

University of Southern California (USC)
Sol Price School of Public Policy
International Public Policy and Management (IPPAM) Graduate Program



**PPD 569 – Applied International Policy Analysis and Management:
Masters Project**

Fall 2014

Instructor

Gayla Kraetsch Hartsough, Ph.D.
USC Adjunct Faculty
President, KH Consulting Group
1901 Avenue of the Stars, Suite 200
Los Angeles, CA 90067
(310) 203-5417 tel (310) 203-5419 fax
gayla@khcg.com or Kraetsch@usc.edu

Course Assistant (CA)

To be named

Schedule

- **Class Sessions:** Thursdays, 2:00 pm to 5:20 pm, Room VPD LL101a
- **Office Hours:** Immediately after class and by appointment. In-person appointments can be scheduled at 5:20 pm on day of class. Also available via email and by phone.

Course Overview

Course Objectives

The Applied International Policy and Management Project (Masters Project) provides students with the opportunity to analyze a real-world managerial, planning, or policy problem. Students will propose a project, frame the problem or issue at hand, conduct the analysis, construct the alternatives, confront the trade-offs, make recommendations, and present their findings – a true, real world application of skills.

This project involves two objectives:

1. To gain a greater understanding of public policy, planning, and management issues
2. To apply concepts and methods learned during the year to the analysis of current policy, planning, and management issues

Emphasis is placed on reading and analysis of the published economics, policy, and management literature and the application of policy, planning, and management principles to developments and policies in a given country. By the end of the course, students should have achieved knowledge of:

- How to access and use the applied economics, policy, planning, and management literature

- How to monitor policy, planning, and management developments in a given country
- How to apply policy and management concepts and principles in the analysis of a real-world situation or problem

Student Population

The course is aimed at graduate students in IPPAM. The majority of the students are in their final semester. Some may continue taking elective courses in Spring 2015.

Policy Topics

It is preferred that students prepare their Masters Project independently but, in special cases where two students are working on the same topic, they may work as pairs. Individual students or paired-teams will select a research topic of their own choosing but with the instructor's approval.

Given that most PPD 569 students graduate at the end of this semester, there is not much flexibility in regard to project duration. The instructor can help you develop a scope of work that is feasible within the time allotted. Developing a clear scope of work at the beginning of the project and adhering to it can help ensure that students submit a complete and high-quality final product at the end of the semester.

You may select any topic area that relates to a critical issue or public policy/management problem existing in your selected country or a part of the world that interests you. This topic area should be considered pertinent and critical to decision-makers and policy-makers seeking resolution or correction.

IPPAM's emphasis is on international public policy and management. Therefore, the policy problems selected should preferably involve issues in other countries outside of the United States or international problems that require U.S. collaboration or involvement.

Examples of policy/planning/management issues may include:

- Local economic development issues (small and medium enterprise development strategies in low-income communities, rural development via microfinance)
- Urban planning (state responses to the rise of slums and informal economies, municipal governance of water supply and distribution)
- Health care issues (cost containment efforts, development of appropriate reimbursement systems, or problems related to health care access)

- Educational issues (expanding school choice or performance-based teachers' pay, aligning national educational policies to increasingly globalized labor market needs)
- Environmental issues (pollution control, reducing greenhouse gases, water shortage, climate change, natural disaster prevention, and emergency response)

To develop expertise in the topic, students will conduct an intensive review and analysis of existing literature on the selected topic, using international official and academic documentation as well as English-based academic writings (journal articles, theses and dissertations, research institutions' publications, etc.). Students will use the information collected to propose appropriate recommendations to decision-makers about how to resolve the problem.

Teaching-Learning Approach

The teaching-learning approach is interactive. It consists of both in-class workshops/sessions and 1:1 meetings with the Instructor and CA.

In-Class Workshop Sessions

Active participation in class is critical. During the semester, you will be asked to make impromptu presentations, as well as formal presentations that can be planned in advance. Therefore, students should come to class prepared to lead or make a meaningful contribution to the discussion.

