



CENTER FOR PUBLIC POLICY AND PRIVATE ENTERPRISE

***Public Policy and Private Enterprise:
New Directions in Public Policy***

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School of Public Affairs
and its
Center for Public Policy and Private Enterprise**

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**Judy Sorum Brown
Rapporteur
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Introduction

This report serves as a report of, and an invitation to join, a strategic conversation on the directions of public service, and the implications of those directions for public policy graduate education.

I have begun the conference report with a brief sketch of presentations and ensuing discussion. Others who were present might well have noted other things. My purpose here is simply to give those not present a sense of the ideas that were laid out and some of the reactions of those present to those ideas.

The second section of the report traces the conversation of the deans about the curricular implications of what they heard.

As one interested in the practice of leadership in public life, I experienced this forum as an unfolding strategic conversation, involving leaders who individually and collectively are involved in shaping how we prepare students to serve the public good.

Unspoken, yet bearing mention here, was the remarkable range and depth of expertise and experience on the part of those who participated during the three days. That is not to argue that there were not points of view missing, nor that particular points of view were not over-represented, but rather to say that when one looks at the bios (see appendix A), one sees remarkable experience in thinking about, writing about, teaching, and practicing public service. Present were domestic and foreign policy advisors of presidents and presidential candidates, several former heads of major public institutions (Amtrak, the Peace Corps, The Department of Labor), current and former deans of many of the top-ranked public policy schools, several individuals who teach and or have taught in those schools, two former members of Congress (one from the House and one from the Senate), CEO's past and present of various public, private and non-profit enterprises, three former White House Fellows and numerous authors on subjects related to public policy. Thus those who contributed to the conversation have (as reflected in the various positions they have held) dedicated their lives one way or another to questions about the shaping and the practice of public policy, and to considerations of public service.

I should also make clear that for almost any point of view expressed in this report, there was present, either in the formal session, or around the coffee breaks, an opposing point of view.

With the exception of those who made formal presentations to the group, I have not identified who said what, recognizing that in an on-going dialogue like this, a particular point of view voiced by one person usually represents the thinking of others in this field as well. So rather than treat the words as the unique perspective and possession of the speaker, this report assumes that each speaks on behalf of many.

Presentations and Discussion

Topic: New directions and the need for leadership and innovative thinking about public service

William Galston, University of Maryland
Jacques Gansler, United States Department of Defense

Jacques Gansler: There isn't a single major business or industrial dynamic in which there isn't interdependence between government and industry, where government doesn't play a role. And the links are growing stronger. Citing several examples of major interfaces in defense alone (university research, the internet, communications satellites, the GPS system) Jacques argued we are moving from government as the "doer" to government as the overseer of others doing, a much more critical role. This requires that we train people for hybrid careers, and that they are able to understand the impacts and operations of both the public and private sector. We have to succeed in that preparation or we sub-optimize the contributions and role of both sectors.

Bill Galston: Noting that a good sermon has a sacred text, a personal epiphany, and a theme, Bill cited Paul Light's book, *The New Public Service*, as the "sacred text". He noted Paul's finding that our graduates' assessment of what's most important to their success subsequent to graduation included ethics (82%), leadership (72%), managing conflict (62%), managing information (56%), and policy analysis (55%). Only in the area of policy analysis do our graduates report being sufficiently well prepared. In the other areas that they cite as even more important than policy analysis, the gap between the importance of preparation and the sufficiency of preparation is 30 to 35 percentage points. Galston's question: What do we do about that gap?

The epiphany: Galston noted a recent meeting of PricewaterhouseCoopers with both public policy and business students. His question: What does public service mean outside the public sector?

The theme: a blurring of boundaries among the sectors which we must take into account in our curriculum. Whether it is a crossing of boundaries or an eroding of boundaries, our students must roam disciplines and integrate them, and they must cross sectoral boundaries into the world of oversight of private sector contractors, of non-profits and faith-based organizations, and the boundaries of space and time.

Discussion:

- In the educational process, how do we initially break down the cultural backdrop of mistrust between the public and private sectors so that everyone can listen with "both sides of their brain". I worry about how they will learn, how they will come

to understand each other's role. There is a role for government: it is oversight for the common good. How do we protect the public interest with this blurring of boundaries?

- There is no pipeline into the public service these days. Students are interested in effecting the public good, but they don't necessarily see government as where they do that. So how will we draw students to careers in public policy in governmental institutions? Particularly as these institutions stand to be hollowed out by the great wave of retirements of senior people in the next few years.
- I feel good if students just understand the complexity introduced by these blurred boundaries.
- There is reason to worry about the withering of capacity for oversight in the public sector.
- Schools are aware of the trend away from the public sector, yet since the work is often out-sourced from government, is the work really different?
- We need to be asking a different question: How do we attract students into public service? And into government?
- How do we combine the market elements of blurred boundaries with attention to the public good?
- What about the non-profits that become more like their private sector counterparts and, in becoming more efficient, stop offering free services?

The confluence of sectors: how non-profits, private firms and corporate practices are altering the nature of public service.

Paul Light, The Brookings Institution
Maxine Isaacs, (moderator) Harvard University

Paul Light: Paul indicated that his research on those who have already chosen public service, indicates new career patterns, with movement out of the public sector. Paul's research signals a change in where students come from to enter our schools, and where they are going afterwards. He finds a multi-sector public service pattern, and a sector-switching public service pattern. He also finds that where a graduate of one of our programs starts a career has a lot to do with where that person ends up. His recommendations: take a multi-sectoral approach to careers. Recognize that there is a call from our graduates for better preparation in leadership, ethics, information management, conflict management and organizational behavior. Recruiters like our public policy students because they are versatile, pliable, and cheaper. And those same recruiters still worry that our students are

not strong enough in financial analytical skills. Are the recruiters hiring students for their skills, or for the fact that they made it through our admissions process? They may be saying that since the graduates have been well selected and done this rigorous stuff with us, the firms can train them to do their work. There is (sadly) no socialization to the profession of public service. Employers are no longer concerned with helping their employees develop their careers.

Discussion:

- The making of public policy is less exclusively governmental. Sometimes we behave as if it is a “defection” if they go into another sector. Our role is to catch up with the trends. These are the trends we see: 1) international dimensions of traditionally domestic issues; 2) an interest in non-profits. Our challenge is sequencing student experiences. Is the core we teach consistent with these trends? What will be the niche of public policy generally, and of our individual schools? How can I involve my faculty in these kinds of conversations?
- Our strength is in the core of our programs. The challenge is in hiring sensitive and sensitized faculty who see the confluence of sectors, and also understand the value underpinning of public service.
- These trends don’t challenge the core offerings of the public policy schools, but they do call for subsidiary courses, new centers, and joint degree programs.
- This is a conversation about crosscuts, multiple sectors, skill mixes, not just for the deans, but also for multiple sectors. How do we have a conversation as a community? Where is the center for us as a community? What is quality, now? How do we stay together as a field?
- The confluence of sectors is one of the reasons admissions is not a breeze.
- As the deans of the schools talked about their challenges, it was clear that their views varied widely from school to school. Here are some sample comments taken from across all the schools present:
 - 1) At one school all graduates still go to the public sector. And as a public university it’s important to be aware of the trends which Paul’s research outlines.
 - 2) At another school it takes continued vigilance to keep at least 25% going into the public sector.

- 3) At one school there is zero interest in jobs in DC, and strong “start-up fever” for those interested in non-profits. “Policy analysis is what we do best, yet it is of declining interest to students. So we work at admissions.”
- 4) “I’m engaged in second-order worrying: asking myself should we or should we not be worried, not so much about where the students are going, as about the stories we tell ourselves. Are the stories hard-edged enough? I worry about the US to non-US mix, about the configuration of programs, about where we will get faculty, and about the incentives for our placement directors whom we measure on how many students are placed at graduation.”
- 5) The challenge is one of integrating the international with the domestic, integrating leadership into the core, taking advantage of location, and utilizing executive programs to explore some of these areas.

•A final plea for deliberation on the larger questions:

- 1) In a more competitive environment, we need a public discussion of how certain things get performed. Who is responsible for what? Where do students explore those questions systematically?
- 2) Students are declaring an interest in maintaining an ethical balance and attending to leadership. How are we going to respond to that?
- 3) What determines the attractiveness of public sector and public service roles? Is it salary? Or is this “start-up fever” a reflection of the values of an anti-bureaucratic generation for whom freedom and self-determination are more important than dollars? This may be a cultural issue, one that Dan Yankelovich has written about.

Case studies in the new public service; the emerging role of public-private partnerships

Fred Grandy, Goodwill Industries International, Inc

William E. Brock, Intellectual Development Systems, Inc.

Patricia McGinnis (moderator), Council for Excellence in Government

Patricia McGinnis: What are the types and character of public private partnerships? How can they serve the public interest? What are the skills and knowledge required to conceive and lead those organizations, and to make them work? The models include joint ventures, performance contracts, regulatory partnerships, and voluntary partnerships. The qualities that seem key to success in partnerships:

- 1) All of the partners are committed to the same clearly defined results

- 2) Mutual interests
- 3) Clearly defined roles for each partner
- 4) Clear measures of success
- 5) A very high level of communication
- 6) Excitement and passion for results
- 7) An entrepreneurial performance culture
- 8) Continuous feedback
- 9) Teams are recognized for their results
- 10) Heavy internet use
- 11) Lessons and successes are shared.

Bill Brock: This is the most anti-bureaucratic generation we've seen, and for good reason. Business thinks a smaller organization of four hundred with a horizontal management structure is optimal. And I'm learning this applies in schools. As does the importance of leadership; that's why I'm focusing on preparing principals for their job as it is. Everything we taught twenty years ago doesn't work. These folks are facing three transforming forces: globalization with its extraordinary impact on how we think, technology and partnering. Globalization and the idea of growth together produce an increased sense of personal vulnerability and a loss of community. It is evident in the Seattle protest. With technology there is such efficiency, and yet the hazard of a potential loss of what's human. How do we prepare people: listening skills, interpersonal community building skills, hunger for trust grounded in relationships of integrity. And the capacity to partner effectively, of which the first step is getting out of thinking you can do it by yourself. The world is teaching us we are vulnerable. There is something nice that happens when we open ourselves to others, so government must step outside of the box and look at every possible resource we might bring to bear on the problem. Maybe each of us must think about it differently.

Fred Grandy: In Congress I was part of the debate side of delivery. Now I'm on the other side, part of an organization (Goodwill Industries) which was an anti-bureaucratic reaction to the Methodist church and the piety movement. Forty years ago it broke free of the Methodist church, yet it is only five years into partnering with the public sector. This is a fiercely independent work culture in which store sales fund the programs which served over 370,000 people in 1999. Our way of operating is a reflection of the change in social services (the privatization or profitization of services), and that change has forced Goodwill

to be pulled in. We are on the other side of the digital divide with the information have-nots—welfare moms, the disabled, those who have been in prison. This reality has impelled us to get great at partnering and to become the honest brokers of public-private partnerships. Our community needs honest brokers. We have operated in all four modes that Pat McGinnis described:

- 1) In a joint venture with the Royal Bank of Canada and the provincial Government, Goodwill of Toronto prepares gang members to become operators of call centers, a project for which the US DOL gave an award;
- 2) Through contracts, we have become workforce development providers. Until three years ago we'd never met with the Department of Labor. Now we have \$20 million in contracts training at-risk youth. "We've just won a grant of twenty million as a national organization; we'd best become one."
- 3) On the regulatory front, we are "the empire of old underwear" which has led us to partner with the Consumer Products Safety Commission, with us collecting items that are dangerous and destroying them.
- 4) And on the front of voluntary partnerships and managed competition, we've managed to form a partnership among five "competing" Goodwills in Georgia in order to do contract work on welfare to work.

If we do all this well, this bridging from public to private, we can fulfill the role of being a well-respected consortium of community organizations in the leadership business. But what we need for our center leaders is leadership training on how to make these partnerships work. I don't even know if we have any graduates of your schools. We lack the ability to take what we know locally and take it national or global. How to leverage the other two sectors. We are learning the leadership component on the fly. To provide this kind of public service we need people who:

- Have knowledge of public and private finance
- Are viable community communicators
- Know how to put the right folks around the table, can speak the languages of both business and government, and are comfortable at a local or global scale.

Discussion:

- We need to redefine public service with an openness to different forms and a mix that better meets public needs. There is an instinctive logic: we must do what the private sector won't do. We're the moral force, and the only ones who will do the hard things. If the hard things are to be done, we must open up to understand the resources that are

there, the connections. Politics is the practice of creating connections.

