2014 Joint Conference of the Public Administration Committee - JUC (UK) and Teaching Public Administration (TPAC)

Public Leadership in an Age of Austerity: Contestability and Conflict?"

CONFERENCE SCHEDULE
AND
CONFERENCE PROCEEDINGS (Abstracts)

June 9-11, 2014
Liverpool, UK
Hosted by the University of Liverpool
Conference Theme:

The collapse of the international banking and finance systems in the Fall of 2008 resulted in a number of immediate social, economic and political crises for public institutions of governance and decision making across North America and the European Union. These crises took on different forms within the different nation states which make up the EU and the WTO. But, we can observe some common themes - a core theme has been the crisis affecting the legitimacy of representative democratic institutions - assemblies, parliaments or congressional centres of authority have been challenged by outside political groupings (often of the Far Right) and this has impacted too on the legitimacy of the idea of the 'public'. The public realm remains a contested concept and, in an Age of Austerity, we can see across these advanced economies how public provision funded by taxation is being increasingly challenged. The question appears to be not whether cuts should be made but rather the pace and scale of the cuts. These political and economic crises impact directly on those public managers, administrators or professionals who work in the public realm or who lead and advise elected politicians. Thus, there is a crisis too of legitimacy and confidence for those who work and value the ideal of public service. At this Conference - which brings together researchers, practitioners and professionals from across both the Unites States and Europe - we want to examine these themes and to reflect upon some of the key questions which we think are raised by these changes. We think that there are long-term implications for those who value and promote the idea of the 'public'. We do not think that this is just another crisis of global capitalism. The response of politicians and broader civil society institutions and agencies suggests that there are a number of profound and long-term changes taking place within the field of 'public administration' or 'public management'. We think that these changes have implications for how we conceptualise the teaching and learning and on-going professional development of practitioners and leaders; how we think of the design and delivery of key public services from those involved in emergency planning to health and welfare provision; how we manage, govern and make decisions at a local, city or regional level; and how we theorize notions and concepts of 'public leadership'.

We welcome papers that address the following themes:

- Teaching and Learning in an Age of Austerity
- Emergency Services: Innovation and change
- Public Administration in an Age of Austerity: Lessons from Nation States
- Accountability and Innovation in Public Services: The Role of Elected Officials
- City Governance and Urban Renewal: Theorising the Practice of Localism
- Early Career Research: Mentoring and Supervision
Conference Host, Conveners and Publication Information:

Host: University of Liverpool, Management School

Conveners:
Dr. Mike Rowe, University of Liverpool
Dr. Pamela T. Dunning, Troy University
Professor John Diamond,
   Edge Hill University

Conference Sponsors:
SPAE
Public Administration Committee
Laureate Online Education
Sage
Policy Press

Publication Opportunities:

Paper presenters are invited to submit for peer review to be considered for a symposium in the Teaching Public Administration Journal (TPA). All submissions will be subject to the journal’s peer review process. Submissions will be due August 31, 2014.
## Presentation Schedule

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<td>Keynote: Professor Allan Cochrane, Open University &quot;Localism in a Time of Austerity&quot;</td>
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| 1145 - 1300 | Chair: Peter Falconer  
**Diamond & Dunning, P:** Introducing Quality through Program Accreditation: A Necessary Evil?  
**Stout:** Intent and process of defining and assessing competencies in a Master of Public Administration (MPA) program. |
|         | Chair: Peter Murphy  
**Duckett:** Shifting Landscapes of Leadership through Case Based explorations in Local Health Service |

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| 1300 - 1400 | Chair Mike Rowe  
**Naylor:** US Public Administration Programs: Increasing academic achievement by identifying and utilizing student learning styles.  
**Nollenberger:** Comparing Online, Hybrid, and On Campus Alternatives in a Master’s Program: Student preferences, perceptions of process and perceptions of learning outcomes. |
| 1400 - 1530 | Chair: Pam Dunning  
**Jelier:** Planning for Transformational Change in an Age of Austerity: A comparison of New York and Russian cities.  
**Jones, M:** Turning around (again?): Lessons from the experience of poorly performing local authorities.  
**Pugh & Connolly:** The Crisis of Representation in Scottish Local Government: Lessons to be learned? |

| Time    | Chair: Mike Rowe  
**Liverpool Panel: Three Futures in Liverpool.**  
**Southern:** Asset Based Community Development in Anfield  
**Hedlam:** Creative Cluster in the Baltic Triangle.  
**Ashworth:** Reclaiming Shared Space in Turbrook |
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<td><strong>Waterhouse Room</strong>&lt;br&gt;<strong>Chair:</strong> Julian Clarke&lt;br&gt;<strong>Falconer:</strong> Responding to Austerity: Challenges and prospects for the management of museums and galleries in the UK. (PPT link)&lt;br&gt;<strong>Jones, M:</strong> Financial Resilience in Local Governments and Municipalities: An international exploration.&lt;br&gt;<strong>Murphy:</strong> Appraising Local Financial and Fiduciary Management in the UK.</td>
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<td><strong>Training Room</strong>&lt;br&gt;<strong>Chair:</strong> John Diamond&lt;br&gt;<strong>Perez:</strong> Twofold Role of Performance Management Systems: Impact of acute care hospital accreditation on assurance and improvement of quality standards.&lt;br&gt;<strong>Abdul Aziz:</strong> Effectiveness of Public Sector Complaint Management in Brunei Darussalam&lt;br&gt;<strong>Liu:</strong> Public Trust in Local Government in China: An empirical study from perspectives of public officials.</td>
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| 1330-1500    | Practitioner Panel    | Main Hall               |                                               | **Improving Interoperability and Resilience Amidst Austerity: Opportunities and Challenges**
|              |                       |                         | **Dan Stephens**, Chief Fire Officer, Merseyside Fire & Rescue Service
|              |                       |                         | **Paul Kudray**, Director of Resilience, North West Ambulance Service NHS trust
|              |                       |                         | **Andy Ward**, Assistant Chief Constable, Merseyside Police. |
| 1500 - 1530  | Tea & Coffee          |                         |                                               |                                                                       |
| 1530-1700    | Session 6             | Main Hall               | Chair: Alistar Jones                          | **Clarke**: Fire Service Accountability and the New Governance
|              |                       |                         | **Murphy**: Assessing the New Fire and Risk Management **Wankhade**: Ambulance Service and Health Inequalities: An exploratory study |
|              | Waterhouse Room       |                         | Chair: John Dunning                          | **Heckman**: What to Expect When You're Expecting...to Go Virtual: My experience designing and delivering two online public administration programs. (PPT link)
|              |                       |                         | **Falconer, Nogiu and Rowe**: Designing and Delivering the MPA as an Online Product
|              |                       |                         |                                               | **Rosener**: Teaching Public Administration in an Age of Austerity: Librarians and hybrid instruction. |
|              | Training Room         |                         | Chair: John Diamond                          | **Fernandez**: Promoting Accountability through Innovations and Reforms in Good Local Governance: The experience of local governments in Japan and the Philippines
|              |                       |                         |                                               | **Bowden & Liddle**: Back Seat Driving: Public leadership roles in an era of austerity, localism and the Big Society. |
| 1700 - 1800  | Frank Stacey Memorial Lecture | Main Hall       | Jane Kennedy, Police and Crime Commissioner for Merseyside |
| 1900         | Dinner at Matou, The Pier Head |                         |                                               | Sponsored by Laureate On-line Education |

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| 0900 - 1030  |                       | Main Hall               | Chair: Meena Clowes                           | **Gerłowski & Naylor**: US Higher Education: Fiscal constraints, increased demand and utilization of funds **Lancaster**: Teaching & Learning Law in a Time of Austerity: Promoting innovation, competitiveness and entrepreneurship to effectively address contemporary realities. Case study of the Faculty of Law, University of the West Indies, Cave Hill Campus.
|              |                       |                         |                                               | **Peters**: Promoting Learning by Shifting to Students a Greater Share of the Responsibility for Learning. |
|              | Waterhouse Room       |                         | Chair: John Diamond                          | **Ayres**: Examining the role of "Informal" Governance
|              | Training Room         |                         | Chair: Mike Rowe                             | **FitzGerald, Hano, Nowell, Steelman**: Stories from the Fire: An initial look at institutional responses to operationally engaged residents on wildfires of the Western United States.
|              |                       |                         |                                               | **Fejszes**: New Public Management and Organizational Performance: A case study in the Forth Ward, Edinburgh
<p>|              |                       |                         |                                               | <strong>Dam</strong>: The Role of Public-Private Partnerships in Sustainability Transformations for Waste Management Systems: Experiences from Denmark and England |</p>
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As the meme "collective intelligence" (CI) is spreading fast online and off-line, so is the range of significance associated with it. For some, it is the "wisdom of crowds," for others it is the inter-subjective field of energy that comes into being when people interact from a position beyond ego, just to name two of the popular branches of CI. In this paper, we will introduce some of its meanings in the cognitive, evolutionary, techno/computational and economic contexts. Each of them can be thought of as a particular lens, through which different meanings can be accessed and enhance each other.  In a time of social and economic upheaval, where the old education mantra depended on success and attainment, a ‘creative and brave’ approach is needed to educate the next generation of students. New innovations come to light when things fail to work and CI as an innovative tool can be useful in doing so for educating public administration students.

The aim of the paper is to look at the concept of CI as tool to make teaching better for students and to prepare them for the changing economic realities i.e. lack of jobs, rising unemployment and the subsequent age of austerity gripping the EU. It will be argued that CI encourages opening up of thoughts and ideas; and fosters creative thinking, making public administration education a rewarding and enriching experience.

Intelligence refers to the main cognitive powers: perception, action planning and coordination, memory, imagination and hypothesis generation, inquisitiveness and learning abilities. The expression 'collective intelligence' designates the cognitive powers of a group. CI is the distributed knowledge of individuals situated inside and outside of the enterprise. Applying this knowledge can deliver tangible benefits in developing new products and services, sharing best practices, distributing work in new, innovative ways, predicting future events and bringing more detailed and precise decisions about future events. Furthermore, collaborative social networks allow educators to create online communities that support their personal and professional learning. Participants can be guided to individuals who advocate for the effective use of technology literacy to improve 21st teaching and learning environment. Tips and tricks to leverage the potential of these networks can be provided along with participants gaining hands-on experience using social media to build professional learning networks.

This paper will endeavor in showcasing how structured backchannel chats can easily capture the essence of a lesson, event, or a student-centered learning activity; specifically in regards to students of public administration. How students can learn to leverage "the power of CI" in a creative learning environment, cultivate risk-taking and encourage them to think outside the box. And how, it will better prepare them as future public leaders/professionals facing challenging global issues. CI can be used an innovative tool in these difficult times where a new thinking about education, work and life itself is needed.

**Relying on Reservists? The Government’s Strategic Defence and Security Review**

Sue Alcock, Kirsten Greenhalgh & Linda Taylor

In October 2010 the Government announced the outcome of the Strategic Defence and Security Review, including its intention to significantly reduce the number of military personnel across all three services. Britain is not alone in restructuring its armed forces to reflect a changing environment and the consequential demands and challenges of responding to, inter alia, conflict, peacekeeping and reconstruction roles (Ben-Air & Lomsy-Feder, 2011). The move to employ more reservists and reduce the numbers of regular force personnel is part of the Government’s ‘Whole Force Concept’. The Whole Force Concept being defined as “a mixture of Regulars, Reservists, MOD civil servants and contractors that is balanced to provide the most flexible and cost-effective capability” (SABRE 2014). In July 2011 it was announced that there would be a significant increase in the number of reserve force personnel; with the Territorial Army doubling in number by 2018. A Green Paper entitled ‘Future Reserves 2020: Delivering our Nation’s Security Together’ set out the Government’s ‘thinking and direction of travel’ on the following key areas:
- how reserve forces will be utilised in the future
- the offer for employers
- the offer for reservists.

A White Paper then set out the Government’s plans to address the three areas.

Within the ‘offer to employers’ the Government has investigated financial incentives schemes being offered to the employers of reservists, including the ‘Employer Support Payment Scheme’ provided by the Australian government. However any future costs/incentives to employers must remain cost-efficient for the Government in their aim to provide affordable defence.

The advantages of reservists in providing both a flexible and cost effective labour force to the armed services has been acknowledged by both academics and the Ministry of Defence (MOD) (Smith & Jans, 2011; MOD, 2013), however recent commentators (including a debate in the House of Commons 17.10.13) have sought reassurance that the reservist plans are viable and cost-effective. Further anecdotal evidence also suggests that employers consider that the benefits from employing reservists only flow one way, towards the MOD, with larger employers being affected in a similar way to smaller ones, the focus of the White Paper being smaller employers, but with their impacts more “hidden” as they are felt by line managers rather than at the executive level” (Quentin 2013).

In response to the intended increase in reserve forces, and the indication that ‘tours of duty’ will be longer than traditionally experienced, there is an acknowledgement that there will be a need for greater numbers of employers willing to commit resources linked to employing reservists. However, anecdotal evidence suggests that a substantial number of reservists withhold information about their membership of the reserve forces from their employers. The current numbers of employers willingly engaging reservists is potentially far smaller than the government appreciates. The numbers of employers requiring convincing to employ reservists could therefore be far greater than anticipated.

Whilst the Strategic Review addresses three key areas, the focus for this paper is on the ‘offer for employers’. In particular we wish to establish:

- the true cost drivers to an organisation (small, medium and large) of having a reservist in their employ who is mobilized
- the potential incentives and compensation that would be needed to neutralise the impact and disruption to the company, and
- to suggest ways in which a revised scheme can be efficiently and effectively implemented.

