

Department of Urban Studies & Public Administration Spring 2014 Newsletter



MESSAGE FROM JOHN R. LOMBARD DEPARTMENT CHAIR & PAUP GPD



John Lombard, PhD
jlombard@odu.edu

Greetings and welcome to the Spring 2014 semester!

As department chair, I am proud to provide you with an update on our activities. By reading this newsletter, you will be up to date on the programs, events, and happenings in the Department of Urban Studies and Public Administration.

I hope you will be able to join us for the Alumni MPA Panel Breakfast on Tuesday, April 22nd. There will be an opportunity to network and reconnect with current students, faculty and alumni from 7:30 - 8:00 am with the formal program from 8:00 - 9:00 am. The event will be held in the Webb University Center River Rooms.

Best of luck to the PAUP students that are taking the Comprehensive Exams this month. PAUP students should contact should me via email to schedule advising appointments.

Remember that Fall registration begins on April 7th. Register early before classes fill up.

If you have any questions, comments, or concerns please feel free to email me and be sure to stop by the department and say Hello!

Best of Luck,
John R. Lombard, PhD

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MESSAGE FROM DAVID CHAPMAN, MPA GPD PROGRAM DIRECTOR

NOTES FOR THE MPAers

Hi, folks! I hope everyone is having fun this semester... if fun is the wrong word, then I hope you're having a decent time!

Registration is open for the **Summer 2014** (and has been since November), while **Fall 2014** registration will be open in the second week of April. I would suggest that you register for classes *as soon as possible*; we need to be able to project the number of students in each class and, for most classes, look for at least 12 enrolled.

Somewhere in this edition of the newsletter is a copy of the course matrix from Fall 2014 to Spring 2018. This matrix is for *core* classes only. As you know, we offer each of the seven *core* courses every semester (Fall and Spring), but are now offering them - in a sequenced pattern - online. As you see, we are not replacing "live" classes with online; we are merely stepping them through the semesters.

BE AWARE that these are the classes that we are committed to providing. **IF** we see a need for an **additional** section of a class, we will do that. However, total enrollment numbers must demonstrate that first.

For the online students, we are beginning to roll out electives in Fall 2014. For the "brick 'n mortar" crowd we are rolling out some new live electives in the Spring and Summer of 2015. Thus, a little something for everyone!

I'm interested in ideas that you may have regarding improving online classes. Please contact me directly to discuss. Again, we can use alternative means to do so.

As a reminder, I need to talk with every student at least once per academic year about your courses. Please contact me at dchapman@odu.edu to schedule an in-person or other type of appointment; we can discuss things via Email, Skype, Facetime, and - now - WebEx. Your Advisor Hold will be removed after we've discussed your plans. The MPA Student Handbook and the Internship Guidelines are on the Department's website; please be familiar with these documents!

The MPA Student Survey was released in March and an invitation to complete this survey was sent to the odu.edu address of all active MPA students. This survey provides the Department with important information about your preferences for class locations, class times, elective course offerings, and instructional approaches. Your input is very useful to us in structuring the MPA program so that it provides you with the best possible learning experience.

As always, please contact me if you have any questions or comments!



David Chapman, Ph.D.
dchapman@odu.edu

MPA CORE COURSE MATRIX

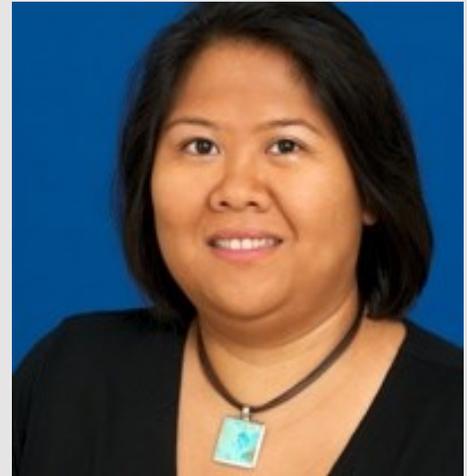
Course	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
PADM 651		VBHEC & Online	Norfolk & Online		Peninsula & Online	VBHEC & Online	
PADM 652	Online	Norfolk	Peninsula & Online	Online	VBHEC	Online	Online
PADM 671		Online	VBHEC		Online	Norfolk	
PADM 701		Online	Norfolk		Online	VBHEC	
PADM 733		Online	Norfolk		Online	VBHEC	
PADM 753	Online	Norfolk	Online	Online	VBHEC	Online	Online
PADM 746	Norfolk	Norfolk	VBHEC	Online	Norfolk	VBHEC	Online