- The accountability remains with the government. How to make it possible for the government to manage all this, and not get shot.
- That requires an experimental mindset rather than a launch of a single approach.
- Engaging Congress is required, with a focus on results, measures, evaluation. Congress is behind the times: they must move from a “gotcha” mentality.
- We’ll never get rid of demagogic press and extremes in Congress. We’ve got to grow up and not take the extremes too seriously. We each think “we” can solve it; if we are just given the freedom from the other sectors, then we can fix it. But none of us has “the” answer.
- This panel reflects the choice of two former members of Congress to now lead non-profits, and off-load the blame from the federal government. It’s tempting to blame government, but it won’t work.
- We’re defining new public policy roles. We’ve had two: public administrators, policy analysts. Now we add two more: policy consulting and policy entrepreneurs. And there is yet another level of partnership in this: policy formulation as a partnership activity among academia, government, the NGOs. We want to be here collectively, as a community, when the next policy is formulated. We have data but no sense of how to put it together.
- The key is a structure that brings together very diverse philosophies early, to think together about a problem that we have to solve a year or two down the pike. If we can create those kinds of teams, of structures, people will beat a path to that form of policy formation.
- This conversation is defining a way to attract students: “If you are a change agent, we can teach you how the three sectors work so that you can work toward change from any or all of them.”
- Partnership is essential. Yet we still need the capacity in the government to deliver and there is a generation of leadership leaving the government. You need a cadre in governmental roles who are committed to the lifetime work of equity, justice, and the fundamental values. The private sector is not in charge of those things.
- I hope these schools will talk about how you value public service, and in doing so stimulate change in the governmental sector.

Public, private and non-profit relationships in the international arena:

Elaine Chao, The Heritage Foundation

Ernest Wilson, The Center for International Development and Conflict Management

Elaine Chao: The forces we face include interdependence and convergence, and as federal regulation increases, business wants more involvement. But the differences among the sectors make understanding difficult. These partnerships require that all partners know the basic assumptions of each sector, and understand where each partner is coming from. Without understanding the cultural assumptions of the sectors, you can't move forward. We need to translate across the language differences of the sectors. And as we move into international partnerships, the core differences are even greater in terms of attitudes toward human rights, the environment, a given country's economic development, even the understanding of the genesis and origin of certain diseases. Internationally, the boundary between the for-profit and non-profit sectors, which is so clear in the US, is not present. So our students need a greater awareness of history, culture. And much greater understanding of human behavior in organizations.

Ernest Wilson: If we take these issues we've talked about—culture differences in the three sectors, information technology—and take them global we have even greater challenges. Now we face increased scope, breadth, depth and speed of transactions. And globalization increases a sense of system, changing how we think about the impacts of what we teach, on who we teach, how we teach, and what constitutes a community. In academic cultures, it will change peer review, publishing, tenure. And our students must not only prepare for working amidst diversity, but for double diversity—diversity within the US, and diversity among countries and cultures outside the US. If we believe that private, public, NGO partnerships are part of this new world, our students must be trained to do this. After all, partnerships are difficult. “Why not just work with folks you know?” Professors must be skilled and committed to partnership. We need a vision, and we need leadership from the deans.

Discussion:

- What about foreign language in this? Language is one way of understanding culture and diversity, for realizing how much we do not know about the other.
- I'm a hard liner on language. Language differentiates. There is an international dimension to so many things now. We can learn on a comparative basis; we can learn from each other. If we are not stove-piped.
- One source of diversity is our non-US students, and yet their presence soaks up the writing help that would otherwise go to the US students. There are real challenges here. Double diversity has to show up in our student body. And that has implications.
- There should be more international in the core - more culture, history, and language. More global dimensions in the core.

- If these changes are so necessary why aren't they happening? Possible reasons:
 - 1) Academic institutions are sluggish.
 - 2) It's not entirely clear that what students say they want, is what they need.
 - 3) It's a conspiracy between faculty who don't want to do it and faculty who don't want to teach it.
 - 4) Recruiters may be recruiting what we admit rather than what we teach,
- We're sending our students to China—it's our assessment they need to be dropped into another culture. And Europe doesn't count.
- We're providing a comparative orientation to our courses.
- The diversity is in your classes. But you have to tap it.
- We're in danger of “dumbing down” the curriculum by adding paste-ons. We have to keep our sights on purpose.
- The international models require attention to the human factors, to the unique regulatory environment, to the grass roots and on-the-ground support, and to the ability of the individual to foster a long-time devotion to public service within the cultural context.
- The deans have tough jobs. This conversation is pointing toward a twenty-year preparation for students who only have two years. Yet we live in a diverse nation in a networked globe. The value system of these schools must take this into account.

Information Technology and Public Service

Brian Kahin, University of Maryland
 Jeffrey Eisenach, The Progress and Freedom Foundation
 Jacqueline Hicks Grazette (moderator) University of Maryland

Jacqueline Hicks Grazette: Technology provides ways of improving service delivery particularly in the areas of analyzing data, and reducing the cost of building infrastructure. It can improve public access; yet we still experience the digital divide, and the problem with the last 100 miles. It impacts public service by obsolescing some functions—a challenge that the post office has faced. It is a means of creating learning communities, and for increasing, yet changing, democratic processes.

Brian Kahin: The private sector is different from the public with regard to technology: It is reluctant to have government set policy. It has little confidence in our government. It has less confidence in other governments. And still less confidence in networks of government. At the same time information technology is producing fundamental structural changes, which are transforming boundaries and providing a potential for new forms of distributed enterprise. We are seeing a flowering of collaborative activities. The technologies are performing coordinative functions, taking on roles that treaties used to provide for. They are engendering new enterprise models of human capital. They are speeding “dematerialization” where the value is in imbedded technology.

Jeffrey Eisenach: We need to think of technology as little “t” and big “T”. Little “t” is the impact of technology on how we do what we do now. Big “T” is about technology destroying our assumptions of how government works, how government works with the public, and particularly the idea of the “one best way” to do things, a holdover from Taylorism. We are all progressives in our belief in finding the one best way. The technologies will push us to reexamine our old assumptions, breaking the usual borders between agencies, between governments vertical and horizontal, and between the “unlike”, for example China and Microsoft. We are at a time of flux and creation, and people are faced with questions deeper than “how do I do....” This is not about tools and techniques, but rather about “thinking anew”. The technology takes our student’s way beyond cost benefit analysis; they don’t know Locke from Rousseau, so they are ill equipped to wrestle with these questions. They need the ability to invent new kinds of structures.

Discussion:

- One dean has said that the fundamental questions are those of the design of institutions, designing new forms for new times. Institutional design. There are a thousand ways to teach that, to prepare them for questions that are deeper.
- What’s genuinely new in this? Is it revolutionizing, or just changing the balance?
- If privacy is such an issue in this technology, why can’t we get at it? I think the larger danger is a new class divide. This is not universal service. We have stratification versus universal service as two possibilities.
- We know almost nothing empirically about the social impacts of technology. What would a real research agenda look like in this area?

- We confound the many dimensions of IT:

- 1) IT as transformational, as was the movement from agriculture to mechanization.
- 2) IT as a tool for doing work.
- 3) IT as a substitution policy.

IT may produce a digital divide. It may fundamentally change the nature of ownership. Both may be true. Both may be trivial.

- It might be worthwhile to ask who's driving the debate—the cyber libertarian crowd? Privacy may be a more socially constructed theory.

- All of this is work in progress, yet we are building foundations for our students, in political philosophy, in law and legal tools. We are seeing an emerging research agenda for our faculty and electives that can reflect these themes.

- The academy changes slowly. Yes Information Technology is big, but we need a sense of proportion. Is it a social transformation or something smaller? We need to convey to students the way their work may be significantly transformed. But beyond that we need to be careful until we can substantiate the claims.

Deans' Discussion

Note: The conversation about the curricular implications included the deans and directors of eleven schools and the executive directors of two of the field's professional associations. One university's representative who had to leave before the deans' conversation provided his perspectives in writing, and many of his words are included in what follows. I have organized various ideas and points of view under some major headings for the benefit of the reader. As would be expected, the comments and ideas didn't necessarily flow in the order that they are represented here. And comments are presented without attribution, with the assumption that each represents a way of thinking among leaders in this field.

What did you take from the presentations and discussions?

- New directions in public service include people entering a more expansive set of roles across all sectors.
- The interaction of those in public service will be across all sectors. Therefore if you are in any sector you need to understand what's distinctive and what's common to those sectors.
- Blurring of boundaries, globalization included, yields a new level of complexity, which our students must be able to handle.
- The structures in our institutions, and our society, are not optimal for responding to these dynamics.
- There is a diversity of views among us about how important these trends are. Are they minor in their implications or do they call for fundamental change?
- There are different approaches to these trends and realities in different schools.
- The diminishing number of our students going into public sector employment is a surprise, and represents a greater decline than suspected.
- There is a surprising degree of diversity among policy schools in terms of goals, missions, and structures—surprising even to those who lead those schools.
- The gap between our programs and student needs as expressed in the feedback from our graduates (needing more work on leadership, entrepreneurship, communication and other personal skills) is surprising to those in the field.

- There's a whole new world out there that as a field we must come to understand.
- There is a blurring of boundaries.
- Yet we are trained to be skeptical, and we didn't hear much of the voice of skepticism. The presentations were celebratory of private sector, non-profits, and partnerships. But there are more cautious or skeptical or different voices that weren't heard.
- Paul Light's work is a great start, but we need much more good data and good analysis than we now have. There are still too many anecdotes, impressions, and hopes.
- We're just not the same...one program to another.

Are there central themes about new directions in public service that didn't emerge from the presentations and discussions that we think should be part of ongoing deliberations on curriculum?

Areas of importance, beyond the three on which the presentations at this meeting focused, include:

- Ethics
- Negotiation and dispute resolution
- Leadership
- Interpersonal communications
- Understanding organizations

What is our judgment about the curricular implications of the three areas posed here (globalization, public-private, information technology) and how do we see moving forward with those curricular implications?

After having talked a bit about the ideas that stood out for the deans in the presentations and conversation of the earlier sessions, we asked ourselves these questions:

1) What is the problem or opportunity we are trying to address? Is there one?

2) Is this a matter that “They think we have a problem” or that “We think we have a problem?”

The answers to these two questions were subtext in a far ranging discussion, and the schools represented had quite different answers, prompted by differences in mission, size, location, the nature of their organizations, the institutional/university context in which they operate, the niche strategies which they have pursued, and the character of their faculties.

In the course of that conversation, we noted another fundamental set of questions lying beneath our conversation:

- In what way are our graduates able to face this new world now, and able to sustain momentum over time, as a result of their experience in our programs? How confident are we of that now? How confident are we that our courses do make them adaptable? Versatile?
- Do we know that at “steady state” (i.e. we don’t change any thing) they won’t continue to be versatile in the world as it is unfolding?

We also noted that this is not our first experience with significant changes in the context in which we prepare students for public service.

- In our earlier development as a field we experienced being out of step and we were faulted for missing the non-profit and urban perspectives.
- Now we might be faulted for missing the development and implementation of public policy across all sectors, and the perspectives of all stakeholders in that.

Still, we must consider the feedback in context of other information and the broader purposes of our schools. Feedback from the market place is important, but it doesn’t take

into account whether our students are taking the jobs we want them to take. Or if they are making the difference we, and they, hoped they would make.

- What is our legacy as schools to be? To what extent does it lie in the achievements of our alums? Of our faculty?
- What is the relationship between what we think is good for policy schools and what we think is good for the world? We need to be self-critical about our own potential self-preservation motivations in the face of a changing world.

From the conversation surrounding “Is there a problem”? “And do we think it’s a problem?” emerged this proposition:

Three trends are now discernible which potentially should affect the core curricula of public policy schools:

1. ***Public policy decisions are more often made in, or in conjunction with, the private and non-profit sectors (relative to government) than before.***
 - *The first jobs of graduates of public policy schools are increasingly in the private (including non-profit) sector.*
 - *Where a graduate takes the first job has a lasting influence on subsequent employment (career path).*
2. ***Information technology is rapidly changing the way decisions are made and which public policy decisions need to be made.***
3. ***The interdependence between the US and the rest of the world makes optimal decision making more difficult.***

Then we asked ourselves: Do these trends call for a change in public policy schools and if so, in what ways?

Questions we posed that seemed to be at the heart of the conversation:

- How do we make the case for the unique value of public affairs graduate education for those who want to make a difference in the world?
- How do we attract students and manage the boundaries within our campuses, and how do these tasks vary campus to campus?