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HC Deb 17 October 2013 vol 568 c923

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Examining the role of ‘informal governance’ in shaping intergovernmental relations
Sarah Ayres

The aim of this paper is to examine how ‘informal governance’ is shaping inter-governmental relations between central government and localities in the UK. Informal governance can be defined as a means of decision making that is un-codified, non-institutional and where social relationships and webs of influence play crucial roles. The issue of informality in policy making is particularly timely as global nations and cities seek to manage multifaceted policy problems within contested, complex and uncertain environments. This development has prompted a new style of political leadership - one that relies less on bureaucracy and formal structures and more on networks and informal relations. In particular, this paper will examine the impact of informal governance on both the efficiency of decision making and its impact on democracy. With regard to the former, it will examine the contribution informal governance can make to policy problems which cannot easily be solved by traditional government institutions. In the case of the latter, it will explore whether informality weakens transparency, accountability and legitimacy by undermining traditional (more formal) administrative structures.

Doubt and Unsettledness: Learning and Teaching the Practice of Research
Hendrik Wagenaar & Koen P.R. Bartels

The practice approach has widened acceptance of the experiential and interactive nature of the work of organizational and policy practitioners. Less attention has been given up to now to what it means to understand research as a practice. In this paper we address a central challenge of learning and teaching the practice of research: how to encourage (early career) researchers to enter into what in advance might seem like a confrontational and outlandish learning process if its value and understanding only emerge from the experience of doing it. We identify several resistances and pedagogical strategies for working through them from the stories of PhD students who participated in an intensive one-week course on interpretive and qualitative research that we taught. In a nutshell, we found that the learning process hinged on whether the participants’ experience of doubt and unsettledness triggered them to ask creative questions and imagine new ideas.

Public Sector Management - Volunteers managing Volunteers
Nav Chouhan

The global financial marketplace was brought to its knees during the non-forgettable year of 2008. A key focus for many global governments around the world was to take drastic action to re-start the economy and rebuild confidence into the global marketplace. To help achieve this, government officials backed Austerity measures which led to the biggest cut in spending and attempt to push the economy into a growth. The public sector for many decades remained largely stable, with a culture of stability and tradition, the largest employer in the UK, the public sector, had a major shock post 2008. The pressure to reduce spending had led to huge culture and organisational changes, in many cases for the first time in its history.

Due to the demand by government to reduce costs on large scales, the public sector had to change. Public Sector leaders made difficult and challenging decisions as to what would be cut, many focused on reducing costs by selling assets and reducing staff numbers. Others found more innovative was in reducing spending, the police service is an example of such organisation and demands placed upon them. My research focuses on how the police service changed its business model since 2008. Having to become more business minded, Police Leaders had to continue to offer the same level of welfare and protection to society but with a reduced budget.
One way the police were able to achieve this was to increase the number of Special Constables. This group of officers are fully warranted police officers however work on a voluntarily basis. Within the Special Constabulary, there is a formal management structure which mirrors the rank structure for the regular officers. By interviewing key senior members of the both the Special and Regular Constabulary my research investigates how volunteer leaders within the police service can be trained, developed and trusted to manage a team of volunteers. My investigation will focus on the move toward volunteers becoming a key feature of the public sector and what impact will be across the wider public sector arena. Today we see other public sector organisations moving toward a volunteer basis within their organisations, examples include the NHS and Armed Services.

The design and delivery of key public services are changing. Public sector organisations are actively looking at different ways to offer the same levels of services however with a reduced budget. I feel the increased use of volunteers will help public sector organisations achieve this challenging requirement. The question still remains, how well can volunteers to be trained and developed to lead teams of volunteers. I feel this research fits into two key themes for the PAC 2014 Conference, the first is Emergency Services: Innovation and change. The police service is a major emergency provider, post 2008 recession government has asked for change. I feel my research explores possible new innovation and change. The second is Early Career Research. I have been within academia less than a year so my research would fit into the Early Career theme.

Fire services, accountability and the ‘new governance’
Julian Clarke

The third Fire Services National Framework was published in 2012 after a short period of consultation (Communities and Local Government 2012a). Chapter 2 titled ‘Accountable to Communities’ revisits the accountability and engagement debate in the context of the Coalition government’s Localism agenda and the production of a series of ‘Fire Futures’ Reports (Communities and Local Government 2012b). The new government sought both to distance itself from what was characterised as an over centralised system of regulation and indicated that it wanted to develop an empowered public that can have a real and transformative effect on the way in which fire services operate.

We need to ask if is this apparent shift constitutes a real policy change or is simply a case of ‘more of the same’ repackaged using the language of localism. This paper will examine the way in which FRS have been accountable to the populations that they serve.

The municipalisation and local leadership of the FRS in the UK has been a feature of the service throughout the vast majority of its history and for most of their existence FRS have enjoyed a relatively good reputation and relationship with most of their key stakeholders and in particular the populations that they serve, the local and national media that reports on their activities, and the local and central government that funds and scrutinises the service.

This paper will look at the relationship of the FRS to these and other key stakeholders but in particular it will look at the governance and accountability arrangements of the FRS in the UK both at the national and local levels. It will examine how these have evolved in relation to the changing nature of their roles and responsibilities and the changing governance and accountability arrangements that have guided and scrutinised Fire Services and Fire Authorities in the modern era. As indicated it will highlight the changing nature of the relationship for fire authorities and fire services envisaged by the current UK coalition government reforms of public services in general and the specific application of these reforms to the fire service. In particular it will highlight questions about the relationship between central and local authority and the different kinds of accountability involved in these relationships; questions about commissioning and delivery of services and future public involvement in planning and shaping the services provided.

Finally the paper will reflect on the changes proposed by the Coalition government to determine whether their policy changes might lead to greater local accountability and what that might entail.

Communities and Local Government 2011, Fire Futures Reports
Government response, London
Communities and Local Government 2012, Fire and rescue national framework for England, London
Evolving sources of evidence in Public Administration and Policy teaching and research
Meena Clowes

The current budgetary austerity measures in various countries and resulting reduction in government-provided services highlight a global trend: nongovernmental organizations are tending to assume an increasing proportion of service provision burdens, especially in humanitarian or conflict-related areas of service which may have been previously provided by governments. As such, policy researchers and teachers who have traditionally relied upon governmental sources of evidence – documentation, archival records and physical artefacts -- must now develop academically rigorous strategies for incorporating evidence from non-governmental organizations (not always the most meticulous record-keepers) and media, who are generally the most current sources of information and sometimes the only source of information.

This work suggests some strategies on how to design a rigorous methodology of analyzing such information, so that researchers can produce valid and viable studies for the use of decision-makers in policy arenas. First, within non-traditional sources, a distinction is made between popular or mass media (newspapers, magazines and websites intended for general consumption) and quality professional publications (law reviews, nongovernmental agency reports and human rights organization reports). Second, weaknesses of using non-traditional sources of evidence are posited to be inaccessibility/irretrievability of evidence, selection/reporting bias in documentation and incomplete socio-cultural/political context in information provided. Third, using the example of an intrinsic and embedded case study framework which analyzes subunits (policy goals, instruments, targets, etc.) to make recommendations about an overall public policy, a four step strategy is presented on assessing validity of sources, incorporating contraindicative information, corroborating sources of evidence with especially where there may be a lack of distinct source material, and cataloguing/storing evidence in a manner consistent with established standards and ethics.

The work concludes with some thoughts on extending previously established goals for qualitative research (of building "truth value", transferability, ability to repeat the study and ability to confirm conclusions) to policy research using non-traditional sources

The Crisis of Representation in Scottish Local Government: Lessons to be Learned?
John Connolly & Michael Pugh

Back in 2004, referring to the body that represents Scotland’s 32 local authorities - the Convention of Scottish Local Authorities (COSLA) - McConnell argued that ‘it is difficult to imagine local government life in Scotland without COSLA’ (2004, p. 37). This paper provides an analysis of the circumstances and key drivers which have led to the crisis of representation in Scottish local government, with key reference to COSLA. The paper offers academic insights into the recent developments in Scottish local government through the lens of institutional crisis of representative functions. In particular, the research considers COSLA’s role and the contours of its recent history. In conceptual terms, the paper analyses the extent to which the literatures on institutional crisis and change and representative functions literatures help us to understand how and why many local authorities in Scotland have threatened to withdraw their association with COSLA. In empirical terms, the paper aims to explain the recent critical juncture in the representation of Scottish local government in terms of exogenous and endogenous drivers. These include the financial pressures on local government (driven by the austerity politics in light of the international financial crisis), the SNP government’s approach to local government (more centralisation despite a political narrative of localism); political dynamics (both at a local level and in terms of the lack of local political representativeness within COSLA), and internal institutionally embedded processes. A key theme of the paper is that crises or critical junctures are not just exogenous but also emerge from endogenous and entrenched institutional processes. The paper will offer conclusions and potential lessons to be learned from these, as well as considering how democratic representation of local government in Scotland could be improved, identifying a series of research agendas for the post-Scottish independence referendum context.
Crisis Management in the Context of Multi-Level Governance: Politico-bureaucratic coordination, cooperation and conflict
John Connolly

Crisis management in Britain has both sub-national and supranational governance dimensions. There will be a desire by devolved bodies to take ownership over crisis management responses in order to tailor governance to local circumstances - the principle of subsidiarity in crisis response is the main guiding principle in order to ensure resilience (Brasset et al., 2013; Brasset and Vaughan-Williams, 2013; Coaffee, 2013). Yet this can have its limitations, particularly when a crisis outweighs local capacity (Boin et al., 2003, p.101) and there is a need for a more centralised and coordinated response across multiple levels. This means that studies of crisis, emergency management, security and risk need to adapt their analytical frames to consider the multi-level system of resilience governance across national, regional and local and urban spaces in the UK (Coaffee, 2013, p. 245). It is perhaps sensible that contingency planning needs to take place at multiple levels of governance given that internal failures can have implications for the integrated political system (see Turner and Pidgeon, 1997; Bovens and ‘t Hart, 1996; Boin, 2004; Boin and McConnell, 2007). This echoes network governance scholarship in the sense that governance emphasises the roles of alternative delivery systems (such as agencies) in that the empowerment of agencies (and crisis centres), and authorities in multi-levels of government is becoming the norm. However there is a lack of clarity within the literature as to how multi-level crisis management arrangements operate in practice within the context of UK governance. In this context, is multi-level crisis management just a matter of bureaucratic coordination or is there evidence of ‘politics of crisis management’ and, if so, does this have implications for multi-level crisis policy-making?

This paper sets out the conceptual approach for the research project into multi-level crisis management, introduces the case study of pandemic influenza and provides early findings based on elite interviews and documentary analyses. The paper is based on an ongoing research project (Carnegie-funded) which has three key aims. First, the project assesses the extent of politico-bureaucratic coordination, cooperation and conflict between multi-level levels of UK governance. Second, the project seeks to understand the institutional and policy relationships between the Scottish Government, UK Government and European Commission when it comes to planning for, and responding to, public health threats/crises, particularly, pandemic influenza - which remains the top risk for the UK population (http://www.england.nhs.uk/ourwork/gov/eprr/). Third, the research considers the suitability of the existing literature on multi-level governance to the research project. These aims have emerged due to key gaps in British crisis management research in relation to national and sub-national governance and the UK and EU interface. From a conceptual point of view, this work is explored using (and developing) the ‘multi-level metagovernance’ literature as a guiding framework.

Introducing Quality through Program Accreditation: A Necessary Evil?
John Diamond, Edgehill University & Pamela Dunning, Troy University

The role of most higher education accrediting agencies is to ensure that education being delivered meets a pre-determined standard of quality. Accrediting bodies are private agencies that can be regional or national in scope and are either specific to a particular discipline or a specific institution. In the field of public administration, the national accrediting agency in the US is the Network of Schools of Public Policy, Affairs, and Administration (NASPAA); however, the agency has expanded to include international institutions. In Europe, the European Association for Public Administration Accreditation (EAPAA) includes the two agencies that accredit public administration programs: the European Group for Public Administration (EGPA) and the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee). Accreditation through the discipline-specific organizations is independent from national or regional university-wide accreditation; frequently, public administration programs are not accredited (or do not seek accreditation) while the university maintains national or regional accreditation. Research suggests that accreditation is key to ensuring that programs are providing quality education that matches their mission and objectives (Nemec, Mikulowski, Cankar, Petkovsek & Spacek, 2012). Programs undergo a self-study that evaluates their degree in light of their mission and objectives and how they meet a set of standards set by the accrediting body. The results of receiving accreditation can include an increase
in program quality and student enrollments and a better educated graduate. However, the process of accreditation and re-accreditation can involve multiple players, require months to years of preparation and involve fees (NASPAA, 2014). This presentation will present an international perspective of what a program and faculty members gain as well as lose through the accreditation process.

References


Shifting landscapes of leadership through case based explorations in local health services using the Fluid Fractal Lens of Analysis
Smiti Tripathi, Hilary Duckett & Sybille Schiffmann

No doubt the challenges to leadership have been compounded by the widespread sense of crisis, in institutions charged with service delivery in the health, education and local public services among others. The austerity and economic crisis facing governments perpetuates the perception that crisis represents a window of opportunity for reform in institutional structures and policies. This is raising profound questions for the way services are delivered and received. These transformative changes have switched the focus on social enterprise and sustainability and the role of leadership in driving the changed and emergent ways of organising delivery services.

This paper explores leadership within the context of a local health service recently restructured into a social enterprise using the fluid fractals model. The fluid fractals leadership model conceptually constitutes the four lenses of context, shared nature, processes and practices and narratives of leadership. This moving, forming and reforming dynamic model highlights: i) the context in which leadership is situated, constructed and performs, ii) the shared nature of leadership in relational interactions and continuous happenings, and the web of roles and relationships between powerful actors, iii) the doing of leadership with its focus on interactive processes and practices, and iv) the narratives of leadership including the language games, the rhetoric, the metaphors and symbols which can challenge as well as reinforce the existing patterns of leadership as they emerge and mould and are moulded in diverse patterns. The analogy with a kaleidoscopic fractal enables a rich understanding of leadership rooted in a specific context yet with endless permutations of leadership built from the combinations of the four themes. This model is empirically evaluated in terms of its role in fostering social enterprise for innovative delivery of services in the health sector.

