für Verwaltungswissenschaften, Speyer, Germany, May 31, on 'The Interdisciplinary Nature of Public Administration.'*

35. (2010) Lecture at University of Hong Kong, May 14, on 'Just Bridges, No Boundaries: On the Interdisciplinary Nature of Public Administration.'*

34. (2010) Lectures at the City University of Hong Kong, May 11, "Publishing in *Public Administration Review*: Challenges and Strategies," and May 13, "Current Developments in Civil Service Systems: A Historical Context for Understanding 21st Century Reforms."*

33. (2010) Annual conference of the American Society of Public Administration, San Jose, CA, April 9-13. Ferrel Heady Roundtable speaker, "How Geography, Familiarity, Methods and Approaches Fragment Comparative Research," (and scouting for papers, annual report at the PAR editorial board meeting) (again on March 13, 2011). *

32. (2009) "Is American Public Administration detached from Historical Context? On the Nature of Time and the Need to Understand it in Government and its Study," Paper presented at the sixth annual work conference of the Netherlands Institute of Government, November 12-13, University of Leiden.*

31. (2009) Panel chair at the Public Management Research Conference, John Glenn School of Public Affairs, Ohio State University, 1-3 October.

30. (2009) Participant International Public Service Motivation Research Conference, Indiana University, Bloomington, June 7-9 (to scout for papers for PAR).

29. (2009) "Motives and Initiators of Administrative Reform in The Netherlands, 19th and 20th Centuries," paper presented at the working group History of Migration of the International Institute of Administrative Sciences, University of Leiden, April 25.**

28. (2009) Annual conference of the American Society of Public Administration, Miami, March 20-24, (to scout for papers, and report to the PAR editorial board meeting); also discussant at a panel on The Historical Development of Administration in East Asia: China, Japan, Taiwan.

27. (2008) "Publishing in Foreign Public Administration Journals: Challenges and Strategies," presentations at the Centre for European Studies and the Department of Public Policy & Economy, Zhejiang University, Hangzhou, November 2; and at the School of Public Administration, Renmin University, Beijing, November 3.

26. (2008) "Research in American Public Administration: Topics and Trends," keynote speech at the 1st Liangzhu Forum, International Conference on 'Governance and Social Responsibility', College of Public Administration, Zhejiang University, Hangzhou. P.R. of China, Oct.31 – Nov.2. *

25. (2008) "Is American Public Administration Dissociating from Historical Context?," paper presented at the Minnowbrook III conference, Lake Placid, 5-7 September. *

24. (2008) "Trends in American Public Administration and their Meaning for Korean Public Administration," keynote speaker at conference of the Korean Institute of Public Administration, in celebration of the 60th anniversary of the Republic of Korea, August 11.*

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23. (2008) (with Van der Meer) "The Administration of Dutch Migration, 19th and 20th Centuries," paper presented at the working group History of Migration of International Institute of Administrative Sciences, Paris, April 5, 2008. *

22. (2008) Annual conference of the American Society of Public Administration, March 7-11 (to scout for papers, and report to PAR editorial board meeting).

21. (2007) (with Theo A.J. Toonen and Frits M. van der Meer). "Administrative Models, Traditions, and Reform: Explanations of Last Resort?", paper presented at the conference 'Governing by Looking Back', Research School of Social Sciences, Australia National University, Canberra, December 12-14.*

20. (2007) "Tradition in Public Administration: Explorations and the Case of Negotiable Authority," paper presented at the conference 'Governing by Looking Back', Research School of Social Sciences, Australia National University, Canberra, December 12-14.*

19. (2007) Panel chair at the Public Management Research conference, Tucson, October 25-27.

18. (2007) Lecture Royal Dutch Academy of Sciences, Amsterdam, June 22, 2007, Toekomst van de Nederlandse Bestuurskunde: Publicatiestrategieën voor een interdisciplinaire en (inter)nationale markt (i.e. The future of Dutch public administration: publication strategies for an interdisciplinary and (inter)national market).

17. (2007) "The Meaning of Leadership over Time," presentation before a meeting of the Oklahoma chapter of ASPA, J.D. McCarty Center, Norman, OK, June 22.

16. (2007) (with Frits van der Meer). "Immigration Policies in the Netherlands," paper presented at the annual conference of the IIAS working group 'History of Government', University of Pavia, Italy, April 21. **

15. (2007) Annual conference of the American Society of Public Administration, March 23-27, (specifically to scout for papers, and report to the PAR editorial board meeting).

14. (2006) Participant at the public management conference at the University of Leuven, Belgium, June 1-3.

13. (2006) Guest upon invitation at the public management conference at the Department of Political Science, Texas A&M, College Station, May 4-5.

12. (2006) (With Frits van der Meer) In the Search for National Identity: The Discovery, Governance, and Management of Cultural Heritage in the Netherlands. Paper presented at the annual conference of the IIAS working group 'History of Government', University of Granada, Spain, April 29. *

11. (2006) (with Kwang-Hoon Lee) Positioning Aberbach, Putnam and Rockman (1981) in the Study of Political-Administrative Relations. Paper at the Midwest Political Science meeting, April 20-23, 2006, Chicago. *

10. (2006) Annual conference of the American Society of Public Administration, April 1-4, 2006 (specifically to scout for papers, and report to the PAR editorial board meeting).

09. (2006) Speaker at the Spring Lecture Series of the Department of Political Science, Texas Tech University, Lubbock, TX, March 6-7, 2006 (upon invitation; on the nature of the study of public administration). *

08. (2006) Discussant of two papers at the Southern Political Science Association annual meeting, Atlanta, January 4-5, 2006.

07. (2005) Two papers at the conference concluding the Pioneer Project on the "Renaissance of Public Administration," University of Leiden, November 10-11, 2005. 1. "Studying Government in Public Administration (and Political Science): One Crisis, Two Contestants, Four Traditions." *; 2. "The Role of Belief and Normative Choice in Public Administration Research: A Few Tentative Observations."

