The Askew School of Public Administration and Policy is celebrating its 75th anniversary in 2021. Unfortunately, due to the ongoing Coronavirus pandemic, any festivities have been postponed until Spring 2022.

The School was originally established in 1946 as the Department of Public Administration and graduated its first class in 1947, continuing with this title through 1949. From then until 1959, it became the School of Public Administration. From 1959 until 1976, it was merged with political science to become the Department of Government, and then from 1976 until 1990, it finally became the School of Public Administration and Policy. In 1994, it was named after Governor Reubin O’D. Askew after one of its most distinguished graduates.

The plaque below hangs outside the Public Administration and Policy’s main office. It reads:

“This Sign Marked The Original Site Of The School Until 1958. It Was Then Kept In Professor Waldby’s Garage For Two Decades In The Belief That The School Would Be Re-Established.”

Photo taken 18 August 2021 by Katherine Bell.
Philosopher Tom Morris examined what might happen if four key dimensions of the human experience were used to run a modern organization. He urged conscious recognition of the four transcendental principles that enrich life: intellectual (truth), aesthetic (beauty), moral (goodness), and spiritual (unity). Each empirically documented dimension contributes to individual and organizational excellence.

Truth—whether disturbing or comforting—is the foundation of all relationships; one must be true to oneself and in interactions with others. Believing in something is not the same as knowing something. There is no greater source of waste than the speculation, gossip, and rumor that arise in the absence of truth, the best judgment of what constitutes verifiable reality. Post-truth politics—when passions, intolerance, and ego trump impartial fact, foundational knowledge, and principled argument—reveals a profound contempt for democratic life by eroding the ability to distinguish veracity from falsehood and by diminishing confidence in American institutions.

The world is too dangerous for anything except the truth. To govern is to choose; men and women must be up to the task of discernment necessary for self-governance. A problem cannot be solved if it is not understood. Engaging in evidence-based deliberations and embracing democratic customs is a minimum standard for governance.

While essential, truth is not enough for fulfillment, since humans are not mere intellects. They must also have something attractive to motivate them—beauty. Like the need for truth, the experience of beauty is universal. The aesthetic dimension includes not only external, observable beauty (e.g., flowers) but also internal, performance beauty (e.g., quality work). Ralph Waldo Emerson perhaps said it best: “We ascribe beauty to that which is simple, which has no superfluous parts; which exactly answers its end; which stands related to all things; which is the mean of many extremes.”

This dimension of the human experience is the best life has to offer, because it has the power to change hearts and minds. As one commentator put it, “We create true beauty only when we channel our energy to achieve a higher purpose, build strong communities and model our behavior so that others can find inspiration to do better. Beauty has everything to do with how we live on this planet and act to protect it.” Beauty liberates, refreshes, inspires, and thereby increases productivity; in contrast, ugliness depresses the spirit. If employees are to do a good job, then they must have a good job, a career, or—even better—a calling.

Doing true, beautiful things, though, is incomplete, Morris argued. Leaders must be convinced of the essential morality of what they are doing. “The ideals that have always shown before me and filled me with the joy of living,” Einstein observed, “are goodness, beauty and truth.” Paradoxically, humans are the only species capable of ethical awareness—and the only one capable of ignoring that awareness.
People are at their best when engaged in a worthy task, one in which they can make a genuine difference, doing both a job that the world needs done and one that people want to do. As Emerson said, “I pass this way but once; any good that I can do, let me do it now.” It is better to suffer from doing right than for doing wrong. Government, in the words of Aristotle, “is more than a legal structure, more than an arrangement of offices; it is a manner of life, a moral spirit.”

Truth, beauty, and goodness are still not sufficient: Humans also must perceive a sense of wholeness, that they are a part of something greater than themselves. People yearn to know that their efforts contribute to a larger whole; one way to gain that context is to spend less time asking who, what, where, and how and more time asking why. Considerations of spirit, then, are connected to truth, beauty, and goodness—the worth of a person and the polity to which he or she belongs. The spiritual dimension of unity and its call to promote the public good was never more needed than during the existential crises that challenge humanity today.