The paper begins by exploring the current context where social enterprise and social transformation are emerging as key forms of organisation and definitions of value creation have moved beyond the previously dominant meta-narratives of financial performance and profitability. This is followed by explicating the fluid fractal model of leadership and problematising it in the literature and through the case study of a local authority. This model is then applied to conceptualising and modelling leadership in the context of a social enterprise charged with providing local health services in England. The literature review section exploring leadership as well as social enterprise is followed by a discussion of the methodology and the two case studies. The first case study corroborates the fluid fractal model of leadership and the second narrates the transition of a former public health agency into a social enterprise through a series of leadership interventions. This is followed by an overview of the preliminary findings of the research and the applicability of the fluid fractal model not only to public sector leadership but also leadership of social enterprise in the health sector. Finally the paper suggests the limitations and proposes a research agenda for the future.
Reinforcing Leadership Theory with Computer-based Simulation: A cost effective approach to improve essential skills
John E. Dunning

The purpose of this paper is to discuss how the use of a computer-based simulation can be used in graduate level leadership courses to reinforce theory and simultaneously develop essential competencies or skills. The paper will also include evidence that a leadership simulation can be used by public organizations to deliver effective leadership and behavioral training at a low cost. The author and other instructors cited in this paper paired a computer-based leadership simulation developed by SimuLearn, Inc. (vLeader) with their course textbooks to provide the opportunity for students to practice the application of leadership theory and concepts. The findings suggest that the use of the vLeader simulation has a positive effect on a variety of outcomes including knowledge retention, quality of decision making and influence skills. In the public organization setting, simulation-based training is being used within the military as a cost effective way to practice and develop the skills of successful soldiers. This paper will review how the Center for Army Leadership successfully used SimuLearn’s leadership simulation to improve officer’s leadership skills outside the formal chain of command. In this instance the simulation enabled them to deal with situations involving coalition forces, tribal leaders and foreign government officials. This paper does not intend to promote SimuLearn’s products, only the use of computer-based simulations in general. The paper introduces a new pedagogical approach while retaining traditional instructor-oriented teaching that can lead to improved and effective learning outcomes for students.

References:


A Novel Approach to Developing Empathy: Using Fiction to Train Street-Level Bureaucrats in Skill and Emotion
Mariglynn Edlins

Empathy is widely hailed as a crucial trait for public administrators and human service workers, especially those who work at the front lines of service delivery. It is these street-level bureaucrats who interact with clients, make decisions, and overall impact the lives of citizens by the ways they implement public policy. Thus, we expect our public administrators to be technically trained, while also emotionally equipped to interact with the citizens they come in contact with.

However, research shows that current and recent college students have lower levels of empathy than students of previous generations. Many have lamented what this means individual students, the classroom setting, and society at large. Fortunately, rather than an innate trait, empathy is a skill that students can learn and develop. However this task is not immediately clear for professors of public administration and human services administration. This project explores the use of fiction as a way to foster empathy in undergraduate students.

In this paper, I seek to answer the question: can the use of fiction improve students’ understanding of the concept of empathy, as well as their ability to apply empathy in a real-life scenario. To explore this, I had students in undergraduate human services courses read one of six novels that focus on a character wrestling with a major social issue, including domestic violence, homelessness, eating disorder, mental health disorders, child welfare, and substance abuse. Throughout the semester students relied on these
characters’ stories to drive our discussions and activities. Additionally, rather than a traditional final exam students focused on developing a client case file for the character in their novel which includes not only reading the entire novel, but also developing a relationship with the main character. As an extension of the project, students were given multiple opportunities to develop understanding of the character and their decisions, as well as to share in their feelings.

Class discussions, student journals, and final project submissions indicate that the students were not only more familiar with the concept of empathy but were also able to demonstrate their increased understanding of empathy. Pulling from recent literature on empathy and empathy-building techniques, I argue that fiction is an ideal tool to encourage the growth and development of students.

The Transforming Rehabilitation changes to the Probation Service in the UK and their impact upon multi-agency working with the Police

Emily Evans

The paper will outline findings from research into Integrated Offender Management (IOM) and how this is expected to be affected by the ‘Transforming Rehabilitation’ (TR) changes to the Probation Service being undertaken by the Ministry of Justice as one way to secure the budget cuts required of the department. IOM was launched by government in 2009 (Ministry of Justice, 2009) and consists of local partnerships between Probation, Police and other statutory and voluntary services. The individual IOM programmes seek to manage particularly prolific, locally selected offenders with the aim of reducing their re-offending and overall levels of crime. The current study is concerned with the IOM programme in one English county, targeting persistent acquisitive offenders.

The TR changes will come into effect from spring 2015 as part of the Offender Rehabilitation Bill and will see the current Probation Trusts spilt into regional Community Rehabilitation Companies (CRCs) and a single National Probation Service with control of the CRCs contracted out to a range of private and third sector organisations. These providers will be paid in part using the relatively new Payment by Results (PbR) mechanism (Ministry of Justice, 2013). In addition the Bill proposes extending post custodial supervision to all offenders, including those serving fewer than 12 months. The TR proposals make clear that the Government is keen that existing IOM arrangements are supported by the new providers (Ministry of Justice, 2013, p. 37; Clinks, 2014, p. 2).

The research presented in the paper was concerned with evaluating the IOM programme and was conducted during the consultation period for TR and the beginning stages of its roll out. The anticipated effect of these changes was therefore one of the topics discussed with research participants. Under the present TR proposals those offenders currently subject to IOM will be moved into the new CRC and the contract for service tendered out. TR will therefore lead to significant changes in the way that IOM operates.

The research used a realistic evaluation methodology (Pawson and Tilley, 1997) to uncover the generative mechanisms in play within the IOM programme. The research uncovered three such mechanisms: the relationships established between offenders and IOM staff, including the continuity of these relationships; the intensity and structure of the contact with offenders, including opportunities for feedback; and the effect of close interagency working and communication including the greater availability of up to date information and intelligence on offenders and the understanding of this by offenders.

The multi-agency relationships between those agencies providing IOM is therefore crucial to the operation and outcomes of the programme. The paper outlines the ways in which the TR changes and the new Probation arrangements could be expected to impact upon these. Furthermore, it will argue that TR can be seen as part of wider changes in the landscape of public administration more generally.
The status of public administration as an academic subject within UK universities has changed significantly over the course of the past 30 years. As a subject of academic inquiry, it is robust with a significant number of academics engaged in research and publication, as evidenced through a rich body of academic literature. There are a number of peer-reviewed academic journals devoted to the subject and a range of academic networks and conferences through which public administration scholars can interact and pursue their interests. However, despite its academic status, the subject has experienced significant challenges as a taught element within higher education. It has, to all intents and purposes, disappeared at undergraduate with an absence of bespoke undergraduate programmes. Moreover, it is not significantly embedded within other undergraduate programmes in which we might expect it to have some degree of presence. At the postgraduate level of study, difficulties also exist in the effort to sustain the subject, although a reasonable number of UK universities do continue to protect and deliver programmes, such as Masters in Public Administration and a range of other programmes related to public management, public service leadership and public governance. In the current academic environment, a potentially lucrative way forward for public administration lies in the design and delivery of online postgraduate programmes. The University of Liverpool, which has a long and established record in the provision of postgraduate education in public administration, will in 2014 launch in partnership with Laureate Online Education, an online Masters degree in Public Administration, aimed at attracting an international student audience to the study of the subject.

This paper will examine the design and academic goals that have driven the high level of commitment to this programme and highlight the challenges and issues which have arisen in the course of this process. Offering an MPA online to an international audience raised questions about:

- Determining the appropriate mix of topics to deal with
- Finding the right balance between “width” and “depth”, i.e. how much will the program focus on content vs. how much attention does it need to pay to “scaffolding” (study skills, language barriers etc.)
- Program “identity”, how much “UoLness” goes into the mix vs. how much does one cater to students as “customers” – (do they come to us or do we go to them?) – on a more granular level, what is the right balance in terms of content – UK centric vs. globally oriented.
- Integration – between/across modules
- Comparative framework – making best use of international student body, use of high-level themes to connect

The paper will locate its discussion of this particular programme within the wider context of public administration education in the UK and consider the role of online education as a positive sustainable force for public administration teaching.

**Responding to Austerity: Challenges and Prospects for the Management of Museums and Galleries in the UK**

Peter Falconer

Confronted by the challenges arising from the economic climate currently facing them, those organizations charged with the responsibility for delivering public services across the devolved polity of the UK are facing significant pressures in their efforts to maintain levels of service provision. Budget cuts and other constraints have made it increasingly difficult for public services, to the extent that many organizations are expressing serious concerns as to the continued sustainability of service levels. Across the wide range of services, evidence clearly suggests that austerity is taking its toll, with local authorities, health care providers and others expressing significant doubts as to their ability to withstand the funding measures introduced by governments to reduce public expenditure in an attempt to address their growing budget deficits. This paper focuses on one particular set of public service institutions; namely, the UK’s museums and galleries, defined by the Museums Association (2008) as those “institutions that collect, safeguard and make accessible artefacts and specimens which they hold in trust for inspiration, learning and development”. The principal focus of the paper will be the UK’s National Museums and Galleries (NMGs) which have, as with
other public organizations, been required to operate in the face of declining levels of financial support from the public purse. It will consider the ways in which the managers of the NMGs have, over time, responded to the public service reform agendas of UK governments and the financial and other directives which have accompanied their implementation. In this regard, the paper will examine the implications for the maintenance of frontline and other NMG services arising from post-2008 governmental funding decisions.

Is the Poster Session an Effective Teaching Tool for Developing Healthcare Leaders for an Age of Austerity?
Anna A. Filipova

The politics of austerity has had a huge effect upon healthcare in the United States. The inefficiencies of the American healthcare system had led to “exorbitant burden” for the rest of the economy, meaning that a control of the practices of providers and insurance companies was essential for the financial well-being of other sectors of capital (Porter, 2013). The United States government responded to the threats of austerity with the enactment of the Patient Protection and Affordable Care Act (PPACA). This act seeks to increase the citizen protection by widening access to healthcare. Because of the expansion of client base, the insurance companies will make up for the costs of efficiencies required of them (Porter, 2013). However, providers have to deliver healthcare services to the “insured demand”, but without a comparable increase in the available resources to provide that care (Reimbursements to hospitals and physicians have been cut under PPACA.). Under these conditions, healthcare leaders will have to learn how to expand services while keeping costs down; how to grapple with complexities of the supply and demand; how to utilize newer ways of employee motivation; and how to create alliances even with current competitors to meet the demand.

Leading a healthcare facility in the age of austerity, thus calls for new skills and insights that enable leaders to quickly adapt and embrace this rapidly changing environment (Peters, 2011). It also requires the use of new teaching practices that foster students’ innovative thinking, communication, and collaboration skills. This call for innovative teaching gave impetus to introducing a new pedagogical tool in the MPA classroom, namely, the poster session. The literature has recognized it as a more effective alternative to traditional presentations that was also associated with student collaborative learning, communication and critical thinking skills development, increased creativity and increased interaction (Stegemann & Sutton-Brady, 2009).

This study provides information for public administration educators seeking to use poster sessions as a means of development of important leadership skills, in addition to providing the first empirical examination of the effectiveness of poster session as an active learning activity in the MPA program. The study also examines relationships of poster performance with academic self-efficacy and background characteristics. I introduced the poster session in conference style in three MPA elective healthcare administration courses: healthcare management, healthcare policy, and health administration law. Poster session implementation procedures stressed the integration of advance detailed guidelines, peer and faculty feedback during the conference, and post-conference workshop discussion.

A total of 72 usable questionnaires were returned of 78 distributed—a 92.3% response rate. Data were collected over four semesters using pre-established instruments. Descriptive statistics, factor analysis, Pearson’s correlation analysis, and robust regression analysis were used.

Results showed that the poster session provided an interactive, engaging and relaxed learning environment, in which students felt confident and challenged in discussing research. Further, it fostered students’ creativity and communication skills. Students’ academic self-efficacy was associated with the poster factors, achievement, creativity, interaction, and stimulation. Gender, age, and nationality were also associated with poster performance.

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U.S. President Obama has called for a significant increase in the number of college graduates setting the goal of the U.S. having the highest proportion of college graduates in the world by 2020 (http://www.whitehouse.gov/issues/education/higher-education). This directive takes place within the larger context of overall fiscal restraint in public higher education. Over the past three decades, state funding for higher education has decreased by 10 percent (Almanac 2012-2013). In response, U.S. colleges and universities have increased tuition and fee charges effectively replacing public spending as a funding source for the provision of higher education. (http://www.deltacostproject.org/pdfs/Revenue_Trends_Production.pdf)

Not surprisingly, tuition costs at America’s colleges and universities have grown steadily over the past 10 years. The U.S. College Board reports that between 2003 and 2013 tuition and fees increased 52% at U.S. public 4 year universities. This presentation addresses these trends and the myriad of impacts regarding funding sources for U.S. colleges and universities. In the U.S., a parallel line of inquiry is emerging as attention is being paid to the use of funds by colleges and universities (Hedrick, Wassell, and Henson, 2009) and “administrative bloat” in U.S. universities.

An analysis of funds at U.S. Universities is presented using information from the Integrated Postsecondary Education Data System (IPEDS) and The Delta Cost Project at American Institutes for Research. These data sources provide expenditure information by category: Instruction, Research, Public Service, Academic Support, Institutional Support, Student Services, and other. An understanding of these expenditure categories permits a determination of which categories are closer to core university mission than others. An analysis of actual spending patterns by universities may suggest that increased relative spending on activities not principally aligned with core mission may jeopardize not only academic quality at U.S. Universities but also threaten access, affordability, and achievement for students.