Course	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018
PADM 651	Norfolk & Online	Peninsula & Online		VBHEC & Online	Norfolk & Online	
PADM 652	Norfolk	Online	Online	VBHEC	Online	Online
PADM 671	Online	VBHEC		Online	Norfolk	
PADM 701	Online	Norfolk		Online	VBHEC	
PADM 733	Online	Norfolk		Online	VBHEC	
PADM 753	Norfolk	Online	Online	VBHEC	Online	Online
PADM 746	Norfolk	VBHEC	Online	Norfolk	VBHEC	Online

MPA Course Descriptions

PADM 725/PAUP 825 BUSINESS, GOVERNMENT AND SOCIETY - SUMMER

This course provides an overview of business-government-society interactions, with special attention to implications of and for public policy. Business and government are two overarching entities that shape and are shaped by society. Similarly, interactions of business and government forces have ripple effects throughout almost every aspect of individual life, impacting and being impacted by society. We will study the interdependencies and interactions among these three broad entities – business, government, and society – in the context of four issues. These issues are corporate social responsibility, social entrepreneurship, business and political influence, and government regulation. As such, this course also provides an examination of the historical, economic, legal, and political and social environments of the public and private sectors.



Wie Yusuf, Ph.D.

jyusuf@odu.edu

Note: The day/time for this course has changed to Tuesdays and Thursdays from 4.30-7.55PM. This is a hybrid course that will involve both live lectures & on-line modules.

PADM 721/PADM 821 TRANSPORTATION POLICY AND PLANNING - FALL

This is a seminar course that discusses key topics relevant to surface transportation policy and planning, and highways and roads in particular. The course provides a non-technical overview of important issues critical to transportation policy and planning at the current crossroads that emerges due to (1) aging of the infrastructure, (2) deliberations on the next federal transportation legislation, (3) devolution of transportation decision making to lower levels of government, (4) challenges in generating revenues and paying for transportation, and (5) changing citizen demands for transportation. The course will address the following topics: actors and their roles; public involvement in transportation planning; transportation and highway finance (fuel taxes, tolls and user charges, debt financing); innovative finance and the future of highway finance; public-private partnerships. For Fall 2014, we will focus on tolling and its impacts.

TAKE PADM 651 ADMINISTRATIVE THEORY 1 IN ONLY 4 WEEKENDS!

NEW FALL 2014 CONDENSED FORMAT

For the Fall 2014 semester, the MPA program is offering a condensed format of PADM 651 Administrative Theory 1. The class will take place at the VBHEC campus, and will be offered one weekend (Friday evening and all day Saturday) per month from September through December. This means you will complete the course in only four weekends! PADM 651 is a required course in the MPA program that offers an introduction to the profession of public administration; the evolution and development of the field, the role of organizations in contemporary American government, and the roles of politics and administration. For more information, please contact Dr. Stevens at klmiller@odu.edu. Specific dates the classes will be held are:

Friday, September 19th, 5:45pm - 9:00pm	Saturday, September 20th, 9:00am -5:00pm
Friday, October 17th, 5:45pm - 9:00pm	Saturday, October 18th, 9:00am -5:00pm
Friday, November 14th, 5:45pm - 9:00pm	Saturday, November 15th, 9:00am -5:00pm
Friday, December 5th, 5:45pm - 9:00pm	Saturday, December 6th, 9:00am -5:00pm

MPAA Spring Update

Please join the MPAA for an Alumni MPA Panel Breakfast on Tuesday, April 22nd. There will be an opportunity to network and reconnect with current students, faculty and alumni from 7:30 - 8:00 am with the formal program from 8:00 - 9:00 am. The event will be held in the Webb University Center River Rooms.