Join ASPA

The American Society for Public Administration offers student members:

- The opportunity to make connections with other students
- A Student and New Professionals Section that helps connect people new to public administration
- Local Chapters with which they can engage to meet others in the field
- Access to Public Administration Review, the premier professional journal in the field; PA TIMES magazine, a key resource for practitioner-based learning; and Public Integrity, the leading public service ethics quarterly
- Webinar and e-learning programs to provide at-your-fingertips education
- Presentation opportunities at the Annual Conference and select fellow and scholarship programs to help students get there
- A daily e-news digest of public administration news from across the country to inform students’ scholarship.

Membership also helps foster a community in the MPA and Ph.D. programs, as students make the most of ASPA’s benefits together and integrate them into their ongoing learning experience. For more information: https://www.aspanet.org/ASPA/ASPA/Membership/Join-Here.aspx.
The Social Justice and Innovation Lab
by Frances Berry, Professor, and James Wright, Assistant Professor

Introduction:
Our local, national and international communities are hurting now. The tragic and too familiar unjust deaths of Floyd George and Breonna Taylor at the hands of local law enforcement, resonates with nearly everyone as a clear violation of human rights, and a call to reform policing practices. In our local community of Tallahassee, crime and violence are high, nearly a quarter of the children live in poverty, there is extreme residential and economic segregation, and the police department is under scrutiny for three police shootings in recent weeks. There is a need to focus our attention and reach out to our extended community with the resources of dialogue, group facilitation, policy analysis, and problem solving that faculty and students in the College of Social Sciences and Public Policy bring to bear on social, economic, policy and political issues.

We have established the Social Justice and Innovation Lab, convened out of the Askew School but open to, indeed encouraging, participation and collaboration from other College faculty and students. The lab serves as a point of focus for research and idea deliberation and compliment, rather than substitute for the weekly doctoral symposium. The Lab serves as a forum to meet and engage in a discussion of issues, developing project proposals, sharing presentations and critiques, and bringing together faculty and students who care about social justice and hold diverse perspectives from disciplines about how to move Justice issues forward.

We hope our collective efforts will result in developing action research proposals that our students can carry out, including proposals that could serve as master or doctoral theses. At some point, we expect to engage community leaders in dialogue so that our actions would be in concert with their assessment of priorities, and so that we can establish collaborative working relationships that will endure over time. We want to reach out to the broader community, including our colleagues at FAMU and TCC, leadership in the city and county government, law enforcement, nonprofits, the faith-based community, local organizers, and other community action groups as appropriate for specific projects and efforts.

Right now, the products of the Lab are open and fluid, and we want to discuss with our Askew School colleagues about their thoughts on how to move something like this forward.

Our Mission:
The Reubin O’D. Askew School of Public Administration and Policy’s mission statement is “Promoting Scholarship, Democratic Governance, and Integrity.” Three of the College’s core values are:

1. To Promote and clearly communicate evidence-based social science research and teaching to:
   a. To Inform and shape public policy,
   b. To Empower and engage communities, and
   c. Contribute to the advancement of social and economic mobility, equal opportunity, and a sustainable world;
2. To Empower students through innovative teaching, mentoring, and advising; and
3. To Facilitate critical thinking through a collaborative interdisciplinary approach to solving problems that confront society.

(Cont. Page 21)
Alumni Spotlight: Bill Harris
by Craig Mayers, Alumni Relations and Development Officer

Why did you choose a career in Public Administration?
From an early age, Bill had an interest in the intricacies and workings of government. To use a football analogy, Bill is an "Xs and Os" kind of person in terms of his interest in the inner workings of government.

Growing up, Bill had familial ties with relatives who served in government. While attending FSU, Bill would be called upon by his late aunt to escort her into one-on-one meetings with state leaders, including the Governor, Lieutenant Governor, etc. Bill found those experiences to be enlightening and interesting. In high school, Bill was appointed as a Page in the United States Congress, and that experience also fostered his interest in government. The behind-the-scenes look at government, which being a Page afforded, further nurtured his desire to work in government. Given Bill's early exposure to and interest in government, it made good sense for Bill to pursue a degree in Public Administration.