Students will workshop their policy problems throughout the semester. At times, students will be asked to:

- Provide updates on their own policy project and analysis to date and present their research at key milestones of their research endeavors
- Participate in in-class exercises, such as application of a policy framework to your own or a classmate's policy issue
- Respond to or ask questions of classmates making presentations
- Assume the role of policy-makers to provide useful feedback to their classmates regarding proposed policy options and implementation strategies
- Discuss each other's research in small groups in class
- Meet with the Instructor or the CA to obtain 1:1 guidance

Student Interaction Guidelines with Instructor

The Instructor and CA will regularly meet with individual students or paired teams during the study period to track progress, guide development of the analytical approach, and ensure that students craft a high quality policy/planning/management analysis report.

Each student is expected to play an active role in the feedback process. That is, students are expected to meet with and email the Instructor to receive feedback and identify ways to improve their papers. Written feedback and comments to students will be discussed with the instructor as a way to minimize possible sources of conflict in the feedback process.

When meeting with faculty, students are expected to:

- Create a Masters Project portfolio to organize research notes, early and latest drafts, written feedback from faculty, and any other relevant materials
- At every interface with the Instructor, please bring in all material used for your Masters project.
- Re-read all written feedback (current and old) before submitting a paper to the Instructor.

Course Materials

This course builds on the students' studies to date. The following two texts are basic to preparing a Masters Project paper:

- Bardach, Eugene. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. Fourth Edition. Washington, D.C.: CQ Press, 2011.
- Munger, Michael. Analyzing Policy: Choices, Conflicts, and Practices. New York: W.W. Norton & Company, 2000.

These two texts are useful reference guides:

- Weimer, D.L. and Vining, A.R. Policy Analysis: Concepts and Practice, 5th Edition, Upper Saddle River, NJ: Longman and Pearson Education, Inc., 2011.
- Hill, Michael and Hupe, Peter, Implementing Public Policy: An Introduction to the Study of Operational Governance, 2nd edition, Sage Publications, 2009. ISBN 1412947995, 9781412947992.

Interim Drafts, Masters Paper, and Presentation Guidelines

Your class assignments contribute to your Masters Project and, thus, are building blocks for your Final Masters Project.

Template for Masters Project – A Work in Progress

The Instructor has prepared a template for the Master Project, which is available on Blackboard as a MS Word document for your use. A description of the template is presented at the end of this syllabus. Your Masters Project should be a “Work in Progress”, which you continuously refine throughout the course.

During the semester, your class assignments entail the following components of your Master Project.

- **Topics Finalized – Project Briefing.** Within the first three weeks of class, you will submit a briefing (i.e., 2-3 pages) that defines the policy problem that you want to tackle in this course and why, as well as your desired outcomes for addressing this societal, environmental, or economic need. Be prepared to discuss your topic in class.
- **Draft #2 Submission – Policy Problem.** Students will complete the section of the template that defines the policy problem for the Masters Project.
- **Draft #3 Submission – Policy Analysis.** Students will complete the section of the template for analyzing the policy problem for the Masters Project.
- **Final Masters Project Narrative.** If you have prepared the three assignments, preparation of the Final Masters Project Narrative should be straightforward. The final sections of the template to complete are the recommendations and references, which should be a work in progress.

Guidelines

Master Project Paper

Here are the guidelines for the paper:

Consideration	Guideline
Length	18-25 pages if double space; 12-20 pages if single space (excluding references, exhibits and appendices)
References	Use between 15 to 20 references (50% of which print materials). Journals or magazines from international literature can be listed in foreign language but need to be translated into English.

Consideration	Guideline
	American Psychological Association (APA style) formatting is preferred.
Font Size	12 point
Visuals	Insert graphs, maps, charts, images, etc. as appendices or exhibits

Oral Project Presentation

Consideration	Guideline
Length	10 minutes (a 5-minute question and answer (Q&A) period will follow the presentation)
Graphics	Prepare your presentation using PowerPoint, Prezi, or a similar visual tool. Keep the graphics simple and user friendly.
Font Size	12 point
Handouts	Please submit copies of your overhead slides at the time of your presentation. This hand-out should be a copy of the PowerPoint Slides (4-slides to a page).