06. (2005) Paper on political reforms for conference on Civil Service Systems in Comparative Perspective, at Virginia Polytech, Blacksburg, VA, September 29 - October 2, 2005. *

05. (2005) (with Frits M. van der Meer) In the Service of National Identity: The Discovery, Use, and Appearance of Historical and Cultural Heritage in the Netherlands. Paper presented at the annual conference of the IIAS

working group 'History of Government', University of Louvain-la-Neuve, Belgium, April 8-9. *

04. (2005) (with Frits M. van der Meer, Caspar van den Berg). Representative Government and Top Administrative Officers. A Comparative Approach. Paper presented at the international conference Governo rappresentative e dirigenze amministrative (secoli XIX e XX), June 9-10, Istituto Trentino di Cultura, Trente, Italy. *

03. (2005) Government and Public Administration. The Challenge of Connecting Knowledge. Paper presented at the Public Administration Theory Network, June 9-11, Krakow, Poland.*

02. (2004) Panel convenor and paper presenter (Organizing Inter-Disciplinarity and Differentiated Integration for Public Administration or The "Canons of Integration". Four Approaches to Understanding Government (and Beyond?) at ASPA's Annual conference, March 27-31. *

01. (2004) Two papers at annual meeting of IIAS-working group 'History of Government', University of Konstanz, March 30. Opening editor paper (see 93) and concluding comparative editor paper. *

00. (2003) (with Aimee Franklin), Tracking the Invisible Citizen: How Does This Phenomenon Impact Local Government? Paper presented at regional ASPA (Kansas City), September. *

9. (2003) Presentation on 'Types of international exchange programs: reflections and experiences' in Panel "Critical Perspectives on International Partnerships for Graduate Education in Public Affairs", NASPAA Annual Conference, Pittsburgh, October 10-16.

8. (2003) The "Canons of Integration". Four Traditions in the Study of Government (and Beyond?). Lecture at the Graduate School of Public Administration, Seoul National University, Korea, September 18. *

7. (2003) Time to Move On or Beyond The Grand Phases in the Discourse about Government: Changing Masks for Understanding the Unlimited Boundaries of Administration. Paper presented at the Annual Conference of the Public Administration Theory Network, June 19-21, Anchorage, Alaska. *

6. (2003) Presentation on the study of government for Ph.D. students at the Department of Public Administration, American University, Washington, D.C. April 16.

5. (2003) Water-Management as Collective Action in Time: A Multi-Level and Multi-Dimensional Challenge in a Multi-Disciplinary Context. Paper (as editor) for the meeting of the working group 'History of Government, International Institute of the Administrative Sciences, April 5, University of Malta. *

4. (2002) Panelist on public sector ethics, in "Funny Business! Corporate Ethics and Public Sector Ethics. November 11, first symposium in a series of colloquia on ethics and public life, College of Arts and Science, University of Oklahoma.

3. (2002) Meeting of Civil Service Systems in Comparative Perspective Consortium. University of Leiden, September 12-14. Paper (with Theo Toonen) *Some Thoughts On the Next Generation of Civil Service Systems Research*. *

2. (2002) For the future of Our Water: Historical Experiences with Organization and Functioning of Water Management, Paper for the meeting of the working group 'History of Government, International Institute of the Administrative Sciences, Royal Holloway College, University of London, April 20. *

1. (2002) Patterns and Trends in the Development of the Civil Service in Western Europe: Between Institutional Determinism and Methodological Individualism; Paper presented at the annual conference of the American Society of Public Administration, Phoenix, AZ, March 23-26.

0. (2002) Woodrow Wilson on Public Office as a Public Trust; paper presented at the Paul van Riper symposium preceding the annual conference of the American Society for Public Administration, Phoenix, AZ, March 23.

9. (2002) Presentation at the Department of Public Administration, University of Nebraska in Omaha, February 19, on The Varied Impacts of Judeo-Christian Thought and Organized Religion upon Western Government.*

8. (2002) Two presentations: 1) Mornings with the professor: on 'Bureaucrats as Predators or Protectors of the

Public Interest: a Case for more Bureaucracy,' Senior Adult Services, Oklahoma College of Continuing Education, March 12, and 2) the Lions Club, Oklahoma City, April 24.

7. (2001) Section Four: Administrative History. Introduction to section four of the *International Handbook of Public Administration*, B. Guy Peters, Jon Pierre (eds.), presented and discussed at the annual conference of the American Political Science Association, San Francisco, September 1-4. *

6. (2001) Understanding Government through Differentiated Integration. Paper for annual conference of the Public Administration Theory Network, June 19-21, University of Leiden, the Netherlands. *

5. (2001) (with Mark R. Rutgers). An Overview and Synthesis of Developments and Trends in Public Administration. Tentative Report for meeting of Research Committee 32, International Political Science Association (IPSA), March 29, University of Oklahoma, Norman, OK.

4. (2001) (with Frits M. van der Meer). The Urban Management Problem in Dutch Metropolitan Areas, 1850-2000. Paper prepared for annual conference of the American Society of Public Administration, Newark, March 10-14.

3. (2000) Participation in annual conference of the American Political Science Association, Washington D.C., August 26-30. No paper.

2. (2000) Public Policy Analysis: Between Generalized Theory and Compartmentalized Policies. Paper submitted for round table on *The Development of the Discipline: Public Policy Analysis*, at the XVIII World Congress of the International Political Science Association, August 1-5, Quebec City. *

1. (2000) (with Frits M. van der Meer) Corruption in Dutch Government in the 20th Century. Paper for the working group 'History of Government', International Institute of Administrative Sciences, Leiden, the Netherlands, May 27-28. *

0. (2000) A New Idealtype for Analyzing Trends in Human Resource Administration. Paper for the annual conference of the American Society of Public Administration, San Diego, April 1-4. *

9. (1999) Published yet Forgotten? Woodrow Wilson's Studies on the History of Government. Paper for the conference of the Southern Political Science Association, Savannah, GA, November 3-7. *

8. (1999) Comparative Study of Society for Domestic Concerns; The Civilizing Consequences of Theda Skocpol's Methodological Approach to the Past. Paper for forum on 27 October at the occasion of the visit of Theda Skocpol for the Rothbaum Lectures at OU, October 26-28, 20 pages. *

7. (1999) (with Aimee Franklin) Collective Valuation or Individual Morality: Tensions in the Budgetary Process. Paper for the Regional ASPA conference, Omaha, October 22-24. *

6. (1998) (with Aimee Franklin) Serving the Public Interest: The Reality of Serving Multiply Publics. Paper for the Annual conference of the Association on Budgeting and Financial Management, October 7-9, Washington D.C.*

5. (1999) Two presentations: 1) Mornings with the professor: on the American (un)appreciation of the past, Senior Adult Services, Oklahoma College of Continuing Education, September 28; 2) for the residents in Rivermont at the Trails, retirement center (Norman) on the American (un)appreciation of the past, October 5.