- If non-profits are not using our graduates, should they? How can we encourage that?
- Do we see new policy roles for our students, beyond public administration and policy analysis? Candidate roles posed in the presentations included: 1) policy entrepreneurship (start-up fever) 2) brokering-consulting, and 3) multi-sectoral public policy formation.
- As public policy schools, distinct from public administration schools, is our only interest policy analysis, or are we convinced we must attend to the skills needed for these emerging roles (1-3 above)?
- Where do we get the people to teach these things? How do we “grow” the areas and the people within our schools over a period of time?
- What do our students bring with them? Experience base? Knowledge base? Prior graduate and professional education? What do they get from their experience with us? In what format? What must they get on their own through experience?
- To what extent do we influence the practice of and the quality of public policy by our recruiting and selection? What is our responsibility for attracting committed and able students? And how do the coherence and the flexibility of curriculum influence our ability to attract them? (Imbedded in this conversation, over time, was a “it’s all about pay—it’s the economy” versus “it’s about changing the world for the better—it’s about passion” argument.)
- Students come with a mix of skills. How does the curriculum complement that mix? Among them? In the case of a single student? To what extent do we wish to tailor requirements and advising to the experience level of individual students?

Other questions that popped up and were left on the table:

- What about law? Is it, like economics, a lens, a way to think, a context, a paradigm that needs integration with the programs? Is professional education in law a better analogy than business education (the MBA) for what we are doing? Is it also a stronger competitor for our students? And for the attention of employers, including the Federal Government?

- How are our programs assessing themselves, their performance? The trends? The context within which they operate? As individual schools? As a field? Some conversation about a willingness to be more creative in assessment.

Some useful observations about the current state of curricula and programs at the participating schools were woven throughout the deans' conversation:

- Internet research presents challenges for our students (and for some of our faculty).
- Globalization in the public policy core at one school will mean less public management.
- Specialization at one school occurs both within the program and by drawing from across campus.
- At one school a new independent degree has drawn in new faculty. Another school that wouldn't pursue that strategy of an independent degree observes, "You should live and be well," underscoring the theme that we are well served by unique strategies school to school.
- Globalization is being addressed in (at least) two ways: an international track, or all students get international in the core.
- We explored the case of a newly hired faculty member with expertise in comparative political systems who transformed a standard offering of public administration and democracy. Will it stick? Is this our model of transformation, where the key leverage is the decision to hire a faculty with a particular orientation, hoping that as things unfold, that orientation will influence many small decisions and developments?
- One person advocated as a first-step alternative to "internationalization," systematically stripping all courses of their US-centric dimensions, making them at least generic.
- One way to integrate some of these newer themes is through a policy exercise, thus beginning the students' graduate program experience with an intensive experience demonstrating how important the core is, not only in itself, but also to specializations.
- What's key is the faculty. Does this mean getting new folks or encouraging new thinking with existing folks?
- It means encouraging the faculty we have who already want to move in these directions.
- It also falls to the leadership of the departments and schools to set some of these priorities or directions.

- In the old world the speed of evolutionary change was OK; does the velocity of change today, in our context, mean we need to do something to speed adaptation?
- This isn't about courses; it's about the inquisitiveness of faculty.
- It's also about leadership.
- And it's also about courses and specializations;
- It's about deans from the international arena wanting to make a mark;
- Some schools believe these themes require substantive specialization not just building links with other units on campus.
- Others believe that where there are low boundaries with other campus units, programs can pursue these themes and specializations by tapping the offerings of those other units.
- The word "globalization" has a number of dimensions and prompts a number of responses from schools. These include offerings on international institutions and systems, and on comparative policy. The importance we place on our students appreciating international cultures and values is also at the heart of a focus on "globalization." At the very least, our graduates need an understanding that people think differently.
- There's a tension between having distinct courses in areas we think have growing importance, and infusing those areas into the full curriculum. Both approaches are in use.
- If we add something new to the core, something has to go.
- Many agreed that understanding the basic political thought behind fundamental institutions is key to our students' success but many disagreed with the proposition of one of the presenters that basic political thought is a useful way to explore and shape the role of information technology in public policy.
- Ethics is universally considered important. Some schools have it in the core. Others don't.
- Our multidisciplinary approach is a strength, but it makes finding a common vision for a core difficult.

Some conclusions:

- The maturing of this field is marked by both a clearer central core and also greater uniqueness school to school.
- There is a sense that different schools are choosing different strategies and that seems to serve them well, and to an extent it serves the field. Yet we struggle as individual schools, and as a field, with the need for students and employers to understand the commonality among the offerings, in the same way that they understand a commonality among MBA's and among law degrees.
- And furthermore there is a need to understand the distinctiveness of our degree (its unique value) vis a vis MBAs and law degrees.
- The idea of a curriculum continuum (new core requirements, course electives, using courses from other colleges, guest lecturers) gets at many of the ideas we explored for responding to these trends, and it describes the range of responses of individual schools to date.
- A continuum or evolution may also be seen in the development of a "field" within a school: initially the field "emerges" in forums and guest lecturers, and then comes to be represented by adjunct faculty who have specific expertise not found in the core faculty. They are followed by full-time non-research practitioner faculty, and by the building of partnerships and strategic alliances inside and outside of the institution. An institute or center often anchors the field, and finally the school is able to both find and grow research faculty.
- We are less constrained in meeting these curriculum challenges if we consider multiple delivery mechanisms: two-day institutes, seven and a half week courses, "minis," and workshops.
- Is this natural evolution fast enough? How do you speed it?
- One point of view: If you assume a living faculty, we don't need help doing this. It's not that we don't need to take these three issues into consideration; it's just that the intellectual vitality of the faculty will take us where we need to go.
- Another point of view: the leadership of the department, school, and within the field, should encourage folks who want to move in these new directions, support key hires along strategic dimensions, and experiment with new structures (centers, multi-campus programs, joint degrees, different course structures including seven and a half week courses, minis, policy exercises) which can speed adaptation to these external dynamics.

- The tenureability of faculty members in new areas (for instance information technology, leadership, international) is a perennial challenge. It has ever been thus for these schools. Over time, we have overcome it in other areas.
- A good deal of our uniqueness, and a common denominator among us, is our seeking students who have public service interest, a commitment to solving public problems, a desire to “save the world.” Our students want to somehow save the world, in a systemic way and they want to make a good living.
- We are increasingly looking for individuals who can span boundaries of various kinds. In doing so, we are moving from interdisciplinary to multidisciplinary faculty. That move has implications for getting a faculty to work together. What are the implications of multidisciplinary for shaping a field that will be coherent and hang together in the minds of our students and their employers?
- If you aren’t addressing these key questions by changes in curriculum, are you doing your students a disservice? Some of us say yes, and some say no.
- Information Technology is the area that seems hardest to address with our existing faculty. Our existing faculty can move toward international, and toward the implications of the blurring of the sectors in the forming of public policy. But IT is different.
- In the area of information technology there is a (short-term?) gap between the technical knowledge of our students and the technical knowledge of some of our faculty.
- We also are challenged to be able to define the public management and policy dimensions of IT. Do we need students mentoring the faculty on the technical side? How do we develop the intellectual capital to address the public management and policy dimensions?
- The challenges we face as a field, and as deans, may be second order issues:
 - 1) How to manage these various creative responses at the various schools.
 - 2) How to characterize the field that emerges from those creative responses, coherently.
 - 3) How to find new faculty and develop new areas.
 - 4) How to get the faculty who are increasingly multidisciplinary to work together.

- Our unique contribution as a field lies in understanding the policy questions and defining the role of the public sector in its greater present complexity so it is attractive to our students. That is our central focus. That focus requires staying aware of the other two sectors (nonprofit and private sectors).
- The uniqueness of our offering lies in
 - Policy analysis as key skill.
 - Specializations with real strength.
 - Understanding the institutions within which we address public policy issues.
- From the perspective of the field as a whole, we can see the success of these schools at responding to dramatic changes in the field. Perhaps we now need to move beyond the individual choice issues of the schools to collective choice issues of how do we work together.

What was the value to the deans in taking time for this kind of “thinking out loud together”?

Various deans and directors cited the value of translating these challenges into back home ideas as a way to think through upcoming decisions in their home institutions. For others, the conversation helped confirm some hunches, and firm up ideas. It put some ideas in sharper focus. For one school, having just completed a one-year review in which none of these issues emerged, the conversation is a reminder to make sure the campus links for addressing these developments are in place. Several folks found it helpful to think about the issues of the central core versus flexibility. One person noted the importance of having a single message so that we can be more effective as a field in admissions. One cited the progress various schools had made in implementing dimensions of the “new public service.” For another, the session raised the value of more standard nomenclature in the field. Though optimistic, folks sensed the slowness of educational institutions to change and adapt. Yet one noted, these smaller policy schools aren’t so weighed down by baggage, and perhaps that’s why they can move more quickly in response to changes. Leverage may be in nomenclature and core, which can help us articulate what we stand for. For some schools, the three themes of this forum had already emerged from strategic planning processes in their institutions and the outside speakers and practitioners’ experiences they heard here will provide additional guidance for sorting through options. Particularly where institutions face transitions in leadership, this quality of conversation is helpful in sorting out and sharpening thinking, clarifying issues and structuring thinking for upcoming discussions. It has helped the deans ask the right questions and create space to think about them.

Appendix A
Biographies

Linda C. Babcock

*Acting Dean of the H. John Heinz III School of Public Policy and Management
James M. Walton Professor of Economics
Carnegie Mellon University*

Professional background



Linda C. Babcock is Professor of Economics and Acting Dean at Carnegie Mellon University's H. John Heinz III School of Public Policy and Management. Dr. Babcock's degrees include a BA in Economics from the University of California at Irvine and an MA and Ph.D. in Economics from the University of Wisconsin at Madison. She has received several research grants from the National Science Foundation and has been a visiting professor at the University of Chicago's Graduate School of Business, the Harvard Business School, and the California

Institute of Technology. In 1991 she received the Heinz School's Emil Limbach Award for teaching excellence.

Research-related activity

Dr. Babcock's research is conducted at the interface between economics and psychology. In her work she explores the causes of impasses in negotiations and the way that negotiators process the information. Her research has appeared in the most prestigious economics, industrial relations, and law journals, including the *American Economic Review*, the *Quarterly Journal of Economics*, *The Journal of Economic Perspectives*, *Industrial and Labor Relations Review*, *Industrial Relations*, and the *Journal of Legal Studies*. Her recent work examines the effect of tort reform on litigation and the role of cognitive biases in causing negotiation impasses. She provides negotiation expertise to numerous public sector, not-for-profit organizations, and private sector organizations. She is currently writing a book entitled "Women Don't Ask" that advises women on how to negotiate.



A. James Barnes

*Former Dean of the School of Public and Environmental Affairs
Indiana University*

Current Employment:

Visiting Professor of Law, Indiana University School of Law, Bloomington, Indiana. 2000-2001.

Professor, School of Public and Environmental Affairs, Indiana University. 1988 to present.

Dean, School of Public and Environmental Affairs, Indiana University. August, 1988 to July, 2000.

One of the largest and leading schools of public policy, public management, and environmental science and policy, SPEA has some 100 full-time faculty and 60 part-time faculty, operates on six main campuses, and offers bachelor's, master's, and doctoral degrees, as well as executive education programs. During my tenure, SPEA was the #3 ranked program in public affairs and the #1 ranked program in environmental policy; programs in non-profit management and information systems and technology were initiated under my leadership. I taught several graduate courses in environmental law and ethics. My interests include environmental law and policy, alternative dispute resolution (ADR), and ethics and the public official.

Member, Board of Trustees, National Institute for Global Environmental Change.

Member, Board of Trustees, America's Clear Water Foundation.

Center for Public Resources Environmental Panel, New York, New York.

Member of pool of neutrals for resolving significant hazardous waste and other environmental disputes by alternative dispute resolution.

Private Adjudication Center, Cary, North Carolina, panel of arbitrators for resolution of disputes involving claims against the Dalkon Shield Claimants Trust.

Prior Professional Experience:

Member, Board of Directors, Long Island Lighting Company, Hicksville, NY, 1992-1998.

Deputy Administrator, U.S. Environmental Protection Agency, 1985 to 1988.

Chief operating officer of the agency with a budget of more than \$4 billion and 14,000 employees. Extensive involvement in development of environmental legislation, law, policy, and regulations. Major role in development and implementation of agency's human resource program and management information/tracking systems. Represented the U.S. government in a number of international forums. Received agency award for Exemplary Leadership in Human Resource Management.