How has your degree in Public Administration helped you in your career?
Being in the MPA program helped Bill get his first full time job, which fortunately was at FSU in the Office of Physical Planning, where he worked on budget tracking. He finished his MPA while working full time at FSU. When Bill graduated with an MPA in 1972, there were far fewer masters degrees being granted than are now in 2021. The MPA degree and full time job at FSU afforded Bill the credentials to be hired as the Director of Planning in Cape Coral, Florida. The job opportunity in Cape Coral required a Masters degree, so Bill would not have qualified had it not been for his MPA. Bill's MPA and his work in Cape Coral propelled him into higher levels of government work and set the foundation for him to have a successful career in the private sector. He still works full-time as a government consultant.

What advice would you give to current students?
Do not be afraid to take the road less traveled professionally, which is to enter the private sector. Many public administration professionals will have the opportunity to leave the public sector and work in the private sector. Be willing to try to the public sector, if the right opportunity presents itself. It would appear that, in most instances, professionals go from the public sector into the private sector, not the reverse. Additionally, jumping from one sector to the other is acceptable, but jumping between the two sectors too often can lead to conflicts of interest in addition to other negative career outcomes.

Also, be open and observant to people, ideas, and opportunities which may present themselves. If you see or hear of an idea or opportunity, even if it appears farfetched, do not automatically ignore or dismiss the idea or opportunity. In my career, there have been opportunities which I could have dismissed or not spent time pursuing, but because I remained open-minded and made an effort to list and pursue, I have been much better off in my career. You never know what may come along that will be beneficial to your career and livelihood.
Our warmest congratulations to recent Askew School graduate Byung Hee (Brian) Min. He was recently identified as an Emerging Scholar by the Association for Research in Nonprofit Organizations and Voluntary Action (ARNOVA). He graduated with his Ph.D. from the Askew School in Fall 2021 and recently assumed a position as an Assistant Professor at Valdosta State University.

Brian has already published articles in public and nonprofit journals based on each of his dissertation essays. In addition to his recent academic work, Brian has had noteworthy practical experience in Korean government and civil society. His earlier experiences in the civil society sector in Seoul provided him access for the interview and field observations he employed as data in his third dissertation essay.

Brian employed both quantitative and qualitative methods in his Spring 2021 dissertation and focused on the classical assumptions of organizational learning within a three-essay manuscript. The first two essays, employing quantitative methods, examine how managers respond to feedback on organizational performance in the various agencies of Korean government. His third essay, qualitative in nature, studied the collaborative dynamics within hybrid organizations that straddle Seoul Metropolitan Government and civil society organizations (CSOs) in Seoul. His work provides an expanded view of organizational learning, but also broadens understanding about how public and CSO managers correct their actions based on feedback from past and current performance and then search for additional performance feedback information.

Brian was offered both the ARNOVA Emerging Scholar Award and a Graduate Diversity Scholarship and had to choose between the two awards.

The ARNOVA Emerging Scholar Award is very prestigious, and we are very proud of Brian Min for his achievement.

Congratulations!
New to the Askew School

Elizabeth Bell is from Austin, Texas. She has a Ph.D. in political science with fields in public administration, public policy, and research methodology from the University of Oklahoma. Her research is at the intersection of public management, policy design, and higher education policy. The goal of her research is to highlight and alleviate inequalities in access to public services and improve the ability of government programs to meet policy goals, with a focus on college access and affordability. Her teaching interests include public and nonprofit management, education policy and administration, and research methodology.

In addition to her role at FSU, she serves as an Academic Affiliate for the Office of Evaluation Sciences (OES), formerly known as the White House Social and Behavioral Sciences Team. In her work with OES, she designs and implements randomized control trials aimed at reducing administrative burden in federal programs. Her work has been published in flagship journals including Public Administration Review, Policy Studies Journal, and American Educational Research Journal.

Elizabeth is an aspiring craft beer connoisseur, and she spends her weekends at the beach fishing or hiking with her dog Korra.

Elizabeth can be reached at ebell3@fsu.edu.

Ene Ikpebe is from Abuja, Nigeria. She has a Ph.D. in Public Administration from American University, Washington DC. Especially after a completely virtual interview process due to the COVID-19 pandemic, she is happy to finally be in Tallahassee and among welcoming faculty, staff, and students. She is looking forward to furthering her research in public management, public policy, and women’s human capital development.