4. (1999) (with Theo A.J. Toonen) Modernity and the Challenge of Metropolitan Governance. Failure of Structural Solutions and the Polycentric Alternative. IU, Bloomington, 25th Anniversary Workshop in Political Theory and Policy Analysis, June 9-13, 20 pages.

3. (1999) Administrative History as Cross-Time Comparison. Let's Have a Real Debate. Paper presented at ASPA, senior scholar session, Orlando, April 10-14, 22 pages. *

2. (1999) Administrative History in the United States: Development and State of the Art. Paper presented at ASPA, senior scholar session, Orlando, April 10-14, 35 pages. *

1. (1999) (with Frits M. Van der Meer) Wartime Administration and its Lasting Effects on Dutch Public Administration. Paper presented at the working group 'History of Administration' meeting, Pavia, Italy, May 8. *

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0. (1999) (with Frits M. Van der Meer), From the Active to the Enabling State: The Changing Role of Senior Civil Servants in the Netherlands, Second paper for the Whitehall-project, subproject coordinated by Vincent Wright en Edward C. Page, Oxford, January 15-16. *

9. (1998) (Frits M. Van der Meer), paper on warfare administration at meeting of working group 'History of Administration', International Institute of Administrative Sciences, Corfu, Greece, Ionean University, March 28*

8. (1998) 3 Lectures (Comparative Political Systems, State and Administrative Traditions, Central-Local Relations), Clingendael Institute for International Relations, group of international civil servants and diplomats from Mozambique, January 20.

7. (1997) Organization of Summer-school (on European Integration) for the Netherlands Interuniversity Institute of Public Administration, June 25-27.

6. (1997) (with Van der Meer). The Transformation of the Senior Civil Service in the Netherlands after the Second World War. Paper for the Political Science Conference, June 6, University of Amsterdam.

5. (1997) Lecture Water Central. Administrative Science Considerations on the report Water Central of the Dutch Union of Waterboards. Study meeting of the Association for Water management Law and Waterboard management, May 29, High Waterboard Rijnland, Leiden.

4. (1997) Lecture The Development of the Province in the Dutch State and Administrative System. Upon the first meeting of the Association of former Members of the Provincial Council of the Province of Utrecht, May 29, Provinciehuis Utrecht.

3. (1997) Reforming the Public Sector: the Importance of Historical Understanding, lecture at the Swedish Center for Organizational Research (SCORE), Stockholm, April 24.

2. (1997) The State of Administrative History, seminar at the Swedish Center for Organizational Research (SCORE), Stockholm, April 23. *

1. (1997) The Development of Civil Service Systems in Comparative Perspective, and (together with Theo A.J. Toonen) "Public Sector Reform in Western Europe: A Comparative View." Papers in conference Civil Service Systems in Comparative Perspective, Bloomington April 5-8. *

0. (1997) De bestuurlijke ontwikkeling van Nederland (i.e. The Administrative Development of the Netherlands), lecture at the Catholic University Nijmegen, January 29. *

9. (1997) The Senior Civil Service in the Netherlands: A Fragmented Unity (together with Frits M. van der Meer). Paper for the Whitehall-project, subproject coordinated by Vincent Wright en Edward C. Page, Oxford, March 21-22. *

8. (1997) Administering the Summit and Administering the Summit in The Netherlands 1795-1995, International Institute of the Administrative Sciences, working group on History of Administration, two papers, Brussels, March 14-15. *

7. (1996) Lecture Interest Groups and Internationalization of Governance, annual meeting of the 'Vereniging van Verf- en Drukinktfabrikanten' (i.e. Association of Paint- and Inkmanufacturers), Garderen, December 12. *

6. (1996) Lecture, Bewaren voor bestuur, burger en onderzoeker (i.e. Keeping archives for government, citizen and researcher), Algemeen Rijksarchief (Dutch National Archives), The Hague, November 26. *

5. (1996) Lecture Erasmus University Rotterdam, Researching civil service systems in comparative perspective + excursion, deputation of civil servants from the Kirghiz Republic (UNDP-sponsored), August 6.

4. (1996) The Waldo Symposium, 'Size and Organizational Differentiation in Evolutionary Perspective', Maxwell School of Citizenship and Public Affairs, Syracuse, June 26-28. *

3. (1996) Opening speech at the 75th anniversary of the National Union of Itinerant Trade, Amersfoort, June 21.

2. (1996) Government Reform in Western, Central and Eastern Europe: Trends and Patterns since 1945, Institut für

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Staatswissenschaft und Praxis, Berlin, May 17-18. *