General Counsel, U.S. Environmental Protection Agency, 1983 to 1984.

Chief legal advisor to Administrator William D. Ruckelshaus and the agency; responsible for managing 100 attorneys in the General Counsel's office and 200 attorneys in the Regional Counsel offices.

General Counsel, U.S. Department of Agriculture, 1981 to 1983.

Chief legal advisor to Secretary John Block and the department ; responsible for managing 240 attorneys in the General Counsel's office.

Beveridge, Fairbanks & Diamond, Washington, D.C., 1975 to 1981.

Partner from 1977-1981. Practice included primarily environmental, occupational safety and health law, litigation, and commercial law.

Adjunct Professor, School of Business Administration, Georgetown University, 1975 to 1981.

Courses included business law and social responsibilities of business.

Campaign Manager for Governor William G. Milliken of Michigan, 1974.

Managed successful reelection campaign.

Assistant to Deputy Attorney General William D. Ruckelshaus, U.S. Department of Justice, Fall 1973.

Assistant to the Administrator of the U.S. Environmental Protection Agency, 1970 to 1973.

Participated in the formation of the EPA and served as Chief-of-Staff to its first Administrator, William D. Ruckelshaus.

Trial Attorney and Special Assistant to Assistant Attorney General William D. Ruckelshaus, Civil Division, U.S. Department of Justice, 1969 to 1970.

Assistant Professor, Graduate School of Business, Indiana University, 1976 to 1969.

Taught business law and real estate law. Recipient of distinguished teaching award given by the Class of 1969.

Education:

Harvard Law School, Cambridge, Massachusetts
J.D., 1967, cum laude.

Michigan State University, East Lansing, Michigan
B.A., 1964, with High Honors; Honors College; served as student body president.

Honors:

Sagamore of the Wabash (2000) - Highest honor bestowed by Governor of Indiana

Fellow, National Academy of Public Administration (1999)

Major Publications:

Law for Business, Barnes, Dworkin, and Richards; published by Richard D. Irwin Co.; (7th Edition 1999)

Business Law and the Regulatory Environment, Metzger, Mallor, Barnes, Bowers, and Phillips; published by Richard D. Irwin Co; (11th Edition 2000)

Law of Commercial Transactions and Business Associations, Bowers, Mallor, Barnes, Phillips; published by Richard D. Irwin Co; (1st Edition 1995)

Essentials of Business Law and the Regulatory Environmental, Dworkin, Barnes, and Richards; published by Richard D. Irwin Co; (1st Edition 1995)

Personal Data:

Birthdate: August 30, 1942

Married to Sarah Jane Hughes, University Scholar in Law, School of Law, Indiana University.

Three daughters: Morey Elizabeth (22); Laura LeHardy (18); and Catherine Farrell (15).

Rebecca M. Blank

*Dean of the Gerald R. Ford School of Public Policy
University of Michigan*



Rebecca M. Blank is the Dean of the Gerald R. Ford School of Public Policy at the University of Michigan, Henry Carter Adams Collegiate Professor of Public Policy, and Professor of Economics. Prior to coming to Michigan, she served as a Member of the President's Council of Economic Advisors from 1997-1999. She has been Professor of Economics at Northwestern University and served as the first Director of the Northwestern/University of Chicago Joint Center for Poverty Research and was also a member of the research faculty at NU's Institute for Policy Research. She taught for several years at Princeton University and served for a year as a Senior Staff Economist with the Council of Economic Advisors. She holds a Ph.D in economics from M.I.T.

Professor Blank's research has focused on the interaction between the macroeconomy, government anti-poverty programs, and the behavior and well-being of low-income families. Her latest book, It Takes A Nation: A New Agenda for Fighting Poverty, was published by Princeton University Press in 1997 and won the Richard A. Lester Prize for the Outstanding Book in Labor Economics and Industrial Relations. Recent research includes analysis of changes in public assistance caseloads in the 1990s, the relationship between economic growth and income distribution over the 1980s, and a book comparing social protection programs between the U.S. and other industrialized countries, Social Protection vs. Economic Flexibility: Is There a Trade-off? Professor Blank has published extensively in economics and policy-related journals, and serves on a variety of professional and advisory boards. In 1993, she received the David Kershaw award, given bi-annually to the young scholar whose work has had the most impact on policy.

Within the economics profession, Professor Blank has served on the executive committee of the American Economic Association (AEA) and chaired the AEA's Committee on the Status of Women in the Economics Profession. She has also been co-editor of the Journal of Public Economics, the Journal of Economic Education, and Feminist Economics.

Professor Blank is married to Johannes Kuttner and has one daughter.

Michael Brintnall

Executive Director of the National Association of Schools of Public Affairs and Administration



Michael Brintnall is Executive Director of the National Association of Schools of Public Affairs and Administration, and National Director of Pi Alpha Alpha, the national honor society for public affairs and public administration. He was previously the Director of Professional Affairs at the American Political Science Association.

Dr. Brintnall has served as the Vice President for Academic Affairs, and Associate Professor of Political Science at Mount Vernon College in Washington, DC; and was Assistant Professor of Political Science at Brown University, Providence, Rhode Island. His teaching and research interests have included urban public management, policy, and politics, evaluation research, and the study of economic development within cities.

Brintnall also served in the federal government as Director of the Economic Development Program Evaluation Office at the U.S. Department of Housing and Urban Development, where he managed research studies of U.S. government urban programs, and as a Research Analyst in HUD's Office of Policy Development and Research, from 1980 to 1986.

He received his Ph.D. degree from the Massachusetts Institute of Technology in Cambridge, Massachusetts in 1976; and completed his undergraduate studies at Amherst College in 1968. He lives in Glen Echo, Maryland, where he is a member of the Town Council.



William E. Brock

Founder and Chairman of the Intellectual Development Systems, Inc.

1996 -	Founder and Chairman - Intellectual Development Systems, Inc.
1988 - 1995	Founder and Chairman - The Brock Group, a firm specializing in international trade, investment and human resources.
1985 - 1987	United States Secretary of Labor
1981 - 1985	United States Trade Representative
1977 - 1980	Chairman, The Republican National Committee
1971 - 1976	United States Senate - Tennessee
1963 - 1970	Member of Congress - Third District of Tennessee
1957 - 1962	Vice President, The Brock Candy Company, Chattanooga, TN
1953 - 1956	Lt. Jg. U.S. Navy
1949 - 1953	Washington and Lee University, Lexington, Virginia Degree: Bachelor of Science in Commerce

MILESTONES OF THE PAST TWO DECADES

I International Trade

1. Recognized (by *The Financial Times of London*, among four others) as an initial father of the recently successful Uruguay Round of Trade Negotiations - and of its results: The World Trade Organizations (WTO). Senator Brock is given particular credit for the expansion of the GATT, the world's international trade organization, to encompass for the first time, intellectual property, services, and investment.
2. Co-creator of Eminent Persons Group of senior cabinet level ministers from Asia, Europe, and the Americas, which worked to bring the Uruguay Round to a successful conclusion.
3. Initiated the first free trade agreements ever negotiated by the United States, first with Israel, then Canada, and the Nations of the Caribbean basin, subsequently proposed new free trade initiatives in Mexico, the Americas, and Asia.
4. Created the Quad Forum, a quarterly informal meeting of the Trade Ministers of Europe, Japan, Canada, and the United States, leading to far greater and more effective communication and coordination and, subsequently, initiated the Rio Group of leading trading nations to facilitate greater coordination between trade and finance ministries.

II In Labor, Education, and Training

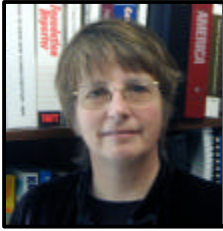
1. 1985 - 1987 Widely praised for his strong executive leadership in reviving a Department of Labor in a virtual state of collapse.
2. 1986 - 1987 Sponsored the landmark study of workforce and workplace trends in a global economy entitled "Work Force 2000".
3. 1988 - 1989 Co-Chaired the National Commission on the Skills of the American Workforce and its widely heralded report, "America's Choice, High Skills or Low Wages".
4. 1990 Co-edited with Robert Hormats, "The Global Economy".
5. 1991 - 1992 Chaired the SCANS (Secretary's Commission on Achieving Necessary Skills) Commission whose recommendations set a new course for elementary and secondary education.
6. 1992 - 1993 Chaired the Wingspread Group on Higher Education and published "An American Imperative, Higher Expectations for Higher Education."
7. 1993 The National Academy of Human Resources awarded him its highest tribute for outstanding life achievement in advancing human development.

III. Other Contributions

1. Senator Brock was one of the four founders of the National Endowment for Democracy (NED), serving as its chair from 1988 – 1991. During his tenure at NED, many of the democratic movements, funded by NED throughout the eighties, became catalysts in the 1989 collapse of the Socialist world.
2. Senator Brock Chaired the Republican Party through its renaissance from the decimating elections of 1974 and 1976 to the successful 1980 recapturing of the White House and, for the first time since 1954, the United States Senate.
3. Senator Brock is Senior Counselor and also Trustee of the Center for Strategic and International Studies in Washington, DC. He serves as well on the Board of the following philanthropic, education, and economic organizations: The Committee for Economic Development, the Bretton Woods Committee, Jobs for the Future, The Merrow Report, Kids Voting USA, the Council for Basic Education, the New Standards Project, and the American Council for Capital Formations.

Judy Sorum Brown

Visiting Professor at the School of Public Affairs
University of Maryland



Judy Sorum Brown is an educator, leader, writer, and poet, whose work revolves around themes of leadership, change, learning, dialogue, diversity, and renewal. She is particularly interested in the practice of leadership across boundaries, including the boundaries among the public sector, the non-governmental sector, and private enterprise.

A former White House Fellow, and assistant to the US Secretary of Labor, she serves as a Senior Fellow for the Center for Public Policy and Private Enterprise of the School of Public Affairs at the University of Maryland, and at the moment as interim executive director of that Center. She teaches leadership and management at the School of Public Affairs, and is involved in the School's programs on "smart growth."

A Midwesterner from a small fishing village in northwest Michigan, her heritage is that of agriculture and cooperative extension, which has given her a commitment to the practical use of ideas, thinking, research and science as a way to transform our lives and our work. Born into a conservationist family in a rural area, and the former owner and operator of a large dairy farm in Western Maryland, she is particularly committed to encouraging thoughtful decision-making on the part of policy makers and private enterprise in the area of development and the environment. She is committed to helping re-shape thinking about how sectors, working together, might have a more effective role in influencing the health of our economy, our communities, and our environment.

She is also an affiliate faculty member of the College of Engineering of the University of Michigan at Dearborn, the Fetzer Institute where she is one of the founding facilitators of the Courage to Teach Program and the James MacGregor Burns Academy of Leadership at the University of Maryland.

Her work with leaders across all sectors includes projects with the team leading quality and reliability efforts at Visteon, the components business of Ford Motor Company which recently was spun independent, and with that corporation's transition to lean manufacturing. In the non-profit sector, she heads the faculty of the American Symphony League's Leadership Institute for Symphonies and also works with the Walters Art Gallery in Baltimore. And she continues her work in the public sector, in K-12 education, with the Courage to Teach program in the Baltimore/Washington area.

Her publications include a book of personal reflections on the public policy issue of end of life decisions, *The Choice* (Conari), a chapter on the process of dialogue in *Learning Organizations* (Renesch and Chawla), a chapter in Peter Vaill's forthcoming book on the practices of leadership, and most recently, a collection of her own poetry about work and leadership, *The Sea Accepts all Rivers* (Miles River Press).

She holds a PhD in comparative literature from Michigan State University, has served as Assistant Dean of Undergraduate Education and then later as Assistant Dean and Director of Executive Programs of the business school at the University of Maryland, and as Vice President and Senior Fellow of the Aspen Institute where she was responsible for a partnership with the Business Roundtable on the reform of K-12 education. She lives in Washington, D.C. with her daughter Meg who attends high school at Sidwell Friends School and their golden retriever, Dickens.

Elaine Chao

Distinguished Fellow at The Heritage Foundation



After graduating from Harvard Business School, Elaine Chao began a remarkable professional journey that firmly established her reputation for accomplishment in business, government, and the nonprofit sector.

In 1992, she was recruited to be the president and CEO of United Way of America (UWA). During her tenure at UWA, she brought a combination of intellect, common sense, and determination to solving the tremendous crisis facing the country's largest vehicle for charitable giving. Tarnished by mismanagement before her arrival, UWA had in Chao a leader who successfully turned it around. Under her leadership, overall fundraising increased and public confidence returned to the United Way system.