The Alumni MPA Panelist program, *Where Can My MPA Take Me*, will feature:

Mike Fitchett, Assistant Director of Information Technology, City of Chesapeake
 Meshach Key, Presidential Management Fellow, Office of the Chief Financial Officer
 Verlaine Quinniey, Entrepreneurship Grant Assistant for Launch Hampton Roads Program
 Karen Self, Management Analyst, Public Works, City of Newport News

Please RSVP, klperez@odu.edu, by Tuesday, April 15th, if you are able to join us.

Congratulations to the MPAA Officers for 2014/2015

Missy Barber, President

Jasmine Washington, Vice President

Jakya Brooks, Secretary

Casey Gilchrist, Treasurer

CONGRATULATIONS

Pi Alpha Alpha (PAA) 2014 Inductees

National Honor Society for Public Affairs & Administration

Marcus Artis	Sherry Hunt
Delgerjargal Betcher	Vaida Moore
Kaitlin Burket	Justin Nelson
Christina Chung	Lauren Parker
Lowell Crow	Melissa Rollins
Carrisa Hobbs	Jonathan Squillaci

Sherry Hunt

2014 Outstanding MPA Student

Katharine Neill

2014 Outstanding PAUP Student

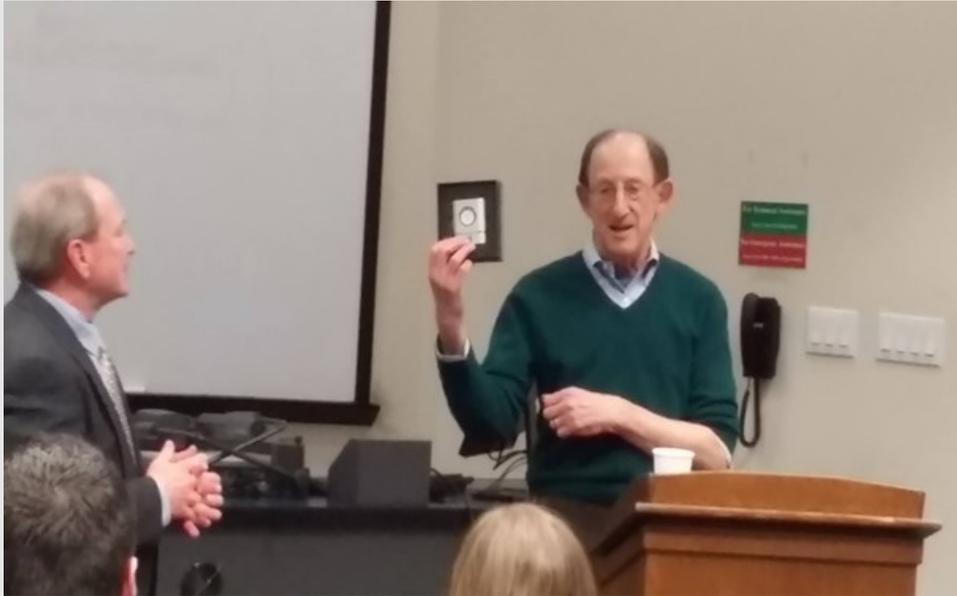
Casey Gilchrist, MPA Recipient

Andrew Williams, PAUP Recipient

2014 Wolfgang Pindur Endowed Scholarship
in Applied Research

Public Service Week Spring 2014

Public Service Week featured speaking engagements by Ms. Suzanne Puryear and Dr. Michael Lipsky.



Dr. Michael Lipsky, Distinguished Senior Fellow, Demos, served as the Public Service Week Academic Speaker on Thursday, February 6, 2014.



Dr. Lipsky also met with PAUP students for breakfast on Friday, February 7, 2014.

Public Service Week Spring 2014



Ms. Suzanne Puryear, President of the Planning Council, served as the Executive in Residence Speaker for the College of Business and Public Administration on Tuesday, February 4, 2014.

Public Service Week Fall 2014 will be held October 27th - October 31st.