1. (1996) Administering the Summit and Administering the Summit in The Netherlands 1795-1995, International Institute of the Administrative Sciences, Workshop Administrative History, two papers, Helsinki, March 24-25.*
0. (1995) Paper conference Netherlands Interuniversity Institute of Public Administration, November 9-10. *
9. (1995) Lecture Regions and Regional Cooperation in Europe, Training Program International Relations of the Netherlands Institute for International Relations Clingendael, The Hague, June 23.
8. (1995) Organization of and paper in working group Administrative Reform in Historical Perspective, for the annual conference of the European Group of Public Administration, September 6-9.
7. (1995) Organization of Summer-school for the Netherlands Interuniversity Institute of Public Administration, Leiden, June 6-9.
6. (1995) Paper conference Netherlands Interuniversity Institute of Public Administration, March 8-10. *
5. (1995) Administering the Summit, International Institute of the Administrative Sciences, Workshop on Administrative History, Paris, January 14, * (two chapters 1998)
4. (1994) Organization (with M.A.P. Bovens & F.K.M. van Nispen) of International Conference on the occasion of the 10th anniversary of the Interuniversity Department of Public Administration, Universities of Leiden and Rotterdam, October 20. Organization (with M.R. Rutgers) of a working group for anniversary conference.
3. (1994) Lecture for the Society of the Family Van Nispen, Huis Bergh, October 8: Some notes concerning the 't Velde branch of the Family Van Nispen.
2. (1994) Lecture Rijksopleidings Instituut, The Hague, The Welfare State under Siege: A Global Perspective on Regional Issues, August 22, for a delegation of the British civil service. *
1. (1994) Organizer of and opening lecture for study meeting on European integration with lecture by the Ambassador of Luxemburg in the Netherlands, June 6, University of Leiden.
0. (1994) Lecture 'Europese eenwording: naar een nieuwe staat?' (= European integration: toward a new state?), in Studium Generale course *In alle staten. Europese staatsvorming in staatsvormen* (= In all states. European statemaking in stateforms), April 21, University of Leiden.
9. (1994) Paper "De Beus' conception of the new state", The Sixth Annual Social Science Conference, University of Amsterdam. April 7-8.
8. (1994) The Netherlands governance system between reorganization and reform, 1945-1993, conference at University of Wroclaw, Poland, March 22-25.
7. (1994) Opening lecture annual conference of the Centrale Vereniging voor de Ambulante Handel (central association for itinerant trade), Tussen markt en overheid. De CVAH en de organisatie van de belangenbehartiging in het marktwezen (= Between market and government. The CVAH and interest articulation in the markets), March 7 in Veldhoven. *
6. (1994) Lecture Rijksopleidings Instituut, The Hague, The Netherlands governance system between reorganization and reform, 1945-1993, March 7, for delegation of civil servants from the Republic of Latvia.
5. (1994) Lecture Municipal Archive The Hague, De gemeente georganiseerd? Bestuurlijke ontwikkeling in archiefbestanden (= Organizing municipalities. Administrative development in archival records), February 17. *
4. (1994) The Napoleonic Model of Administration, International Institute of the Administrative Sciences, Workshop on Administrative History, February 5. *
3. (1994) Organizer of and lecture during study day at the Institute of Social Studies in The Hague, delegation from Yemen chaired by Deputy-Minister Mr. Mohamed Saeed Abdullah, Ministry of the Civil Service, The Netherlands governance system: between reorganization and reform, 1945-1993, January 6.
2. (1993) Lecture Rijksopleidings Instituut, The Hague, Territorial and functional reorganization in the Netherlands,

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November 25.
1. (1993) Lecture Macht en Onmacht van Raad (en College) (= Power and lack of power of council and board), introduction day for new members of the Leiden University Council, August 26.
0. (1993) Lecture, Administrative History, Department of Sociology, University of Utrecht, October 5. *
9. (1993) Lecture, Adjustments of the Dutch public administration to European demands, Postgraduate Study of Local Government, University of Wroclaw, June 9.
8. (1993) Lecture Administrative history, Department of Law and Administration, University of Wroclaw, June 9. * (in Polish).
7. (1993) Lecture, Europe and its regions: an administrative structure for public service delivery, Department of Law and Administration, University of Wroclaw, June 8. *
6. (1993) Lecture, A curriculum in public administration, Department of Political Science, University of Wroclaw, June 8.
5. (1993) The Napoleonic Model of Administration, International Institute of the Administrative Sciences, Workshop on Administrative History, January 30. *
4. (1992) The Regions in the European Community Integration Process, Gieszen, Bundesrepublik Deutschland, December 4-6 (paper). *
3. (1992) Regionalization of Unitary States: France and the Netherlands in Comparative Perspective, Leiden/Rotterdam, November 25-28.
2. (1992) Paper Between Ecology and Economy: From Rigid to Flexible Water Defense Systems in the Netherlands, paper for the 3rd Annual Conference of the International Association for the Study of Common Property, Washington, September 16-20, 18 pages (organizer of session). *
1. (1992) Speech, for presentation of book on Local Government History, Bank of Dutch Municipalities, Sept.4. *
0. (1992) Lecture, for the Constitutional Committee of the Finnish Parliament, The Hague, Finnish Embassy, March 2, about the role of parliament in an integrated Europe.
9. (1992) Lecture, European Integration and the Public Services of the Member States: A Comparative Approach, Brussels, February 28, for top civil servants of the Belgian government.
8. (1991) Lecture, for the Chinese Ministry of Personnel: Dutch Government: Structure and Functioning, The Hague, October.
7. (1991) Lecture, Dutch Government: Planning and Zoning, The Hague, September, for a Kenyan governmental delegation (UNDP sponsor).
6. (1991) Nine Centuries of Waterboards in the Netherlands: From Autonomy to Interdependence, paper for the 2nd Annual Conference of the International Association for the Study of Common Property, September 26-29, University of Manitoba, Winnipeg, Canada, 22 pages. *
5. (1991) Civil Service Systems in Comparative Perspective, International Congress, October 17-19, Leiden/Rotterdam (paper). *
4. (1991) Lecture, the Royal Zeeland Society of Sciences: The Waterboard: Decision-Making in Two Zeeland Cases, April 24. *
3. (1990) Representative Government, International Institute of the Administrative Sciences, Workshop on Administrative History. January 25. *
2. (1990) Opening speech, Annual Meeting of the Dutch Society for Overseers of the Markets, September 6. *
1. (1990) Representative Government, International Institute of the Administrative Sciences, Workshop on Administrative History. March 1990. *
0. (1989) Regional Development, SPEA/Leiden/Rotterdam conference in Bloomington, Indiana University, May. *

. (1988) Multi-Functional Common Pool Resources: The Case of Dutch Waterboards, seminar at the Workshop for Political Theory and Policy Analysis, Bloomington, Indiana, October 24. *
. (1988) Local Government Development in The Netherlands, seminars given at Indiana University, Bloomington and Ft. Wayne, September 14, October 25.
. (1988) Philosophy and Methodology of Public Administration, Leiden, October; symposium organized with Mark R. Rutgers) (two papers). *
. (1987) Municipalities and Education, paper at Conference of Educational Scientists, Amsterdam, October. *
. (1987) Co-Production in Historical Perspective, paper at the conference on Public Infrastructure, Leiden/Rotterdam June 30 - July 2. *
. (1985) Higher Education in Comparative Perspective, (working group), International Union of Local Authorities World Congress, Rio de Janeiro, Brazil, September. *
. (1985) Bureaucratization, paper at Historical Congress at University of Groningen, October. *
. (1985) Balance and Perspective, paper Historical Congress at University of Utrecht, May. *
. (1984) Public Administration, conference at Ministry of Home Affairs, The Hague. *