Ene can be reached via email at eikpebe@fsu.edu.

(Cont. Page 08)
Linda B. Schrader, Ph.D., is the Visiting Clinical Professor for the MPA program. She has over 20 years of experience implementing interdisciplinary program improvement initiatives serving public service, education, and non-profit organizations. She is an accomplished educator and research professional with advanced analytic skills using qualitative and quantitative methodologies to synthesize information and draw conclusions about program effectiveness. She possesses a strong conviction to use evidence-based research to inform policy and communicate complex, high-stakes accountability reports to diverse audiences.

Her publications include numerous multi-year research studies for a variety of foundations – the Bill & Melinda Gates Foundation, the National Science Foundation, the Howard Hughes Foundation, to name a few. Before coming to FSU, she led research teams to assess compliance with federal consent decrees on behalf of individuals with disabilities.

Her leadership roles in professional and community organizations include the American Evaluation Association, the Southeast Evaluation (past President), the Lloyd Historic Preservation Trust, and the Monticello Opera House. She received her doctoral degree in program evaluation and master’s in sociology of education from FSU. She graduated with a BA in anthropology/archeology from the University of Florida and was employed as a field archeologist throughout the southeastern United States.

Linda lives in Lloyd (about 25 miles from Tallahassee) where she and her husband restored a Florida Cracker house (circa 1859). She loves to hike and kayak and hopes to travel more soon.

Linda can be reached at Lschrader@fsu.edu.

Welcome!
Spring 2021 Graduates

Ph.D.
Byung Hee Min
Christine Thompson
Jiasheng Zhang

MPA
Jessica Thompson
Chorl-Young Kim
Jang Yeol Kim
Kwangyong Lee
Seonmu Lee
Samantha Gabriel Motyl
Mingu Park

Summer 2021 Graduates

Ph.D.
Wen Chi Shie
Kewei Xu

MPA
Carson Cooper
Keishann Corley
Jarmal Desire
Brittan Geisen
Johnna Gracik
Stephanie Jin-Young Hon

Nathaniel Johnston
Bethany Jones
Reef Landrum
Ashley Ledo-Roberts
Logan Love
Cecily Matthews

Stephen Craig Mayers
Derek Miller
Shanava Saintolien
Ana Scott
Milica Simovic
Sabrina Smith

Congratulations, grads!
On June 25th, 2021, the Emergency Management and Homeland Security Program UAS (unmanned aircraft systems) team was deployed to Surfside, FL, to respond to the catastrophic Champlain Towers collapse. The team was requested by Florida Urban Search and Rescue Task Force 1, as well as Miami-Dade Fire Rescue, and worked to support the search, rescue, and recovery efforts for 25 days.

The team pioneered new processes and workflows to rapidly generate maps and models of the incident and publish those to command staff as well as US&R teams working on the collapse. As a result of the deployment, the Center received a National Science Foundation Grant in the amount of $72,332 (in tandem with Texas A&M University and Carnegie Mellon University) to support continued research efforts, specifically related to the performance of UAS and processing of aerial data in future catastrophic events.

Image 1. The above image depicts the response efforts at the Champlain Towers collapse site in Surfside, Florida. This image was created by utilizing data from several UAS flights around the site and then stitching that imagery together to create a 3D model.

Surfside FSU EMHS-CDRP UAS Personnel
- David Merrick, EMHS/CDRP Program Director and Faculty
- Jarrett Broder, EMHS/CDRP Faculty
- Laura Hart, EMHS/CDRP UAS Program Coordinator and Askew Doctoral student
- Justin Adams, Researcher and UAS Pilot
- Austin Bush, Researcher and UAS Pilot
- Rayne Hawkins, Researcher and UAS Pilot
More than 300,000 Black girls attend K–12 public schools across Florida. Black girls represent about one in five girls, although this varies by location. It is imperative to consider data by race and ethnicity within gender to better understand differences in girls’ experiences. The data illuminate ongoing systemic failures and criminalizing responses that put the overall well-being of Black girls at risk. This research brief is sounding the alarm about the experiences of Black girls, who are disproportionately impacted by the education and juvenile justice systems. Disparate responses across systems increase risk of exclusion, criminalization, and system involvement. This is a pressing priority that calls for transformational reforms.