Prior to joining the UWA, Chao was director of the Peace Corps, the world's largest international volunteer organization. Her initiatives included the establishment of the first Peace Corps programs in the Baltic nations of Latvia, Lithuania, Estonia, and the newly independent states of the former Soviet Union.

Before joining the Peace Corps, Chao was deputy secretary of the U.S. Department of Transportation (DOT). As the second-in-charge at DOT, she helped to manage 104,000 employees and a budget of \$30 billion. Prior to DOT, she was chairman of the Federal Maritime Administration. During her service in the federal government, she became the highest-ranking Asian Pacific American appointed to the executive branch in U.S. history.

Before entering public service, she was vice president of syndications at BankAmerica Capital Markets Group in San Francisco. She won a White House Fellowship in 1983, and was a transportation banker at Citicorp, New York, upon graduating from business school.

She received her M.B.A. from the Harvard Business School and her undergraduate degree in economics from Mt. Holyoke College. She has also studied at M.I.T., Dartmouth College and Columbia University.

Active in many volunteer activities, Chao has received numerous awards for her professional accomplishments and community service. She is the recipient of honorary doctorate degrees from Villanova University, Sacred Heart University, St. John's University, Drexel University, Niagara University, Thomas More College, Bellarmine College, University of Toledo, University of Louisville, Goucher College, Kentucky Wesleyan University, and University of Notre Dame. She was also selected as one of the Ten Outstanding Young Women, and received the Outstanding Young Achiever Award from the National Council of Women. Her alma mater, Mount Holyoke, has named her an Outstanding Young Alumnae, and she has been awarded the Harvard University Graduate School of Business Alumni Achievement Award, the highest honor awarded by the

University. *Washingtonian Magazine* has named her as one of Washington's 100 most powerful women, and *Newsweek* has named her among America's new generation of leaders.

Currently a distinguished fellow at The Heritage Foundation, Chao serves on a number of nonprofit and Fortune 500 corporate boards, including Dole Food Company, Inc., NASD, Inc., (parent company of the Nasdaq stock market), Columbia/HCA Healthcare, Clorox, and Northwest Airlines. She has appeared on *Good Morning America*, CNN, MSNBC, *The NewsHour with Jim Lehrer*, and *John McLaughlin One-on-One*, as well as many other television and radio programs.

Chao is married to United States Senator Mitch McConnell of Kentucky.

Erik A. Devereux

Executive Director of the Association for Public Policy Analysis and Management



Erik A. Devereux became the third executive director of the Association for Public Policy Analysis and Management (APPAM) on January 19, 1999. In this capacity he is responsible for the management of all the Association's programs and activities, including a major national public policy research conference. In addition to his duties at APPAM, Devereux is a member of the board of directors and secretary/treasurer of the Public Policy and International Affairs Program, an organization that promotes diversity in public service, and a member of the board of directors of Policy Women-Management Women, an organization that supports research and discussion of the role of gender in public policy. Before joining APPAM, he served for seven years on the faculty of the H. John Heinz III School of Public Policy and Management at Carnegie Mellon University. At the Heinz School, Devereux taught a required core course in the politics of the policy process and elective courses in policy analysis. He was the recipient of the Heinz School's annual teaching award in 1993 and 1996. Between 1995 and 1998 he was director of the school's Master of Science in Public Policy and Management program and led systematic reviews of concentration areas in management and policy analysis and of the capstone project requirement. Devereux has a Ph.D in political science from the University of Texas at Austin.

Tom Downs

Former CEO

National Association of Home Builders

Tom Downs most recently served as the CEO of the National Association of Home Builders. He was previously the Chairman and CEO of Amtrak. He has also served as Chair of the New Jersey Transit Corporation and Commissioner of Transportation for New Jersey, as well as President of the Triboro Bridge and Tunnel Authority in New York. Tom has also served as the City Administrator of Washington, DC, and as executive director of the Federal Transit Administration. Tom was also a White House Fellow.

Jeffrey A. Eisenach

President of The Progress & Freedom Foundation



Jeff Eisenach is President of The Progress & Freedom Foundation, which he helped found in 1993.

Since 1995, Eisenach has also served on the faculty of Harvard University's Kennedy School of Government, teaching a course on "The Role of Government in the 21st Century." Concurrently, he serves on the Board of Directors of the Internet Education Foundation, on the advisory board of the American Assembly's "Uniting America" project. Dr. Eisenach is also a member of the Steering Committee for the Global Internet Summit to be held in Virginia in the year 2000.

Eisenach received his Ph.D. in Economics from the University of Virginia in 1985, and has served on the faculty at both George Mason University and Virginia Polytechnic Institute. His career in public service includes stints as a Senior Economist at the U.S. Federal Trade Commission and two tours of duty at the White House Office of Management and Budget under President Reagan. In 1985 and 1986, he served as Chief of Staff to the Director of OMB, James C. Miller III.

In the private sector Dr. Eisenach has held positions as a Research Associate at the American Enterprise Institute, a Visiting Fellow at the Heritage Foundation and a Senior Scholar at the Hudson Institute. In 1988, he founded Washington Policy Group, a public policy consulting firm, which he headed from 1988 through 1993. He has also worked in the political world, serving as Director of Research for Pete du Pont's Presidential campaign in 1986 and 1987, and as Executive Director of GOPAC, a national Republican training organization, from 1991 through 1993.

Eisenach received his B.A. in economics from Claremont McKenna College in 1979, where he won the Frank W. Taussig Award, presented annually by the American Economic Association for the best undergraduate economics papers in the United States. He is the author or editor of several books, including most recently *Competition, Innovation and the Microsoft Monopoly* (Kluwer, 1999), he has authored numerous articles in scholarly journals and writes frequently for the pages of such national publications as *Forbes ASAP* and *The Wall Street Journal*.

Scott Fosler

*Roger C. Lipitz Senior Fellow at the Center for Public Policy and Private Enterprise
Visiting Professor at the School of Public Affairs
University of Maryland*



R. Scott Fosler (M.P.A. Woodrow Wilson School of Public and International Affairs, Princeton University), a leader in innovations in governance, is a Visiting Professor and the first to hold the title of Roger C. Lipitz Senior Fellow in the Center for Public Policy and Private Enterprise. Before joining MSPA, Fosler served as president of the National Academy of Public Administration (NAPA), a nonpartisan organization chartered by Congress to help improve the American system of governance. With expertise in fostering public/private partnerships, Fosler has held several positions in the public and private sectors and in academia, including vice president and director of government studies for the Committee for Economic Development (CED), senior staff member of the Institute of Public Administration of New York, and a staff member of the U.S. National Commission on Productivity. Fosler was also elected to two terms on the County Council of Montgomery County, and served as president of the Council and of the Metropolitan Washington Council of Governments. Fosler currently chairs the board of directors of the National Civic League. Among his publications, he co-authored *Demographic Change and the American Future*, edited *The New Economic Role of American States*, and co-edited *Public-Private Partnership in American Cities*.

William A. Galston

*Professor at the School of Public Affairs
Director of the Institute for Philosophy and Public Policy
University of Maryland*



William Galston is a Professor at the School of Public Affairs, University of Maryland at College Park, and Director of the University's Institute for Philosophy and Public Policy. He was on leave from January 1993 through May 1995, serving as Deputy Assistant to president Clinton for Domestic Policy. He is currently serving as Executive Director of the National Commission on Civic Renewal, co-chaired by Senator Sam Nunn and former Secretary of Education William Bennett and funded with a grant from the Pew Charitable Trusts. Professor Galston is the author of six books and numerous articles in the areas of political philosophy, public policy, and American politics.

Professor Galston's prior political involvement includes service as chief speechwriter for John Anderson's National Unity campaign (1980), as Issues Director for Walter Mondale's presidential campaign (1982-1984), and as a senior advisor to Senator Al Gore's campaign for the Democratic presidential nomination (1988). Since 1989 he has served as a senior advisor to the Democratic Leadership Council and the Progressive Policy Institute.

Jacques S. Gansler

*Under Secretary of Defense for Acquisition and Technology
U.S. Department of Defense*



The Honorable Jacques S. Gansler was confirmed as the Under Secretary of Defense for Acquisition and Technology on November 5, 1997. In this position, he is responsible for all matters relating to Department of Defense acquisition, research and development, logistics, acquisition reform, advanced technology, international programs, environmental security, nuclear, chemical, and biological programs, and the defense technology and industrial base.

Prior to his appointment by President Clinton, Dr. Gansler was Executive Vice President and Director for TASC, Incorporated, an applied information technology company, in Arlington, Virginia. Prior to 1977, he was Deputy Assistant Secretary of Defense (Materiel Acquisition); Assistant Director of Defense Research and Engineering (Electronics); Vice President, I.T.T.; Program Management, Singer Corporation; and Engineering Management, Raytheon Corporation.

Previously, Dr. Gansler served on numerous special committees and advisory boards to include Vice Chairman, Defense Science Board; Chairman, Board of Visitors, Defense Acquisition University; Director, Procurement Round Table; Chairman, Industry Advisory Board of Visitors, University of Virginia; Chairman, Board of Visitors, University of Maryland, School of Public Affairs; member of the FAA Blue Ribbon Panel on Acquisition Reform; and senior consultant to the "Packard Commission" on Defense Acquisition Reform.

From 1984 to 1997, Dr. Gansler was also a Visiting Scholar at the Kennedy School of Government, Harvard University. He is an Honorary Professor, Industrial College of the Armed Forces; and formerly was a Visiting Professor at the University of Virginia.

Dr. Gansler graduated from Yale University (BE); Northeastern University (MSIEE); New School for Social Research (MA/Political Economy) American University (Ph.D/Economics). Dr. Gansler is the author of *Defense Conversion: Transforming the Arsenal of Democracy*; *Affording Defense*; and *The Defense Industry*. He is also a contributing author on 12 books on national security, research and development management, and public administration, as well as numerous journal papers, newspaper articles, and Congressional testimony.

In January, 2001, Dr. Gansler will join the faculty of the University of Maryland School of Public Affairs, where he will hold the Roger C. Lipitz Chair in Public Policy and Private Enterprise at the University of Maryland.

Fred Grandy

President and Chief Executive Officer of Goodwill Industries International, Inc.



Fred Grandy is president and chief executive officer of Goodwill Industries International, Inc. and its international component, Goodwill Global, Inc. These two organizations make up the world's largest network of privately operated vocational rehabilitation and employment organizations. There are currently 180 community-based Goodwill Industries agencies in the United States and Canada with a net worth of \$1.4 billion. Goodwill Global encompasses 46 associate member organizations in 36 countries outside of North America.

Grandy's communication skills, honed during a successful acting career and combined with management instincts and political know-how, have contributed to Goodwill's newly recognized leadership status among nonprofits. He came to Goodwill in July 1995 via Harvard, Hollywood and the House of Representatives.

As an actor, Grandy is best known for his role on the original version of television's long-running series, "The Love Boat," in which he starred from 1977-1985. Prior to his Hollywood career, he graduated magna cum laude from Harvard University in 1970 with a degree in English. He still performs when time permits.

In 1985, looking for new challenges outside of show business, Grandy successfully ran for Congress representing northwest Iowa and his hometown of Sioux City. He served four terms in the U.S. House of Representatives from 1986-1994, distinguishing himself as a well-respected and independent thinking member of the powerful House Ways and Means committee. Grandy stepped down from his House seat to seek the Iowa Republican gubernatorial nomination in 1994, which he lost by a narrow margin. Available to pursue other interest, he was tapped by Goodwill to serve as its president and CEO. Under his leadership, Goodwill is intentionally recognized as a well managed and respected nonprofit organization.

He makes his home in suburban Maryland with his wife, Catherine Mann, a novelist, and their daughter, Monica, age 11. His daughter Marya, age 29 and his son Charlie, age 27, reside in New York where they are following in their father's footsteps launching their own show business careers.

Jacqueline Hicks Grazette

*Executive Director of the Center for Public Policy and Private Enterprise
University of Maryland*



Jacqueline Hicks Grazette is Executive Director of the Center for Public Policy and Private Enterprise (CPPPE) at the Maryland School of Public Affairs. In this capacity, she plans research, programs and other initiatives dedicated to fostering cooperation and shaping policy that effects the private, non-profit and public sectors.