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Assessing the New Fire and Risk Management Framework for the Republic of Ireland
Peter Murphy & Kirsten Greenhalgh

The 2004 Fire and Rescue Services Act fundamentally changed the way fire and rescue services approached the assessment of risks. The traditional model was based upon risks to buildings, plants and premises which were accompanied by national standards relating to the speed of attendance at incidents. The 2004 Act introduced the Fire and Rescue Services National Framework (ODPM 2004) with a key foundation being a new Integrated Risk Management Planning (IRMP) process which assesses risks to people and communities rather than buildings and premises. It does this through an evidence-based risk assessment intended to improve public safety, reduce the number of emergency incidents and ultimately save lives. Although the incoming coalition government initially questioned the need for a National Framework (DCLG 2010) a new framework was published in July 2012 (DCLG 2012).

The UK Fire and Rescue Service has historically been a key international leader and this radical ‘people centred’ evidence-based model is now being adopted by services across Europe, and further afield. One of the most recent of these has been in the Republic of Ireland’s (Éire) where ‘Keeping Communities Safe - A framework for Fire Safety in Ireland’ (NDFEM 2013) was launched in February 2013. Ireland was one of the European countries most significantly affected by the post 2008 recession and unlike the UK, where the IRPM process has resulted in the reconfiguration of services at the local authority level, the Irish project resulted in the configuration of fire services at both the National and Local levels and this has led to a nationwide re-organisation of local services.

The accompanying national framework purported to be an evidenced–led plan based upon international best practice which would produce an ‘integrated blueprint’ for the future development of the service. The proposed paper will report on the authors’ on-going research and present a critical appraisal and comparative analysis of the review process; the evidential base for the process at national and local levels, and the development of policy and service reconfiguration arising out of it. The primary research will be conducted through a series of elite interviews with policy makers, Chief Fire Officers and other stakeholders.

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Appraising local financial and fiduciary management in the UK: A strategic state firework fallen to earth or a performance management innovation awaiting re-ignition
Peter Murphy, Kirsten Greenhalgh & Martin Jones

This paper will firstly describe the strategic development of the fiduciary elements of the performance management regimes developed by central government for locally delivered public services in England between 1999 and 2010. In particular it will examine the development and implementation of ‘Use of Resources’ assessments since their introduction as part of the Comprehensive Performance Assessment regimes in 2002. It will show that the financial performance of local public services was scrutinised by these increasingly sophisticated regimes and describe how the frameworks, tools and techniques of this financial accountability and external scrutiny process, were rapidly developed and combined to form generic organisational accountability frameworks for both local authorities and for local health services in 2005. Following the 2007 Local Government Act a further refinement of the methodology coincided with a new framework being applied to inter-institutional accountability across local public service networks with a common assessment applied by external auditors across health, local government, police and fire and rescue authorities. The paper will suggest that during this period the development could be interpreted as an example of what the OEDC has characterised as the development of the ‘strategic’ central state (OECD 2012) in that the assessment of local public agencies’ use of public resources was one mechanism whereby the central state promoted or facilitated co-ordination, collaboration and co-operation across local public service delivery organisations with the intention of increasing the individual and collective value that public services create of provide to local communities.

The paper will then look at the more recent experience under the coalition government since the general election in 2010. It will demonstrate how this highly centralised and increasingly strategic system has given way to a less coherent approach as the coalition government has prioritized short and medium term reductions in public expenditure over public service improvements and promoted market based responses to public improvements and promoted market based responses to public service reform.

This narrative prompts the question as to whether the previous developments are the equivalent of a short term technical financial firework with a rapid ascension followed by a dazzling display of financial pyrotechnics and an anti-climactic fall to earth, or whether they are a long term strategic innovation that is anxiously awaiting re-ignition and development by a more enlightened and progressive accounting community and a government recommitted to economic, efficient and effective improvement of the public services.

References

An increasingly common strategy universities pursue in response to the growing financial pressures they face is to expand online courses and program offerings with the hope of reducing costs and increasing revenue. The primary goal of this strategy is to increase enrollment by attracting:

- Nontraditional students who cannot or do not want to attend classes on campus, want to finish their degree as quickly as possible, and want maximum flexibility and convenience
- Millennial students who want more choices in course format and enjoy engaging with the world virtually through the internet, social media, video, and other digital media

Ultimately, the success of any online expansion strategy is reliant upon the ability of faculty to design and deliver quality online courses that appeal to working adults and millennials. Unfortunately, universities often move in this direction without sufficiently understanding the challenges and investments that must be made to create high quality and engaging online and accelerated courses; and without providing the support, resources, and professional development that faculty need to successfully design and teach online and accelerated courses.

This paper is based upon my experience designing, teaching, and overseeing 13 online public administration courses at Franklin University - a private nonprofit university in Columbus, Ohio. These courses were developed and have been offered over the past 18 months as a part of the launching of a new undergraduate public administration major and a new online, accelerated MPA degree program at Franklin University.

In the paper, I outline key challenges that arise when moving from offering traditional face-to-face courses and programs to offering online and accelerated courses and programs. Most importantly, the paper identifies strategies and recommendations for meeting these challenges and for designing and delivering effective online courses. My insights on the challenges, benefits, and resources required to create effective online and accelerated courses are shaped by nearly four years designing and teaching six-week online courses at Franklin University; as well as my experiences as a faculty member designing and teaching:

- 10-week face-to-face courses for traditional students in the undergraduate public administration major and for traditional and working adults in the MPA program at Ohio State University, one of the largest research universities in the USA
- 16-week face to-face and distance courses for traditional and working adult students in an undergraduate public administration program that I helped launch at Capital University, a private nonprofit institution affiliated with the Lutheran church

The paper and presentation should be of particular interest to faculty members responsible for creating and teaching new online courses, students and practitioners who want to become educators or trainers, and administrators who want to help ensure the success of their universities’ efforts to expand online courses and program offerings.
From the classics to the cuts: Valuing teaching public administration as a public good
Kerry E. Howell, Rory Shand & Rebecca Tidy

This article intends to raise a number of issues regarding teaching public administration in the higher education sector and the value it has for individuals and society. The article explores the issue of value with reference to the teaching and learning of Public Administration as a discipline in the wider societal context. The article argues that the provision of public administration is a vital contributor to societal good, in terms of public service professions and the moral values that underpin the notion of public service. To this end, the article focuses on how we can apply classical theory to the concept of value in the teaching of public administration, linked to recent discussions of the discipline and its role in both theory and practice. This discussion, though debated by academics and practitioners in the present day, was first broached by antiquity in terms of the good individual and society and how the two interact. However, for some reason society arguably places greater value on business administration than public administration, or emphasises the stem subjects such as the natural sciences and mathematics in higher education. The question we pose here is should we see teaching public administration as a public good? The paper does not adopt one theoretical stance; rather, it examines classical theories of teaching and the public good from scholars concerned with politics and the public sphere. We then apply these concepts to the notion of teaching public administration as a public good, suggesting that the notion of value we see given to subjects such as the natural sciences or business should be extended to public administration. That a good society needs to ensure the provision of teaching public administration in order to maintain value in public life and to promote the value of public services.

Planning for Transformational Change in an Age of Austerity:
A Comparison of U.S/New York City and the Russian Federation/Moscow’s KBE and Sustainable Development Strategies
Richard Jelier

The United States’ experience with the knowledge based economy (KBE) and sustainable development is contrasted with the roots and current practices of the Russian approaches. This comparative field based sabbatical research as a Fulbright scholar placed at Moscow State University from March-June 2014. This research identifies the convergence and divergence of KBE and sustainable development policies in New York City and Moscow. It examines the lexicon of planning and economic development tools and practices and the complex interplay of federal, state/regional and local legislation and actions.

After more than a half century of dominance in scientific discovery and innovation, the US is losing some of its competitive edge in the knowledge economy. Key investments are needed, but more difficult to make during “an age of austerity.” For the majority of U.S. cities to compete in the “Race to the Top,” state, local and federal leaders must adopt new models and change existing patterns of development. The U.S. has steadily slipped on the KAM Knowledge Economy Index since 1995. While, many state and federal leaders have been slow to adopt new models and change existing patterns towards sustainable development. Many cities have been proactive. New York City might be among those U.S. cities, leading the way with PlaNYC launched in 2007, with over 25 city agencies working together to set goals and benchmarks for hundreds of sustainable milestones for the year 2030.

Moscow’s KBE and sustainable development policies and activities will be analyzed. Russia’s metropolitan development approaches are quite distinct from the patterns in North America or Western Europe. The Soviet policies that worked to keep cities compact have weakened allowing for American style sprawl and present real challenges towards long term sustainable development, even while market liberalization and new conceptions about the role of localism and the state is unleashing new creative potentials.

As New York City and Moscow transition to a new economy and envision a future as fully sustainable cities, this research concludes by demonstrating what Moscow and New York City can learn from each other’s experiences and the critical role of public leadership in making key strategic investments.
Financial Resilience in Local Governments and Municipalities: An International Exploration of English, Italian and Austrian Experiences
Martin Jones, Ileana Steccolini, Enrico Guarini & Carmela Barbera

This paper explores the concept of financial resilience in the context of UK local government and Italian municipal government. It provides a comparison of initial findings of exploratory studies undertaken within the two countries and identifies whether any useful lessons can be learnt as public administrations below the national level continue to be beset by the effects of the on-going age of austerity.

For more than thirty years public management and accounting theories and practice have been strongly influenced by the search for efficiency, heralded by the New Public Management and similar public sector modernization movements. Public administrations have focused their attention on economy, efficiency and effectiveness, looking for cost containment, matching resources and goals, output maximization or input minimization. Even the wave of development of performance measurement and management tools have mainly emphasized the importance of effectiveness, efficiency, and economy without worrying too much about their ability to ensure public administrations’ responsiveness in the face of unexpected events and crises.

The present context of austerity and crisis calls for unusual solutions and new conceptual lenses to cope with the related challenges. One of these possible alternative views is resilience. The term “resilience” was first coined in physics and then used in the field of ecology to refer to the ability of a material or a system to resist and absorb external shocks and disturbances. Since then, this concept has been adopted and extended to other disciplines, including public policy, urban planning, disaster and crisis management. However, no conceptualization of resilience in the financial and performance management of public entities has so far been provided, in spite of calls for increased attention towards organizational flexibility and adaptability in response to increased contextual volatility.

Resilience literature can therefore represent a useful reminder for financial management scholars that a focus on efficiency might be at odds with ensuring flexibility and adaptation, or the capacity to absorb shocks and the present paper suggests that, among the various facets of resilience, financial resilience deserves stronger attention. The paper thus proposes a conceptualization and operationalization of financial resilience in terms of organizational capacity to adjust, adapt and change its financial management in response to shocks and disturbances. More specifically, the paper develops a framework for measuring resilience and illustrates it through a multiple inter-national case study analysis of four UK local authorities and four Italian municipalities. It also shows that financial resilience can be a multifaceted concept, taking on different forms, as there might be different ways of coping with the unexpected.
Turning around (again?): Lessons from the experiences of poorly performing local authorities

Martin Jones

Austerity measures introduced by the UK central government mean that local authorities are currently experiencing an unprecedented period of change and uncertainty as they respond to the demands of reduced financial resources and increasing pressure on services. This comes at a time when centralised mechanisms for performance measurement within the sector have largely been removed and replaced by voluntary, peer review mechanisms. Under these contexts, there is a risk that the need to recover from organisational failure will re-emerge within the sector in the near future.

This paper presents the findings of a study into the nature of strategic turnaround and its conversion into sustainable improvement within a group of English local authorities between 2002 and 2008. This time period represents a unique era in the performance management of English local government, in that it corresponds with the introduction and operation of the Comprehensive Performance Assessment (CPA) of local government by the UK central government.

The findings of this paper build on those of other studies into the turnaround of local authorities, many of which focussed on the early years of CPA (Turner et al, 2004; Jas and Skelcher, 2005; Turner and Whiteman, 2005; Beeri, 2009; Wilson and Moore, 2007; Douglas et al, 2012). However, the opportunity to take a longitudinal view allowed this study to triangulate corporate assessment documents with key informant interviews of both senior council officers and government lead officials, to build a combined picture of what happened within turnaround councils immediately prior to, during and importantly at the end of the CPA era. The study was able to draw on ex-post reflections from practitioners allowing the themes emerging from previous studies to be developed from a different perspective.

Sustained improvement was found to be achievable by poorly performing councils, something that may have significance in the post CPA era and as local authorities live through and emerge from the age of austerity. Using a comparative case study approach the paper identifies ten generic approaches to turnaround and presents a longitudinal framework, adapted from the work of Boyne (2004) and others, showing the stages that councils went through on the way to recovery. Knowledge of these approaches and the inter-related nature of the stages could have pertinence in the near future. Leadership was identified as a key aspect throughout the process, both in terms of introducing new leaders and the adoption of new leadership approaches to support and underpin sustainable organisational improvement. The study also concludes that there was a continuing influence of managerialism, originally associated with new public management, throughout the CPA era.

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Pedagogical tools and techniques are not enough to create an educational community where teachers and students are equally and actively engaged – indeed, passionate – about the topics under examination. Relying primarily on interweaving key elements of the respective frameworks provided by Parker Palmer (2007) and Ernest Boyer (1990), as well as the experiences of this educator, the proposed paper and presentation will address the importance of being authentic in this age of austerity when teaching in a Master of Public Administration program.

"We teach who we are," asserts Palmer. If we do not truly know who we are, we cannot clearly know our students nor can we know the subjects we teach on more than an abstract or conceptual basis. Self-knowledge is required for a deep, personal connection to both; and both are required for effective and passionate teaching. With this in mind, Palmer invites those who have chosen life in the academy to reconsider the values that define who we are and the work we have chosen to perform, and then realize the connections between them (2007, 1-3).

Instead of employing a teacher-centered approach primarily concerned with academic rigor, a student-centered approach primarily focused on active learning, or an economic-centered approach primarily focused on increasing institutional revenues, a subject-centered approach consistent with the values that characterize our authentic selves will best facilitate meaningful interaction between students and teachers as partners, thus becoming equally accountable for the processes of teaching and learning (Palmer 2007, 119-20). The subject-centered pedagogical model promotes passion for the topic at hand by promoting rigorous debate, presuming neither teacher nor student to reign supreme, and promoting active engagement by all actors in the educational process.