Only 21 percent of Florida girls ages 10 to 17 are Black, but in 2019-20 they represented 45 percent of the girls arrested, 47 percent of the girls incarcerated, 52 percent of girls on probation and 52 percent of the girls transferred into the adult criminal justice system. Also, Black girls accounted for 83 percent of the 15 girls under age 10 arrested.

Askew School alumna Dr. Vanessa Patino Lydia is the Vice President of Research with the Delores Barr Weaver Policy Center. In partnership with The Children’s Campaign, she has released Sounding the Alarm: Criminalization of Black Girls in Florida. She and The Policy Center are developing a strategic plan to prioritize issues that negatively impact girls and to recommend responses for communities, education, child welfare, and juvenile justice systems to improve well-being outcomes for all girls in Florida. Justice for Girls Blueprint for Action is forthcoming in 2021 and is a renewed call to action.

Although reform for girls in Florida has advanced with numerous positive policies and programs, progress has been sluggish in critical areas:
- Decriminalization of girls of color
- Reduced use of Baker Acts/mental health
- Prevention of cross-over from the child welfare system
- Safeguarding victims of sex trafficking from the juvenile justice system
- Use of civil citation and other alternatives
- Remedies for the overuse of secure detention for technical violations of probation
- Clarity on the emerging disproportionate impact of COVID-19 on the victimization and emotional, mental, and physical health of girls in our communities.

To learn more about the Policy Center’s Justice for Girls movement and Position Statement for Gender and Racial Equity, visit seethegirl.org. Sounding the Alarm may be viewed in full text here: https://www.seethegirl.org/wp-content/uploads/2021/03/Sounding-the-Alarm_Full-report.pdf. This write-up by Katherine Bell borrows heavily from Dr. Patino Lydia’s own writing in Sounding the Alarm.
Dear Askew Students,

On behalf of the PAGA Executive Board, I would like to welcome you to the Fall 2021 semester! PAGA is here to serve all MPA and Ph.D. students, and our main role is to enhance your educational experiences in the Askew School through our various social, networking, and career development events throughout the year. We are planning some great events for this semester and are excited to continue the Local Leaders series.

PAGA aspires to foster a community here at the Askew School and continue creating spaces for Askew students to network and grow together as professionals. We encourage you to stay connected and see announcements for all events by following our social media pages as well as through the Askew School Listserv. You can join our socials by following the QR code at the bottom of this letter.

Please feel free to connect with us if you have any questions, concerns, or comments.

We look forward to seeing you this semester.

Thanks,

Alexander Priest

President, Public Administration Graduate Association
ap09m@my.fsu.edu

What is PAGA?
The Public Administration Graduate Association (PAGA) exists to enhance the educational experiences of MPA and Ph.D. students of the Askew School by fostering communication among professionals, alumni, practitioners, faculty and students while providing services that assist student development both educationally and socially.
2021-2022 PAGA Executive Board

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MPA Updates
by Gary VanLandingham, Professor

The 2020-2021 academic year was a period of major growth and change for the MPA program. All courses were taught online due to the ongoing COVID-19 pandemic, and the Bellamy Building was almost totally deserted (although, its infamous elevators were finally replaced). Fortunately, the Askew School was very well positioned to make this transition due to the rollout of the online MPA degree option in 2019. While everyone missed the regular interaction between faculty and students, the Askew School rocked on during the year.

The online degree option has resulted in significant enrollment growth: we admitted 145 new students in the 2020 fall term, 65 new students in the 2021 spring term, and 32 in the 2021 summer term, tripling the program’s size. Most of these new students are mid-career public administrators who work throughout Florida (and in some cases, in other states) and wish to update their skills and prepare for new professional opportunities.

To accommodate this growth, the School began offering multiple sections of core courses, and we set somewhat higher caps for most elective courses. We also were authorized to create a visiting teaching professor position and increased use of adjunct instructors who have substantial professional expertise in course subject areas.

During the year, the Askew School established a partnership with Tallahassee and Leon County to review the operations of the Leon County Community Human Services Partnership, which distributes approximately $4 million annually to local nonprofit organizations to meet community needs. This partnership has enabled many of our students to carry out engaged learning projects that aid the City and County, and during the 2021 fall term, students in three MPA courses will continue this initiative and identify options for enhancing the Partnership’s performance measurement and better track the results being achieved by the investment of program funds.