Class Assignment Submissions

Unless otherwise specified, bring two copies of your assignment to class – one for the professor and one for you to have as a reference point for discussions and to share with classmates.

Remember: Also upload your work to Blackboard.

Peer Review

Policy analysis and implementation cannot be done in a vacuum. Better policies are developed and implemented when collaboration exists. Collaboration can take many forms – providing constructive feedback, offering new insights, exploring the pros/cons of different options, and helping fellow classmates to build the strongest policy briefings possible. Therefore, peer reviews of classmates' class participation and support is another component of the class.

Constructive class participation involves:

- Comes to class prepared (i.e., well read)
- Takes the initiative in getting group organized; does a full share of the work—or more—in group projects
- Volunteers to help others
- Provides many good ideas for development and new insights to problems; inspires others

- Clearly communicates ideas
- Is an attentive listener; remains focused on the topic being discussed
- Participates in discussions; asks good questions
- Meets deadlines; completes assigned work on time
- Helps classmates to shape their thinking; routinely provides constructive, clear, and respectful feedback; and graciously accepts feedback

The Instructor will distribute Peer Evaluations via a confidential online survey after the Oral Presentations are completed.

Evaluation and Grading Policy

Satisfactory performance in this class requires that you:

- Attend all in-class workshops/sessions
- Meet and email regularly with the Instructor
- Develop a research portfolio, whereby students document their research progress
- Effectively participate in discussions, meetings with the Project Instructor or CA, and class activities with sufficient preparation to engage in critical thought and discussion
- Submit thoughtful and completed work for each required draft.

Grade Weightings

The final grade in the course will be determined as follows:

Milestones and Factors	Due Dates and In-Class Sharing	Percent Weighting
Workshop Attendance/Participation	Ongoing	15%
Draft #1 Topics Finalized – Project Briefing	September 11	5%
Draft #2 Submission – Problem Statement	October 2 and 9	10%
Draft #3 Submission – Policy Analysis	October 30	15%
Draft #4 of Final Masters Paper accompanied by an Oral Project Presentations	November 13 and 20	15%
Peer Review and Summary Class	December 4	5%
Final Masters Project Narrative	December 11	35%
Total		100%

Grading Percentages

A+ 100%-97%	B+ 88%-86%	C+ 78%-76%
A 96%-93%	B 85%-83%	C 75%-73%
A- 92%-89%	B- 82%-79%	C- 72%-69%

Note: An individual assignment may earn a grade of “A+” but USC’s policy only allows the highest course grade showing on a transcript as an “A”.

Submission Protocol

Be sure to spell check and proofread all written assignments before turning them in.

Assignments must be submitted on the due date electronically and in hard copy (hard copy is only necessary if we are meeting in person on the due date).

During the semester, the Interim drafts should be submitted to the Instructor with TRACKED CHANGES. The tracked changes should be accepted and not part of the Final Masters Project paper.

The Instructor will not give a passing grade unless all assignments are completed. Extensions will be granted only in case of emergency. This restriction is out of respect to those who have abided by submission deadlines, despite equally hectic schedules. Assignments handed in late without authorized extensions will be penalized.

Classes Sessions and Assignments

The Instructor will regularly assess progress and elicit student feedback regarding the course. If necessary, the Instructor will revise the syllabus to make it more suitable. Class schedule times and places may be modified as the semester progresses.

- **The dates highlighted in BOLD will involve class workshops and sessions.**
- The other dates will either be scheduled 1:1 meetings – either virtual or on-campus – with students. Each student should plan on 3 1:1 meetings with the Instructor. *These “Virtual meetings can be held by phone, by email, or in person.* Sign-up times will be made available when classes meet.
- Note: As the semester progresses, some of the meeting times and locations may change.