Monday, October 27th, 6:00 – 9:00 pm
Public Service Film Night

Tuesday, October 28th, 12:30 – 1:30 pm
Public Service Festival

Wednesday, October 29th, 7:00 – 8:30 pm
Public Service Academic Speaker

Thursday, October 30th
Executive in Residence

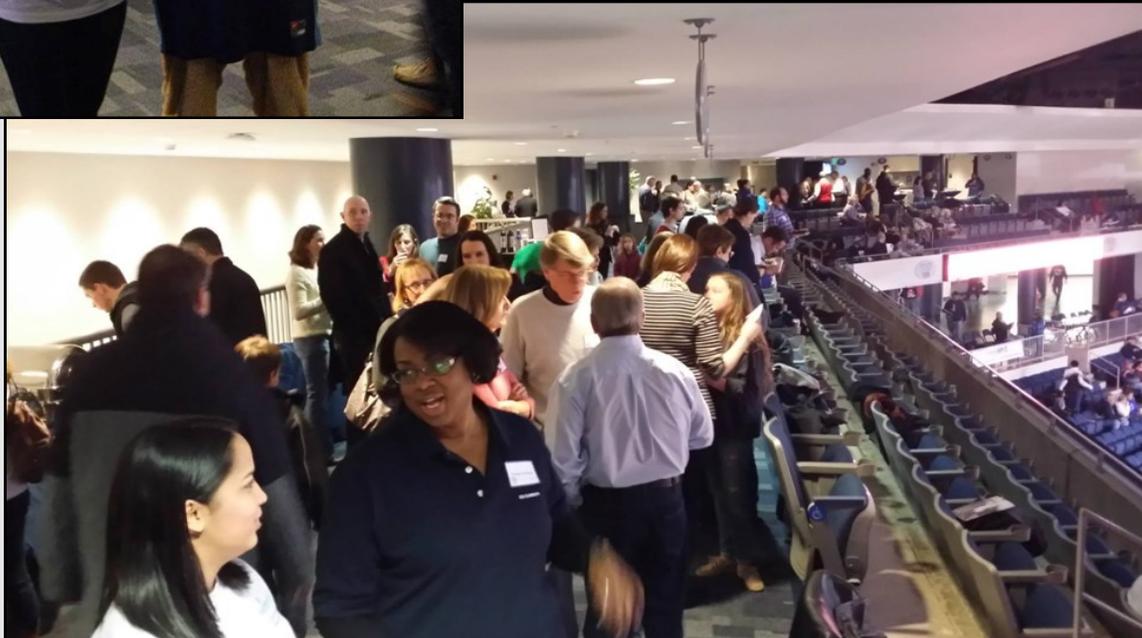
Friday, October 31st, 11:00 am – 1:00 pm
Campus Service Event

Please contact Dr. Morris if you would like to be involved with Public Service Week,
jcmorris@odu.edu.

More details to come via student email or <http://pswodu.wordpress.com/>

USPA Alumni Basketball Social

The Department of Urban Studies & Public Administration, the MPAA and the ODU Alumni Association hosted the USPA Alumni Basketball Social on Saturday, January 25, 2014, at the Ted Constant Convocation Center. The event provided an opportunity for current students to network with the 30 MPA, MUS and PAUP Alumni that attended.



MPAA & PAUPers Service Projects

Holiday Mail for Heroes Project



Thank you to everyone that participated in our service projects. We mailed over 100 holiday cards to service members through the Holiday Mail for Heroes Project. At the December social 47 new toys were donated for Toys for Tots!
THANK YOU!

MPAA & PAUPers Service Projects

Winter Social and Toys for Tots Collection



MPA Alumni—Verlaine Quinniey

Accepted into United Way's Project Inclusion Board Governance Leadership Development Program

March 2, 2014

Hampton, VA- Verlaine Quinniey, 2013 Old Dominion University Alumni was accepted into the 2014 United Way's Project Inclusion Board Governance Leadership Development Program. Verlaine graduated in May 2013 with a Master of Public Administration degree and a concentration in Nonprofit Management. Prior to attending ODU, Verlaine graduated in May 2011 from Hampton University in Hampton, Virginia with a Bachelor of Arts in Psychology and a minor in Biology. She currently serves as the Launch Hampton Roads Entrepreneurship Grant Assistant at Opportunity Inc., and the Director of Professional Development for the Urban League of Hampton Roads Young Professionals and volunteers with several organizations within Hampton Roads. She is excited to participate in such a prestigious leadership program and recommends other young adults to try and participate in as many leadership development programs as possible.