In the 2020 fall term, the MPA program was fully reaccredited for the next seven years by the National Association of Schools of Public Affairs and Administration. In the 2021 spring term, the Askew School was rated as the #1 MPA program in Florida and 16th nationally among public universities by U.S. News & World Report.

The 2021-22 academic year will continue to bring positive changes to the MPA program. As noted elsewhere in this newsletter, we are welcoming two outstanding new faculty members in the fall term, and we will fill a new administrative support position to help manage our expanded enrollment. We are resuming face-to-face classes in the fall term, but most courses will also be available online as remote students will participate via Zoom in a blended instructional system. We will also complete a FSU Quality Enhancement Review to identify challenges and opportunities for the School, which we hope will result in the Askew School receiving additional university support.

While the Askew School’s 75th Anniversary Alumni Reception has been postponed to the 2022 spring term due to the ongoing pandemic, we are confident that the School’s success will continue during the year. We look forward to catching out with our 2,000 alumni next spring and sharing both memories and plans for the future.
Florida Certified Public Manager Program Graduates
by Dan Vicker, FCMP Faculty

The Florida Certified Public Manager (CPM) program was honored to have 427 new graduates this summer. That will bring the total number of CPM graduates in Florida to approximately 7,821 -- more than in any other state.

The CPM program is a nationally-recognized leadership development program, currently delivered in 38 states. The purpose is to develop more effective public managers, thereby improving services to all Florida taxpayers.

There were three separate CPM graduation ceremonies this summer, each of which is the culmination of a three-day leadership conference.

- July 27th for the North Florida region, with 134 graduates.
- August 17th for the Central Florida region, with 143 graduates.
- August 31st for the South Florida region, with 150 graduates.

Florida has one of the most successful CPM programs in the country. It is administered by the Florida Center for Public Management at Florida State University, which is part of the Askew School of Public Administration and Policy.

These 427 new graduates have completed a rigorous two-year program, including 31 days of classroom instruction, plus required projects and exams. Over 100 government agencies—including cities, counties, state, and constitutional offices—have participated in the Florida CPM program.

Contact: Dr. Dan Vicker, (850) 570-6861 or dvicker@admin.fsu.edu
For more information on the CPM program, go to: www.fcpm.fsu.edu.
FSU Libraries welcomes you back to campus. Mohamed Berray is the Social Sciences Librarian for Public Administration & Policy, and the Coordinator for Government Information. Students can schedule an online research consultation with Mohamed using the research consultation form on the Libraries’ Subject Librarian webpage. Please visit the Public Administration & Policy Research Guide for relevant resources in your topic: https://guides.lib.fsu.edu/publicadministration.

Orientation packets for new faculty and graduate students are below:

- New Faculty Orientation Packet: https://www.lib.fsu.edu/new-faculty
- New Graduate Students Orientation Packet: https://www.lib.fsu.edu/new-graduate-students

### Important Updates From the Libraries

- **Catalog Update:** FSU Libraries introduced a next-generation catalog and discovery interface in July 2021. This upgraded OneSearch system optimizes our ability to find and request items. It also provides a robust new search experience, allowing you to search across our collections and many databases from a single interface. This YouTube video provides a short tutorial to the new interface. Other FSU Libraries Videos & Tutorials can be found here: https://www.lib.fsu.edu/odls/videos-and-tutorials.

- **Physical Library Collections:** Our collections in Strozier, Dirac, and the FAMU-FSU Engineering Library have reopened for browsing, and regular circulation services have resumed. Hours and locations are available here. Curbside and in-library pick-up services are still available. Library Express Delivery Service (LEDS) will resume on August 23.

### Important Links:

- **Course Reserve Information for Faculty:** Instructors who need library materials scanned for their courses may use our Reserve Item Request page. For audiovisual materials, please see our Streaming Media Course Reserves information page and request form.

- **Course Reserve Information for Students:** In order to support student success and equitable access to information, FSU Libraries identifies titles currently available as eBooks and assigned as textbooks and course materials. Search for eTextbooks for Students here: https://www.lib.fsu.edu/etextbook.

