“Get over the idea that only children should spend their time in study. Be a student so long as you still have something to learn, and this will mean all your life.”

-Henry L. Doherty
Author’s Reflection

At the time of this report’s writing, data from the United States Census Bureau indicates that less than 12 percent of Americans have completed a Master’s degree.

You are part of a small subset of the American population. You have chosen to embark upon a challenging path that is far from being the normal route for adults. In short, you have decided that you are not finished learning.

I wish first to congratulate you on deciding to take this step. And I would like to join the many others who welcome you into the Urban Affairs and Public Policy program at the University of Delaware’s School of Public Policy and Administration.

The handbook that follows – commissioned by the School of Public Policy and Administration – is intended to be a guide for you as you progress through the MA program. The various chapters and sections address everything from your course of study to international travel, capstone projects to the ever-challenging balance of academic pursuits and a healthy social life.

The content and reflections in the pages that follow have been derived from my own experiences, as well as those of my colleagues in the program. Ideas for sections and topics have come from casual conversations with fellow students at various stages in the program, as well as from more organized meetings and discussion sessions aimed at addressing challenges and discussing the overall effectiveness of the program as a whole.

This product has come about in large part through the assistance of a number of individuals – namely, Dr. Danilo Yanich, director of the MA program. He helped to envision a document that I anticipate will be the first edition, of many, and will continue to change and evolve along with the program and the student experience throughout the years.

The need for this resource was made evident through personal conversations I have had with many students in the MA program, including David Carter ('12), Jason Bourke ('14), Adria Buchanan ('15), Serita Moss ('15) and many others who there is insufficient space to properly acknowledge. I am grateful for their insight into the program and how it can be improved. I am also thankful to have had the chance to rely upon the Ph.D. handbook authored by Philip Barnes (Ph.D. ‘14) as an example for what an effective handbook should include.

I hope that this handbook is a useful resource, and wish you luck as you begin this program!

David Karas, M.A.
Urban Affairs and Public Policy, Class of 2014
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Section 1 – Introduction

First and foremost, welcome to the School of Public Policy and Administration of the University of Delaware – and more specifically, to the Master of Arts program in Urban Affairs and Public Policy. You have been accepted into one of the most interdisciplinary programs of its kind, part of a small collection of programs that pay particular attention to the experiences of urban communities and urbanites in the study and analysis of public policy in America.

You are about to embark upon a journey that is as much about earning a degree as it is about discovering more about the world around you. This program will open your eyes to a range of topics and challenges in the field of Urban Affairs and Public Policy; you will learn about new things and even reconsider things that you had previously seen in a different light.

But above all, this program will challenge you to think – and to engage in deep, analytical and even philosophical thought.

You will emerge from this program with a new world view, and with enhanced thinking and problem-solving skills that will enable you to become a more effective individual regardless of the career path you embark upon after graduation.

In order to reach this milestone, you must engage in a rigorous curriculum and fulfill a number of responsibilities along the way. Full-time students meeting all requirements in this program will receive a master’s degree in two years – a period of time that will go much faster than you might be able to imagine.

Therefore, it is important to have a firm handle on what is expected of you as a student, as well as how to meet the expectations you have of this program and its course of study.

Yogi Berra, the former Major League Baseball player who is perhaps best known as an underappreciated, under recognized philosopher, once offered this piece of advice: “When you come to a fork in the road, take it!”

You will indeed come upon many figurative forks in the road as you progress through this program. While some questions or challenges might invite Berra’s approach of innovative individualism and unbridled creativity, others will require very concrete decisions that will have a lasting impact on your career at the University of Delaware. From planning your course of study to selecting elective classes, choosing a capstone project path to fulfilling University requirements, these decision points will present themselves throughout your time in SPPA. While your advisor and other faculty members are available to provide their support, the lion’s share of responsibility in competing the program on time lies with you.

It is the intent of this publication to help provide guidance and support to you as you face these decisions and chart your path through the MA program. This handbook is not intended to be any type of authority, but rather, a collection of thoughts formed over the course of more than two years, derived from the insight and input of students with several decades of combined experience within the master’s program you have joined.
As you read through this publication, you will find a number of chapters that focus on technical aspects of SPPA and the MA program almost as much as practical and personal advice about the graduate school lifestyle. This booklet also includes a number of sections detailing opportunities available to students in the SPPA community.

With this guide as a starting point, you should never hesitate to reach out to your colleagues – both members of your cohort and your faculty – with questions, concerns or dilemmas related to your experiences in the program. The Director of the MA program, Dr. Danilo Yanich, is also available for consultation related to everything from this publication to the structure of the MA program itself.
Section 2 – Background and Overview

School of Public Policy and Administration

The University of Delaware’s School of Public Policy and Administration (SPPA) is accredited by the National Association of Schools of Public Affairs and Administration and ranks in the top tier of comprehensive public affairs schools.

The School is comprised of faculty members, professionals, graduate students and undergraduate majors and minors. It offers a variety of degrees, including BA in Public Policy, BS in Organizational and Community Leadership, MA in Historic Preservation, MA in Urban Affairs and Public Policy, Master of Public Administration, MS in Disaster Science and Management, PhD in Urban Affairs and Public Policy, and PhD in Disaster Science.

More than 300 public, private, and nonprofit domestic and international institutions utilize SPPA’s expert research services, with annual expenditures from externally funded projects exceeding $6 million.

SPPA History

When the forerunner (Division of Urban Affairs, later the College of Urban Affairs & Public Policy) of the School of Public Policy and Administration (SPPA) was established in 1961, it became one of the nation’s first university centers focused on the challenges of urban America. It was an opportune moment. Civil rights activists were leading “freedom rides” across the Deep South, and the country was on the verge of war in Vietnam.

The goal then, at the historic time of its inception, was to create new knowledge that would expand the boundaries of human understanding and increase the possibilities for community enhancement in America’s cities, and across our nation.

A half-century later, SPPA has emerged as a globally recognized, comprehensive school of public affairs. Our students, faculty, and professionals have created and disseminated usable knowledge that has informed decision-making and policy, improved leadership and management, and made a positive impact on the quality of life in communities in Delaware, the nation, and across the globe.

While the challenges we face today may be different than those a half century ago, our goal at the School of Public Policy and Administration remains the same: to translate research and scholarship into practices and policies that will address the critical needs of our communities at all levels, from neighborhoods to nations. Our academic programs in urban affairs, public policy, public administration, organizational and community leadership, disaster science and management, and historic preservation prepare professionals and scholars to be innovators and capacity-builders. We understand that the challenges we face don’t exist in silos. That is why we have long approached our questions with an interdisciplinary lens. Our academic model—known internationally as “the Delaware model”—combines theory and practice by linking classroom content with real-world experience.

