INTRODUCTION AND ACKNOWLEDGEMENTS

Good afternoon! I am truly honored and humbled to be selected as the president of NASPAA. I care deeply about our profession and the education of our students and look forward to working with all of you over this coming year as we continue to build a great professional association for our schools and programs.

Before I begin my remarks, let me first thank Nadia for her service to NASPAA and to her great year as President!
She has been a delight to work with on the Council and the Executive Committee. I especially appreciated her initiation of the Strategic Planning process and her dedication to furthering NASPAA’s international agenda.

I also want to thank Fran Berry, the past, past president of NASPAA who has served with Nadia and me on the Executive Committee. What a privilege to work with these smart and capable individuals!

In addition, a hearty thank you to the members of the Executive Council for their dedication and hard work in helping to deal with the issues facing the organization and in shaping a vision for the future.

And, I thank the very fine NASPAA staff, Crystal Calarusse and Stacy Drudy for managing accreditation; Peter Green, for keeping the finances growing and in the black; Stuart Heiser for good work on policy issues; Monchaya Wanna for her work behind the scenes with web services and membership; Meihua Zhai for her work on data, and Jackie Lewis for conference planning.

I especially thank Laurel McFarland, an efficient and creative Executive Director, who among many other accomplishments over the past few years
has extended NASPAA’s presence externally, especially in Washington, D.C.

But most important, I thank all of you for the amazing work you do in your schools and programs and your commitment to working with NASPAA to truly make us the “Global Standard for Public Service Education!”

FIVE FACTORS TRANSFORMING PUBLIC SERVICE EDUCATION

This is a very exciting time for NASPAA! The mission of NASPAA could not be more pertinent and critical than it is today: “to ensure excellence in education and training for public service and to promote the ideal of public service.”

To accomplish this mission, however, I believe that NASPAA needs to change. It must transform from an intimate, club-like group of deans, directors, and faculty who look inward to become a major professional and trade association that looks outward to promote public service, relevant research, the role of our graduates in society, and the competitiveness of our schools and programs.
This internal and external focus is essential. Several factors are dramatically changing higher education and are having a major impact on our schools and programs. These factors present significant challenges and potentially new opportunities for us, but only if we rise to meet them. My hope is that by becoming more aware and engaged externally, we will be better prepared to adapt internally to survive and thrive in the future.

So, I would like to outline five factors that are changing the world of public service and that shape my vision and priorities for NASPAA to become a more outward looking organization.

The first factor is the challenge to the legitimacy of democratic government. This factor is best described by John Dilulio this year in his remembrance of James Q. Wilson in the *Public Administration Review* (PAR). He writes that Wilson worried most “not about crime or any other single policy issue, but about the health of the institutions that made or implemented the nation’s policies.” (PAR 2012 v72:4)

He states that Wilson worried that the “compromise, ambiguity, and contradiction” of democratic governance would increasingly confound the
quality of administration and public policy. And that this would lead political elites to ever greater ideological and partisan polarization and for citizens to openly doubt the “legitimacy of government itself.”

What are the implications for our schools? First of all, students will no longer come to our schools from around the world simply because the American government used to be the global standard in democratic governance. Our nation’s leaders have failed in recent years to work together through our democratic institutions to address the pressing and long term problems of the country. Consequently, public affairs schools must gain greater recognition as leaders in our own right on behalf of instilling public service values, research, education and training.

This crisis of legitimacy and growing polarization should inspire NASPAA to increasingly look outward to strengthen efforts to promote public service education, to make sure that the best and the brightest students are going into government as well as the private sector. It is also about developing ways for our schools to engage with government in providing reasoned, expert advice, data, and research findings.
John Kennedy stated, “Today we move along the knife-edge path which requires a Government service more highly skilled than ever before…Government service must be attractive enough to lure our most talented people.” This has never been more true than today.

I also believe that this factor calls NASPAA to promote and help develop undergraduate, interdisciplinary education in public affairs that instills public service values and knowledge of policy analysis and democratic governance.

It is critical that this public service education instill a strong sense of character, not just technical information and knowledge.

The second factor is cross-sector governance, which is dramatically changing the way in which our society and other societies address public problems.

Our governance system is much more cross sector than when our profession began in the 1920s. It involves business, nonprofits and philanthropy, the media, the community and government.
The implication is that the realities of cross-sector governance out in the real world mean the end of graduate education for a single sector (as in government sector, or business sector). It means that the boundaries of public service, and hence the organizational domain of NASPAA, are permeable and changing.