Interdependence among teacher and student is at the heart of the teaching and learning community. But such interdependence relies on reflecting our espoused values in our pedagogical choices, our administrative decisions and actions, and our service activities. In addition, developing and sustaining authentic learning communities requires that these communities reflect the values and characteristics of being purposeful, open, just, disciplined, caring, and celebrative (Boyer 1990).

To the extent we are able to demonstrate passion for our subjects, our students, and our chosen profession, students will be inspired to respond in kind. When successfully realized, an authentic community of teaching and learning encourages respect, honesty, critical thought, open discourse, deep understanding, and the freedom to draw one’s own informed conclusions. There is, however, no “right” way to create a community of teaching and learning that promotes these values, passion, or inspiration. Instead, the methods chosen for teaching and learning in community must be determined by the identity and integrity of the teacher if it is to be authentic.

References:

Using Signature Pedagogies to Bridge the Classroom and the Real World of Public Service
Karen N. King,

When David Cameron, British Conservative Leader, used the term “Age of Austerity” in a speech to the Conservative Party forum in 2009, he was commenting on how European governments had been forced to adopt extreme economic measures in order to stay fiscally solvent in the wake of the global economic meltdown in 2008. However, another way of looking at austerity is to think of it as the quality or state of being austere: a condition, while not necessarily sought after, that can lead to creative and innovation solutions to problems when the ability to resolve them with infusions of money is not possible. During difficult financial times, institutions of higher education find themselves experiencing a drop in the number of teachers that can be hired, bigger classes, less money for equipment, and stagnant tuition. Yet, this doesn’t mean that learning on the part of students goes down proportionally. Creating a learning environment can take place under a variety of circumstances if instructors are creative and students engaged. Thus, teaching and learning in a time of austerity, a conference theme, can be thought of in this way: how can the quality of the professional development of practitioners and leaders in public service be maintained when the economy is contracting and resources are severely limited? This paper addresses this question by demonstrating that professions that educate public servants can maximize their resources for teaching and learning by exploring what others with similar goals are doing in their classes.

In this presentation, scholars from public administration, social work, and criminal justice share their strategies for bridging classroom learning with the real world of public service. To help students apply what they have learned in their classes, each profession has adopted, formally or informally, “fundamental ways in which future practitioners are educated for their chosen professions” (Shulman, 2005, p.52). These unique instructional approaches are often identified as “signature pedagogies”. Signature pedagogies for the professions are different from those in the disciplines because “the complexity of social problems encountered by professionals demands the evaluation of information from multiple sources as well as the ability to translate knowledge into action” (McGuire, Lay, and Peters, 2009). The researchers describe how to implement the dominant pedagogies in their professions, as well as addressing both their benefits and their limitations. With this information, instructors can “borrow” best practices from each other to maintain, or even enhance, learning in a time of austerity. This interdisciplinary approach also incorporates the possibility of exploring synergies not thought of when economic times are good and sharing practices doesn’t seem necessary for maintaining quality education.


Prospects for the ‘ensuring state’ in an Age of Austerity: lessons from local authority leisure services in England and Northern Ireland
Neil King

The ‘ensuring state’ model of local government leisure services in the UK has been a permanent feature of the welfare state for four decades. This model assigns councils local political control (within national policy guidelines) and council ownership and delivery of services to individuals and communities. However, since 2010, in the context of an economic recession and the election of a UK coalition government that has reduced local authority finance, the ‘ensuring state’ model of provision for leisure services and the services themselves face significant reform or curtailment.

Research undertaken in English local authorities (n=55) consisting primarily of semi-structured interviews with senior officers and documentary analysis, spanning 2011-13, set out to explore and explain how political and administrative change has impacted on leisure services and the strategic action taken by officers and elected members to retain, modify or curtail services. The ‘ensuring state’ is found in practice to be facing significant political and financial threats and in many parts of England, where a ‘commissioning
state’ model is emerging, in-house services have been replaced with leisure trusts that require private sector partnerships. In a few locations, the research also found that a ‘cooperative state’ model is emerging where voluntary and community providers own or deliver services. Subsequently, the author replicated the research in Northern Ireland district councils (n=17) where the ‘ensuring state’ model of leisure services is deeply embedded politically, and in socio-cultural terms, underpinned historically by munificent state funding. The findings cite ongoing local government reform, public finance reduction, and private sector expansion in service delivery, as factors likely to undermine the existing ‘ensuring’ model once a merger of councils takes effect in 2015.

Subsequently, in both England and Northern Ireland, local policy actors are taking action to defend valued services via a range of strategies and tactics. This paper proceeds to assess the strategic action undertaken to navigate an increasingly hostile political and financial environment facing leisure services and the communities served. Modifications to provision include change to policy, governance, management culture, and modes of service delivery in the context of a weakening political, financial and administrative status of leisure in local government. Critically, the findings in England and Northern Ireland bring into sharp focus political discourse in regard to the legitimacy, role and remit of the public sector, the meaning of ‘welfare’, understandings of leisure as a ‘public good’, a demise in the concept and practice of ‘universalism’, the practicalities of delivering ‘social justice’, and the nature of the social contract between the state, individuals and local communities.

The paper concludes that in an age of austerity, social welfare-oriented discretionary services delivered via local authorities, such as leisure are unlikely to feature as a function of local government in many parts of the UK within the next decade. As a result, the leisure profession may no longer be a component of state provision but becomes primarily the remit of private sector providers. Finally, the consequences of such a shift from public to private is considered in light of further research across other nation states.

Teaching & Learning Law in a Time of Austerity: Promoting Innovation, Competitiveness and Entrepreneurship to Effectively Address Contemporary Realities — Case Study of the Faculty of Law, University of the West Indies, Cave Hill Campus
Alana Lancaster

Like most regions of the world, the Caribbean has been hit by a period of austerity. This effect has manifested itself in all areas of society, including the educational sector. The challenges of austerity have been particularly pronounced at the tertiary level of education. This presentation examines the response to the severe economic stringencies in the context of the Faculty of Law of the University of the West Indies Cave Hill Campus. The amount of government subvention and other support to the Faculty have been drastically reduced, resulting in severe budget cuts, and most recently, staff cuts. One expedient in response to the downturn in fiscal provision for the Faculty, has been the emergence of new ways of garnering revenue for the entity, to ensure its viability during the period of austerity. It is possible that as conditions improve, the new economic strategies might extend into the post-austere era.

The challenges of austerity have not spared the Caribbean, which is perhaps harder hit because the region comprises a conglomeration of small island developing states. As a result, the region is prone to the shocks in the global economy, and because of the nature of their economies and society, the shocks are felt immediately, and can often impact adversely on social sectors such as education, sport and culture. The widespread effects of the “age of austerity” as popularised by British Conservative leader David Cameron, has seen government in the region slash excessive spending, and further default on commitments to the public sector.

Austerity policies have therefore been embarked upon by the management of universities to reduce budget deficits, bringing revenues closer to expenditures, while maintaining desirable academic standards during adverse economic conditions. While the effects of austerity measures are largely negative – for example the reduction in budgets for acquisitions, increase in tuition fees to name a few, austerity may also be the dynamic force that creates a more creative learning and teaching environment.
For example, from an environmental perspective, there is less reliance on paper, and more reliance on innovation and technology. Paper – both in books and handouts is a significant cost to university departments, and have been substituted by e-books and the use of tablets and other such devices. Perhaps this has fostered a more innovative, tech-savvy graduate, who is more competitive and capable of effectively addressing real world problems. Additionally, the University, including the Faculty, has embraced the paradigm of blended learning, as well as open learning, in an effort to expand the limits of its resources, as well as to make university level education more inclusive and affordable to wider Caribbean public. Education after all is the key to a competitive trade environment, sustainable economy and arguably democratic governance and a stable society.

The challenge moving forward is for the Faculty to take the lead in repackaging the image of teaching and learning to reflect contemporary realities, and to transcend from a model dependent on government subventions, to one of institutional entrepreneurship, which will provide an enabling environment that allows the region to recover in a positive from the effects of the period of austerity.

Public Administration and Social Justice in Ireland: Lessons, Potentials and Pitfalls Beyond Bailout!
Chris McInerney

This paper explores the proposition that the current period of social, economic and political flux and associated austerity offers an opportunity for public administration to revisit and revise the role it plays in the creation of more just societies. It questions whether this period of disruption approximates to a critical juncture for public administration, from which a more assertive and engaged administrative rationale in favour of social justice might emerge. However, the paper speculates that lessons have not been adequately learned, potential is not recognised and pitfalls are many.

To explore these issues, the paper uses a public value framework to reflect on: the nature of social justice as a public value, on the authorising / legitimacy environment through which it must navigate and the operational capabilities required to make it a reality. It questions whether the public or administrative disposition, legitimacy and capacity needed to generate substantial change in favour of social justice is sufficiently strong to generate momentum towards a new administrative outlook. The paper explores these issues through the lens of recent Irish experience, on the basis that its quite spectacular fall from economic success story to economic pariah status might be expected to generate a sufficient dynamic towards a new approach to administration and new thinking on justice and equality therein.

The first part of the paper sets out the context of the economic and social crisis in Ireland. It explores the particular challenges this has presented to public administration and assesses the degree to which charges of complicity, compliance and/or complacency in the creation of the overlapping crises might be levelled at public administration. The second part of the paper elaborates the main elements of a public value framework and illustrates its potential to frame and articulate the roles of public administration in the pursuit of social justice, recognising the particular challenges that this brings. The paper concludes that public administration has a distinct and legitimate role to play as an initiator, facilitator and mediator of mainstream approaches to social justice but may not be adequate disposed or equipped with the knowledge and skills to do so.

U.S. Public Administration Programs: Increasing Academic Achievement by Identifying and Utilizing Student Learning Styles
Lorenda A. Naylor, Blue Wooldridge & Alan Lyles

The National Network and Association of Public Affairs and Administration (NASPAA) sets requirements and standards for accredited graduate level public affairs and public administration educational programs. According to the NASPAA 2009 Standards graduate programs must meet universal required core student cognitive styles are an important dimension in retention and graduation rates. We examine the demographic characteristics and cognitive styles of 130 Master of Public Administration (MPA)
students currently enrolled at the University of Baltimore, which is one of the largest NASPAA accredited MPA programs in the U.S. Student cognitive styles are measured using a point in time Group Embedded Figures Test (GEFT) instrument. Key findings reveal that a stronger concentration in quantitative skills is essential in bolstering core competencies and student marketability in the global economy. Recommendations for course design and pedagogical modifications are discussed.

Comparing Online, Hybrid, and On Campus Alternatives in a Masters Program: Student Preferences, Perceptions of Process, and Perceptions of Learning Outcomes

Karl Nollenberger

Online learning has increased significantly in recent years. Northwestern University offers three modes of instruction for their Masters in Public Policy and Administration Program – totally on-campus courses, totally online courses and a hybrid of eight on-campus courses and four online courses. A survey of Northwestern University alumni and students was undertaken by the author to assess the preferences of adult learners for the different modes of instruction, their perceptions of the process and their perceptions of the learning outcomes. Analysis of the survey responses indicates that majority of adult learners value the flexibility and other aspects of online classes while still desiring on-campus classes for the interaction with other students and the professor for the learning outcomes.

Promoting Learning by Shifting to Students a Greater Share of the Responsibility for Learning

Robert Peters

Students endeavor to maximize their grades and the efficiency with which they achieve the goal. The preferred outcomes are facilitated by instructors who assume a disproportionate share of the responsibility for learning. The instructor, in other words, shoulders the responsibility not only for the development of reading lists, but also for defining via lectures, problem sets, case studies, etc. the important information and problem solving strategies students should know and apply when completing the course's assessments. Although the strategy minimizes the amount of time students and faculty dedicate to coursework and maximizes assessment scores, the outcomes are prone to be achieved at the expense of deep learning and determining what students knows and are able to apply. If, in more specific terms, the coursework defines and reinforces the permissible range of responses and problem solving techniques, students are, to varying degrees, able to reproduce the desired responses on the assessments. Under these conditions, it is not possible to disentangle the extent to which the students' answers reflect their understanding of the material or their response to the stimuli (i.e., keywords and terminology) used in the course.

Although the strategy may have been adequate prior to the 1980s, its usefulness has deteriorated in the face of globalization, decreasing public trust of government, vehement opposition to tax hikes, and obligations that outpace revenues. In order to adjust to an environment that places a premium on the administrators' communication skills and the ability to analyze and develop creative responses to issues confronting government, MPA programs ought to adopt instructional strategies that promote discovery, analysis, and creativity rather than perpetuating instructor centric strategies. Given the students' traditional, deeply ingrained dependence on instructors, the incorporation of active learning activities into the curriculum is not sufficient. A discovery driven curriculum is also dependent on shifting to students a greater share of the responsibility for learning. The paper defines strategies for achieving the goal that permeate the learning process. More specifically, students can be incentivized to read and interpret the readings by requiring them to develop concept maps or issue papers that are submitted before the assigned materials are discussed in class. The assignments also provide a platform for students to identify material from other classes that assist in developing a deeper understanding of the concepts discussed in the assigned readings. During the ensuing class session, the use of minimalist PowerPoint slides and encouraging students to expand on the connections with other courses provide an environment that is conducive for students to discover the meanings and applications of the readings. The assessment mechanisms solidify the emphasis on discovery when students are expected to identify work-related questions
that can be analyzed by the statistical techniques discussed in class or, in the case of a health policy class, develop a health care cost containment proposal and a strategy for gaining majority support in the state or national legislative bodies. The exercises provide a forum in which students shoulder the responsibility for synthesizing the material discussed in several courses and, in the process, discover applications to their place of work. They also engender an opportunity for practitioners to provide feedback relating to the proposals’ feasibility and, in the process, enable students to gain insights into the policy making and implementation processes.