	Date	Topic	Where	Assignment due
1	8/28	Introduction to the course <ul style="list-style-type: none"> • Course introduction and goals • Issue Diagnosis • Pitfalls to avoid 	USC	None
2	9/4	<i>Topic Screening</i> <i>Individual project meetings with Instructor:</i> <ul style="list-style-type: none"> • By phone • By email • In-person (15-min. blocks scheduled for Thursday morning) 	Virtual	<i>Send to Instructor prior to the meeting: Up to one page description of proposed topic and why it is important</i>
3	9/11	Problem definition and outline for proposed research	USC	Draft #1 Submission – Introduction to project due. Start a research portfolio (RP) to track research progress Be prepared to discuss the problem definition and proposed outline for the research project with instructor Instructor will determine and let students know which Draft #2 Submission – Problem Statement presentations will occur on 10/2 versus 10/9
4	9/18	Draft #2 Submission – Problem Statement <ul style="list-style-type: none"> • Policy environment/context for selected policy issue • Individual project meetings with Instructor by email, phone, or in-person 	Virtual	<i>Update your research portfolio</i>
5	9/25			<i>Revise Draft #1 based on feedback</i> <i>Work on Draft #2 Submission – Problem Statement</i>

	Date	Topic	Where	Assignment due
6	10/2	Draft #2 Submission – Problem Statement	USC	Electronic submission of drafts on blackboard by 10/1 at 5pm:
7	10/9			<ul style="list-style-type: none"> • Rewritten Draft #1 Introduction due • Draft #2 Submission – Problem Statement due <p>10-min. student presentations; be prepared to discuss the policy environment and context for the selected policy problem</p>
8	10/16	Draft #3 Submission – Policy Analysis	Virtual	Update your research portfolio
9	10/23			<p>Revise Draft #1 and Draft #2 based on feedback</p> <p>Work on Draft #3 Submission – Policy Analysis</p>
10	10/30	Draft #3 Submission – Policy Analysis	USC	<p>Electronic submission of drafts on blackboard by 10/29 at 5pm:</p> <ul style="list-style-type: none"> • Rewritten Draft #1 Introduction due • Rewritten Draft #2 Submission – Problem Statement due • Draft #3 Submission – Policy Analysis due <p>5-min. student presentations; be prepared to discuss your policy options, criteria for assessing them, and recommendations</p> <p>Instructor will determine and let students know which projects will be presented 11/13 versus 11/20</p>

	Date	Topic	Where	Assignment due
11	11/6	Individual meetings to discuss comments on 2 nd draft and plans for final presentation	Virtual	Update Research Portfolio Come prepared to discuss Final Masters paper and plan for completing the project
11	11/13	Draft #4 Submission – Final Masters Project Paper and Oral Presentations	USC	Electronic submission of drafts on blackboard by 11/12 at 5pm
12	11/20			Electronic submission of drafts on blackboard by 11/19 at 5pm
13	11/27	NO CLASS – Thanksgiving Holiday		
14	12/4	Class Summary	USC or Special Place	Peer Review due on 12/3 by 5p
15	12/11	FINAL PAPER DUE		Hardcopy submission at IPPAM+ electronic version via blackboard by 12/11 at 5pm

Here is a link to USC's academic calendar: <http://academics.usc.edu/calendar/>

Additional Information

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

11.11 Plagiarism¹

A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.

B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.

¹ Source: SCampus University Governance: <https://scampus.usc.edu/a-general-policy-statements/>

C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts, which are not the final version. Moreover, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

You might also check out the “Guide to Avoiding Plagiarism” from USC’s Expository Writing Program. The World Wide Web is a handy resource and, when using it, be sure to document the author and URL link.

If there is any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards for further review. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. The *SCampus*, the Student Guidebook, contains the Student Conduct Code. Section 11.00 (under University Governance) describes violations of university standards and Appendix A for the recommended sanctions.)

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to the CA) as early in the semester as possible.

- DSP Location: STU 301
- DSP Hours: 8:30 a.m. to 5:00 p.m., Monday through Friday
- DSP Phone: (213) 740-0776

Emergencies

In case of a declared emergency that makes travel to campus infeasible, USC executive leadership will announce an electronic way for instruction in their residences, using a combination of Blackboard, teleconferencing, and other technologies.

PPD 569 Masters Project Report: Expected Components and Deliverables

The Masters Project Report should contain the following components listed below:

Cover page

- Includes name, university affiliation, Masters Project title, date, and faculty advisor name.

Table of Contents

- Includes each section with corresponding page number.