The challenges of our times are not neatly bundled in disciplinary packages as political, economic, or sociological problems. The education of tomorrow’s scholars must equip them intellectually to approach multifaceted challenges from creative vantage points, reflecting diverse perspectives that transcend
disciplinary views and reflect the highest standards of scholarship with a truly global outlook. The added value of this scholarship is that it is designed to be translational, and it is designed to be applied to the policy challenges of our times.

The School’s core research and public service centers carry out advanced research on critical public issues, offer an extraordinary range and depth of services to public, nonprofit, and community institutions at all levels, and provide students with important experiential learning opportunities, including externally funded assistantships and internships. These core centers are the engines that help drive our success. Through these centers, our students are able to work with school faculty and center staff to solve real-world problems.

**Affiliated Research Units**

**The Center for Community Research and Service (CCRS)**

Director: Steven W. Peuquet  
http://www.ccrs.udel.edu

Established in 1972, the Center for Community Research and Service (CCRS) is the University of Delaware’s focal point for community research, engagement and action. With locations in Wilmington and on the UD campus in Newark, CCRS works to strengthen the capabilities of organizations and individuals, aiming to enhance the economic, social, cultural and physical conditions of neighborhoods and communities both within and outside of Delaware.

The center uses state-of-the-art research methods to better understand community needs and assets, and provides high quality training and technical assistance services that enhance the ability of government, nonprofit agencies, philanthropic organizations and citizens to envision and create better communities.

CCRS carries out a variety of programs and projects, some that are localized, and others that are part of regional or national initiatives. Public Allies Delaware and the Nonprofit Management Certificate Course both prepare leaders interested in careers in the nonprofit sector. The KIDS COUNT in Delaware program generates important information and policy recommendations related to the health and welfare of children and their families. Working closely with citizens, nonprofits, businesses, and government to revitalize older neighborhoods is the primary function of the Blueprint Communities initiative. As a SPPA center, CCRS contributes to the education of graduate and undergraduate students with real-life experience for their futures as successful professionals, scholars and leaders.

**Institute for Public Administration (IPA)**

Director: Jerome R. Lewis  
http://www.ipa.udel.edu

Established in 1973, the Institute for Public Administration (IPA) provides state and local governments with a wide range of services and research in areas such as land-use planning, education, water resources, professional development, telecommunications, transportation and infrastructure projects.
IPA organized annual public policy forums, bringing together leaders and decision-makers to address pressing public policy issues. IPA addresses the policy, planning, and management needs of its partners through the integration of applied research, professional development, and the education of tomorrow’s leaders. Over the past decade, IPA has impacted the public through its work in the following areas: civic education, comprehensive planning, conflict resolution, economic development, education management, health policy, law and public policy, leadership development, local government training, transportation policy, and water resources.

The Center for Historic Architecture and Design (CHAD)

Director: Rebecca Sheppard
http://www.udel.edu/chad

In 1984, the Center for Historic Architecture and Design (CHAD) was established to contribute to the preservation of important historic structures and landscapes in Delaware and the greater Delaware Valley. The Center’s goals are to incorporate preservation as an important aspect of land use planning and public policy, and also to document the significance of Delaware’s historic buildings and landscapes. As a result of CHAD’s efforts, more than 10,000 properties have been documented to date.

For more than a decade, CHAD’s collaboration with the Delaware State Historic Preservation Office has provided a statewide comprehensive plan to guide preservation decisions for a variety of threatened resources. The Center has recently undertaken other educational ventures in Montana and China. The Center continues to deal with the challenges of balancing preservation and development. More recently, CHAD has been investigating the growing need for sustainable development and the impact that global climate change conditions have on historic resources. The Center is presently conducting research on the effects of sea level rise in Delaware’s low coastal areas. CHAD serves as a vehicle for the education of professional preservationists and has been a valuable training ground for many SPPA graduate students.

The Center for Applied Demography and Survey Research (CADSR)

Director: Edward C. Ratledge
http://www.cadsr.udel.edu

The Center for Applied Demography & Survey Research (CADSR) conducts demographic and survey research, performs economic analysis, and develops geographic information systems applications for local, state and national policymakers, as well as leaders of nonprofits and private agencies.

For over 35 years, the Center’s primary mission has been to provide the best possible data and information on important public policy issues to members of the University, its clients, and, most importantly, to the policymakers who affect the way we live and work in Delaware and beyond. This mission is accomplished in four different ways: by acting as a clearinghouse for large data sets supplied by local, state, regional, and federal agencies; by maintaining an active survey research capability; by developing and designing custom databases of text and graphical information; and by using an array of information system technologies. The Center employs a dynamic team of researchers, support staff, graduate students, and survey interviewers, all committed to the principles of scientific and impartial study of social phenomena with the ultimate goal of providing reliable data and information to policymakers.
**Disaster Research Center (DRC)**

Director: James Kendra  
http://www.udel.edu/DRC/

With more than fifty years of experience, the Disaster Research Center (DRC) is widely recognized as one of the pioneering institutions in the area of disaster research. In particular, the DRC is known for insights into human behavioral and social scientific issues, the development of new research methodologies, a commitment to graduate and undergraduate research training; and for a portfolio of over 600 field studies in the aftermath of disasters, catastrophes, and community crises. Faculty members are commonly called upon by local, national, and international governments as well as the news media for consultation and commentary on critical contemporary events and issues related to disasters and emergency management.

While DRC has always worked with scholars from other disciplines, universities, and countries, it recently reaffirmed a commitment to an integrated multi-disciplinary and interdisciplinary research agenda. Some of the tangible signs of this focus include the appointment and integration of several engineers to the DRC core faculty and the development of new interdisciplinary MA and PhD graduate programs in Disaster Science and Emergency Management in partnership with the School of Public Policy and Administration.

**Organizational Structure and Leadership of SPPA**

SPPA is in the College of Arts and Sciences, the largest college of the University of Delaware. The College is headed by Dean George Watson and Interim Associate Dean David Wilson.

Dr. Maria Aristigueta, Charles P. Messick Professor of Public Administration serves as Director of the School of Public Policy and Administration. Professor Leland Ware, Louis Redding Chair of Law and Public Policy, serves as Associate Director. The Steering Committee advises the Director and Associate Director and includes the center directors and a small number of faculty representing the program diversity of the School.
Section 3 – The SPPA Graduate School Environment

Your Cohort

In the graduate school environment – both within SPPA and in other institutions – pursuing a master’s degree is not an entirely solitary task.