Teaching Public Administration When a Declining Proportion of Citizens Can Afford to be Liberal
Robert Peters

The message conveyed by the taxpayer revolt literature of the late 1970s and the 1980s is that people are liberal when they can afford to be. During the 1960s, for example, opposition to the expansion of government was muted by its occurrence in tandem with an unprecedented increase in the American standard of living. However, the capacity to simultaneously obtain more private and public goods was eroded by the subsequent bout of stagflation as well as increases in payroll and property taxes. Americans reacted to the stagnating and, in an increasing number of instances, declining standards of living by approving limits on the rate of growth for state and local government revenues and expenditures (e.g., Proposition 13). The constraints also occurred in the aftermath of the Vietnam War and Watergate scandal; both of which undermined American’s confidence in government. The confluence of both streams of events was reflected in Reagan’s observation that government is the problem. During the ensuing 30 years, the expanding chorus of supporters is evident in the number of young people who are libertarians or are incredulous about government’s effectiveness. It is also reflected in commentator David Brooks’ observation that the future of the Democratic Party is not on solid footing because it is attempting to sell government intervention to a public that is not amenable to the approach.

The implications of the evolving public sentiment are clearly evident in the 2005 and 2013 focus groups that were the first step in two MPA curriculum revision processes. In both instances, the lead question focused on the challenges confronting public administrators while the follow-up questions solicited feedback concerning the skills, theories, and information that are necessary to effectively address the identified challenges. Although the questions were virtually identical, the feedback reflects the dramatic changes wrought by the Great Recession and the declining share of people who can afford to be liberal, i.e., support government’s expansion. More specifically, the 2005 responses focused on the elements that ought to be included in the MPA curriculum while the 2013 participants were fixated on strategies for working with an increasingly outspoken/hostile citizenry and the challenge of balancing the budget. The paper not only analyzes the changes in focus but also relies on public opinion polls and census data relating to state and local revenue and expenditures to highlight the challenges confronting administrators.

The paper’s subsequent section examines the curricular and pedagogical changes that the WMU MPA program will be instituting in response to the focus group findings. The public budgeting courses, for example, will place greater emphasis on the intersection of innovative financing mechanisms and sustainability, citizen input and public relations strategies, and health care cost containment strategies. In addition, a greater proportion of the curriculum and class time will be dedicated to student-directed analysis and problem solving by (1) assessing the constraints and opportunities associated with the political, economic, fiscal, and organizational environments in which they operate, (2) inviting public officials to jointly examine issues confronting government and critiquing student proposals for resolving problems, and (3) flipping a portion of the courses so that a greater portion of the class time can be dedicated to examining topics confronting government.
Ireland has been severely affected by the global economic crisis with its banking crisis assessed as ‘the costliest banking crisis in advanced economies since at least the Great Depression’ (Laeven & Valencia, 2012 pp. 20-21). The crisis affected employment, production and consumption and led to a reign of austerity which impacted significantly on public administration at all levels. This led to state retrenchment, reductions in personnel and resources, recruitment bans, reorientation of processes, rationalization of structures and cutbacks in services. Because cost-cutting measures were accompanied by modification of structures and processes, Ireland is an interesting nation state through which to analyse public administration in this age of austerity. The measures implemented are designed to enable the public administration to cope but also contain messages of hope for an improved system and better services.

For almost three decades prior to the global economic crisis many proposals for reform of public administration had been floated with some being implemented to varying degrees. But the crisis has served as a critical juncture in the reform trajectory. Rather than continuing an incremental approach to reforming public administration, radical measures have been put in place to foster a culture of ‘doing things differently with less’ (IPA, 2013). This paper assesses the impact of austerity on Ireland’s public administration. It analyses the austerity measures selected by the two coalition governments (pre- and post- 2011), the amalgam of ‘cope’ and ‘hope’, the legitimating tactics used and the innovations that emerged. Have the efforts to prune the country’s public administration so as to cope with retrenchment resulted in gloom and doom within the public service or have they yielded roots of hope for the government’s ‘more strategic and ambitious goal - the achievement, by 2020, of a Public Service that will have positive outcomes for all stakeholders’ (PER, 2014) ? Using qualitative interviews and document analysis, this paper examines the structural and processual changes, the new fiscal rules, review procedures and public service agreements in order to extrapolate lessons about Ireland’s dual strategies of reducing public expenditure and reforming public administration so as to foster sustainable economic growth. It concludes that while context was a significant strategy shaper, there are several positive and negative lessons from Ireland’s austerity experience which can be transferred to other settings.

Teaching Public Administration in an Age of Austerity: Librarians and Hybrid Instruction
Ashley Rosener & Lara Jaskiewicz

Eleanor Crumblehulme recently said, “Cutting libraries in a recession is like cutting hospitals in a plague.” While a number of university libraries have received drastic budget cuts during the current recession, Grand Valley State University (GVSU) has chosen to invest in their library, keeping its services and materials up-to-date and relevant for student learning. Despite receiving the lowest appropriation per student among Michigan state universities, GVSU has embraced new practices in teaching public administration and other disciplines while balancing the need to serve more students with a reduced budget. The greatest challenge amidst these changes is to continue providing students a quality education while ensuring access to the necessary resources. One of the most important resources is the library. The School of Public, Nonprofit, and Health Administration (SPNHA) at GVSU has a designated liaison librarian to order books, teach students information literacy, and connect students and faculty with needed information. The librarian’s role in teaching and assisting students becomes more difficult as students transition away from the traditional classroom and enroll in hybrid or online courses. The increase in hybrid and online courses is one strategy for maximizing resources and minimizing costs in this age of austerity. Students enrolled in online classes find less time to visit the library in person and cannot always receive library instruction in the classroom. Additionally, many students in the SPNHA Masters programs are part-time students who are working full-time. They are seldom on campus and therefore GVSU has begun to offer alternative library services for online and distance students. These services include video tutorials, online library subject guides, a rapidly growing collection of eBooks, and email and phone reference consultations. Other student services are also expanding to include online offerings for distance students and to cater to the new education environment that is more heavily based upon remote learning.
This paper explores best practices in the provision of library services across course formats and across various colleges and universities. Recommendations are made for new practices for connecting students in hybrid and online courses with library resources such as library instruction and reference consultations. Recommendations are based upon a review of the literature, the services offered to hybrid courses over the past two years at GVSU, and recent practice at GVSU. Observations will include comparison of a Winter 2014 semester pilot of new library instruction for one online and one hybrid public administration (PA) class to an in-person PA course. Student pre- and post-tests as well as professor evaluations will be utilized to evaluate student learning outcomes from different instruction formats. These experiences will be used to inform the literature and provide recommendations on ways to increase student use of library resources in an age of austerity.

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**Quality Teaching and Learning in Local Government – Establishing the Local Government Institute in Rwanda/Africa**

Juergen-Matthias Seeler & Innocente Imurasi

In developing countries, austerity is rather the norm than the exception, as far as public institutions are concerned. This paper aims at exploring lessons learnt from Rwanda, Africa, where the Local Government Institute (LGI) is currently established to develop a Master Degree Course in Public Management. This is carried out in a context of constrained financial, managerial and academic resources.

Democratic Decentralization is one of the core aims of the Republic of Rwanda in order to achieve “Good Governance and a Capable State” (Vision 2020). With its Economic Development and Poverty Reduction Strategy, the country employs a variety of measures to enhance operations of private and public sector organizations. For the public sector, the secretariat RALGA (Rwanda Association of Local Government Authorities) is mandated to establish and develop the LGI. The LGI is supposed to contribute to capacity building in public authorities in order to help institutions and acting individuals to better respond to residents’ needs. The aim of the institution is to offer a Master Degree course in Public Management, and short courses that fit into the modular structure of the overall curriculum.

Plans for the LGI date back to 2010; however, the project remained infantile for quite some time with a number of challenges faced by RALGA as implementing agency. After a time consuming phase of stakeholder consultations, it remained difficult to operationalize the LGI. Some of the obstacles observed were:

- Limited resources of RALGA in terms of staff and finances
- Lack of a clear strategy for the future LGI
- Work overload of senior staff at RALGA that made it impossible to fully attend to the development of the LGI

In order to address these problems, RALGA – together with German International Cooperation – developed a systematic approach to establish and operationalize the LGI. The conference presentation will focus on the most important elements that will enable RALGA to have the first student intake into the new Master Degree Course by September 2015. In particular, the following aspects will be explained:

- The development of the overall LGI strategy
- The positioning of the LGI within the educational landscape of Rwanda
- The didactical decisions made
- The blended learning concept as key feature of the LGI program
The curriculum development
The organizational set-up of the LGI
The required accreditation process
The financial plan in terms of both, expected costs and revenues

These aspects will be considered in regard to the local context in Rwanda, which is marked by a rapidly changing environment: fast-paced economic development, increasing demand for higher learning institutions, paired with still prevailing limitations in terms of academic, managerial, and financial resources. By this, the presentation will contribute to the understanding of learning and teaching in times of austerity. It will describe first-hand experiences and provide solutions that may be well suitable in other countries with varying contextual characteristics.

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**Intent and process of defining and assessing competencies in a Master of Public Administration (MPA) program**
Margaret Stout

This paper discusses the intent and process of defining and assessing competencies in a Master of Public Administration (MPA) program that employs integrative seminars at both the start and end of the program of study. The integrative seminars aim to meet NASPAA accreditation guidelines for programs to promote a public service perspective by “pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants” (NASPAA, 2009, p. 2).

The MPA curriculum begins with an integrative theory seminar; continues through a set of competency building core courses, electives, and internship experiences; and concludes with an integrative practice seminar. By design, the two integrative seminars act as bookends for the program of study. The definition and assessment of student learning outcomes to meet the NASPAA universal competencies throughout the program of study complement the integrative intent of the curriculum. This paper describes the process used to define student learning outcomes, develop an integrative curriculum, create assessments of student learning outcomes, and make curricular adjustments to more effectively meet the intent of integrative approach established in the bookend seminar courses.
The design of the curriculum and the definition and assessment of related student learning outcomes is in direct response to meet the dynamic and diverse environment of contemporary governance, particularly in an era when proving performance is of increasing importance. The integrative theory seminar exposes students to the full landscape of thought about the “big questions” of the field that address “problems with immediate and great significance” (Lieberson, 1992, p. 12) and have implications for both managing organizations and the role of administration in society (Agranoff & McGuire, 2001; Behn, 1995; Brooks, 2002; Callahan, 2001; Cooper, 2004; Kirlin, 1996, 2001; Neumann, 1996; Rohr, 2004). The many strands of theory are integrated to build an understanding of the field as a whole, and are further explored as separate threads that weave themselves throughout the MPA competency building courses and internship experience.

The knowledge and skills gained are rewoven in the integrative practice seminar which culminates in a field-based project and portfolio. This reflects a growing practice in MPA programs to use pedagogical techniques designed to bridge theory to practice through case-based learning, using multimedia technologies for case analysis (Hubert Project, 2013) and service learning projects that take place in organizational and community settings (Bushouse & Morrison, 2001; Dicke, Dowden, & Torres, 2004; Imperial, Perry, & Katula, 2007; Lambright, 2008; Lambright & Lu, 2009; Stout, 2013).

References


Ambulance service and health inequalities: an exploratory study
Paresh Wankhade, J.H. Halsall & Ian Cook

This paper addresses important policy, practice and cultural issues confronted by the pre-hospital emergency care setup. This aspect of care plays a unique role in the healthcare safety net in providing the delivery of the emergency ambulance service to a very diverse population, including members of ethnic and racial minorities. Competent decision making by the emergency care practitioners requires patient-specific information and the health provider’s prior medical knowledge and clinical training.

The importance of collecting patient ethnic data has received attention in the literature across the world (Sugarman et al., 2009; NHS Health Scotland, 2009; Casey, 2008; Hong et al., 2007; Department of Health, DH, 2005; Richardson et al., 2003). Eliminating ethnic and racial health equalities is one of the primary aims of health providers internationally (Karve et al., 2011). The poor health status of certain racial and ethnic groups has been well documented in the literature. An expert panel (Smedley et al., 2003) reviewing more than 600 articles for The Institute of Medicine (2003) report in the United States, ‘Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care’ concluded:

“Racial and ethnic minorities tend to receive a lower quality of healthcare than non-minorities, even when access-related factors, such as patient insurance status and income, are controlled. The sources of these disparities are complex, are rooted in historic and contemporary inequities, and involve many participants at several levels, including health systems, their administrative and bureaucratic processes, utilization managers, healthcare professionals and patients.” Is this UK, US or international?”

The above quote summarises some of the challenges in tackling health disparities while dealing with ethnic minorities for the users of the pre-hospital care. This paper argues that “much more needs to be done to ensure we are hearing the voices of more diverse groups who are often excluded from engagement through issues such as language difficulties or mobility issues” (DWP, 2009: 29). Other policy guidance (DH, 2010; DH 2005) highlights the need for understanding ethnic issues related to users of NHS services in the UK. The amelioration of racial and ethnic disparities in health is at the forefront of many public health agendas (Washington, 2005).

The paper addresses important policy, operational and cultural issues confronted by the pre-hospital emergency care setup (emergency ambulance service), which has a unique role in the healthcare safety net (Wankhade, 2011, 2012; Wankhade and Brinkman, 2014) in providing care to a very diverse population, including members of ethnic and racial minorities (DH, 2005a). Competent decision making by the emergency care practitioners requires patient-specific information and the health provider’s prior medical knowledge and clinical training (Richardson et al., 2003). Commentators (Hong et al., 2007; Richardson and Hwang, 200; Snooks et al., 2002) argue that it is vital for health providers to gather and assess credible information about individual patient’s symptoms, medications, risk factors, health-beliefs and health-related behaviours. There will be serious difficulties if the health provider and the patient come from
different backgrounds have difficulties in cross-cultural communication, and this may adversely affect the quality of diagnostic and clinical decision making for minority patients (Babitsch et al., 2008; Richardson, 1999; Lavizzo-Murey and Mackenzie, 1996). The situation can be further compounded if ethnicity data is either not monitored or collected.