Business schools now claim to prepare students for public governance, not just business, including a focus on non-profits, social entrepreneurship, health management, and leadership. The same is true for schools of communication, such as the USC Annenberg School. At the same time public affairs schools that focus on a single sector threaten to make our degrees largely irrelevant to the next generation of students.

Students do continue to resonate with Dr. Martin Luther King, Jr. when he stated that, "Life's most persistent and urgent question is, 'What are you doing for others?'" But while there is a hunger among young people today for public service, do these students want to work for government? Do they see our schools as the place to realize their public service passion? Often the answer is no. At the Price School and other schools we see a growing number of our graduates who end up working in all three sectors.
Since our public service domain is becoming increasingly competitive and contested, we need to embrace all of our major fields, including public policy, public administration, and public affairs. This is one reason why we have decided to propose a new name for NASPAA to encompass our diverse major fields. We also need to consider accrediting public policy and public administration programs together rather than separately.

It is imperative that we become more innovative. We must innovate in our types of degrees and focus and make strategic choices about leadership studies, social innovation, non-profit management, and health management and policy.

Innovation should drive our knowledge development and curriculum in strategic communications, acquisitions and private sector contracting, negotiation, communications, network management, and public private financial management and regulation.

We thus face a growing tension between NASPAA standards and accreditation and the multiplicity of economic and business models and institutional forms our schools must adopt for survival in this competitive environment.
The third factor is the dramatic advance in technology. This advance threatens our traditional model of public affairs education down to its very core identity: it is bringing an end to the geographic monopoly that many public affairs programs have enjoyed, as the “only game in town” in a particular area. On-line education is inevitable and it is creating global virtual campuses.

Today technology also is changing how we provide public service education. The Price School, for example, which includes urban planning as well as public policy and administration, is increasingly using spatial GIS analysis and visualization technologies in addressing issues of land use, sustainability, health care, transportation, housing, and urban development.

We are building in partnership with the Southern California Area Government a spatial and visual analysis laboratory.

We use asynchronous learning, blogs, chats, and electronic case studies.

An important implication for NASPAA is how to accommodate and facilitate on-line degrees and learning in the standards and accreditation process and how to become a resource for schools who want to develop Internet and other advanced technologies in the classroom.
The fourth factor is the growth in globalization. The professions are globalizing. In not that many years ahead, we are going to be benchmarking against both domestic and overseas programs, and a NASPAA membership without leading non-US schools is an increasingly parochial organization.

Internationally, our field is seeing dramatic growth. There are over 100 public administration programs in China alone, and even Britain has established new public policy schools at the University of Edinburgh, Oxford University, and University College London. The performance of research and education in our field is shifting to a global stage.

Many of our comprehensive schools are forming alliances with schools abroad for joint degrees, developing global policy and management programs, and other collaborations.

It is very important that NASPAA, as the global standard in public service education, engage with, learn from, identify best practice with, and ultimately accredit top schools from other countries. We also need to engage with our schools abroad and NASPAA’s sister associations in Europe, Latin America, Asia and elsewhere, to identify, and then continue
to refine, the ‘global standard, and then require it of schools around the world.

The fifth factor is changing demographics. I live in Los Angeles, one of the most diverse cities on the planet. People of Caucasian, northern European backgrounds are not the majority, and Los Angeles in this respect looks like the future for many parts of our country.

In addition, the American population and the populations of many other countries are aging. The retirement of the baby boom generation will cause major leadership gaps in government and the private sector.

People change careers over their lifetime more than ever before, including working at jobs across the public, non-profit and private sectors.

The implications for NASPAA are multiple. The most important is the continued emphasis on diversity in hiring, educational programs, and student recruitment.

The retirement of the baby boom and aging of the population is creating unsustainable fiscal and financial pressures that call for new models of financing and greater expertise in fiscal and financial management.
These demographic changes also have an important implication for NASPAA’s role in developing opportunities for executive education for mid-career officials and others.

A VISION FOR NASPAA

In sum, these five factors—the legitimacy crisis, cross-sector governance, technology, globalization, and demographics—constitute major trends that should help define the vision and changing priorities for NASPAA.

So what do these priorities look like? First of all, NASPAA must continue to embrace the public service mission. Our profession started in the 1920s, with the creation of what are today the Kennedy School at Harvard, the Maxwell School at Syracuse, and the Price School at USC.