Teaching and Thesis Supervisor Experience

Courses taught at The Ohio State University
42. *History of Public Administration and Government* (undergraduate, gen.ed), spring 2018.
41. *Public Management*, spring 2017 (undergraduate)
40. *Seminar in Public Policy,* spring 2015 (doctoral class)
39. *Public Policy & Management – Foundations & Approach*, fall 2013, fall 2016 (doctoral class)
38. *Capstone Comparative Government* (graduate) spring 2013.
37. *Managing Public Organizations* (graduate, two sections) winter 2012.
36. *Public Policy Formulation and Administration* (graduate), fall 2011, fall 2012 (two sections), fall 2013 (two sections), fall 2014 (two sections), fall 2015, spring 2016.
35. *Introduction to Public Affairs* (undergraduate, gen.ed.), fall 2011, fall 2015, spring 2016, fall 2017, spring 2018.

Courses taught at the University of Oklahoma
34. *Cultures of Organizations* (graduate, online, OU College of Liberal Studies) spring and fall 2014.
33. *Foundations of Interdisciplinary Studies* (graduate, online, OU College of Liberal Studies), Spring and Fall 2008, Spring and Fall 2009, spring and fall 2010, spring and fall 2011, spring 2012, spring 2014.
32. *Introduction to American Government* (undergraduate general education class), Spring 2003.
31 *Public Policy Analysis* (graduate), Spring 2003, Ft. Sill (prepared but canceled).
30. *Introduction to Public Administration* (graduate), Fall 2002 (on-line class for on-campus and AP-students).
29. *Organizational Culture and Ethics* (graduate), Spring 2002 (Norman), Fall 2003 (Yongsan AB, Korea), Fall 2004 (HSC, Oklahoma City), Spring 2005 (Norman), Spring 2006 (Kadena AB, Okinawa), Fall 2007 (HSC, OKC), Fall 2009 (Norman), Spring 2011 (Norman).
28. *Comparative Political Analysis* (graduate), Fall 2001 (Mildenhall AB, England).
27. *Organizational Change and Development* (graduate), Summer 2001 (Tinker AFB, prepared but canceled), Fall 2004 (Hickam AFB, Hawaii), Summer 2005 (Tulsa), Fall 2006 (Washington, D.C.), Fall 2007 (OU-Tulsa), Summer 2008 (Mt.Home AFB, Idaho) Fall 2011 (Norman).

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26. *Federalism and Intergovernmental Relations* (graduate), Spring 2001.

25. *Functions of Public Management* (undergraduate), Fall 2000.

24. *Pro-seminar/Field-seminar in Public Administration* (Ph.D. course), Fall 2000, Fall 2003, Fall 2006, Spring 2009, Summer 2011.

23. *Comparative Public Policy Analysis* (graduate), Summer 2000 (Geilenkirchen, Germany).

22. *Comparative Administration* (graduate), Spring 2000 (Norman), Spring 2001 (Tulsa), Spring 2002 (Offutt AFB), Summer 2003 (Norman); Spring 2004 (Yokota Air Base, Tokyo), Summer 2004 (Mt. Home AFB), Summer 2006 (Ft. Sill), Spring 2007 (Yongsan AB, Korea), Fall 2007 (SHAPE, Belgium), Spring 2008 (Norman), Fall 2008 (Ramstein, Germany), Spring 2009 (Nellis AFB), Spring 2010 (Hurlburt AFB),Summer 2010 (Ramstein), Fall 2010 (Ft. Sill).

21. *Capstone Public Administration* (undergraduate), Fall 1999, Spring 2005.

20. *Organizations: Design, Structure, Process* (graduate), Fall 1999 (Norman), Spring 2005 (Quantico), Spring 2006 (Norman), Fall 2006 (Ft. Sill), Fall 2010 (Norman).

19. *Human Resource Administration* (graduate), Spring 1999 (Norman), Spring 1999 (Offutt AFB), Summer 1999 (Washington), Fall 1999 (Tulsa), Spring 2000 (Nellis AFB), Fall 2001 (Tulsa), Spring 2002 (Norman), Spring 2003 (Washington, D.C.)., Summer 2004 (Tulsa), Fall 2005 (Nellis AFB, Las Vegas), Spring 2008 (Ft. Sill), Fall 2008 (Norman), Summer 2009 (Norman), Spring 2010 (Norman), Spring 2011 (Tulsa).

18. *Human Resource Management* (undergraduate), Spring 1999, Spring 2001, Fall 2002.

17. *Theory of Public Organizations* (undergraduate), Fall 1998, Spring 2000, Spring 2007.

16. *Administration & Society. An Introduction to Public Administration* (undergraduate), Fall 1998, Fall 2001, spring 2008.

Courses Taught in English at the University of Leiden

16. *Comparative Public Management* (graduate) May 2014, June 2015, June 2016, June 2017.

15. *European Public Administration and Public Management*, Spring 1998, Leiden (advanced course, Swedish civil servants).

14. *International and Comparative Administration*, Fall 1997, Leiden (advanced course, Swedish civil servants).

13. *The Dutch Administrative System*, Fall 1997, Leiden (advanced course, Indonesian local government officials).

12. *Comparative Public Administration in Europe*, Fall 1996, Master of European Public Administration Program, Leiden (postgraduate).

11. *The Dutch State and Government in Historical Perspective*, Fall 1996, 1997 International Program, Leiden (undergraduate).

10. *Comparative Administrative Systems*, Fall 1995, 1996, 1997, International Program, Leiden (graduate).

9. *International Relations and Organizations*, Fall 1994, International Program, Leiden (with Leurdijk) (graduate).

8. *European Politics, Policies, and Administration*, Rotterdam School of Management, Fall 1993 (with Hoetjes & Toonen) (graduate).

7. *European Public Administration and Public Management in Comparative Perspective*, Fall 1992, Teikyo University Holland in Maastricht (with Toonen) (undergraduate).

6. *Dutch History and Culture from an Administrative Science Perspective*, Fall 1992, 1993, 1994, and 1995, International Program, Leiden (undergraduate).

5. *Institutionalization and the "New States",* Fall 1990 and 1991, International Program, Leiden (undergraduate).