The paper will review the current ethnicity trends in the UK along with international evidence linking ethnicity and health inequalities. The study argues that serious difficulties will arise between the health provider and the patient if they come from different backgrounds and therefore experience difficulties in cross-cultural communication. The paper offers few strategies to address health inequalities in emergency care and concludes by arguing that much more needs to be done to ensure that we are hearing the voices of more diverse groups, groups who are often excluded from engagement through barriers such as language or mobility difficulties.

Key words: ethnicity, disparities; pre-hospital care; emergency medicine; minorities; racial inequality.

References


Civic Engaged Learning Study
Valerie Ann Werner

An essential ingredient in teaching public policy and administration are opportunities for civic or community engaged learning. The U.S. Department of Education, in collaboration with the Association of American Colleges and Universities has acknowledged that in this crucial moment that requires "democracy and civic responsibility…(be) central, not peripheral in institutions of higher learning. Meira Levinson argues in her book, 'No Citizen Left Behind' that the civic empowerment gap is antidemocratic and that students must be taught how to upend and reshape power relationships through political and civic engaged action. Recognizing the importance of civic engaged learning experiences for students, the question for faculty, administrators and community supporters working with the Center for Engaged Democracy (CED) at Merrimack College was what are the core competencies that should be included in the civic engaged learning experiences that academic programs design.[1]

My work in academia includes authoring two interdisciplinary program that blend policy, administration and planning at both the undergraduate and graduate levels. Built into both programs are required civic engaged learning experiences meant to prepare students for work in the public sector. Recognizing the broad field of professional opportunities within the public sector, students focus on the areas of policy and service they want to grow in professionally. Given my work in the development of academic programs that require civic engaged learning, I participated on the CED study that was designed to flesh out the core competencies in civic engaged learning. In the final report the core competencies where categorized into four major areas that include civic knowledge, skills, practice and disposition.

The contentious political discourse over scarce resources defines American politics today. It has sobering affects on public services at all levels of government, and is experienced at the local level with overall cuts in police protection, garbage collection, number of schools and teachers, mental health services, road repairs, etc. Maintaining and even improving public services during this age of austerity requires employees have the knowledge and skills sets necessary for finding creative solutions in the efficient and effective delivery of services, as well as in solving the many social and environmental challenges of today.
examine the effects of the civic engaged learning on professional preparedness, most specifically in critical thinking/problem solving, relationship building across networks, awareness of current issues and ethical leadership/responsibility. With civic engaged learning being an essential part of the training for public policy and administration students in their preparation for work in public sector employment, this study uses the civic engaged core competencies to discover best practices in this area of learning. Participants in the study are graduates now employed in the public sector.


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**Doctoral Presentations**

**Communication and governance in the Sub-Saharan-Africa**
Kosmos E. Akande-Alasoka

Communication and ICT in the last 15 years have undergone many important changes, both in terms of platform, usage and understanding. In many respects, the period has been of ‘normalization’, domestication and even banalization as new media technologies become more routine, and integrated into everyday life. Thanks to the liberalisation of the industry that led to a boom in the use of ICT facilities.

Has this new experience translated into development of countries in the sub-region? Development studies span a wide range of issues in the area, but less attention has been paid to the impacts of these modern communication tools to human and infrastructural development of the region.

In many Sub-Saharan Africa countries, the adoption of telephone, radio, film, television, mobile phone and ICT communication tools, indeed opened a wide range and channel of communication among varied and segments of the population, ushering a new socio-economic development, such as; political stability, economic prosperity, technological advancement, basic necessities of life, like food, shelter, medicare, education, liberty and a host of other aspirations that had been a mirage. The paper will therefore take a comparative study of the impact of these new tools on one or two countries; tracing a historical genesis of communication from the days of local town crier and the telegraph to the present age of Internet and ICT. How have these impacted the many levels of governance and development in the region?

“Effectiveness Of Public Sector Complaint Management In Brunei Darussalam”
Rosdi Haji Abdul Aziz

In practice, when an organization produces goods for, or provides services to, a customer, that organization is inevitably subjected to criticisms and compliments. Dissatisfaction and failures in service delivery are inevitable and will happen to any service organization, thus complaint management plays an important role and creates potential benefits to the organization such as in terms of improvement. The main aim of this paper is to examine the complaint management in public organization particularly to the selected Brunei Government Departments as a case study. In addition to that, this study is focusing on what difference does having a well-developed complaint management process in place make. Related to that, this study will highlight on what can autocratic states in general and Brunei in particular to ensure optimal organizational learning through complaints.

This study has applied a mixed method approach in its investigation and data were collected through a survey using a structured questionnaire and semi structured interviews. About 200 questionnaires and 60 interviews were conducted in twenty government departments in Brunei Darussalam. Brunei Darussalam was chosen as the case study for numerous reasons such as its uniqueness as one of the autocratic countries with monarchy system in the world. In theories, in order to be a customer focus organization, the organizations should have complaint management in place. In this paper, although the majority of the respondents believed that complaint management is considered as important to achieve better service
delivery and vital for the organization to be customer focus, however it was found out that the complaint management mechanisms were not in place. Only some departments have proper complaint management but others have not.

In conclusion, the study on complaint management in public sector is expected to contribute to a new knowledge on the theoretical of complaint management. In addition to that, although theory and academic have been talked about a lot on the benefits of complaint and how they should be done in democratic countries, but it has never been tested to a government with an autocratic country which will probably give a different scenario. Therefore, this research brings a new hope for public administrators especially on what kind of strategies might be followed to deal with citizen and customer complaints constructively.

**Back Seat Driving: Public Leadership Roles in an Era of Austerity, Localism and the Big Society**

Alistair Bowden and Professor Joyce Liddle

The savage budget cuts, policies and rhetoric of the Conservative-Liberal Democrat Coalition government that took power in the UK in May 2010, have had a profound impact on public leadership. Using a driving metaphor, the leading edge of public leadership can be likened to the role of back seat driver – influencing from afar. In contrast, public leadership during the preceding New Labour government is typified by the role of navigator in a people carrier (giving directions in a large car filled with diverse passengers), before that in the Conservative government of the 80s and early 90s public leadership can be typified as the driver with a fat wallet of a saloon car filled with private sector contractors (controlling and paying for the journey involving a small number of homogenous passengers), and prior to this by the role of Formula 1 driver (total control). This metaphor is clearly an oversimplification, as all metaphors are, but we aim to use it to illustrate some features of the changing nature of public management.

Drawing on case studies from heritage and economic development in each of these three eras, this study explores the changing nature of public leadership over recent decades. It concludes that rather than new roles replacing old roles in successive eras, each role remains important but in different situations. Therefore public leadership requires plural roles, and a meta-level ability to adopt the most appropriate role in different circumstances.

**Dual Policy Transfer - Understanding the links between Policy Transfer and Policy Failure**

Leanne-Marie Cotter

Policy Transfer is a vital model that can enhance our understanding of policy making. Since gaining prominence in the late 1990s through the work of Dolowitz and Marsh, policy transfer has remained an important area of scholarly interest in the fields of politics and public policy. It is a significant model that can help us see inside the ‘black box’ of policy making. Yet despite its significance, little work has been done to advance Dolowitz and Marsh’s original model.

My paper addresses this by looking at the complexity of policy transfer and the possibility of ‘Dual Policy Transfer’ occurring. My paper builds upon the work put forward by Dolowitz and Marsh and introduces and incorporates the role of ‘incoherent’ and ‘coherent’ policy transfer and their links to policy failure.

The paper takes a qualitative approach by utilizing the 1991 Child Support Act as an in-depth case study. It uses the Act to demonstrate that ‘dual policy transfer’ can exist within the complexity of the policy-making process. I then examine the links between ‘dual policy transfer’ and policy failure. Dolowitz and Marsh also use the 1991 Child Support Act to demonstrate the role of policy transfer and its links to policy failure. I will be showing that whilst their approach does allow us to gain an understanding of
the policy's imbedded flaws, it can be taken further. I advance their argument and suggest that the failure of the 1991 Child Support Act was not a result of a simple case of poor policy transfer from America, but instead a result of 'incoherent dual policy transfer' from both America and Australia.

This paper aims to improve our understanding of the failure of the 1991 Child Support Act, but more specifically to advance the work of policy transfer.

The role of Public-Private Partnerships in Sustainability Transformations: A Comparative Case Study of Change, Collaboration and Competition in the Management of Municipal Waste in England and Denmark

Sofie Dam

This article investigates the role of public-private partnerships (PPPs) in the context of sustainability transformations of public infrastructure systems. PPPs can be defined broadly as ‘cooperative institutional arrangements between public and private actors’ (Hodge & Greve 2005). All over the world, PPPs in various forms have been used to provide infrastructure, deliver public services or develop specific solutions or policies. The basic idea is for the organizations involved to achieve gains that exceed the gains of working alone. By mixing public and private qualities and adjusting traditional contracts to an uncertain future, PPPs are even said to have the potential for developing innovative solutions to societal challenges. However, especially in long-term infrastructure PPPs, there will usually be a need to establish practices for technological or organizational change within the contract period, whereas competition rules restrict the dialogue and flexibility to co-develop solutions in procurement processes. These challenges might be even more prominent in the more extreme situation of sustainability transformation. Thus the article answers the following research question: How are PPPs used in waste management in England and Denmark in periods of sustainability transformation?

Sustainability transformations are gradual transformation processes, which involves a shift in a socio-technical regime towards a more sustainable mode of production and consumption. This article explores the role of PPPs in this context through two typical cases in the field of municipal solid waste management: England and Denmark. Rising global awareness of the lack of resources has led to policy changes in waste management at the European and national levels, which apply pressure on local authorities to change established practices. From seeing waste as a residual to throw away, waste should increasingly be seen as a resource to be fed back into production and consumption processes through energy recovery, recycling and reuse. Although the trajectory and pace of change have been different in England and Denmark, both countries are currently experiencing this kind of transformation process, where PPPs seem to play a central role.

The case studies are based on semi-structured, qualitative interviews with experts and public and private waste managers, which is coded and analysed in NVivo 10 and triangulated with information from contracts, websites, policy papers, participation in conferences, etc. The informants have been asked to comment on general developments in contracting and public-private relationships in the sector, their view of demands for and challenges of the development of more sustainable waste management systems and personal experiences from specific PPP projects. On this background the article maps and categorizes the various use and challenges of PPPs in these two contexts, illustrated with a number of empirical examples. The analysis shows how the organisational form and use of PPPs are continuously evolving, and though there is some conversion across the two countries, there is also diversion.
Promoting Accountability through Innovations and Reforms in Good Local Governance: The Experience of Local Governments in Japan and the Philippines

Maricel Fernandez

Corruption has been, and continues to be, among the major challenges confronting the politico-administrative system of any country in the continuing quest for good governance (Brillantes and Fernandez, 2011; 2010). Both developed and developing countries are fighting against corruption and are challenged with its ill-effects. The Philippines represents a critical case where corrupt activities have weakened the capacity of government to respond to demands of the public in terms of portraying their functions and implementing public services such as building up infrastructure facilities and basic delivery of services (Reyes, 2011; p. 18). Despite the existence of numerous anti-corruption laws and various anti-corruption bodies and multi-sectoral agencies on corruption, efforts to fight corruption have been lethargic. The Philippines continues to be one of the most corrupt countries in the world as evidenced by the various survey ratings from the Transparency International (TI) and World Governance Indicators (WGI) prompting the current President—Pres. Benigno Simeon Aquino III to call for a nationwide fight against corruption which was galvanized in a form of “social contract” with the Filipino people for the duration of his administration (from 2011-2016 as reflected in the Philippine Development Plan).

In the context of decentralization, over the past two decades there has been a significant challenge in the process of decentralization in various countries including the Philippines. Decentralization has enhanced local autonomy; hence, empowering the local governments specifically the local chief executive with more discretion and more control over their constituents. Decentralization has brought challenges to local governments including the trifocal responsibility of managing financial resources, personnel, and delivering administrative functions. However, with more responsibilities, more accountability is expected from them. Decentralization thus, provides more challenges and opportunities for advancing the transparency agenda, to either reduce corruption or improve public service delivery on the one hand. On the other hand, it has the potential or to exacerbate corruption and undermine public service delivery.

This paper is a modest attempt to discuss and analyze corruption in the Philippines particularly its occurrence in local governments along with the exercise of power and authority of local governments. In order to have a comparative perspective and to learn from an Asian neighbor that has managed the fight against corruption and lowered the level of its occurrence due to well-established and well-enforced system, this paper shall indicate lessons learned from the experience of a highly-developed nation like Japan in tackling corruption particularly in terms of establishing systems and enforcing laws and policies to deter corruption and shall suggest on how can it be applied in a developing country like the Philippines. It is hoped that this paper shall build a venue for disseminating information on interventions on corruption and accountability and could contribute in the debate of accountability and corruption at the local level. An important question therefore is: Can decentralization be a useful institutional reform to reduce corruption, or might corruption increase as political power shifts downward?

In the context of promoting democracy, giving more discretion to local governments may provide both positive and negative effects depending on their usage of discretion. It is assumed that it becomes negative if discretionary power along with monopoly is abused and misused. To do this, the paper shall look into the powers of local government officials, examine the legal framework and compare these vis-à-vis the actual practice. In sum, the objectives of this paper are: (1) to propose measures to combat corruption in general; (2) to promote ethics and accountability in the local governments, in particular; and (3) to narrow the gap between the occurrence of corruption and the quality of services of local governments through a proposed measure on good local governance by using an innovative tool such as the Seal of Good Local Governance to be implemented by the higher education institutes in the locality.
Stories from the Fire: An initial look at institutional responses to operationally engaged residents on wildfires of the Western United States
Clare FitzGerald, MPA; Mary Clare Hano, MPH; Branda Nowell, Ph.D.; Toddi Steelman, Ph.D.

Large-scale wildfire in the wildland urban interface is one of the most prevalent and destructive disasters facing communities in the Mountain West of the United States. While the study of effective incident response in conjunction with local communities received increasing attention in the field of public administration, there is much that is still unknown. In this research, we explore approaches to the management of functionally operational residents in the incident response system. Functionally operational residents deviate from the typical classification of and approach to working with residents during incident response.