While certain aspects of the graduate school experience – a thesis, for instance – are often unique to your interests and research and do not always connect you with peers and colleagues, much of the process does involve some degree of camaraderie.

Full-time students seeking to complete the MA program in two years will proceed through the process with a cohort of students – a graduating class that will be together for core classes and other program requirements. For the most part, you will be with this group of colleagues from the first day of classes to the day you receive your diploma. And your cohort will be relatively small; in recent history, MA cohorts within SPPA have typically hovered below 20 students.

One of the greatest benefits of having such a small cohort is the bonds you will form with your classmates. While the demographics of your cohort will likely span generations and encompass folks with a wide range of interests and varying levels of professional experience, you will be united in the shared experience of engaging in the graduate school experience and reaching milestones at the same time.

This is one of the most rewarding aspects of graduate school, as it allows students with a rich diversity in backgrounds and interests to unite around a shared passion for the same topics and subject areas. You will ideally grow to appreciate the characteristics of your colleagues, and come to rely upon their opinions in both formal and informal discussions.

Your cohort will also serve as a tremendous source of support and guidance as you encounter challenges or barriers along the way, whether related to a particular class assignment or a programmatic struggle you might face. Spending time with members of your cohort can be as helpful academically as it can be therapeutic socially.

Collaboration

A key element of any graduate program is collaboration with fellow students – whether or not they are all members of your class and program cohort(s). Most MA courses within SPPA include some form of evaluated group assignment, whether it is a single project or a semester-long partnership.

This can often signify a marked departure from teaching habits and class structures experienced in undergraduate programs, and some students can experience struggles with managing group dynamics while staying on track and working to produce a graduate-level product. Regardless of the struggles that might come with group collaboration, such experiences offer valuable experience for graduate students to understand how to more effectively work in collaborative environments – a mainstay of many professions – as well as to better understand personal leadership and collaboration styles and approaches.
Section 4 – MA Program in Urban Affairs and Public Policy - Curriculum

Program Planner

During orientation, you will be provided with a program planner for the MA program, with required courses and elective opportunities detailed for each semester. This has also been recreated below (electives are shown in boldface), based upon the approved and updated Fall 2014 program planner. Updated planners can be obtained on the SPPA website (spa.udel.edu) and from your advisor and program director.

In general, students take 9 credits each semester (typical courses are 3 credits each), though some choose to enroll in more courses. Students who are full-time must enroll in at least 9 credits each semester.

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<tr>
<td>Fall</td>
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<tr>
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<td>UAPP 701: Public Policy</td>
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<td>UAPP 691: Quantitative Analysis in Public &amp; Nonprofit Sectors</td>
<td>UAPP 693: Economics in Public &amp; Nonprofit Sectors</td>
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Summer

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<tr>
<td>UAPP 703: Urban Society &amp; Public Policy</td>
<td>Capstone Studio (3 Credits)</td>
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<td>UAPP 707: Policy Analysis</td>
<td>3-Credit Elective</td>
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<tr>
<td>Thesis (6 Credits)</td>
<td>3-Credit Elective</td>
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**Required Courses and Electives**

Your course of study will include required courses taken by all students in the degree program, as well as opportunities to take elective courses. These electives provide you with the opportunity to explore subject areas more closely related to your areas of interest. For example, if you are studying transportation policy, you might choose to take a UAPP course related to transportation planning. It is typically best to identify those courses that most closely apply to your specific research focus. For some students, participating in a credit-bearing SPPA study abroad program can provide elective credits while allowing for independent research related to an area of interest.

Electives can also be selected from across the University’s departments. These can include graduate-level courses as well as undergraduate courses that are cross-listed for graduate students. For example, a course in the Communications Department might be listed as COMM 424 but cross-listed as COMM 624 for graduate students.

In some circumstances, a graduate student could be permitted to enroll in an undergraduate course and take the course as structured by the professor, though there would likely be adjustments made to increase the workload so that it would be more akin to a graduate-level course.

The best person to consult when it comes to selecting your elective courses is your advisor. Your advisor will be able to assist in identifying a course that matches your interests, and will be able to offer advice related to the processes involved in registering for courses outside of SPPA. Some courses in other departments, as well as undergraduate-listed courses, will require permission from the home department for enrollment and registration. This can usually be obtained by contacting the professor or the academic department for permission, and oftentimes they can manually register you for the course remotely.

**First Year**

**Fall Semester**

The first semester of the MA program features courses that provide an introduction to many of the more advanced topics that will be covered in subsequent semesters:

- **UAPP 619: Contemporary Issues in Urban Affairs and Public Policy (3 credits):** This course includes readings and discussions on a number of facets of urban policy today.

- **UAPP 691: Quantitative Analysis in Public & Nonprofit Sectors (3 credits):** This course includes a review of basic statistical methods, as well as more advanced concepts, grounded in practical application to the public and nonprofit sectors.

- **UAPP 702: Research Methods in Urban Affairs & Public Policy (3 credits):** A foundation for graduate-level research and writing, this course includes an intensive review of various social science research approaches and methods, with opportunities for practical application and the design of a research project.
**Spring Semester**

The spring semester of the first year includes two additional foundation courses, as well as room for an elective offering:

- **UAPP 701: Public Policy (3 credits):** With a focus on practical policymaking and evaluation, this course includes class sessions encompassing various aspects of public policy in America, as well as assignments geared towards introducing students to the task of conducting policy research and drafting policy memos, briefs and reports.

- **UAPP 693: Economics in Public & Nonprofit Sectors (3 credits):** This course focuses on elements of microeconomics, with examples of application in the public and nonprofit sectors.

- **UAPP 613: Planning Theory & Urban Policy (3 credits):** This course pays special attention to planning, including theoretical underpinnings of the field and its application in, and effects on, urban spaces in America.

**Summer**

Students in the MA program do not have any official requirements during the summer between their first and second years (this is different from the MPA program, which requires students to participate in a summer internship). However, many MA students find a number of productive uses for their summer ‘break.’

It is worth reviewing course listings for the summer – particularly if you are interested in taking a course you might not ordinarily take, or if you might wish to get ahead on a busy semester coming up in your second year. Outside of formal courses, the summer can be a great time to start thinking about, and perhaps working on, your thesis (if you choose this as your capstone project) or personal research. It can also be a good time to work on revising a paper submitted for a class assignment, either for an academic journal submission or a conference presentation.

For many, summer also provides a great opportunity to pick up a job or an internship. MA students in the past have had success with several departments in the City of Wilmington’s administration, as well as with the City of Newark. A range of non-profit organizations also offer part-time jobs or internships over the summer, and can be great opportunities for building experience and adding lines to your resume during the summer months.