The formation of the Price School grew out of the Progressive Movement. A group of engaged citizens lobbied the university president to establish a school dedicated to training and educating people for public service with skills in budgeting and financial management, human resource management, policy analysis, and urban planning.

They also wanted students trained in ethics and strong moral character.

They wanted to overcome the corrupt and inefficient administration of the
time. They hoped to produce graduates who would transform the government to effectively and efficiently address the public problems of the day.

While technology, demographics, and governance have changed and become more global, this mission of public service for our School and all NASPAA schools endures and is more important than ever.

However, the association and the schools’ contribution to society and their role in it are endangered if we are content to stay where we are and don’t embrace the forces of change enveloping governance and society.

It is often said, if we don’t know where we want to go, we won’t know how to get there. As Oliver Wendell Holmes, a 19th Century American poet, physician and Harvard professor, astutely remarked, “The great thing in the world is not so much where we stand, as in what direction we are moving.”

So, where do we want to go and is NASPAA moving in the right direction to get there? My answer to this question is that NASPAA is not yet where it needs to go but has started over the past few years with the Policy Issues Initiative, the International Initiative, the national curriculum initiative, and the data base development to move in the right direction.
NASPAA needs to grow up from being a somewhat intimate club-like organization of deans, directors, and some faculty who talk about curriculum and accreditation to become a full blown professional and trade association for the public policy, administration, and public affairs fields.

This transformation will take the organization from a primary focus internally to a strategic set of internal and external priorities.

I've already suggested specific ways in which external trends have important implications for NASPAA. Let me summarize these implications to highlight where my presidency will focus its attention.

1. Expand the external reach of NASPAA to include promotion of our schools, relevant research, and the role of our graduates in public service. We will do this through three broad strategies:

   o First, through the Policy Issues initiative that includes working with federal agencies to implement the U.S. Government Student Pathways program for our students and development of a Policy Issues Café in partnership with the federal government as a clearinghouse for the application of our expertise in public problem solving;
Second, through a close working relationships with APPAM in particular and our other sister associations of ASPA and NAPA to include extensive joint data base development not only for accreditation but also for understanding our programs, students and schools; for promotion to the external world; and through relating new competencies in education to research priorities and outreach to policy makers across the sectors. This includes holding the 2014 conference joint with APPAM.

Third, through exploring ways to foster student engagement and recognition, such as a case competition or other activity.

2. Foster cross-school and program learning to increase our schools' competitiveness in at least two ways:

Through the formation of national working groups on state of the art curricula and best practices in the schools on key new competencies, including financial management and regulation, acquisitions, negotiation, strategic communications, network management, human capital and resource management; and
Through capturing and disseminating to the schools the learning on best practices and innovations encountered in the accreditation and other review processes.

Through fostering better learning among types of schools that share common interests, such as the comprehensive schools or the small programs.

Strengthen learning about recruitment of diverse faculty and students and for developing programs in social justice and other topics related to diversity.

3. Identify ways to address the multiplicity of institutional forms, degree formats, and economic models of our member schools to compete to survive and thrive. We will do this through the following:

Develop proposals on how NASPAA can promote undergraduate education in public policy, administration, and public affairs.

Focus on the implications of on-line degrees for accreditation and the role of NASPAA as a resource to the schools in using educational technology.
o Engage the standards committee on the potential tensions between developing multiplicity for competitiveness and the processes of NASPAA standards.

o Focus on competitive areas including social entrepreneurship, nonprofits, leadership, and executive education and lifelong learning.

4. Provide further support for the International Committee in the following ways:

o Developing ways to promote learning across schools about global competitive strategies and activities;

o Promote relationships with international public affairs associations in Europe, Asia, and Latin America through student and faculty exchanges; and

o Pursue membership and accreditation for top quality schools and programs abroad.
Begin to understand global standards in public policy, administration and public affairs education.

To achieve these goals, NASPAA must move to embrace changes occurring in governance and society; it must transform itself into a full-blown professional association with an internal and external strategic agenda. It must rise to the challenge of stiffer competition, and with the right vision, innovation, and strategies—as the title to this conference so aptly emphasizes--turn these challenges into new, great opportunities to build a stronger and better association in support of public service education for the future.

I believe that NASPAA is moving in the right direction and I look forward to working with all of you to make significant progress along this exciting path over the coming year.

Thank you!