4. *Institutional Development of Western Nations,* Fall 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997; Spring 1993 in Rotterdam. International Program, Leiden (undergraduate/graduate).

3. *Directed Research*, Fall 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997 International Program, Leiden (undergraduate and graduate).

2. *Policy Analysis*, Fall 1989 and 1990, International Program, Leiden (undergraduate).

1. *International Public Affairs*, September/October 1988, School of Public and Environmental Affairs, Indiana University (undergraduate).

Courses Taught and Lectures in Dutch (University of Leiden or elsewhere)

18. *Philosophy of Government and of the Study of Public Administration*, University of Leiden, (graduate) June 2012.

17. *Comparative Public Management*, University of Leiden, (graduate) June 2012, June 2013, May 2014, June 2015, June 2016, June 2017.

16. Guest lectures *Development of Government in the Netherlands*, University of Nijmegen (February 1991, November 1997, February 1998).

15. PhD seminar for all PhD students of the Department of Public Administration (together with De Zwart), 1997-1998 (on research, methodology and progress of projects).

14. *Introduction to Comparative Public Administration*, Spring 1995, Fall and Spring 1995-1996, 1996-1997, 1997-1998, graduate 3rd year).

13. PhD seminar, *Administrative History of the Netherlands*, for the Netherlands Institute of Government, April-May 1995.

12. Guest lectures on *European Integration* for electives, October and November 1993, April 1994, November 1994, April 1995 (graduate).

11. *European Administrative Integration*, Spring 1994 (graduate).

10. Working group, *Foundations and Methodological Problems of Public Administration*, Fall 1992, 1993 (undergraduate).

9. *International and Comparative Public Administration*, 1992-1993, 1993-1994, 1994-1995, 1995-1996, 1996-1997, 1997-1998 (graduate 4th year).

8. PhD seminar, *Institutional Development*, June 1991 - May 1992.

7. Guest lecture, *Bureaucracy and Bureaucratization*, November 28, 1990, November 26, 1991 (graduate).

6. *Research in Policy and Organization*, Spring 1990, 1991 (graduate).

5. *Development Administration: Latin America*, Spring 1990 (graduate).

4. Working groups *Introduction to Public Administration*, Fall 1989, 1990, 1991 (undergraduate).

3. *Introduction to Public Administration*, Fall 1987, 1988 (undergraduate).

2. *Administrative Skills and Formal Logic*, 1985-1986, 1986-1987 (undergraduate).

1. *The Dutch Administrative System*, 1987-1988, 1988-1989, Spring 1991 (graduate).

Courses and Lectures for Mid-Career Professionals

a) *Courses taught for Practitioners while at The Ohio State University*

- Young African Leaders Academy, YALI Public Management Institute, June 20 – July 31, 2016; two lectures July 1 (on civic education) and July 7 (on merit and professionalism); one lecture (on civicness), July 5, 2017.

- Ohio Public Safety Leadership Academy, March 31– June 12, 2013; March 31- June 14, 2014; March 16 –

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May 30, 2015; March 28 – June 10, 2016; March 29 – June 10 2017; eleven-week program for law enforcement personnel in Ohio organized by the Glenn College; served as instructor of record for the entire program, taught several units (HRM, organization theory, organizational culture and ethics, decision making, human resource management) and graded (since 2016) the graduate experiential learning papers.

b) *Courses since the spring of 1999 for OU's College of Continuing Education*
Organization theory, organizational change and development, organizational culture and ethics, human resource management, comparative government, comparative public policy, and comparative political systems (mainly students employed in the U.S. military, although most classes also had civilians).

c) *Course for OU's College of Liberal Studies*
Foundations of Interdisciplinary Studies (online class; mainly civilian students) (spring 2008 – spring 2012, spring 2014); Cultures of Organizations (online) (spring 2014, fall 2014).

d) *Special courses taught for administrative and political officeholders/appointees,* University of Leiden
- *European Public Administration and Public Management*, Spring 1998, Leiden (advanced course, Swedish civil servants);
- *International and Comparative Administration*, Fall 1997, Leiden (advanced course, Swedish civil servants);
- *The Dutch Administrative System*, Fall 1997, Leiden (advanced course, Indonesian local government officials);
- *International Relations and Organizations*, Fall 1994, International Program, Leiden (with Leurdijk from the Institute for International Studies, Clingendael) (for European diplomats);
- *European Politics, Policies, and Administration*, Rotterdam School of Management, Fall 1993 (with Hoetjes & Toonen) (for Dutch civil servants);
- *European Public Administration and Public Management in Comparative Perspective*, Fall 1992, Teikyo University Holland in Maastricht (with Toonen) (for European civil servants).

e) *Invited Lectures for Practitioner Audiences*:
- (2008) Research in American Public Administration: Topics and Trends. Keynote Speech at the 1st Liangzhu Forum, International Conference on 'Governance and Social Responsibility', College of Public Administration, Zhejiang University, Hangzhou. P.R. of China, Oct.31 – Nov.2 (for Chinese local and regional administrative and political officeholders).
- (2008) Trends in American Public Administration and their Meaning for Korean Public Administration. Keynote speaker at conference of the Korean Institute of Public Administration, in celebration of the 60th anniversary of the Republic of Korea, August 11 (for Korean political officeholders and civil servants).
- (1998) 3 Lectures (Comparative Political Systems, State and Administrative Traditions, Central-Local Relations), Clingendael Institute for International Relations, group of international civil servants and diplomats from Mozambique, January 20.
- (1997) Lecture 'The Development of the Province in the Dutch State and Administrative System.' Upon the first meeting of the Association of former Members of the Provincial Council of the Province of Utrecht, May 29, Provinciehuis Utrecht.
- (1996) Lecture Erasmus University Rotterdam, Researching civil service systems in comparative perspective + excursion, deputation of civil servants from the Kirghiz Republic (UNDP-sponsored), August 6.
- (1994) Organizer of and opening lecture for study meeting on European integration with lecture by the