- **Material Purchase Suggestion:** Request materials to support your research and course curricula.

- **Interlibrary Loan:** ILL services for both electronic and print resources have resumed. Please contact lib-borrowing@fsu.edu with any questions.

- **Library Express Delivery Service (LEDS):** Current FSU faculty, staff, post-docs, and all graduate assistants may have materials delivered to their department offices. Article requests are emailed directly.

- **UBorrow:** This unmediated borrowing service allows you to request materials directly from participating libraries within Florida’s state university and college systems, and delivers more quickly than standard Interlibrary Loan. If you have questions please contact UBorrow at lib-uborrow@fsu.edu or call (850) 644-5959. Questions about library fines can be directed to (850) 645-8823.
Library Updates, Continued

- **Study Rooms**: Individual study rooms in Strozier or Dirac may be reserved for up to four hours. Reservations are required and keys may be picked up at the service desk.
- Off-Campus **online services** continue to be available.

**Libraries Resources Spotlight:**

- **CQ Press on Sage Knowledge**: This database combines many of CQ's most well-known government and political titles into a single searchable database. It includes such titles as the Political Handbook of the world, Elections A to Z, the Federal Regulatory Directory and the Washington Information Directory, and covers such topics as International Affairs, Congress, Law and the Courts, Elections and Political Behavior, the Presidency and Politics and History.
- **ProQuest Databases**: ProQuest provides millions of documents from thousands of sources, covering all research and subject areas. ProQuest gives you access to current and historical documents. Includes **Social Sciences Premium Collection**, ProQuest Ebooks, and Theses and Dissertations.
- **Social Sciences Full Text** (EBSCO): A complete list of all EBSCO academic research databases of peer-reviewed, full-text journals that FSU subscribes to. Includes the Social Sciences Full Text collection that covers a wide array of areas about the latest concepts, theories and methods from both applied and theoretical aspects of the social sciences.
- **Statista**: Statista is a leading provider of market and consumer data. Statista consolidates statistical data on over 80,000 topics from more than 22,500 sources.
- **Data Planet Foundations** (formerly SAGE Stats and U.S. Political Stats): A curated collection of United States statistics from public, private/commercial, and nongovernmental organizations covering a wide range of subjects. This database compares and contrasts variables of interest, and creates customized views in tables, maps, rankings, and charts.
Awards and Nominations 2021
by Katherine Bell, Administrative Associate

The Askew School of Public Administration and Policy is fortunate to have renown faculty and dedicated staff. Some of the honors they have received recently have included:

**Dr. Frances Berry** - Public Management Research Association (PMRA) 2021 George Frederickson Award
This prestigious award is given to a public management scholar who has made career contributions to public management and public policy. Dr. Berry’s scholarly contributions to public administration and management are broad and deep. She is best known for her research on policy implementation, state policy-making, policy diffusion and innovation, program evaluation, and strategic and performance management. Her research in policy innovation and diffusion has been a source of inspiration for many other prominent scholars who have built upon, replicated, and extended her work. She currently serves as major professor to eight doctoral students; five of her doctoral students graduated in 2020 with their Ph.D.

**Dr. Portia Campos** - College of Social Science and Public Policy Teaching Award

**Dr. Tian Tang** - College of Social Science and Public Policy Research Award

Additionally, two members of the Askew School’s staff were nominated for Florida State University’s 2021 Max Carraway Employee of the Year Award. This award celebrates an employee who provides consistently excellent service to FSU students, staff, and faculty; who displays a continuous attitude of service excellence; who provides customer excellence which results in positive policy changes; and who exemplifies a caring and sharing attitude. A nomination for this award is a high honor.

**Christy Crotty** has improved the Askew School with both her knowledge and perseverance. She walked into an administrative quagmire with antiquated processes and a dubious financial situation. She improved the situation in the department on all fronts almost immediately. The Askew School introduced an online Master’s Degree several months after Christy joined us. The new online degree has been extremely successful due, in large part, to Christy.

**Christina Havliceck** goes above and beyond for our students, working with department admissions, graduation checks, orientations -- and still finds time to help with advising students. She is truly one of the cogs holding the Askew School together.