**Second Year**

**Fall Semester**

The second year begins with another trio of required courses that will be taken by all MA students:

- **UAPP 703: Urban Society & Public Policy (3 credits):** With a focus on the history of urban development and redevelopment in America, this course includes readings and assignments about urban-centric challenges and issues across the country.
• **UAPP 707: Policy Analysis (3 credits):** Building off of assignments and lessons in UAPP 701 (Public Policy), this course delves further into various methods of evaluating policies and includes practical application through course assignments.

• **3-Credit Elective**

**Spring Semester**

The final semester of the MA program represents a significant diversion from the first three, in that it can be largely based around independent research – depending upon your choice of capstone assignments. There are two paths for this semester, detailed below; students choosing to complete a thesis will only take one elective in addition to the thesis, which counts as six credits, while those selecting to participate in the capstone studio will take two electives in addition to that experience:

• **Path A: Thesis**
  - Thesis (6 credits): Discussed in more detail in a subsequent section of this handbook, the thesis is the quintessential master’s degree capstone project – and involves intensive, in-depth research and writing on a topic of the student’s choosing.
  - 3-Credit Elective

• **Path B: Capstone Studio**
  - Capstone Studio (3 Credits): Discussed in more detail in a subsequent section, this course builds off of research studies formulated in UAPP 702 (Research Methods) and policy analysis skills developed in UAPP 707 (Policy Analysis).
  - 3-Credit Elective
  - 3-Credit Elective

**Advisement**

Advisement is discussed in more detail in a later section of this handbook, but it is worth mentioning here that students should be in close contact with their academic advisor when devising a plan of study and selecting elective courses. Given the short time frame of the MA program, careful planning is necessary to ensure all requirements are met and that the plan of study you create best serves your academic interests and future professional pursuits.

You should be sure to meet with your advisor in your first semester to obtain their approval and signature on a printed plan of study form – which must be turned in to the SPPA office (specifically to Linda Boyd) by the end of your first semester in the MA program. It may be updated as needed, but the school office should always have a current, updated plan on file.
Section 5 – Capstone Project – The Thesis

Introduction and General Process

The quintessential master’s degree capstone project, the thesis is likely the largest academic research undertaking you have experienced to date. Finished products can range anywhere from 50 to more than 100 pages, and can encompass months, if not years, of scholarly research and writing.

The general process you will undertake in writing your thesis, if you choose to select this capstone option, is outlined in the following sections. As with all other aspects of the MA program, your advisor (an in this case, your committee chair) is a great resource for guidance, advice and support as you move through this process.

Most students who have graduated from the MA program would likely agree that it is never too early to begin thinking about your thesis. Coursework for your thesis is reserved for your second year, but you can absolutely begin to conceptualize your approach and start reading up on your topic sooner. As is detailed in the subsequent pages, there are many facets to the thesis process, so starting early and creating a clear schedule for yourself can help you a great deal in ensuring you stay on track – while (hopefully) minimizing stress as much as possible.

Academic Credit

In total, your thesis will count for six credits towards your MA degree – taken in the spring of your second year.

Selecting a Topic

Your thesis will be the capstone of your graduate work in the master’s program, and will encapsulate a significant commitment of time and energy during your second year. Choosing a topic is no easy task, especially given the amount of intensive research and writing involved. It is important to select a topic that you are interested in; this will make the thesis a much more enjoyable undertaking, and will make it easier for you to read about the topic and retain information.

It is advisable to focus your thesis on an area of policy research you are interested in – especially as this could dovetail with the topic of your elective courses and the focus of your course papers and projects. Most advisors will tell you: the more your research and writing for various courses or projects align, the more productive and manageable your graduate experience will be. The thesis is no exception to this advice.

Many students have benefitted from careful planning in this regard. For example, a student interested in communications policy might find it beneficial to take elective courses focusing on communications and related policy issues, and to take advantage of course assignments throughout the program that allow for flexibility in project topics by orienting research around communications policy. In this example, the student seeking to write a thesis on an issue related to the FCC and its policymaking powers could rely upon close to two years of course, research and writing experience on the topic when shaping and writing the thesis.
Your advisor is also a useful resource in helping to evaluate topic ideas and formulating a research strategy.

**Orchestrating a Research Plan**

Once you have an idea of the intended topic of your thesis, the next major hurdle is to formulate a research plan. This process often begins with a more narrow focus for the thesis. For example, if a student wishes to write her thesis on education policy, perhaps she might focus on the reliability of standardized testing in primary schools as an indicator of teacher performance.

Once the topic is more focused, you can begin to think about what research questions you might like to answer through your work. These can and very well could change in the course of your preliminary research on the topic – especially as you become better versed in the topic and the intricacies of the policies you might be evaluating – but forming preliminary questions at this stage can be helpful.

Once questions are drafted, you can start to conceptualize a research design that can help you answer these questions. Knowing the questions you would like to answer can easily reveal whether you might need primary or secondary data, how large of a sample you might need, and how feasible it is to answer the questions within the scope of a master’s thesis.

These are all questions, and challenges, that your advisor can assist with as well.

**Selecting a Committee Chair**

One of the most important qualities in a thesis committee chair is a shared research interest in your topic. Identifying a faculty member within SPPA who has done research on the topic, or has a common interest in the subject area can only enhance your experience working on a thesis. Especially given the intensity of the research and writing you will undergo for this capstone project, having a committee chair who is knowledgeable in the topic you are writing about can be exponentially valuable – notably in their ability to provide suggestions or advice to guide your research process, and offer insight related to their own understanding of the subject area.

Your thesis committee chair could be your academic advisor, but this is not a requirement. It is up to you to select a professor to approach for this role, but most students have found it useful to keep research interests in mind when making this selection.

Your committee chair will be your main point of contact throughout your thesis process, as well as the professor under whom your thesis course is registered. You will interact the most with this individual, and in many cases he or she will approve chapters or sections of your thesis before you are allowed to schedule a defense and share your draft with the rest of the committee.

**Assembling a Committee**

Once you have selected a committee chair, you should begin to think about who you would like to request serve as the remaining two members of your thesis committee. These professors can be from within SPPA or other departments at the University of Delaware, so long as they have some connection to your research or the subject area, and of course, are willing to be part of your committee. There are no set rules for who you should select, but it can be helpful to keep the research interests and focuses of
the professors in mind as you ponder this decision. Similar to your thesis committee chair, the more connections members of your committee have to your research and topic, the greater the benefit they will provide to you throughout the process.