Grazette brings to SPA experience as a practitioner, researcher and developer of educational content in several of CPPPE's targeted sectors. Her public sector experience includes eight years as an executive at the Smithsonian Institution, serving first as the founder and director of its African American Studies Center, and then as Assistant Director of the National Air and Space Museum, where she was responsible for educational programs, products and teaching services at the largest and most visited museum in the world. Selected by then Secretary Robert Adams to chair the strategic planning and federal appropriation process for the entire Smithsonian, Grazette worked with the museum's leadership to develop for Congress a new vision, mission and areas of emphasis statement that reflected a greater commitment to public education and service. In addition to her administrative responsibilities, Grazette helped the Smithsonian establish itself via content with programs such as the nationally televised "Town Meeting: the Black Vote," (featuring the late Barbara Jordan and UMD's own Ron Walters) and the ground-breaking "How Things Fly" science education gallery funded by NSF, NASA and the Cessna Corporation. For her work at the Smithsonian, Grazette was voted "Outstanding Museum Educator of the Year," by the National University and Continuing Education Association.

Most recently, Grazette worked as a consultant and advisor to George Washington University, conducting a competitive analysis and feasibility study for the design of a new College of Professional Studies. She created for approval by the President and Board of Trustees prototypes for degrees, certificates and research institutes to help launch the new college.

With a B.A. in English and American Literature and an MBA from Harvard University, Grazette was profiled in *Working Woman* as one of the rare MBA's with significant experience in both the for-profit and non-profit sectors: companies and organizations for which she has either worked or consulted include Harbridge House, Harvard University, the Gillette Company, New Community After-School and Advocacy Program, the National Black Child Development Institute, AT&T, Federated Department Stores, the United Furniture Workers Labor Union, Time-Warner, Home Box Office, the Maryland National Capitol Park and Planning Commission, and UNC Venture Capital. She has appeared as a consultant and speaker in numerous television, radio and media publications, and has designed and taught executive development programs for corporations, non-profit organizations and professional associations.

Kirsten A. Gronbjerg

*Associate Dean of the School of Public and Environmental Affairs
Indiana University, Bloomington*



Kirsten A. Gronbjerg is Professor and Associated Dean for Academic Affairs at the School of Public and Environmental Affairs at Indiana University, Bloomington, adjunct professor of Philanthropic Studies at the Indiana University Center on Philanthropy, and adjunct professor of sociology at Indiana University, Bloomington. She has held faculty appointments at Loyola University Chicago (where she also served as chair of the Department of Sociology-Anthropology), the State University of New York at Stony Brook, and Hofstra University. She has also served as a Faculty Associate of the Chapin Hall Center for Children at the University of Chicago. A native of Denmark, she earned an undergraduate degree in sociology at Pitzer College in Claremont, C.A. and MA and Ph.D. degrees in sociology at the University of Chicago.

She is a member of a number of research committees on philanthropy, nonprofit organizations, social policy, and needs assessment, including the National Committee for Charitable Statistics at the Urban Institute and Guidestar, and is Past-Copresident of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). She is also active in a number of human service organizations and has served on the Board of United Way of Chicago where she was coordinating chairperson for needs assessment in human capital development, family life, community development, health, and discrimination for Chicago area.

Her particular interests focus on the structure of public and nonprofit human service systems and she is the author of a number of books, articles and reports on the nonprofit sector, nonprofit funding relations, and American welfare policies. She served as the Chicago Field Associate for the Urban Institute's Nonprofit Sector Project to examine the impact of the Reagan budget cuts on local communities and was one of the principal researchers on the Hardship and Support Systems in Chicago Project. She has completed research on public-nonprofit funding relations in areas of interest to nonprofit organizations, how nonprofit organizations manage funding relations, the facility needs of nonprofit human service organizations, the structure of private child and youth service organizations, and longitudinal changes in the grants and contract system of a large state human service agency. Her current work examines public and philanthropic planning and funding structures in human services. Her book, Understanding Nonprofit Funding: Managing Revenues in Social Services and Community Development Organizations, was published by Jossey-Bass in 1993 and received the 1995 ARNOVA Outstanding Book Award.

Maxine Isaacs

*Chair of the Board of Visitors at the School of Public Affairs
University of Maryland*



Dr. Maxine Isaacs has been an Adjunct Lecturer on Public Policy at the John F. Kennedy School of Government, Harvard University, since the fall of 1994. In 1998 she taught a new course, "Foreign Policy and the American Public" and in 2000 she is teaching a course on "The 2000 Presidential Campaign and Election." She also has taught at the Graduate School of Political Management, George Washington University.

The former Press Secretary and Deputy Campaign Manager to Walter F. Mondale in his 1983-84 presidential campaign served with Mondale in the White House and the U.S. Senate between 1973 and 1981. In 1981-82 she represented in Washington a prominent New York firm that specializes in financial communications. In 1975-76 she was a freelance journalist for National Public Radio, Africa Report Magazine and others. Her first job on Capitol Hill was as Congressman Louis Stokes' Press Secretary and Speechwriter.

In 1993 and 1994 Isaacs was a Fellow with the Times Mirror Center (now the Pew Center) for the People and the Press in a program established jointly by Times Mirror and the University of Maryland's School of Public Affairs. She continues to serve on the Pew Center's Advisory Board. In the fall of 1987, she was a Fellow at the Institute of Politics at Harvard. She received a Goldsmith Research Award from the Joan Shorenstein Center on the Press, Politics and Public Policy at Harvard in 1992.

Isaacs completed her doctorate in May 1994 at the Maryland School of Public Affairs. Her research was on the relationship between elite and mass opinion on American foreign policy. She received her Master's in International Public Policy at Johns Hopkins University of Advanced International Studies in December 1988 and her A.B. in American Studies in 1969 from Skidmore College.

Her community activities include: Chair, Board of Visitors, Maryland School of Public Affairs and member, University of Maryland Foundation Board; Board of Directors of the National Democratic Institute for International Affairs; National Council for Political Management, Graduate School of Political Management, George Washington University; four years on a regional selection panel of the White House Fellows Commission. She is a member of the Council on Foreign Relations, and she regularly lectures to groups in and around Washington, D.C. She currently serves as Project Director for Walter F. Mondale's "Fifty Years" memoir project.

Maxine Isaacs lives in Washington, D.C. with her husband Jim Johnson and their son Alfred.

Bruce W. Jentleson

*Professor and Director of the Terry Sanford Institute of Public Policy
Duke University*



Bruce Jentleson joined the faculty of Duke University on January 1, 2000 as Director of the Terry Sanford Institute of Public Policy and Professor of Public Policy and Political Science. He is a leading expert on a wide range of issues of American foreign policy, with a distinguished professorial record and extensive policy experience.

His publications include numerous articles as well as seven books including American Foreign Policy: The Dynamics of Choice in the 21st Century (W.W. Norton, 2000); Opportunities Missed, Opportunities Seized: Preventive Diplomacy in the Post-Cold War World, a project of the Carnegie Commission on Preventing Deadly Conflict (Rowman and Littlefield, 1999); the four-volume Encyclopedia of U.S. Foreign Relations (co-senior editor, Council on Foreign Relations and Oxford University Press, 1997); and With Friends Like These: Reagan, Bush and Saddam, 1982-90 (W.W. Norton, 1994).

Jentleson currently serves as a foreign policy advisor to Vice President Al Gore. In 1993-94 he was on the State Department Policy Planning Staff as Special Assistant to the Director, with a broad range of policy responsibilities, including serving as a member of the U.S. delegation to the Middle East Multilateral Arms Control and Regional Security Talks (ACRS). In 1987-88, while a Council on Foreign Relations International Affairs Fellow, he served as a foreign policy advisor to then-Senator Gore.

Prior to coming to Duke, Jentleson was Professor of Political Science at the University of California-Davis, Director of the UC Davis Washington Center, and Washington Research Director of the UC Institute on Global Conflict and Cooperation (IGCC). He also has been a Senior Fellow at the United States Institute of Peace, a Guest Scholar at the Brookings Institution, and the recipient of numerous other awards and fellowships, including from the National Science Foundation, the American Council of Learned Societies, and the Social Science Research Council. He has served as a consultant to the Carnegie Commission for Preventing Deadly Conflict, the National Academy of Sciences/National Research Council Commission on Behavioral and Social Sciences, the American Assembly, the Atlantic Council and the Washington Institute for Near East Policy. He has lectured internationally, including in Canada, England, Germany, Greece, Israel, Jordan, the Netherlands and South Korea.

He holds a Ph. D. from Cornell University, and was recipient of the American Political Science Association's Harold D. Lasswell Award for his doctoral dissertation; a Master's from the London School of Economics and Political Science, and a Bachelor's degree also from Cornell.

He is married to Barbara Cooney Jentleson. They have two children, Adam (18) and Katie (15).

Brian Kahin

*Visiting Professor at the College of Information Studies
University of Maryland*



Brian Kahin is a policy analyst, lawyer, program director, editor, and writer on Internet policy. He is currently visiting professor of information policy in the [College of Information Studies](#) at the University of Maryland with affiliate faculty appointments in the [School of Public Affairs](#) and the [R.H. Smith School of Business](#). He is also a fellow at the [Internet Policy Institute](#) in Washington and a visiting scholar at the [Berkeley Roundtable on the International Economy](#) (University of California, Berkeley). An advocate of interdisciplinary policy analysis, Kahin authored the first [Internet RFC](#) to address commercialization of Internet in 1990. His work has been supported by the W. K. Kellogg Foundation, the John and Mary R. Markle Foundation, the National Science Foundation, the National Institute of Standards and Technology, and the U.S. Department of Energy.

From March 1997 to January 2000, Kahin served as a consultant and Senior Policy Analyst at the [White House Office of Science and Technology Policy](#). As part of the Administration's initiative on global electronic commerce, he initiated the interagency Working Group on the Digital Economy and chaired it on behalf of the [National Economic Council](#). He also served as Vice Chair of the OECD Working Party on the Information Economy. At OSTP, he was responsible for issues in intellectual property, Internet policy, and electronic commerce. He was the first chair of the interagency working group on domain names and worked with research agencies and the U.S. Patent and Trademark Office to develop the Administration's position on database protection legislation. He initiated and served as liaison to a [study](#) on standards and standards policy for the digital economy at the [Science and Technology Policy Institute](#).

Kahin was previously founding director of the [Information Infrastructure Project](#) at Harvard's John F. Kennedy School of Government (1989 to 1997). Initiated by Kahin and Lewis Branscomb, the Information Infrastructure Project was the first academic research program to address the social, economic, and policy implications of the Internet. Under Kahin, the Project was supported by a mix of special funding from foundations and federal agencies and general funding from corporations, including Bellcore, AT&T, IBM, Hughes, Motorola, EDS, Nynex, Digital Equipment, Apple, and Microsoft. The Project collaborated with a wide range of institutions, including the [Global Information Infrastructure Commission](#), the [Coalition for Networked Information](#), the [Freedom Forum](#), the [Annenberg Washington Program](#), the [Library of Congress](#), the [Cross-Industry Working Team](#), the [Computer Systems Policy Project](#), and the [International Telecommunication Union](#).

Kahin was also active in the early multimedia industry. He helped found the Interactive Multimedia Association in 1987 and served as part-time general counsel until he joined the White House in 1997. He directed the Association's Intellectual Property Project, which focused on technology-based management of content. He negotiated the IMA's

participation in the [IMPRIMATUR](#) consortium and in joint public programs with the U.S. Copyright Office. (The IMA merged with the Software Publishers Association in 1997.)

Kahin is the editor of [Building Information Infrastructure](#) (McGraw-Hill, 1992) and co-editor of [Public Access to the Internet](#), (with James Keller; MIT Press, 1995), [Standards Policy for Information Infrastructure](#) (with Janet Abbate; MIT Press, 1995), [National Information Infrastructure Initiatives](#) (with Ernest Wilson; MIT Press, 1996), [Borders in Cyberspace](#) (with Charles Nesson; MIT Press, 1997), [Coordinating the Internet](#) (with James Keller; MIT Press, 1997), [Internet Publishing and Beyond](#) (with Hal Varian, MIT Press, 2000), and [Understanding the Digital Economy](#) (with Erik Brynjolfsson, MIT Press, 2000). He was co-editor of the journal [Information Infrastructure and Policy](#) (IOS Press) from 1994 to 1996.

As Adjunct Lecturer in Public Policy at the Kennedy School, Kahin developed courses on information technology, law and policy and information infrastructure. He initiated a [joint course](#) with Harvard Business School on information technology, business strategy and public policy and then, with Harvard Law School as well, a [course on business and the Internet](#).