Congratulations!
Recent Faculty & Student Publications


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Public Administration Opportunities
Positions with OPPAGA

https://oppaga.fl.gov/About/Careers

Graduate Assistant
Details: Graduate assistants work side-by-side with our professional staff on research projects. Mentoring and professional development opportunities are part of the work experience.
Rate of pay: $13 per hour.

Legislative Policy Analyst
Details: The analyst will serve as a technical expert conducting research studies, program evaluations and policy analyses of public programs and agencies. Policy analysts are expected to become proficient in conducting program evaluations and policy analyses, demonstrate strong writing and presentation skills, and develop substantive knowledge of Florida state government operations and the legislative process.
Rate of pay: Commensurate with experience.

Senior Legislative Analyst
Details: The Senior Legislative Analyst performs similar functions as a Legislative Policy Analyst, but at a more advanced level.
Rate of pay: Commensurate with experience.

Leon County Government Internship Programs
For available positions and to apply, please visit their website regularly at:
http://leoncountyfl.galaxydigital.com/opportunities-page/internships-
All positions are subject to change due to COVID-19 pandemic.
For additional information, contact Kay Pelt-Walker at PeltWalkerK@LeonCountyFL.gov.

ASPA-NASPAA-APPAM Job Board
More than 10 years ago, ASPA partnered with NASPAA and APPAM to start a joint job board. Throughout the past decade, more than 6,500 job ads have been posted and countless professionals in public service and public service education have found their perfect job match at our government entities, discipline universities and other public service organizations. Across that same span of time, hundreds of thousands of unique visitors have come to the site and been educated about trends in public service.

http://www.publicservicecareers.org
Social Justice Lab, Continued

We will strive to keep these values as guiding principles in the work and deliberative processes of the Social Justice and Innovation Lab. The Lab creates a virtual and designed space for dialogue, evidence-based research applied to social problems that need equitable solutions so that all citizens are treated equally and have access to the resources they need to flourish.

The four components of social justice we can focus on include:

**Human rights**
When a society is just, it protects and respects everyone’s human rights. This connection is essential since human rights are recognized globally.

**Access**
Being able to access essentials like shelter, food, and education is crucial for a just society. If access is restricted based on factors like gender, sexual orientation, race, or class, it leads to suffering for individuals, communities, and society as a whole. Social justice activists work to increase and restore access, giving everyone equal opportunities for a good life.

**Participation**
Social justice isn’t possible if only some voices are heard. Unfortunately, that’s often what happens, and the voices of the marginalized and vulnerable are silenced. Even when society tries to address problems, solutions won’t work if those most affected can’t participate in the process. Participation must be encouraged and rewarded so that everyone – especially those who haven’t had a chance before – can speak.

**Equity**
Equity takes into account the effects of discrimination and aims for an equal outcome. Equity entails the fair, just, and equitable management of all institutions serving the public directly or by contract, and the fair and equitable distribution of public services, and implementation of public policy, and the commitment to promote fairness, justice, and equity in the formation of public policy.

Social innovation is a new or readapted solution to a “wicked” social problem that has long resisted change and cross-cuts normal policy boundaries. Examples of such wicked problems include alleviating poverty, reforming racially unjust law enforcement practices, and fully realizing equality for all American citizens, regardless of race, gender, age or ethnicity.
Giving to the School

We get it. People go into public service because they want to make the world a better place rather than to become a billionaire. However, we also know that alumni giving can make a huge difference in areas such as the number of graduate assistantships we can offer to our exceptional students, the types of networking and professional development events that the Public Administration Graduate Association can hold, and the level of financial aid we can give to students attending professional conferences.

If you would like to give back to the Askew School, there are many options for doing so, including a one-time gift, an annual gift, or a bequest. Just remember to list one of the applicable fund codes when making your gift:

- Askew School of Public Administration and Policy - F04806
- Reubin O’D. Askew Educational Endowment Fund - F07214
- Augustus B. Turnbull, III Memorial Fellowship Fund in Public Administration - F04779
- Alumni Graduate Scholarship - F04879

A gift in any amount makes a difference and is greatly appreciated.
To make gifts online, go to: 
https://one.fsu.edu/foundation/donate/college/social-sciences-public-policy/donation-form

Thank you!