**Writing and Revision Process**

Being successful in writing your thesis involves, to a great extent, being aware of your personal writing process and shaping your schedule, and approach, around that awareness. Finding that quiet place to read, research and write – or for some, the perfect corner in a coffee shop on Main Street – is essential in allowing you the take full advantage of the most appropriate work environment for your style.

In general, MA students working on a thesis will conduct research and begin drafting chapters of their work to submit to their thesis committee chair. The process will be largely dependent upon your chair, and his or her preference, but in many cases a chair will review chapters as they are submitted or at another agreed-upon time, and provide feedback and advice for revisions.

**Defense**

Once your thesis committee chair “green lights” your final draft of the thesis, it is customary for you to submit the draft to the rest of your committee (this is the first time they will see your work) and schedule a defense.

A defense is a public presentation of your thesis, and the final step in the process before you receive a grade and are allowed to graduate. In general, a defense is scheduled for a weekday in a classroom in Graham Hall, and lasts under two hours in most cases. The defense is facilitated by your thesis committee chair and attended by the rest of the committee members, as well as other faculty or students who wish to attend (some students send out invitations, though this is not necessary).

After an introduction from your chair, you will present your thesis in a presentation that lasts, in most cases, between 20 and 30 minutes. Presentations typically include use of a slide presentation, but this is something you should discuss with your advisor when planning your defense. Following your presentation, members of your committee will ask questions about your work. These questions can focus on anything from word choice (“on page 71, you use the term ‘egregious’ to describe her policymaking patterns; why did you choose that characterization?”) to content (“what justification did you employ in including that study in your literature review?”), methodology (“why was a purposive sampling method chosen?”) to implications (“expanding upon your thesis findings and conclusions, where do you see this research going?”). Many students would agree that the questions are often a bit challenging to answer and require a form of “defending,” hence the name of this final step in the process.

After questions from your committee members and chair, other guests are welcome to chime in and engage in a dialogue with you about your work. Following a brief “closed session” discussion among your committee, the members decide on whether your thesis has been “successfully defended,” your grade for the six-credit thesis course, and any changes and revisions you will need to make prior to submitting your thesis to the University.
Approval Processes

Completing a thesis requires various approvals from offices and departments on campus – including SPPA, the College of Arts and Sciences and the Office of Graduate and Professional Education. Be sure to review the guidelines on the University website to keep abreast of these requirements and applicable deadlines – which are discussed in greater detail in the timeline below.

Timeline

There are many components to the thesis writing and submission process, and it is critical that you meet all deadlines in order to properly complete your thesis and graduate on time. The rough timeline below includes the steps you should be mindful of completing or addressing throughout this process:

- **Research and Writing Process**
  - Formulate a topic
  - Approach and select a thesis committee chair
  - Form a thesis committee by asking two other professors to join
  - Conceptualize a research approach and formulate research questions
  - Develop an action plan with your committee chair to ensure you deliver content for their review and approval
  - Carefully review the University’s guide to thesis writing – which includes formatting requirements and links to downloadable templates

- **Finalizing Draft and Defending Thesis**
  - Once a final draft of your thesis is approved by your committee chair, distribute the draft to the entirety of your thesis committee and schedule a defense
  - Consult the thesis guide and submit your title, abstract and signature pages electronically to Eileen Burget in the Office of Graduate and Professional Education for approval (at your defense, your chair will sign three copies of the signature page, which will then have to be endorsed by three other individuals, outlined below).

- **Approval Processes**
  - Following a successful defense, make necessary revisions on your thesis and submit a full draft to the SPPA Director, Dr. Maria Aristigueta, and the UD College of Arts and Sciences (grad-docs@art-sci.udel.edu). Provide your signature pages (3 copies on UD Bond Paper) to Linda Boyd for Dr. Aristigueta’s endorsement.
  - Once Dr. Aristigueta approves your thesis, Linda will forward the signature pages to the Dean’s Office for endorsement and approval.
  - Once the Dean’s Office approves your thesis (they might require changes to be made first), they will endorse the signature pages and pass them on to Eileen Burget in the Office of Graduate and Professional Education for the final approvals and signatures.
  - You will be required to meet with Eileen Burget, to ensure you have met all University formatting guidelines for your thesis. You will also sign a statement affirming that you wrote your thesis and that it is an original work, and you will be able to choose whether you would like to receive a personal U.S. copyright for your thesis publication.
  - Once all approvals are secured, you will submit your thesis electronically to the University for storage and future access.
  - It is useful to note that you are not required to submit any printed copies of your thesis. In some cases, SPPA requests a printed copy for its review, but the University only requires three physical, original signature pages to be submitted.
Post-Thesis Options

- Following the above steps, you might choose to consider the following:
  - Order a printed, bound copy of your thesis – this can be done when copyrighting your piece through a third-party website, through the UD Bookstore, or through the University Printing Office
  - Revise your thesis to fit the parameters of a journal article, and submit it to an academic journal for publication consideration
  - Submit your thesis abstract to a conference committee for a possible conference presentation opportunity in an applicable field

Important Note on Deadlines

The University of Delaware sets a deadline each year for theses to be defended, submitted and approved by the respective dean’s office and the Office of Graduate and Professional Education for a May graduation and degree conferral.

This deadline usually comes in **mid- to late-April**, nearly a month before the end of the semester. By this deadline, which is set and accessible on the University’s academic calendar, a student must be completely finished with his or her thesis in order to receive a degree in time.

Failure to meet this deadline can result in a student having to defer to a summer degree conferral, which results in administrative delays and in most cases requires the payment of a summer “sustaining” fee to the University, which typically runs in excess of $500-600.

It is essential for students seeking to graduate on time to adhere to this deadline, and to plan accordingly and well in advance to ensure a deadline is met. While, in many cases, a thesis might be completed by the deadline, the various processes of defending the thesis (which includes finding a date and time that is convenient for the entire thesis committee) and obtaining approvals from SPPA, the College of Arts and Sciences, and the Office of Graduate and Professional Education, can take upwards of several weeks. While these steps might come off without a hitch and without any delays, it is prudent to allow for 2-3 weeks before the deadline to ensure enough time is provided.
Section 6 – Capstone Project – Studio Course

Beginning in the fall of the 2014-2015 academic year, the MA program will feature a "Capstone Studio" option for students in the second semester of their second year. This course experience offering is intended for students who do not choose to complete a master's thesis, an alternative capstone to the thesis requirement.

The culmination of the MA experience, the studio will be able to draw upon knowledge and skills developed throughout the first three semesters of the program. The course will function much like a laboratory; discussions, guest speakers and other activities will be included, but the practices of planning and policy analysis will be the major focal points of the course.