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Ambassador of Luxemburg in the Netherlands, June 6 (for Luxemburgean diplomats and civil servants).
- (1994) Lecture Rijksopleidings Instituut, The Hague, The Netherlands governance system between reorganization and reform, 1945-1993, March 7 (for delegation of civil servants from the Republic of Latvia).
- (1994) Lecture Municipal Archive The Hague, De gemeente georganiseerd? Bestuurlijke ontwikkeling in archiefbestanden (= Organizing municipalities. Administrative development in archival records), February 17 (for archivists).
- (1994) Organizer of and lecture during study day at the Institute of Social Studies in The Hague, delegation from Yemen chaired by Deputy-Minister Mr. Mohamed Saeed Abdullah, Ministry of the Civil Service, The Netherlands governance system: between reorganization and reform, 1945-1993, January 6 (for Saudi Arabian civil servants).
- (1993) Lecture Rijksopleidings Instituut, The Hague, Territorial and functional reorganization in the Netherlands, November 25 (for Dutch civil servants).
- (1992) Speech, for presentation of book on Local Government History, Bank of Dutch Municipalities, Sept.4 (for Dutch civil servants).
- (1992) Lecture, for the Constitutional Committee of the Finnish Parliament, The Hague, Finnish Embassy, March 2, about the role of parliament in an integrated Europe (for Finnish political officeholders and civil servants).
- (1992) Lecture, European Integration and the Public Services of the Member States: A Comparative Approach, Brussels, February 28 (for top civil servants of the Belgian government).
- (1991) Lecture, for the Chinese Ministry of Personnel: Dutch Government: Structure and Functioning, The Hague, October 1991 (for Chinese civil servants).
- (1991) Lecture, Dutch Government: Planning and Zoning, The Hague, September 15 (for a Kenyan governmental delegation, UNDP sponsor).
- (1991) Lecture, the Royal Zeeland Society of Sciences: The Waterboard: Decision-Making in Two Zeeland Cases, April 24 (for waterboard administrators).

Other Educational Activities
- guest lecture PA 6060 (Managing Human Resources in Public Organizations). John Glenn College, on organizational ethics (April 12 and 14, 2016).
- guest lecture PA 8000 (Public Policy and Management: Foundations and Approaches), John Glenn School, on comparative public management (November 16, 2012; November 5, 2014; December 9, 2015).
- guest lecture Psc 3243: Health Policy (OU, Givel) (April 6, 2010).
- guest lecture - PUAD 5343-001: Training and Learning (Department of Political Science, Texas Tech, Lubbock, March 6, 2006)
- guest lecture in Psc 3133: Politics and Public Administration (OU, Hill) on development of American personnel system and civil service hierarchy (February 1, 2005).
- guest lecture in Psc 3183, Politics of Government Budgeting (OU, Krutz), on development of budgeting (15 September 2004).
- guest lecture in Psc 4063, Comparative Public Policy (OU, Tao), on welfare policies (March 1, 2004).
- guest lecture in Psc 4213, Regulatory Policy (OU, Givel), on comparative policies regarding measures to reduce use of dirty needles by drug addicts (March 3, 2004).
- guest lecture, Psc 2223, Making Public Policy (OU, Franklin), on policy formation (January 19, 2003).
- guest lecture, Psc 2173, Administration & Society (OU, Franklin), on democratic accountability and

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administrative discretion (October 9, 2003).
- guest lecture, Psc 5103, Organizational theory (OU, Hill), on bureaucracy (October 15, 2001).
- guest lecture, Psc 3623, 'Colonial administration in comparative perspective' (Politics of Transitional Areas, OU, Sloan) (February 9, 2000).
- Brown bag lunch series on the Identity of Public Administration, five meetings for PhD-students in preparation of the comprehensive exams, February-March 2000 (organized with Rosenthal).

Ph.D. and MPA Supervision
- fall 2017: member Ph.D. committee Lathania Brown, Glenn College, OSU
- spring 2017- present: member Ph.D. committee Jan Vogler, Duke University
- fall 2016 – spring 2017: chair MPA-thesis Ellen van Reemst, University of Leiden
- fall 2013 – summer 2016: member Ph.D. committee Lauren Bailes, College of Education, OSU
- fall 2014 - spring 2016: member Ph.D. committee Lisa Fern, College of Engineering, OSU
- since August 2015: Member Ph.D. Committee Jeremy Luke, College of Education, OSU
- since fall 2015: chair Ph.D. committee James Comeaux, Glenn College, OSU
- fall 2014 – fall 2016: member Ph.D. committee Jongsoo Park, Glenn College, OSU
- summer 2014 - 2015: member Ph.D. committee James Low, Australia National University
- fall 2015-spring 2016: chair MPA-thesis Viktor Tomov, University of Leiden
- fall 2014: chair MPA-thesis Erwin Zwart, University of Leiden
- since spring 2013: MPA-thesis Reinier Geijtenbeek, University of Leiden
- spring 2013: MPA-thesis Fiona van Beek, University of Leiden
- since May 2013: member Ph.D. committee Rudy Hightower, Glenn College,OSU
- since summer 2013: chair Ph.D. committee Alex Roberts, Glenn College, OSU
- fall 2012 - fall 2013: chair MPA-thesis Marit Bakker, Lotte Helder, University of Leiden
- spring 2012 – summer 2016: member Ph.D committee Hae Na Kim, College of Education, OSU
- Spring 2013 defense: member Ph.D. committee Yun-Hsiang Hsu, Glenn College, OSU
- Spring 2013 defense: member Ph.D. committee Roy Heidelberg, Glenn College, OSU
- Fall 2013 defense: member Ph.D. committee Michel Hoenderboom, Free University of Amsterdam
- Spring 2013 defense: member Ph.D. committee Toon Kerkhof, University of Leiden
- Fall 2011: co-reviewer for the Ph.D. dissertation of Christian Rosser, University of Bern, Switzerland
- Spring 2011: nine students, OU, MPA-papers of community needs assessments.
- University of Leiden, member Ph.D. opposition committee of Casper van den Berg, defended January 20, 2011.
- MPA-papers, eight students, as part of a National Issues Forums on immigration, Oklahoma Fall 2010 (total of six forums, final report for the Kettering Foundation in January 2011).
- University of Utrecht, member Ph.D. committee of Jeroen van Bockel, defended October 23, 2009.
- University of Leiden, referee in Ph.D. committee of Alexander Kotcheugura (University of Moscow), defended November 19, 2008.
- OU: member of PhD-committee in the College of Education (chaired by Sarah Beach) (2004-2007).
- OU: member of seven PhD-committees in the AP German cohort 2008-9 (chaired one).
- OU: committee member for several on-campus Ph.D.-students.
- Chair, Ph.D. Committee for Kwang-Hoon Lee (2003-2011), OU
- Supervisor of three PhD students (with Theo A.J. Toonen) in project on development of water-management in

the Netherlands (1991-1996); PhD-coordinator of the Department of Public Administration, University of Leiden (1997-1998).