Introduction – Draft #1

Due: September 11, 2014

Assignment: Topics Finalized – Project Briefing (2-3 pages)

The topics to address are:

- Introduce your research topic and description of policy/planning/management problem
- Provide a brief description of your topic. This section is intended to inform the reader about the context and background of the paper.
 - What is the background and history of the critical policy/planning/management issue?
 - What is the country/province/locality of your selection? Provide a brief country/province overview (country development indicators) to introduce the context in which you are discussing the issue/problem at hand.

A typical outline is:

Background (History)

Context or Overview of the Current Situation (Country Profile)

Policy Issue

Problem Statement – Draft #2

Due: October 2 or 9, 2014

Assignment: Draft #2 Submission

The topics to address are:

- **What is the main policy/planning/management problem?** Describe the main policy/management problem under investigation. This section should include a clear discussion of the policy/planning/management problem that you plan to investigate in your paper. For practical insights on how to formulate a policy issue statement, refer to Eugene Bardach's *Practical Guide for Policy Analysis* (3rd Edition) (2009).
- **What is the importance or significance of the topic area?** Why is the topic area important? What are you interested in and why should someone reading it be interested in this topic? What implications or consequences does the issue have for governmental and business organizations (or, perhaps, for the country, in general)? Why should policy-makers, business leaders or simply affected stakeholders try to learn more about or solve the issue or problem?
- **What are the causes/determinants of the problem?**

A typical outline is:

Background

Problem Definition (including Impact on Stakeholders)

Causes/Determinants

Objectives (Desired Changes)

Methodology, including Evidence (Information/Data) Needed

Policy Environment/Context: Overview and Assessment – Draft #3

Due: October 30, 2014

Assignment: Draft #3 Submission

Current Situation or Current Policy

- What policy responses and strategies or management practices or tactics exist currently (in your country of selection and in other comparable countries) to try to solve the policy or management problem?
- What are the advantages and disadvantages of current practices or tactics?
- In what ways are they successful and in what ways are they not successful?

- Are there any best practices and comparative insights that can guide the formulation of your proposed alternatives and proposals to bring remedy to the problem under investigation?

Identification and Assessment of Policy Options

- What are the policy options that you have identified that could address the problem?
- What are the criteria against which you will assess all of the options? These should link to your objectives and desired societal, environmental, or economic outcomes.
- How will you define the criteria for evaluating the policy options?
- How does each option fair vis-à-vis against the criteria?
- What are the important tradeoffs between the options?

A typical outline is:

Current Situation or Current Policy

Key Stakeholders

Policy Options

Criteria for Assessing Policy Options

Assessment of Policy Options

Criteria	Status Quo	Option 1	Option 2	Option... Etc.
Etc.				

Proposed Recommendations – Draft #4 (Final Masters Paper)

Due: December 11, 2014

Assignment: Final Masters Project

The topics to address are:

- **What suggestions would you make to improve the operations** (e.g., efficiency, effectiveness, cost containment, public welfare, public safety, or customer satisfaction) of business, governmental and/or non-governmental organizations?
 - Provide at least three recommendations (courses of action) to resolve the critical issue or policy problems that you have discussed. State the descriptive contents of your recommendations, describe the tradeoffs relative to other options, and provide a rationale for the choice you have made.
- **How will you know if the new policy achieves the desired outcomes** (e.g., evaluation plan)?
- **How will your Masters Project make a difference** (e.g., your value-added contributions to the policy issue)?

Note: This one of the most important and creative sections of your Masters Project.

A typical outline is:

Recommendations

Evaluation Plan

Discussion and Conclusions

Bibliographic References – Draft #4 (Final Masters Paper)

- Use between 15 to 20 references (50% of which print materials).
- Journals or magazines from international literature can be listed in foreign language but need to be translated into English.
- American Psychological Association (APA style) formatting is preferred.

Biography

Gayla Kraetsch Hartsough, Ph.D., has been the President of KH Consulting Group (KH) since 1986. KH offers management consultant services in strategic planning, organizational structures, business process reengineering, human resources, performance and management audits (including ethics and social responsibility), and accountability and performance measurements. KH has served more than 200 clients in 25 states and 7 foreign countries.