Kahin was appointed to the [U.S. Advisory Committee on International Communications and Information Policy](#) in 1995 and chaired the Committee's [Working Group on Intellectual Property, Interoperability and Standards](#). He was a member of the 1992-94 [AAU Task Force on a National Strategy for Managing Scientific and Technical Information](#). He was cited by Newsweek as one of the "Net 50" of 1995.

Kahin has served on the board of [Telecommunications Policy Research Conference](#), the editorial advisory boards of the Boston University [Journal of Science & Technology Law](#) and [Cyberspace Lawyer](#), and the advisory board of the [Center for Electronic Texts in the Humanities](#). He was on the original steering committee for the [Software Patent Institute](#) (1990-91) and subsequently served on the advisory board.

As a consultant, Mr. Kahin's clients have included [EDUCOM](#), the [Council on Library Resources](#), and the [U. S. Congress Office of Technology Assessment](#). As an attorney, he has also served as principal counsel to [FARNET](#) (Federation of American Research Networks) and the [International Interactive Communications Society](#), the society for professionals in multimedia.

In 1983-85, Mr. Kahin was coordinator for the [Research Program on Communications Policy](#) at MIT and the [MIT Communications Forum](#) under Ithiel de Sola Pool. In previous careers, Kahin has been a consultant on arts and technology for a state arts agency, executive director of a media arts organization, lawyer in general practice, and screenwriter. He received a B.A. from Harvard College in 1969 and a J.D. from Harvard Law School in 1976. He has been a member of the [Wyoming State Bar](#) since 1976.

Paul R. Lawrence

*Partner, PricewaterhouseCoopers
Co-Chair, PricewaterhouseCoopers Endowment Advisory Board*



Paul R. Lawrence is a Partner in the Public Sector Practice of PricewaterhouseCoopers. PricewaterhouseCoopers is the world's largest professional services firm. Paul has helped a wide range of Federal, State, and Private Sector organizations solve complex problems. His areas of expertise include effective management of Knowledge Workers, Technology Worker Shortage issues, and performance measurement.

As a partner at PricewaterhouseCoopers, Paul runs the Banking and Finance portion of their practice, focusing on how government organizations can apply private sector financial practices to operate more efficiently. His clients include the U.S. Department of Treasury, the Department of Defense, and the Department of Housing and Urban Development. Much of his work deals with making government more accessible to citizens and, thereby, less costly.

Paul is also the founder and co-chair of the PricewaterhouseCoopers Endowment for the Business of Government. This is a nonprofit group formed to facilitate discussion and research on effective operation and management of government. Paul directs the awarding of research grants, the development and staging of thought leadership seminars, and the design and implementation of special research projects. He serves as editor of the quarterly "Business of Government Journal" and host of the weekly radio show, The Business of Government Hour. (To learn more about the Endowment's programs, visit www.Endowment.pwcglobal.com)

Paul has written extensively on technology and government. In the last year, he has published several articles in the Washington Business Journal focusing on how Virginia government can use technology to make state government more accessible and convenient. He has testified before Congress and several state legislatures. He is also the author of *Unsportsmanlike Conduct: The NCAA and the Business of College Football* (Praeger, 1987).

Paul earned his Masters and Ph.D. in Economics from Virginia Tech. He earned his undergraduate degree in Economics for the University of Massachusetts, Amherst, graduating Phi Beta Kappa.

Paul C. Light

*Vice President and Director of Governmental Studies
The Brookings Institution*



Paul C. Light earned his B.A. with highest honors, summa cum laude from Macalester College in 1975, and his M.A. and Ph.D. from the University of Michigan in political science in 1980. He has taught at the University of Virginia, George Washington University, Georgetown University, the University of Pennsylvania, and the University of Minnesota, and is currently teaching at Harvard University's John F. Kennedy School of Government. From 1995-1998, he was Director of the Public Policy Program at the Pew Charitable Trusts in Philadelphia where he was responsible for a \$16.5 million yearly grants budget for renewing civic life in the United States. He joined the Brookings Institution in January 1999 as Douglas Dillon Senior Fellow and founding Director of the Center for Public Service, and added Vice President and Director of Governmental Studies to his responsibilities in September.

From 1982-83, Light was an American Political Science Association Congressional Fellow serving with Rep. Barber B. Conable, Jr. and the John Glenn presidential campaign. After serving with the Brookings Institution as a Guest Scholar in 1983-84, he joined the National Academy of Public Administration as Director of Studies where he was responsible for strengthening the Academy's research program. In 1987, he returned to Capitol Hill as a senior staffer to the U.S. Senate Governmental Affairs Committee. His responsibilities included general oversight of executive branch management, as well as implementation of the federal Inspector General, Ethics in Government, and presidential transitions legislation.

After leaving the Senate staff, Light served as Senior Adviser to the National Commission on the Public Service, chaired by former Federal Reserve Board Chairman Paul Volcker, in 1988. He served in an identical role under the National Commission on the State and Local Public Service, chaired by former Mississippi Governor William Winter, in 1992. Light drafted each commission's final report.

Light has written twelve books, including *The President's Agenda*, *Vice Presidential Power*, the award-winning *Artful Work: The Politics of Social Security Reform*, *Thickening Government: Federal Hierarchy and the Diffusion of Accountability*, and *The Tides of Reform: Making Government Work, 1945-1995*. His last two books on government reform won the National Academy of Public Administration's Louis Brownlow book award. His eleventh book, *The True Size of Government*, was published in June by the Brookings Institution. Senator Daniel Patrick Moynihan (D-NY) has called Light's books on federal management reform "wonderfully explanatory, and equally unsettling....No regime lasts long enough for anything to be learned from it; little wonder the citizenry despair. But there is hope, and it resides in the work of this inspired activist and analyst." His twelfth book, *The New Public Service*, was published in December, 1999, and argues that the thirty-year government-centered public service career has been replaced by a new, much more flexible public service that includes the nonprofit and private sectors alongside government.

Light is a member of Phi Beta Kappa, and was elected as a Fellow of the National Academy of Public Administration in 1994.



Roger C. Lipitz

Baltimore Development Corporation

Experience:

- 1994 - Present Member, Board of Directors, Genesis Health Ventures, Inc. Publicly held long term care company with operations in eastern United States.
- 1994-1996 Principal, Allegis Health Services, Inc. (formerly Global Health Management). Privately held long term care company with operations in Maryland and Florida. Worked with state and national nursing home associations on issues of concern to the long term care industry, including federal health care reform. Allegis merged with Mariner Health Group, Inc. in October, 1996.
- 1969-1993 Partner, Meridian Group. Chairman of the Board of Meridian Healthcare, Inc., which owned and operated over 5,000 long term care beds, two senior living centers, a pharmacy and a rehabilitation agency. Meridian merged with Genesis Health Ventures in November, 1993.

Education:

BS, Business & Public Administration, University of Maryland, 1964. Dean's List.

Professional Involvement:

Member, Board of Directors, CareFirst, Inc., holding company for Blue Cross/Blue Shield of Maryland and the District of Columbia.

Past President of American Health Care Association, the largest nursing home association in U.S., and former Chairman of its Medicare Reimbursement Committee. Former member of its Multifacility Committee and its Long Term Care Financing Task Force.

Twice Past President of Health Facilities Association of Maryland and recipient of its "Man of the Decade" award. Former board member and former Chairman of its Payment Committee.

Former Commissioner, Maryland State Health Resources Planning Commission.

Former Fellow of American College of Nursing Home Administrators.

Former member of Maryland State Board of Examiners of Nursing Home Administrators.

Former member of the Maryland State Board of Health and Mental Hygiene.

Former member of HEW Health Insurance Benefits Advisory Council.

Author of published articles on nursing home management and reimbursement.

Key participant in the development of the Maryland Medicaid reimbursement system, considered one of the most progressive reimbursement systems in use.

Civic Involvement:

Chairman of the Board, Baltimore Development Corporation, a corporation formed by the City of Baltimore to promote economic and business development in Baltimore City.

Member, Board of Trustees, Johns Hopkins University.

Member of the Board of Visitors, Johns Hopkins School of Public Health.

Member of the Board of Directors of the Maryland Israel Development Center, which has responsibility for relationships with business incubators.

Former member of the Board of Directors and Executive Committee of The Associated Jewish Federation of Baltimore. Co-Chair of 1987 Campaign and Chair of the 1988 Campaign. Former Chairman of its Economic Development Committee for Israel.

Chaired in 1997 Alexis de Tocqueville Society, United Way of Central Maryland.

Former Chairman of the Board of Director of University of Maryland Medical System, which includes Shock Trauma.

Patricia McGinnis

President and Chief Executive Officer of the Council for Excellence in Government



Pat McGinnis is President and Chief Executive Officer of the Council for Excellence in Government. A national nonprofit organization committed to helping improve the performance and results of American government at all levels, the Council also works to build citizens' confidence and participation in the governance process. Among major Council activities are its Excellence in Government Fellows program, its leadership conference for presidential appointees, its public/private e-government consortium, and its seminars for journalists to improve media coverage of government. The Council is a partner with the Kennedy School of Government and the Ford Foundation in the Innovations in American Government Award program and the Partnership for Trust in Government. It conducts national opinion surveys on the role and effectiveness of government and offers its Whitehead Forum as a platform for public discussion of key challenges on the national public agenda.

Ms. McGinnis was a co-founder and Principal of the FMR Group, a public affairs consulting firm in Washington, D.C. She was a member of the strategic planning and government practice of Cresap, McCormick & Paget, an international management consulting firm.

She served as Deputy Associate Director of the U.S. Office of Management and Budget in the Carter Administration, where she was responsible for numerous management and organizational projects, including the establishment in 1979 of the cabinet-level Department of Education. She has also served as a staff member of the Senate Budget Committee; as Director of Special Studies in the Office of the Secretary of Commerce; and as a member of the Secretary's Management Planning Group at the Department of Health and Human Services.

Ms. McGinnis has served on numerous committees and boards including the Executive Council of the Kennedy School of Government at Harvard University and the Associates Council of the School of Business and Public Management at George Washington University. She is a Director of the Primark Corporation in Waltham, Massachusetts, the Brown Shoe Company, Inc. in St. Louis, Missouri, and Imagitas, Inc. in Newton Upper Falls, Massachusetts. She is also a member of the Board of Visitors of the School of Public Affairs at the University of Maryland and is a fellow of the National Academy of Public Administration.

Ms. McGinnis received a B.A. in political science from Mary Washington College of the University of Virginia and a M.P.A. from the Kennedy School of Government at Harvard University. She is married to J. Michael McGinnis and they have two children.

William L. Powers

*Executive Dean of the School of Public Affairs
University of Maryland*



William L. Powers (J.D., M.P.P. and M.A. in Economics, University of Michigan) is the Associate Dean of the School of Public Affairs. From 1982 until joining the School in 1988, he was an attorney with the Washington, D.C. law firms of Wald, Harkrader, & Ross, and Pepper, Hamilton, & Scheetz, where he represented clients with state or federal government concerns. Before becoming an attorney, he was a program analyst for the Environmental Protection Agency, developing policies regulating motor vehicle pollutants and fuel economy. At SPA, Powers pursues his interests in public sector management and legal affairs, and teaches graduate courses in public sector management strategies.

Frederick Schauer

*Academic Dean of the John F. Kennedy School of Government
Harvard University*



Frederick Schauer is Academic Dean and Frank Stanton Professor of the First Amendment at the John F. Kennedy School of Government, Harvard University. Formerly Professor of Law at the University of Michigan, he has also been the Cutler Professor of Law at the College of William and Mary, Visiting Professor of Law at the University of Chicago, William Morton Distinguished Visiting Professor of the Humanities and Visiting Professor of Government at Dartmouth College, Ewald Distinguished Visiting Professor of Law at the University of Virginia, and Visiting Professor of Law at the Harvard Law School.