-Together with Professor Theo Toonen, application for and management of a grant from the Dutch National Science Foundation for a four-year research project on the institutional development of waterboards in the Netherlands (since 1991: three PhD students).

- co-chair (with Prof. Theo A.J. Toonen) Ph.D.-dissertation by Birgitta Dolfing on bureaucratization in the 17th and 18th centuries in the Department of Public Administration, University of Leiden (1995-1997);

- co-chair (with Prof. Simon Groenveld) Ph.D.-dissertation by Pieter Wagenaar on bureaucratization of Dutch waterboards in 17th and 18th centuries in the Department of History, University of Leiden (2000).

- member Ph.D.-committee for study on water-management in the 19th century in the Department of History, University of Leiden (1997) (Chair: Prof. H. de Vries);

- member Ph.D.-committee European University in Florence for comparative study by Marleen Brans on pay of elected officials in the Belgium and The Netherlands in the 19th and 20th centuries (1999) (Chair: Prof. Jean Blondel, European University Florence);

- Member of Expert Panel in research project (1998-2003) at University of Leiden: The Renaissance of Public Administration. An Interdisciplinary Project on the Foundations of Administrative Thought, principal researcher dr. Mark R. Rutgers. Other expert panel members: prof. A. Hans G.M. Bekke (Netherlands), prof. Thijs G. Drupsteen (Netherlands), prof. Jens J. Hesse (Germany), prof. Erk Volkmar Heyen (Germany), prof. Edward C. Page (United Kingdom), prof. Richard J. Stillman II (United States), prof. Uri Rosenthal (Netherlands), prof. Gary L. Wamsley (United States).

Professional Memberships

1. Member, Dutch Society of Public Administration (1984-1998).
2. Member, European Group of Public Administration (1986-1998).
3. Member, "History of Administration" working group, International Institute of Administrative Sciences (since 1990).
4. Member, American Society for Public Administration (since 1996).
5. Member, International Political Science Association (2000-2007).
6. Member, American Political Science Association (since 2000-2010).

Awards/Honors

- 2016. Friendship 7 Individual Faculty Award, John Glenn College of Public Affairs.
- 2015. Keynote lecture for the *Congreso Chilena de Administracion Pública*, Rancagua, Chile, November 4, "The Epistemological Status of the Study of Public Administration: Its Intellectual Identity as Scholarship and Science."
- 2014. Fellow, National Academy of Public Administration.
- 2013. Keynote speech at the annual conference of the Korean Social Science Research Council, Seoul, South Korea, May 16, "Convergence of Disciplines for Global and Public Problem Solving: Necessities and Possibilities."
- 2012. Opening speech at the annual conference of the Institute of Public Administration Australia, Melbourne, September 18, "Napoleon as Administrative Reformer."
- 2012. Chester A. Newland Presidential Citation of Merit, American Society for Public Administration.

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- 2011. Speaker for the Ferrel Heady Roundtable (presentation title: How Geography, Familiarity, Methods and Approaches Fragment Comparative Research) during the Annual Conference of the American Society for Public Administration, Section for International and Comparative Administration, April 10, 2010; March 13, 2011.
- 2008. Keynote speaker at the first international Lianzhu conference, Hanzhou, P.R. of China, November 2.
- 2008. Keynote speaker at conference of the Korean Institute of Public Administration in celebration of the 60th anniversary of the founding of the Republic of Korea, August 11.
- 2007. Keynote speaker at a study day on the future of the study of public administration, organized by the Social Scientific Council of the Royal Dutch Academy of Sciences, Trippenhuis, Amsterdam, June 22.
- 2006. Lecture in the Spring Speaker Series at the Department of Political Science, Texas Tech University, Lubbock, Topic: the Identity of Public Administration (in Relation to Political Science), March 6.
- 2003. Lecture at Seoul National University, Korea, September 18.
- 2003. Lecture at American University, Washington D.C., April 14.
- Financial support ($ 3,000.-) (course release time or professional development) by College of Arts and Sciences for development of web-delivered course program in academic year 2002-2003.
- National Program Committee for ASPA's annual conference in Phoenix, AZ, March 2002, and in Philadelphia, March 2003.
- Visiting professor, Pioneer Project 'The Renaissance of Public Administration, Department of Public Administration, University of Leiden, June 6 - July 3, 2001.
- Presidential International Travel Fellowship, OU, April 2000.
- Senior Scholar Session, 60th annual conference of the American Society of Public Administration, April 10-14, 1999, Orlando, FL.
- 1998. Outstanding Academic Book, *Choice* (October 1998), Journal of the American Library Association (for *Handbook of Administrative History*).

Other Activities

- Teaching friends classical guitar 1979-1989.
- Secretariate (1977-1983) and Chairman (1983-1993) of a Youth Association (4 groups with 750 members in total: scouting, gymnastics, hobby-club, young adults society) in the city of The Hague, The Netherlands.
- Member of the Church Council of the American Protestant Church in The Hague (1996-1998).
- Musical performance for the Friday assembly of Washington Elementary, Norman, OK (2001 - 2004; four times).
- Title I committee member 2004-05, Washington Elementary, Norman OK, preparation for a federal grant and evaluating student and parent surveys.
- Performance as Captain Von Trapp in the production of the *Sound of Music*, Sooner Theatre, Norman, OK, Sept/Oct. 2005.
- Musical performance at the Christmas luncheon of the staff of College of Continuing Education, OU, December 20, 2005; December 16, 2006; December 21, 2011.
- Served as stage crew for the production of *Willie Wonka and the Chocolate Factory*, May 9-16, 2009, Irving Middle School, Norman, OK (building and dismantling the stage set) (12 hours);
- Served as narrator, camp dad, and cleaner for the production of *Beauty and the Beast*, Sooner Theatre, Norman, Oklahoma, June 19-28, 2009 (45 hours).