The capstone studio will include a great deal of collaborative work, as students are challenged to work in small groups to collect and create a combination of graphic and written materials that will be assembled into a professional planning/policy document.

The instructor for this course will work to identify a real-world project for the students to participate in, and so the experience might include the opportunity to work with partner organizations or clients in the field.

*Because this is a new component of the MA program, this portion of the handbook will be updated as the capstone studio takes shape and the initial cohorts of students participate in, and offer feedback about, the experience.*
Section 7 – Research Assistantships

Research assistantships are an integral component of SPPA’s culture, and constitute a significant portion of the graduate school experience for many MA students. The availability of such opportunities also sets SPPA apart from most graduate programs in the country, as in many cases such opportunities are reserved exclusively for doctoral students.

MA students who apply and are accepted to a research assistantship within SPPA are generally placed with one of the school’s research centers, described in greater detail earlier in this handbook. Such a placement carries a 20-hour work requirement ranging from September through the end of May (there is at least one exception to this contract term, in the case of Legislative Fellows with IPA, who work through June 30 to coincide with the end of the legislative session). Students are required to work through the winter term, with the exception of a one-week holiday break, as well as spring break – though this latter requirement is typically waived by center directors.

Research assistantships are designed to complement the academic enrichment and challenge of the SPPA graduate experience, as well as to incorporate practical, professional work and tangible outcomes into the degree program.

In many cases, students have been able to dovetail research done for a class assignment with their research assistantship placement, and vice versa. This is worth exploring with your professors and assistantship supervisors.

It is also helpful to remember that, while an assistantship is an important part of your experience in SPPA, academics take priority. In the event of a time conflict between an assistantship requirement and a course meeting, you should be careful to meet academic requirements first, and to consult both your faculty and research assistantship supervisor(s) with any questions or concerns. In some cases, a professor might excuse a student for such commitments, but in general academics should take precedence.
Section 8 – Opportunities

Publishing Research

While many might consider publishing research a privilege relegated to faculty members and doctoral students, there are also many opportunities for MA students to have their work published and shared with the broader academic community. A couple paths towards publishing are shared here.

New Visions for Public Affairs

New Visions for Public Affairs is the student-led academic journal of SPPA that goes into print every spring. The editorial board, which is comprised primarily of SPPA graduate students, begins to market journal every fall for its annual submission deadline in early January. Student authors whose work is accepted for publication have the opportunity to work closely with a team of editors to perfect their article, and then present the content and substance of their research during the annual NVPA symposium.

Submitting to NVPA is a great way to be introduced to the peer review process common to academic journals, and allows students the chance to have their research published in a print and electronic publication.

Submissions can include journal articles derived from course assignments or portions of a larger work, like a thesis, as well as policy briefs and literature reviews.

For more information on NVPA and its submissions process, visit nvpajournal.wordpress.com.

External Academic Journals

There is also a wealth of academic journals currently in publication, with many applying to the studies of Urban Affairs and Public Policy – as well as subject areas (i.e. transportation, education, health, crime) that might connect with your policy interests.

You should not be discouraged from submitting your works to a journal merely because of your status as a master’s student; students in years past have found great success in being published in outside journals, whether they submitted works they authored as part of a course experience or through a research assistantship placement.

Having your work published contributes heavily to your academic resume, and can be a great step towards doctoral studies or teaching opportunities after graduation.

Some journals related to the field of public policy include:

• Journal of Urban Affairs
• Journal of Public Administration and Policy Research
• Harvard Journal of Law and Public Policy
• Journal of Public Administration Education
• Public Performance and Management Review
• Public Integrity
• Journal of Housing and Built Environment
• Journal of Homeland Security and Emergency Management
• Journal of Families and Society
• Journal of Policy Practice
• Urban Studies
• Energy Policy
• Global Environmental Change
• Journal of Broadcasting and Media
• Journal of Planning Education and Research
• Public Finance and Management

**Presenting at Conferences**

Another way to share your research and writing with the broader academic and professional community is to participate in, and present at, conferences in the field. These are offered throughout the calendar year in cities across the country, and are facilitated by various academic organizations and research firms. Typically, ‘applying’ to present a paper or posted requires only an abstract submission (the deadline is typically several months before the conference).

Students invited to present at a conference might also be eligible for financial support from SPPA, funds that can cover airfare, lodging and other transportation costs, as well as conference registration. Additional funds can be secured through applying for a Professional Development Grant from the Office of Graduate and Professional Education, or through the University’s alumni association (eligible students whose parent(s) attended UD may apply for Legacy funding). Conferences also have various volunteer opportunities, and students accepted to assist in facilitating the conference may receive financial compensation to cover registration and lodging fees, and in some cases, even transportation expenses.

Some conferences attended by MA students in the past include:
• Urban Affairs Association (originally founded and based at UD)
• Association for Public Policy Analysis and Management
• American Society for Public Administration

**Study Abroad**

Another hallmark of SPPA’s academic offerings is the inclusion of study abroad opportunities specifically geared towards graduate-level students.

A far cry from the tourist junket and different from traditional study abroad opportunities, programs led by SPPA faculty typically run from 1-2 weeks and are offered exclusively to graduate students within the SPPA community. Most trips take a particular subject focus (i.e. community development) and include intensive days filled with briefings from public, private and non-profit leaders in the destination society, as well as tours and other experiences designed to immerse participants in the local culture while incorporating real learning. Most trips also include a free day (as well as evenings) to explore independently or in small groups – times that some students have used to visit nearby countries and take advantage of the ease of international travel in other parts of the world.

Trips include a credit-bearing academic component, in most cases, with meetings on campus before and after the trip and presentations to the SPPA community after students return.
Past trips led by SPPA faculty include:

- Romania – Comparative public administration
- Netherlands – Housing and neighborhood development
- Seoul, South Korea – Policy administration
- Poland – Historic preservation

Similar to conference travel, SPPA is typically able to provide generous funding for students to participate in study abroad programs. In the majority of cases, the out-of-pocket expenses for these experiences fall far below what it would cost to travel independently, and costs include many activities in the destination country, as well as University health and security insurance protections.

You can visit the SPPA website, sppa.udel.edu, for details on upcoming trips.
Section 9 – Practical Advice

Advisement and Mentoring

A key to successfully progressing through the MA program is to engage in careful planning to ensure you can reap the most benefit from your time at UD. Your advisor will play a significant role in this process, assisting during the course selection and registration processes, and providing feedback and advice related to questions you might face along the way.

You should view your advisor as a resource for you throughout your career in the SPPA community. Whether you have questions about which course to choose or whether a study abroad experience or a conference presentation is right for you, your advisor is often a valuable source for guidance and support.