Schauer is the author of [The Law of Obscenity](#) (Washington: BNA Books, 1976), [Free Speech: A Philosophical Enquiry](#) (Cambridge: Cambridge University Press, 1982), and [Playing By the Rules: A Philosophical Examination of Rule-Based Decision-Making in Law and in Life](#) (Oxford: Clarendon Press, 1991), co-author of [The Philosophy of Law: Classic and Contemporary Readings With Commentary](#) (Fort Worth: Harcourt Brace, 1996) and [The First Amendment: A Reader](#) (St. Paul: West Publishing Company, 1991, 1996), and author of more than 100 articles in legal and philosophical journals, including “Principles, Institutions, and the First Amendment,” [Harvard Law Review](#) (1998), “Internet Privacy and the Public Private Distinction,” [Jurimetrics](#) (1998), “Legal Positivism as Legal Information,” [Cornell Law Review](#) (1997), “Slippery Slopes,” [Harvard Law Review](#) (1985), “On Extrajudicial Constitutional Interpretation,” [Harvard Law Review](#) (1997), “Formalism,” [Yale Law Journal](#) (1988), “Uncoupling Free Speech,” [Columbia Law Review](#) (1992), “Precedent,” [Stanford Law Review](#) (1987), “Giving Reasons,” [Stanford Law Review](#) (1995), “Exceptions,” [University of Chicago Law Review](#) (1991), “Opinions as Rules,” [University of Chicago Law Review](#) (1995), “The Phenomenology of Speech and Harm,” [Ethics](#), (1993), “Acts, Omissions, and Constitutionalism,” [Ethics](#) (1995), “Can Rights Be Abused?,” [Philosophical Quarterly](#), (1981), “A Comment on the Structure of Rights,” [Georgia Law Review](#) (1993), and “Rights as Rules,” [Law and Philosophy](#) (1987).

Schauer’s work has been the subject of numerous commentaries, including four law review symposia and a book devoted exclusively to commentaries on his scholarly contributions to constitutional law, freedom of speech, and the philosophy of law. Formerly Chair of the Association of American Law Schools Section on Constitutional Law, he has been Vice-President of the American Society for Political and Legal Philosophy, is a Fellow of the American Academy of Arts and Sciences, and is a founding Co-Editor of the journal [Legal Theory](#). In addition to appearing before many congressional committees on issues of constitutional law, in recent years he has taught and advised on issues of legal and constitutional development in Australia, Belarus, Chile, Estonia, Mongolia, and South Africa, and has also lectured on legal theory and constitutional law in Canada, Finland, Germany, Hungary, Israel, the Netherlands, New Zealand, Spain, and Taiwan. Schauer is a graduate of Dartmouth College, the Amos Tuck School of Business Administration at Dartmouth, and the Harvard Law School. He is married to Virginia Wise, Lecturer on Law for Legal Research at the Harvard Law School.

Susan C. Schwab

*Dean of the School of Public Affairs
University of Maryland*



Susan Schwab is dean of the Maryland School of Public Affairs, a nationally recognized graduate school of public policy and management, at the University of Maryland. Located in the Washington, D.C. metropolitan area, the School boasts a small but stellar faculty of top scholar-practitioners with outstanding records of research, teaching, and public service. Its students, recruited from throughout the United States and abroad, are consistently awarded highly competitive internships and other coveted positions in the public and private sectors.

Until 1995, Dr. Schwab was Director of Corporate Business Development at Motorola, Inc. in Schaumburg, Illinois. In that capacity, she was responsible for evaluation and negotiation of strategic alliances (acquisitions, joint ventures, etc.) on behalf of Motorola operating units. These involved domestic and international transactions (primarily in China) across the range of Motorola's wireless communications and semiconductor products and technologies.

Dr. Schwab was appointed by President George Bush and confirmed by the Senate in 1989, to serve as Assistant Secretary of Commerce and Director General of the U.S. and Foreign Commercial Service (US&FCS) of the U.S. Department of Commerce. She was responsible for an export assistance network of 1,300 U.S. and foreign national employees located in 70 countries, and in 67 offices around the United States. During her tenure, Dr. Schwab directed a strategic realignment of the organization and its activities, resulting in a dramatic improvement in its performance on behalf of U.S. exporters.

Before joining Commerce, Dr. Schwab was legislative director to Senator John C. Danforth of Missouri. Between 1981 and 1986, she served as the Senator's chief economist and legislative assistant for international trade. She was actively involved in enactment of the Trade and Tariff Act of 1984 and the Omnibus Trade Act of 1988.

Prior to working on Capitol Hill, Dr. Schwab held the position of trade policy officer at the American Embassy in Tokyo, where she was active in negotiations involving U.S.-Japan high technology trade issues, including telecommunications procurement. From 1977 until 1979, she served as a trade negotiator at the Office of the President's Special Representative for Trade Negotiations (now USTR).

Dr. Schwab received her bachelor's degree in political economy from Williams College, and a Masters degree in Development Policy from Stanford University. She earned her Ph.D. at the George Washington University School of Business and Public Management, where her award-winning dissertation focused on the development of U.S. trade policy and legislation. Her book on the same topic, entitled *Trade-Offs: Negotiating the Omnibus Trade and Competitiveness Act*, was published in 1994 by Harvard Business School Press.

As a member of a foreign service family, Dr. Schwab grew up in Africa, Asia, and Europe. She is married to Curtis Carroll; they reside in Annapolis, Maryland.

Eugene Smolensky

*Professor at the Richard & Rhoda Goldman School of Public Policy
University of California, Berkeley*



Eugene Smolensky is a Professor of the Richard & Rhoda Goldman School of Public Policy at the University of California, Berkeley. He served as Dean of the School from 1988-1997. Born in Brooklyn, he received his B.A. in Economics from Brooklyn College, his M.A. in Economics from American University, and his Ph.D. from the University of Pennsylvania.

Gene joined the Goldman School of Public Policy as Dean and Professor in 1988, after twenty years with the University of Wisconsin at Madison. While at the University of Wisconsin, he served as chair of the Economics Department and Director of the prestigious Institute for Research on Poverty.

Gene is an internationally renowned economist and one of the world's distinguished experts on welfare programs and reform, poverty, and public finance. He has co-authored five books and more than 77 articles. Currently he serves as advisor to the World Bank and is on the Board of Trustees of the Russell Sage Foundation. He is a fellow of the National Academy of Public Administration. In the past he has advised organizations including the U.S. Social Security Administration, the Department of Health, Education, and Welfare, and the National League of Cities.

Jeffrey D. Straussman

*Associate Dean of the Maxwell School of Citizenship and Public Affairs
Syracuse University*



Jeff Straussman is Associate Dean of the Maxwell School of Citizenship and Government at Syracuse University and Chair of the Department of Public Administration. He teaches courses in public budgeting, public management and local government administration in the Master of Public Administration (MPA) program. He teaches extensively in the Maxwell School's executive education programs both in the United States and abroad. Mr. Straussman holds a Ph.D. in Political Science from the Graduate School and University Center, City University of New York, an MA in Political Science from Hunter College and a BA from Hofstra University.

Jeff Straussman's publications in public finance and budgeting appear in a variety of professional journals such as Public Budgeting & Finance, Administration & Society and Public Administration Review.

In 1992 Jeff was a Fulbright Scholar at the Budapest University of Economic Sciences where he taught public management and policy analysis and assisted Hungarian faculty in the development of a public affairs department. He has returned to Hungary many times since 1992. Jeff's international teaching and consulting has also taken him to Macedonia, Israel, Venezuela, The Czech Republic, the Peoples' Republic of China, Bulgaria, Malaysia and the Socialist Republic of Vietnam. His interest in the political economy of transition has produced several publications including articles translated into Hungarian, Russian and Ukrainian.

Jeff Straussman is also a long distance runner and plays trombone in both classical and jazz ensembles in Syracuse, New York.

Ernest J. Wilson, III

*Professor at the Department of Government and Politics
Director of the Center for International Development and Conflict Management
University of Maryland*



2000 has been a busy year for Ernest J. Wilson III, Director of CIDCM. In February and March he traveled to Taiwan, Hong Kong and Beijing where he delivered a series of lectures on the economic, political and security implications of the information revolution, and conducted research for his forthcoming book *The Information Revolution and Developing Countries* (MIT Press). He met with CEOs of new Chinese Internet companies and with senior government officials. Closer to home, he was appointed to the Research Advisory Board of the Internet Policy Institute, and as an advisor to its "Briefing the President" initiative. His research on the Internet appeared in two electronic journals, one on IT leadership in Brazil (in Portuguese), the other on electronic commerce in Africa (*Electronic Markets*). His chapter on the contribution of social science theory to foreign policy-making appeared in a University of Michigan volume.

He has spoken this year on IT-related panels at the World Bank, Pyramid Research, and at Harvard University's Kennedy School. While at Harvard, he was awarded the W.E.B. Du Bois medal by President Rudenstein for his work chairing the student committee that founded the Afro-American Studies program at the University. Wilson is also working on his next volume on "Double Diversity" and multiculturalism in foreign policy, to be published by Routledge.

In May, he briefed President Mbeke of South Africa and Bill Clinton at the White House on the Global Digital Divide, and addressed several meetings of the National Academy of Sciences on the subject. He has been nominated by President Clinton to the board of the Corporation for Public Broadcasting and awaits Senate confirmation

Dr. Wilson was invited to join a new task force on protecting critical information infrastructures at the Center for Strategic and International Studies in Washington, DC. On the political front he was also asked to serve as an official advisor to the "Gore for President" foreign policy team as co-Chair of its Africa policy committee and Chair of the "New Economy and New Foreign Policy" group. He served as advisor to Rev. Jesse Jackson's Africa trade mission to Africa for telecommunications. He continues to appear on CNN International and other media, and he serves as an advisor on international affairs and conflict management to several U.S. government agencies.

Wilson is also deeply engaged in the life of the University. He serves as senior international advisor for the University Leadership Program in Public Affairs. An Associate Professor of Government and Politics at the University of Maryland since 1992, Wilson has been Director of CIDCM since 1995. This fall Wilson and CIDCM

hosted Rwanda's President Paul Kagame for a visit to the University. He holds a joint appointment in African-American Studies and is a Faculty Associate in UM's schools of Public Affairs and Business and Management. In Wilson's view, "It is a real treat to be at CIDCM, with such spirited colleagues who take seriously both scholarship and service."

Born in Washington, D.C., Wilson has served in several policy positions in his home town, including Director of International Programs and Resources on the National Security Council, the White House (1993-94); Director of the Policy and Planning Unit, Office of the Director, U.S. Information Agency (1994); and Deputy Director of the Global Information Infrastructure Commission (1994-95). Before joining the UM faculty, Wilson taught at the University of Pennsylvania and University of Michigan, Ann Arbor, where he directed the Center for Research on Economic Development. His Master's and Ph.D. degrees in Political Science are from the University of California, Berkeley; his Bachelor's degree is from Harvard.

Wilson has more than 25 years of experience - in research, academia, media, and policy settings - in the areas of development and conflict, the impact of information technology on governance, trade relations, energy impacts on development, and African studies. He has directed several major research projects concerned with the links between information infrastructure and society, including "The Impact of New Information Technologies on Conflict Management and Development in Africa," as part of the Leland Project on Internet Connectivity in Africa sponsored by the Agency for International Development (USAID). He has worked on related projects for the United Nations Commission on Science and Technology for Development, the Ford Foundation, and the Rockefeller Foundation, among others.

Among Wilson's publications are, National Information Initiatives: Vision and Policy Design, co-edited with Brian Kahin (MIT Press, 1997); and The United States and Africa: Toward a New Relationship, a Ford Foundation study co-authored with David Gordon of the Overseas Development Council in 1997. He is also author of "Inventing the Global Information Future" (Futures, 1998) and "Organizing Foreign Policy: A Pragmatic Approach to the Information Revolution" (Information Impacts Magazine). HE was Chairman of the Y2K Advisory Committee of the National Research Council/National Academy of Sciences and Director of a Study Group on "Information and Communications Advances and Investments in Africa" at the Center for Strategic and International Studies (CSIS) in Washington, D.C. (1996-97).

Wilson serves on advisory committees for a number of organizations, including the Council on Foreign Relations, the Overseas Development Council, and on editorial boards such as the Journal of Democracy.

For more information on Wilson and his work, contact the offices of CIDCM at 301-314-7703.

John Witte

*Director of the La Follette School of Public Affairs
University of Wisconsin*



Director of the La Follette School and Professor of Political Science and Public Affairs. Ph.D. Yale University, 1978. Teaches public policy ethics, organizational theory, democratic theory, and budget and tax policy. Professor Witte is the author of numerous articles and several books, including *The Politics and Development of the Federal Income Tax* and *Democracy, Authority, and Alienation in Work: Workers' Participation in an American Corporation*; he is co-editor of *Choice and Control in American Education*; and *State Policy Choices:*

The Wisconsin Experience. His newest book on education and school vouchers is forthcoming from Princeton University Press. He served as Executive Director of the Governor's Commission on the Milwaukee Metropolitan School System, as independent evaluator of the Milwaukee Choice Program, and has been a fellow at both the Russell Sage Foundation in New York and Stanford University's Center for Advanced Study in the Behavioral Sciences.