About Project Inclusion

Project Inclusion is a Board Governance Leadership and Development Program sponsored by United Way of South Hampton Roads. This program has received a national award from United Way of America as one of three best practice programs in the country for diversity.

United Way of South Hampton Roads is actively pursuing inclusiveness on committees and boards of certified agencies. Project inclusion prepares volunteers for board governance with United Way agency boards as well as other volunteer organizations. This training is an on-going process to benefit the entire South Hampton Roads community. While the focus is on the non-profit sector, the leadership skills that the participants acquire are beneficial to any company.

Project Inclusion gives participants the opportunity to sharpen their leadership and management skills, meet new contacts and agency representatives, and acquire an enormous sense of fulfillment and satisfaction for contributing to the well-being of others in your community.

To learn more about Project Inclusion, contact J.R. Locke at 853.8500 ext. 134.

**ODU'S 1ST ANNUAL
PUBLIC PROCUREMENT & CONTRACT MANAGEMENT
SYMPOSIUM!**

APRIL 25, 2014

9AM-4PM

Start the day with **opening keynote speaker, Martha Johnson**
Previous Commissioner of the U.S. General Services Administration
and author of, *On My Watch*.

Enjoy panels and discussions led by procurement and contract management
experts addressing key challenges and opportunities in all levels of government.

Learn about hiring quality staff, reducing waste and fraud in public
procurement and contract management, optimizing results, and creating
proper relationships in the field.

For more information and to register please visit,
<http://www.edc-odu.com/content/symposium/>
Public Procurement & Contract Management

Email: PublicProcurement@odu.edu Phone: 757.683.6049 Fax: 757.683.4886

www.odu.edu/uspa

The Battle To Turn Veterans Into Graduates

Five years after the Post-9/11 GI Bill began, colleges are struggling to help veterans

By [Dianna Cahn](#) | The Virginian-Pilot

© March 23, 2014

Two combat tours in Iraq and 20 years in the Marines made Ray Garcia a different kind of college student. He was 39 years old when he set foot in college for the first time. He didn't want to party; he got angry when students were disrespectful in class or when instructors didn't respect veterans. And then there was the issue of which seat he might get: He preferred one by the door, though any desk that allowed him to defend against attack would do. Even now, after the extreme sense of heightened alert has faded, that need remains.

Five years after the Post-9/11 GI Bill began, giving recent veterans and service members greater benefits for higher education, more than a million have tapped into the program. There is no precise data about how well veterans fare. But studies suggest that large numbers are not making it to graduation. In what has become a two-way education, institutions are struggling with how to accommodate a population of men and women stumbling on the way to a degree. "I can get millions of dollars to study PTSD," says Bruce Brunson, executive director of the Center for Military and Veterans Education at Tidewater Community College. "But I can't get a dime to study why they are not succeeding in college."

Veterans finish their service - many, like Garcia, coming home

from war - and have to make a difficult transition. With one career behind them, college no longer feels like a natural next step. Many are older, with families and far greater financial responsibilities; they bring powerful experiences into a place traditionally filled with unseasoned young minds. At the same time, they are juggling the bureaucracy of admissions, tuition, veterans benefits, and a world so alien to military life that it could be a foreign culture. "I can spot the veterans a thousand miles away," says Garcia, a student at TCC and a work/study employee at the military center on the Virginia Beach campus.

"Right off the bat, their backs are against the wall. While the other (students) are all starting into space, on the veterans you can see worry on their faces. You can see the struggles, all the other things going on." Trying to ease the transition, both TCC and Old Dominion University in Norfolk have put in place services specifically for veterans. At TCC, military and

veterans centers link veterans to services and to each other. ODU is creating a similar one-stop shop for vets

Both colleges are also educating their staffs and faculties on disabilities that some veterans shoulder, including signs of trauma or crisis, and exploring ways to draw veterans - particularly combat veterans - out of anonymity.