Upon admission to the program, your advisor will most likely be the program director or another faculty member. In some cases, however, you might encounter another professor whose research and professional interests and background might better connect with your own. It is perfectly acceptable to change advisors during your time in the program; this can be done so with a simple form on the SPPA website. It is in everyone’s best interest to ensure that each student has an advisor who can best relate to their academic interests, and there is absolutely no stigma or “hard feelings” involved when students seek to change advisors.

Staying on Track

The MA program includes only four semesters, and has much less flexibility than undergraduate curriculums. This is compounded by the fact that some courses are only offered once each year, or once every other year. Therefore, it is essential for students to stay on track and make sure they are meeting all requirements. Your advisor will help to ensure this, as well.

Writing Advice

Writing can be a very personal, individual process, and everyone’s approach is unique to them. However, it could potentially be useful for some to include the below insights gleaned from faculty and MA students past.

Your Process & General Tips

Knowing your writing process – and become acquainted with the environment that best facilitates your productivity – can serve you well as you take on the many papers and course assignments that will come throughout the MA program. There are also many resources on campus, including spaces to work and study, along with writing workshops and research support.

Here are some tips gleaned from the experiences of various MA students:

- Writing outlines can be a useful aid for more complicated assignments, particularly those that last over the course of a semester and might have to be written over a longer period of time.
• Writing does not always have to be done in the order in which it will appear in the final paper. Sometimes, writing can flow better by beginning with the portion of a paper that is easiest to write first. For example, in the case of a thesis (which can easily run close to, or exceed, 100 pages), it might be easier to write the chapters in this order: methodology, findings, literature review, implications, introduction, and conclusion. While not a traditional approach, it might be the most practical way of taking on such a large endeavor. Plus, starting with some of the interior portions of a work can make it much easier to write crisper, more comprehensive introduction and conclusion sections.

• There will be plenty of deadlines that will come your way during your time in the SPPA community, and most of these will be outlined in syllabi. The difficulty for some students comes with tasks like a thesis, in which there is no syllabus, and no set timeline for completion. Some students have found it useful to set deadlines for themselves to have portions of such a large, independently-driven piece completed. Setting manageable deadlines well in advance can help keep one on track with a large project and space out the stressful portions of the process.

• Establishing accountability can also be a helpful approach. Whether it is committing to a voluntary deadline to provide portions of a work to a professor or colleague, or dedicating a certain portion of each week to writing work with a fellow student, some of these self-imposed accountability measures can help students stay on schedule.

**Balancing Academics and a Personal Life**

Graduate school is not an easy undertaking. It is incredibly rewarding and fulfilling — and its results will endure for a lifetime — but it comes with its challenges and obstacles. Therefore, it can be easy for students to dedicate all of their free time to working on the next project, or reading ahead in a class textbook, or even working on a plan of action for a thesis.

However, it is also important to ensure that your graduate school experience is well-rounded. While earning a master’s degree takes a lot of hard work, it is also described by many (including this author) as one of the most enjoyable experiences after college.

While it might sound disingenuous or contradictory, it is important to essentially “plan” to have fun once in a while. Whether it is having a drink with friends or taking a road trip, such releases are necessary for one to get the most out of life as a graduate student (and to take advantage of once again having a student ID that gets you discounts!).

Some students have enjoyed becoming involved in the SPPA community, joining the Student Association for Policy and Administration (SAPA) and helping to organize and participate in various social activities among students in the school that SAPA facilitates each year. Others enjoy being part of the editorial board for *New Visions for Public Affairs*.

Outside of SPPA, the University’s many departments, offices and student organizations offer a host of events, activities and attractions each year, not to mention the various amenities offered on Newark’s Main Street, which is consistently ranked among the top college downtowns in the country.

So, whether it is kicking back with a cold brew and some friends or going for a run on a nearby trail, perusing a museum or playing an intramural sport with fellow students, be sure to have fun at UD!
Section 10 – Resources

University Resources

The Office of Graduate and Professional Education (http://www.udel.edu/gradoffice/) offers a wide array of services and resources to the graduate student community at the University of Delaware – ranging from social events to funding for self-designed international research experiences. Be sure to bookmark the link included above, and check back for updated resources. You can also contact the Graduate Office with any questions or concerns.

Another resource is the University’s Graduate Student Government (http://sites.udel.edu/gsg/), which meets monthly and has a number of committees focused on identifying challenges and opportunities facing graduate students at UD. The MA program has its own Senator, who is required to attend general assembly meetings and participate in at least one committee. This is your elected representative, and your Senator will be in frequent contact throughout the semesters with everything from event information to matters of concern related to the larger UD community.

School Resources

On a weekly basis, you will receive an email newsletter from SAPA, with updates and information from your student organization regarding social events, engagement opportunities and various academic seminar or conference offerings that might interest you. You will also receive periodic messages from Diana Simmons and other SPPA staff.

Please take the time to review the messages you receive. They might not all be of interest to you, and some might not pertain to you, but a lot of vital information is disseminated via email in the SPPA community.

External Resources and Support

- The SAPA website (http://sites.udel.edu/sapa/) includes information on student opportunities, school news and even job postings, which are sent from external companies and agencies seeking UD graduates for positions upon graduation.

- For necessary levity in the graduate school process, visit http://phdcomics.com/comics.php.
Section 11 – Faculty Profiles

David L. Ames is a Professor of Urban Affairs and Public Policy, Geography, and Material Culture Studies. He serves as the director of the Center for Historic Architecture and Design, an interdisciplinary research and public service unit oriented to historic preservation, and is an affiliated faculty member of the University Transportation Center, the Center for Material Culture Studies, the Delaware Design Center and the doctoral program in Preservation Studies. He also directs the University Byways Research Program sponsored by the Delaware Department of Transportation. Professor Ames co-founded the master’s program in Historic Preservation. He conducts research on the evolution of historic urban and suburban landscapes, including historic roads and heritage tourism, and preservation policy. His transportation-related research has dealt with megapolitan development and the effects of projected sea-level rise on the I-95 corridor, with an emphasis on the mid-Atlantic region. He instructs courses in the areas of historic preservation, sustainable planning, and architectural photography.

Maria P. Aristigueta is the Charles P. Messick Professor and Director of the School of Public Policy and Administration and is a Senior Policy Fellow in the Institute for Public Administration. She recently served as a Fulbright Specialist at the University of Salerno, in Italy. Her research interests are in the areas of organizational behavior and performance management. Professor Aristigueta is the author of Managing for Results in State Government published by Quorum Books (1999); coauthor of Organizational Behavior in the Public and Non-Profit Sectors published by Sage in 2002, 2009, 2013, and translated to Chinese; Civil Society in Cuba published by the University of Miami (2008); and co-editor of Practice-Based Performance Management: An International Handbook published by Sage (2008). She has also written articles for scholarly journals and book chapters on topics including the use of social indicators, performance measurement, outcomes for student learning and the use of strategic planning for economic development.