Approximately 50% of KH's clients are in the public sector, higher education, or and non-profit organizations. Another 20% are quasi-governmental entities that must generate revenues but require the public trust and thus are highly regulated (e.g., ports, airports, utilities). The remaining 30% includes private sector companies.

She has personally worked on more than 300 projects during her consulting career in Australia, Europe, Asia, Canada, and Southeast Asia. Among her clients are:

- Governments (City of Los Angeles, County of Los Angeles, County of Orange (CA), County of Los Angeles Civil Grand Jury, City and County of Denver, Federal Home Loan Bank of Boston, Federal Housing Finance Board and the 12 Federal Home Loan Banks, U.S. Department of Health and Human Services, U.S. Department of Labor, U.S. Veterans Administration, National Civil Service Institute (Taiwan), and South Australia Department for Transport, Energy and Infrastructure)
- Universities, colleges, and K-12 (University of Southern California, Northwestern University, University of California at Los Angeles (UCLA), University of Nevada Las Vegas (UNLV), University of the Pacific, San Francisco City College, Los Angeles Community College District, Glendale Community College, Los Angeles Unified School District, and Glendale (CA) Unified School District among others)
- Transportation (QANTAS, Los Angeles World Airports, Port of Los Angeles, South Australia Department of Marines & Harbours, Metrolink, and Port Authority of New York-New Jersey)
- Utilities (Metropolitan Water District, Illinois Power Company, Telstra (Australia), Public Service Company of Colorado, Arizona Nuclear Power Project (ANPP) of Arizona Power Company, Southern California Edison, and Los Angeles Department of Water & Power)
- Nonprofit organizations (Special Olympics Southern California, First 5 LA (Los Angeles County Proposition 10 Commission), LA*Vets, National Medical Fellowship (NMF), National Mental Health Association of Greater Los Angeles (NMHA), Pasadena Senior Center, Public Health Foundation Enterprises, Inc., The Getty Conservation Institute, Tierra del Sol, W. M. Keck Foundation, and World Vision International)

- Private sector entities (BHP (Australia), Chrysler (Canada), Bernard Krief (France), Saudi Arabian Marketing and Refining Company (SAMAREC) (Jeddah, Saudi Arabia), CBS, Jim Hensen Productions, Travelers Insurance, Transamerica, Bank of America, Childrens Hospital Los Angeles, St. Johns Hospital (Oxnard CA), and Rose Medical Center (Denver), among others)

Prior to KH, she was a Managing Consultant at Towers Perrin (now Towers Watson) and a Senior Program Officer with a non-profit, policy firm in Washington, D.C. She also taught at Marymount University, University of Virginia, Fairfax County (VA) Public Schools (learning disabilities resource teacher and supervisor, Staff Development Institute) and Perkins School for the Blind. After college, she was a VISTA volunteer in Appalachia in eastern Tennessee, where she worked as a community organizer.

She is currently an Adjunct Faculty member at the University of Southern California (USC), Sol Price School of Public Policy, International Public Policy and Management (IPPAM) Graduate Program. She has been a Guest Lecturer at USC with multiple delegations to USC from Shenzhen, China, and Indonesia since 2011.

She holds multiple degrees in:

- B.S., Northwestern University, School of Communications, Major: Communications Studies
- Ed.M., Tufts University, Major: Elementary Education and Learning Disabilities
- M.Ed., University of Virginia, Major: Research Methodology and Statistics
- Ph.D., University of Virginia, Major: Emotional Disturbance and Public Education Administration
- Post-doctorate, Woodrow Wilson National Fellowship, Princeton, NJ, Specialty: Higher Education Administration

She has served as a member of and on the boards of various organizations, including National Association of Women Business Owners Los Angeles (NAWBO-LA) (Board Member 2008-2011); Organization of Women Executives (Member and former President/Board Member); BTW (former Board Member); Northwestern University's Council of One Hundred; Earth Protect (Advisory Council Member); and Northwestern University Entertainment Alliance (NUEA-West) (former Board Member).

For more information on KH: www.KHConsultingGroup.com