Earlier this year, ODU held a faculty seminar on post-traumatic stress disorder and traumatic brain injury, stressing the need to keep calm when a student exhibits the kind of agitation associated with those problems. With close to 9,000 veterans on their rosters using the GI Bill, the



Ray Garcia, a retired marine and full time student at Tidewater Community College, shown on Thursday, March 6, 2014, works at the Center for Military and Veterans Education on TCC's Virginia Beach campus helping student veterans. (Stephen M. Katz | The Virginian Pilot)

schools are learning that the best way to reach them is through fellow veterans - the few who come forward to help this vulnerable population succeed.

Michael Thompson looks slightly restless during an evening graduate class on public administration at ODU. He shifts in his seat, stretching his neck, first to one side, then the other. It's not antsiness, however, that keeps Thompson in motion. The former Navy riverine was injured - first in training, then during operations in Iraq. He jammed his neck, shattered his upper arm, damaged his wrist and compressed discs in his back.

He deployed to Iraq with a metal plate in his arm and injured both his shoulders. He can't turn his head for very long, so he sits at the far end of the oblong conference table to see his professor head-on. After his injuries, it took him nearly two years to heal - and he continues to suffer from constant pain that on bad days feels like a knife in his neck. But it has taken far longer for the former college football player and professional wrestler to adjust mentally to his physical limitations. He also struggles to quiet his mind. Sleep often eludes him. Bursts of rage erupt at surprising moments. For example, he'll get so angry when he can't get his shoes off quickly enough that he'll rip off his shirt and throw it at the wall. And just as suddenly, the anger's gone. None of it stops him.

He carries a "Faculty Accommodation Letter" identifying his disabilities. It ensures that his instructors allow him extended time and a "distraction-reduced setting" for tests, gives him priority seating, and permits unanticipated

absences due to his disability. Being open about his challenges gives him a level of respect with veterans on campus, said Thompson, whose work at the Student Accessibility Center includes letting veterans with disabilities know that help is available. In his graduate class, five of the 20 students are either in the military or are veterans.

This evening, they're discussing organizational structures and the cultures that develop in them. Take the Marines, **Professor Bill Leavitt** prods. Marine drill sergeants take a hodge-podge of ignorant teenagers and use discipline to mold them into self-assured warriors. "Their minds are more pliable at 18 or 19," notes another student - a former lawyer in the Coast Guard. At 30, the student says, you'd think those same drill sergeants were psycho, screaming and yelling at you. Thompson agrees. "It's a double-edged sword," he says. "At a young age, someone trained in combat wants to go to combat." If you are older, he says, "you realize, if you

have to kill somebody, it's a lot of responsibility."

Leavitt nods slowly. "You've ventured into a realm that's way

beyond my area of expertise," he says. It's like that for veterans on campus. They come to class having seen the world through a different prism, and they can have very different reference points. They are often reluctant to speak up in class and draw attention to themselves. Veterans can also get frustrated when classmates offer

opinions about things they haven't seen, says Kathleen Levingston, director of ODU's Military Connection Center and an instructor in the Department of Counseling and Human Services. "What I try to stress with them is, instead of getting angry or frustrated, that's a teachable moment," she says. "You have experience you could share if you decided to." Two years ago, at a time when lagging GI Bill tuition payments were keeping veterans from enrolling in classes, students formed a Student Veterans Association and approached Levingston to be the faculty adviser. She'd worked for years as a mental health counselor for the Navy's Fleet and Family Services, and, as a longtime Navy spouse, she felt a personal connection with that world. The association now has more than 300 members.

Jose Roman, who was SVA president last year, says combat veterans in particular tend to shut off that whole period of their lives. But Roman believes that veterans are like ambassadors to their peers. Molded by the complexities of war, they can bring a lot to classroom discussions. "I think it's the whole point of being in college, looking at the gray areas," he said.