Nina David is an Assistant Professor in the School of Public Policy and Administration. She has an undergraduate degree in Architecture from India, graduate degrees in Urban and Regional Planning and Environmental Science from Ohio State University, and a doctoral degree in Urban and Regional Planning from the University of Michigan. Her research interests are at the nexus of public policy and urban planning in the broad areas of land use planning, regional planning and cooperation, growth management, and sustainability. Her focus is on the factors that impact regional cooperation on land use issues, and the impact of regional land use cooperation on development patterns on the ground.

Jonathan B. Justice is an Associate Professor in the School of Public Policy and Administration with areas of specialization which include public budgeting and finance, accountability and decision-making, and local economic development. Recently, he has published articles examining the meaning and methods of fiscal transparency and the ethics of government debt; collaborated with Chris Skelcher and Catherine Durose on a the seminar series Beyond the State: Third Party Government in Comparative Perspective; and co-edited with Helisse Levine and Eric Scorsone the Handbook of Local Government Fiscal Health. Professor Justice has been a visiting research fellow at the University of Birmingham’s Institute of Local Government Studies where he conducted research on British business improvement districts and town center management. Prior to earning his Ph.D. at Rutgers University-Newark in 2003, he worked for the City of New York as a capital program administrator, and as an economic development program manager for nonprofit organizations in the New York metropolitan area.

James Kendra is an Associate Professor and serves as Director of the Disaster Research Center. Previously, he was coordinator of the Emergency Administration and Planning Program in the
Department of Public Administration at the University of North Texas. His research interests focus on individual and organizational responses to risk, improvisation and creativity during crisis, post-disaster shelter and housing, and planning for behavioral health services. Professor Kendra has participated in several quick response disaster reconnaissance trips, including the 2001 World Trade Center attacks, 2003 Midwest tornadoes, the 2004 Indian Ocean tsunami, and Hurricane Ike in 2008, as well as documenting maritime relief efforts in the U.S. following the 2010 Haiti earthquake. He has been involved in several emergency planning and exercise efforts, and is a Certified Emergency Manager. Dr. Kendra graduated from Massachusetts Maritime Academy with a degree in marine transportation and served several years at sea, attaining a Master Mariner license. He completed a master’s degree in geography at the University of Massachusetts, and a Ph.D. in geography at Rutgers University.

John McNutt is a Professor in the School of Public Policy and Administration and coordinator of the nonprofit concentration in the MPA Program. Prior to coming to the University in 2007, he was Associate Professor and Coordinator of the Advanced Practice Concentration in Organizations and Communities at the University of South Carolina College of Social Work. Professor McNutt’s research efforts are in the areas of political use of the Internet and the use and adoption of technology by nonprofit organizations. He has co-authored or co-edited four books and many articles, book chapters and other works on advocacy, the digital divide, volunteerism, community development technology and nonprofit organizations and technology and public participation. His practice specialties are criminal justice and child welfare. Dr. McNutt earned a BA at Mars Hill College, an MSW from the University of Alabama and a Ph.D. from the University of Tennessee.

Anthony Middlebrooks is an Associate Professor in the Organizational and Community Leadership undergraduate degree program. He helped develop the doctoral program in leadership as a professor at Cardinal Stritch University, and spent ten years prior in non-profit leadership positions, culminating in writing, consulting, and presenting on a variety of leadership topics. Professor Middlebrooks teaches courses in leadership theory and practice, decision-making, creativity and innovation in leadership, and research methodology. His current research interests focus on methods of leadership education and the integration of leadership, creativity, and design thinking. Dr. Middlebrooks has a Ph.D. in Educational Psychology from the University of Wisconsin at Madison.

Steven Peuquet is an Associate Professor and also Director of the Center for Community Research and Service. He has served in a variety of leadership roles within the School and as a member of several governmental and nonprofit boards and commissions. Dr. Peuquet is a city planner and urban economist with expertise in housing, fair housing, homelessness, community revitalization and nonprofit agency management. In addition to leading the Center’s efforts to develop new knowledge and approaches to reduce poverty and increase social and economic opportunity, he teaches courses in research design and data analysis, economics, housing policy and community analysis and development. Professor Peuquet has gained broad recognition for his public service work, including being the recipient in 2008 of the University’s Ratledge Family Award for his outstanding service to the citizens of Delaware. He holds master’s degrees in Urban and Regional Planning from the University of Pittsburgh and in Regional Science (Urban and Regional Economics) from the University of Pennsylvania. He earned his doctorate in City Planning from the University of Pennsylvania.

Chandra Reedy received a Ph.D. from the interdisciplinary Archaeology Program at UCLA. She was a conservation scientist at the Los Angeles County Museum of Art Conservation Center before coming to the University, where she initially served as Director of the Ph.D. program in Art Conservation Research. She joined the Center for Historic Architecture and Design, full-time, in 2007. She teaches history of
Tibetan art, architecture, and material culture. Her current interests are in better understanding the history and cultural context of technological change in stone, ceramic, metal, and glass architectural materials and material culture, especially in Asia; developing new methods for documenting deterioration of those materials, and new approaches to preserving them; and the documentation and preservation of intangible cultural heritage, and the role of heritage tourism in those efforts. She has an active program of fieldwork in China, and holds two appointments in the Palace Museum (Forbidden City, Beijing) as Visiting Researcher in the Key Scientific Research Base of Ancient Ceramics, and Guest Fellow in the Research Center for Tibetan Buddhist Heritage. She has published six books and 55 journal articles and book chapters.

Daniel Rich is University Professor of Public Policy. A recipient of the University of Delaware’s Medal of Distinction, he has served as University Provost (2001 to 2009), and as dean of two colleges (1991-2001). An elected fellow of the American Association for the Advancement of Science, he served for a decade as visiting professor at the University of Strathclyde in Scotland and was a founding member of the University’s Center for Energy and Environmental Policy. He now serves with the University’s Institute for Public Administration (IPA), the Delaware Environment Institute, and the Science, Ethics and Public Policy Program. A recipient of the University’s excellence-in-teaching award, he offers graduate courses in public policy and processes of social inquiry, and has supervised numerous doctoral dissertations. His research has focused on higher education policy, urban policy, energy policy, and science and technology policy. His publications include 13 books and edited volumes, and more than 100 articles, monographs and professional papers.

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