Residents are typically considered as external to the incident management system, where incident management goals typically dictate their removal until the environment is safe for their return. However, some residents can become operationally engaged in that they possess resources that could be utilized during response, or they have a specific need that must be integrated into the response approach. One example is landowners who control private or contracted fire protection services, helicopters, or staff. Another example is Native American tribal leaders who perform specific spiritual ceremonies during wildfires. Incident Management Teams (IMTs), ad hoc federal professional organizations called together to manage wildfires, have chosen to deal with these individuals in varying ways with differing degrees of success. This is perhaps attributable to conflict around how operationally engaged residents understand themselves and how incident management teams assume them to be. Using Institutional and Organizational Culture Theories we intend to examine external and intraorganizational pressures that influence this conflict.

In this paper, we qualitatively explore the relationship and interactions between operationally engaged residents and the incident response system. This research is part of a larger research initiative aimed at advancing the science of adaptive capacity toward more disaster resilient communities. Based at North Carolina State University, the Fire Chasers research team explores community capacity and preparedness and its relationship to effective disaster response during large-scale wildfire events. Based on field observation and interview data from six large-scale wildfires that took place in wildland urban interface, we will qualitatively analyze stories of operationally engaged residents as told by residents and members of IMTs. We will explore the ways in which these unique residents engage in the broader wildfire management system using inductive thematic coding of the interviews. Our intent is to develop a framework for addressing operationally engaged residents in future research introducing key concepts, repeating themes, and areas for further investigation. Implications of findings for improving both the scholarship and practice of incident response with operationally engaged residents will be discussed.

Donors, Aid and Tax Reform in the Kyrgyz Republic
Elima Karalaeva

Recent decades have witnessed a rapidly growing interest amongst a wide range of bilateral aid agencies, regional development banks, and other international institutions in building effective tax systems in the developing world, which reflects a concern for domestic revenue collection to finance public goods, as well as recognition of the centrality of taxation for economic growth, income redistribution and broader state-building and governance goals. This interest is reflected in increasing number of international programs and forums looking at tax issues, growing funding for tax-related development assistantship, and better designing of alternative forms of conditionality in assistance programs. An effective tax system is considered as a key mechanism for developing countries and countries in transition to escape from foreign aid or single natural resource dependency. The topic of a role of the international organizations in tax reform in Central Asia, particularly in Kyrgyzstan, is one of the most hotly debated in the tax policy and academic community, and the conclusions are greatly contrasting -most of the early studies seeking to explore
the impact of aid on tax effort in country-recipients reported that aid discourages tax collection across countries, while others highlighted that this result of a negative correlation between aid and taxation is not robust and there is strong evidence that the impact is context-specific and dependent on the capacity of particular institution.

The paper will describe the main organizations and programs at work in the region, their ‘success’ and ‘failure’ stories – the European Commission, the United Nations Development Program, the World Bank, the International Monetary Fund, the International Finance Corporation, the Asian Development Bank, the United Kingdom Department for International Development, and the United States Agency for International Development. It will also identify key issues that require close attention if donors are aim to improve the quality of their support for the tax reform. In addition, this paper will focus on the economic and geopolitical patterns, both internal and external to the region, that impede the activities of such organizations in the Kyrgyz Republic.

Public trust in local government in China- an empirical study from perspectives of ordinary people and public officials
Huaxing Liu

The study of trust in government has shown that the majority countries, including the democracies and the authoritarians, are experiencing a serious trust crisis in recent decades. There is paucity in this area of research among the Chinese, especially the officials of local government. This paper explores the public trust patterns in local government in China and further identifies the drivers affecting public credibility of local government from both perspectives of ordinary people and officials by mixed research method. By adopting factor analysis and regression analysis, this article presents findings from an analysis of survey research conducted in 2011 and provides insights both on the pattern of public trust in local government (hierarchical trust pattern) in China and on the key factors e.g. evaluation of governmental activity, the level of social trust, the level of governmental performance in programmes of supplying public services, accounting for variance in this respect. Besides, semi-structured interview was employed to collect data from perspectives of thirty public officials in local government in China. Using grounded theory method, three trust patterns in local government, such as hierarchical trust pattern, downward trend pattern and deference trust pattern, and six main drivers concerned with historical and practical aspects affecting public credibility of local government are extracted and defined, by analyzing the interview data and the research memos through using Nvivo 9 (qualitative data analysis software). In a word, both perspectives provide a whole picture about public trust in local government in China.

Twofold role of performance management systems: Impact of acute care hospital accreditation on assurance and improvement of quality standards
Miguel Pérez

Investigating management and accounting practices in the public sector is needed more than ever, particularly at a time when the ‘language of cuts and costs’ dictates any debate or discussion (Yang and Modell, 2013). Current economic climate and numerous concerns about the sustainability of modern public services are pressurising the application of managerial approaches aimed at providing good quality services at reasonable costs (Kelly, 2008; Boyne and Walker, 2010). Aging population, expensive new treatments, technological developments, and growing public expectations have forced healthcare organisations to find mechanisms and processes to improve efficiency and overall performance (Spurgeon et al., 2012). For instance, New Public Management reforms have stimulated the introduction of prospective payment systems, strategic alliances between hospitals and the implementation of quality management programs to deal with some of these contemporary and future challenges.
Healthcare is extremely influenced, supervised and controlled by national governments to guarantee determined quality standards, assist the government’s function as the main healthcare purchaser, and respond to provider’s efforts (e.g., hospitals and primary care centres) to increase the demand for services (Chang et al., 2014). Accreditation policies are frequently used in the hospital context to evaluate and promote effective and efficient ways of delivering a selection of quality specifications linked to patient care and safety (El-Jardali et al., 2008; Pomey et al., 2010). Furthermore, hospital accreditation is employed as a quality assessment method that recognises both assurance and improvement (Arce, 1998; Øvretveit 2003; Pomey et al., 2004). This dual role combining assessment against predefined standards and supervisory function encouraging structural and cultural changes encapsulates some of the key purposes of accreditations as, for example, the pursuit of measurable and sustainable improvement over time (Scrivens, 1997; Arah et al., 2006). Despite the fact that several studies and reports recognise the positive impact of accreditation on quality and organisational processes, research to date reveals a complex picture with a mixture of unclear, conflicting and inconsistent findings about some quantifiable improvements delivered by hospitals (Shaw, 2006; Greenfield and Braithwaite, 2008; Pomey et al., 2010; Hinchcliff et al., 2012; Mumford et al., 2013; Ng et al., 2013; Nicklin, 2013).

This research will investigate how healthcare accreditation has become a critical instrument to manage various strategic objectives simultaneously. Using the ‘coercive & enabling’ bureaucracies’ theoretical framework (Adler and Borys, 1996) this study examines the evaluation and impact of an acute care hospital accreditation programme in one regional area of Spain, Catalonia. The design of a methodological approach based on case studies of three public hospitals provides an excellent opportunity to investigate how hospitals with different characteristics deal with difficulties in times of austerity. Semi-structured interviews, observations and varied documentation formats are used as a triangulation technique to strengthen the credibility of the issues investigated (Yin, 2009). On the basis of preliminary interviews to date, coercive and enabling features of the hospital accreditation programme seem to be related to quality assurance and continuous quality improvement principles, respectively. These results point to the importance of developing and maintaining control systems that integrate compliance attributes with transparent and flexible mechanisms.

References


When talking about social welfare policy, the domain of education policy does not always make it on the list. However, in today’s society, the difference between graduating with a high school diploma or dropping out of school can often be a life living above or below the poverty line. The Alliance for Excellent Education (2011) estimates that more than 7,000 students drop out of school every school day. Students who drop out of school have an increased likelihood of unemployment and lower earnings, greater need of welfare benefits, health problems, higher mortality rates, and involvement with the criminal justice system. Moreover, students who drop out tend to be disproportionately members of minority groups (Burzichelli, Mackey, & Bausmith, 2011). Approximately 5% of White youth, 7.3% of Black youth, and 13.6% of Hispanic youth dropped out of high school in 2011 (Snyder & Dillow, 2013). The implications for not completing high school can have an effect on multiple systems, including the individual, family, and community. Addressing this issue could mean decreasing or even ameliorating many of the communal woes that plague our society and that social workers seek to address, such as inadequate health, housing and criminal activity.

The Elementary and Secondary Education Act (ESEA) was first passed in 1965, and it signaled the federal government’s acknowledgement of a gaping problem; children who live in poverty are not making the same academic gains as their peers who live in higher income families. The reauthorization of
ESEA in 2001 as the No Child Left Behind Act (NCLB) marked an unprecedented level of involvement in education by the federal government. This paper examines the historical evolution of ESEA to its current form, NCLB, and explores the lack of congruence between federal education policy and the relevant research on school dropout. It also discusses some of the unintended consequences of NCLB that have generated disparate impacts for the issue of school dropout and specifically for disenfranchised and vulnerable youth. Findings suggest that while the aim of NCLB is to decrease the achievement gap and provide an equitable education to all children, the current manifestation focuses on school performance measured through standardized tests with little, if any, consideration of the other contexts that influence a child’s success in school. The paper concludes with recommendations for improving the policy by taking into account the many gaps that are present in the current federal policy.

References


Argentina in peril once again: the dilemma of political leadership and fiscal policy failures
Arzoo Syeddah

The 2008 economic recession has resulted in a number of social, economic and political crises for public institutions across North America and EU. Furthermore the effects can now be seen in emerging economies where the after effects of the global recession have manifested themselves in areas of public governance and public management. While some cases such as BRIC countries have shielded themselves by developing successful strategies for coping with the challenges posed by the crisis, this paper examines an emerging economy that has been not so fortunate- Argentina- in regards to its austerity measures, lack of effective governance mechanisms and failure of political leadership in the face of the global recession. The paper focuses on the failure of the Argentinean government in regards to its interaction with broader civil society institutions and business community in responding to financial and social crises

The cause of the 2001 Argentine crisis of was a crisis of governance in the most profound sense which still remains. The crisis reflected a deep failure of the political class to adequately respond to the circumstances that confronted them. This failure was itself rooted in a tangled web of economic, political and socio-cultural incentives that touched every aspect of the Argentine political and economic system. The paper will have two strands, looking at the continued lack of effective governance mechanisms and public leadership in Argentina; and its effect on the economic (business sector) specifically looking at firms performance against the backdrop of global economic crisis and emerging economies.
Following on last year’s presentation wherein the nature of the research was introduced, since then the data collection of this PhD has been completed and the findings are being written. Therefore this presentation aims to introduce some of the initial discoveries of the research.

Forth Ward is one of the deprived areas of Edinburgh despite the fact that geographically it includes one of the most affluent areas of the city, Trinity.

There are long standing, deep rooted issues within the ward with high unemployment, higher than average crime rate, ill health, low education figures and low aspirations amongst locals (SIMD 2011). Unsurprisingly the area is highly dependent on social housing and other essential public services. The data collection looked into the general views of residents on local public services and their performance also interviewed on these matters local public service managers as well as politicians (MPs and MSPs) and local councilors representing the area.

Once the area had one of the first ever motorcar factories in the country which provided jobs for locals while many others worked at the nearby shore’s shipping industry jobs. All that had declined with the shift towards service provision rather than manufacturing. Therefore the locality does not hold substantial employment opportunities anymore. It also had many activists fighting for making the neighborhood a better place but since that spirit has been rapidly fading.

The findings so far have evidently shed light on the two opposing ends - even present within a micro, ward setting - of public sector reliance (majority of the ward) and private sector preference (Trinity); and the matters important for those different residents. Middle class residents of Trinity reported on what they themselves labeled as ‘middle class issues’ such as reducing speed limits in their streets and overgrown trees. Whereas deprived parts complained about misbehaving kids and youth causing damages (i.e. putting fire to bins, stealing bikes and motorbikes) due to lack of facilities provided to occupy them; ‘junkies’ (as they call them) those unemployed people living on benefits who are drinking and using drugs freely on the street; and antisocial families with often many generations of unemployed. People blamed the council for not doing enough to permanently tackle these deep issues. Many felt that while the council is trying the cuts have tied its hands. Overall it was highlighted that their method of so called regeneration which simply stands in the eyes of locals for demolishing houses then rebuilding them yet moving troubled families into them which consequently has not solved any long standing issues. Moreover it was noted that projects get funds only for a short period (2-3 years) which is not long enough to make changes to these serious problems. Many recommended that until benefits are not significantly restricted there is impossible to break the vicious circle. While policy-makers repeatedly envisaged a positive future for the ward its residents had a much more pessimistic view.

A Study on the Role of Local Governments in China’s Rural Land Transfer Process and Protecting Farmers’ Land Use Rights

Linlin Wang

In China, rural land transfer is short for rural land contracting management right transfer. It has been widely debated within the fields of economy, sociology and law, especially after the new reform master plan of rural land transfer, issued by the 18th CPC Central Committee in 2013. However, these works rarely discuss rural land transfer from the perspective of public administration. This study pays special attention to the role of local government in the land transfer process, and classifies various local government innovations and experiments into three categories: government-led model, government-insured model and government-third party cooperation model. Based on the data provided by the rural section of the China Family Panel Survey, collected from 256 villages located in 4 provinces in 2010 and 2012, this paper illustrates...
the significant factors affecting the formulation of the land transfer model, including the economic development level, the movement of agricultural workers in or out of the area, the average farmer’s income structure, and public attitudes towards government. Results suggest that in areas where migrant workers are leaving and in predominantly agricultural areas, the rural land transfer market is more nascent. In these areas local governments play a leading role in farmers’ individual land transfer behavior, and farmers’ land use rights are vulnerable to violations. It is thus essential to cultivate a mature land transfer market in these areas, implement the existing laws on protecting individual farmers’ land use rights, redefine the function of local governments in rural land transfer, and change the role of local governments from leader to service provider and supervisor.

**Key Words** Rural Land Transfer; Land Use Right; Role of Local Government; China