Thompson, who works closely with Levingston, sees himself as a veteran liaison to the academic world. He is continually devising ways to engage veterans on campus. A few months ago, he gave out dozens of free tickets for an ODU basketball game to all vets and their families, but only a handful showed up. Not discouraged, he's working on a baseball game this semester. "Michael's a good one for us because he's suffered and dealt with PTSD himself," Levingston says. "He's a good advocate to go and talk to other guys and gals and just say, 'Hey, look

at me. I've dealt with this, and I've come out the other side.' He's not afraid to broach the subject."

No one knows exactly how many veterans are failing to complete college or how their numbers compare with the rest of the nation's college population. Studies that have come out are based on generalized surveys of veterans, and the figures are limited. The Student Veterans of America, in partnership with the VA and the National Student Clearinghouse, has been compiling a national database of student veteran success rates and plans to release its first findings this week. It will be the first extensive look at completion rates for veterans since the start of the wars in Iraq and Afghanistan. Here in Hampton Roads, TCC has 14,000 military-affiliated students, just under a third of its total student body of 44,000. Six thousand of them are veterans, 6,000 are military spouses and dependents, and 2,000 are on active duty.

According to the Department of Veterans Affairs, 5,743 students at TCC are veterans using GI Bill benefits to pay tuition. Using the VA's data, the Chronicle of Higher Education identified TCC as 11th nationwide on the list of colleges that enroll the most GI Bill students. ODU's 25,000 students include 6,000 affiliated with the military; the VA identifies about 2,900 veterans as GI Bill recipients.

Administrators at both schools agree that veterans are up against some pretty hefty obstacles. On top of academic challenges, many veterans have full-time

jobs. And they are adjusting to the VA benefits system - a vast, bureaucratic morass. It's an enormous learning curve in which everything they know has changed, Brunson says. He and Levingston are working to put as many nets in place as they can. One example: TCC is implementing a program for incoming student veterans to allow them to get certified in what he calls a "bridge job," like laying cable, that veterans can do while in college.



Michael Thompson, a graduate assistant for Veteran Outreach at Old Dominion's Office of Educational Accessibility, participates in a staff meeting Thursday, Mar. 4, 2014. (Steve Earley | The Virginian-Pilot)

Brunson, who has a doctorate in consumer economics, speaks from experience. He was a Navy helicopter pilot who served in what he describes as "low-intensity conflict." But there were dark days in his service, ones he is not able to talk about. He reveals enough to say he was the only one to survive. When years later his son died, the trauma caught up with him. PTSD is part of his vocabulary now, and he tells other veterans that prescription drugs not only saved his life, but allowed him to build a successful academic career. "I am a living, walking example to every student here," Brunson says. "Don't let these problems, this transition, get

in the way." Just before Christmas, a TCC student started shouting and got belligerent with an instructor, who called security. In the past, that student would have been kicked out, Brunson says. But the instructor also called the military center.

Brunson came over and persuaded the student, a veteran, to get help, using himself as an example. The student is in treatment and still enrolled at TCC, Brunson says. Ray Garcia looks out the coffee shop window at the tidy storefronts of Town Center in Virginia Beach and points out potential sniper positions. People tend to look at him with incomprehension when he talks like that, says the Iraq War veteran. College is a hard adjustment, and a lot of veterans he sees give up, he says, particularly those struggling financially. Some use their GI Bill money to pay the bills but don't stay in school. Several of his war buddies started college but dropped out. Some went back to Iraq as contractors. One became a preacher. Another fell apart, dropped out of school and works as a security guard.

Garcia sees the same pattern on campus. He's one of about 40 veterans who work at TCC's military center, greeting others seeking assistance. Brunson calls their work triage: They sit down with fellow veterans, give them the lay of the land and direct them to academic or career counselors. It's a start, says Garcia, who is studying human services. He hopes to make a career of helping veterans. Garcia credits his wife's unwavering support for helping him stay in school - that and being a role model for his two young sons. He doesn't ever want them saying Daddy didn't go to college, so they don't have to, either. His boys can do anything they want, he says - including joining the military. But they'll have to go to college first.