

PPD 500: Collaborative Governance

Spring 2019

Instructors: Paul Danczyk, PhD, and Jei Africa, PsyD
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Telephone: 916.637.8988
Physical Location: USC State Capital Center, 1800 I Street, Sacramento, CA
Office Hours: Upon request
In-person Hours: 9:00 am-5:00 pm (Friday through Sunday)
Online Hours: The synchronous option during online recordings will be the Sunday before each course week: 8:00 pm on these days: January 6 and 13, February 3, 10, and 17; or asynchronous throughout week. The instructors will send out the “live” and “recorded” links via Blackboard. Some weeks may have different, asynchronous formats. In those cases, the instructors will send email updates with instructions.

Syllabus Updated: December 14, 2018; future updates will be sent to the enrolled students.

Course Schedule

Week	Days	Format	Hours*	Dates	Live Dates
1	Monday through Sunday	Online	2	January 7-13	January 6
2	Monday through Sunday	Online	2	January 14-20	January 13
3	Friday through Sunday	In-Person	22	January 21-27	January 25-27
4	Monday through Sunday	Online	1	January 28-February 3	January 27**
5	Monday through Sunday	Online	1	February 4-10	February 3
6	Monday through Sunday	Online	1	February 11-17	February 10
7	Monday through Sunday	Online	1	February 18-24	February 17

* The estimated hours include instruction time, online assignments and asynchronous webinars and videos. This time does not include preparing for class (like required readings), external group work, or completing assignments.

** The content for Week 4 will be introduced during the last hour of the in-person session.

Course Description

PPD 500 is one of the required courses for the Master of Public Administration degree program. The course focuses on issues that arise when the public, not-for-profit and for-profit sectors collaborate to address societal challenges. Of particular interest are leadership modalities and the organizational mechanisms in play across the public, private and not-for-profit sectors. Through analyses and applications, students will acquire an understanding of leadership and followership in cross-sectoral settings, and

gain skills and insights into organizational and institutional designs, organizational innovation, problem solving, negotiation, and conflict resolution.

Cross-sectoral collaborations are often complex arrangements. Over time, they develop their own unique cultures and require interpersonal competencies to perform effectively in a context that normally lacks a hierarchical distribution of authority. Participants in these arrangements are challenged to think critically about policy and process issues and lead efforts to create a culture that facilitates building an innovative capacity that is essential for the intersectoral arrangement. This course will address these competencies and be guided by the objectives specified below.

Learning Objectives

1. Analyze the institutional and stakeholder context of public problems.
2. Compare the structure, procedures, and goals of various types of intersectoral collaboration such as advisory committees and public-private partnerships.
3. Judge whether collaborative strategies are appropriate in a given context, and articulate arguments for and against using collaborative versus agonistic approaches to improve public administration or policy outcomes.
4. Develop skills for designing, leading, managing, facilitating, and evaluating collaborative intersectoral processes.
5. Develop skills for consensus building and negotiation in intersectoral contexts.
6. Increase capacity to work through ambiguity and complexity in public issues.
7. Demystify the role of cultural humility in leadership practices
8. Practice and refine written and verbal presentation skills.

Required Readings

- **Books:**
 - Tyrus Ross Clayton, Leading Collaborative Organizations, (Bloomington, IN: iUniverse LLC, 2013). ISBN for paperback edition is 978-1-4917-1022-7.
 - Edward De Bono, Six Thinking Hats. 1999. Paperback.
- **Articles and Select Chapters:**
 - Ansell, Chris and Allison Gash (2008) “Collaborative governance in theory and practice.” *Journal of Public Administration Research and Practice*, 18(4), 543-571.
 - Bardach, Eugene, and Eric M. Patashnik (2016) “Things governments do” (Appendix B) and “Understanding public and nonprofit institutions”

(Appendix C) in *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 5th Edition*. CQ Press.

- Bryson, John M., Barbara C. Crosby, Melissa Middleton Stone (2015) “Designing and Implementing Cross-Sector Collaborations: Needed and Challenging.” *Public Administration Review*, Vol. 75, Iss. 5, pp. 647-663.
- Foronda, Cynthia, Diana-Lyn Baptiste, Maren Reinholdt, and Kevin Ousman (2016) “Cultural Humility: A concept analysis.” *Journal of Transcultural Nursing*, 27(3), 210-217.
- Innes, Judith E. and David E. Booher (2004) “Reframing public participation: strategies for the 21st Century.” *Planning Theory & Practice* 5(4): 419–436.
- Institute for Local Government (2012) “Planning public engagement: Key questions for local officials.” http://www.ca-ilg.org/sites/main/files/file-attachments/key_questions_2.pdf
- Institute for Local Government (2012) “A local official’s guide to online public engagement.” http://www.ca-ilg.org/sites/main/files/file-attachments/a_local_officials_guide_to_online_public_engagement_0.pdf
- Kaner, Sam (2014) “Introduction to the role of facilitator” and “Facilitative listening skills.” Chapters 3 and 4 in *Facilitator's Guide to Participatory Decision-Making, 3rd Edition*. Community at Work, Jossey-Bass.
- Kania, John; and Kramer, Mark. “Collective Impact.” *Stanford Social Innovation Review*. 2011.
- Kotter, J. “Capturing the Opportunities and Avoiding the Threats of Rapid Change.” *Leader to Leader*. Fall 2014. pgs. 32-37.
- Lewicki, Roy J.; Saunders, D.M.; and Barry, B. Negotiation: Readings, Exercises and Cases. 6th Edition. 2009. Readings 1.2 “Selecting a Strategy” and 6.1 “Resolving Differences.”
- Milward, H.B, and Provan, K. “A Manager’s Guide to Choosing and Using Collaborative Networks.” IBM Center for the Business of Government. 2006. <http://www.businessofgovernment.org/report/managers-guide-choosing-and-using-collaborative-networks>

- Musso, Juliet (2017) "Social Capital and Community Representation: How multiform networks promote local democracy in Los Angeles." *Urban Studies*, 54(11), 2521-2539.
- Nesbit, Paul (2012) "The Role of Self-Reflection, Emotional Management of Feedback, and Self-Regulation Processes in Self-Directed Leadership Development." *Human Resource Development Review*, 11(2), 203-226.
- Silvia, Chris (2018) "Evaluating Collaboration: The Solution to One Problem Often Causes Another." *Public Administration Review*, Vol. 78, Iss. 3, pp. 472-478.
- *Classic*: Tervalon, M. "Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *Journal of Health Care for the Poor and Underserved*. 1998.
- Williams, David R. "Miles to Go Before We Sleep: Racial Inequalities in Health." *Journal of Health and Social Behavior*. 2012.
- *Classic*: Wood-Daudelin, M. "Learning from Experience Through Reflection." *Organizational Dynamics*. Winter 1996. pgs. 36-48.
- Zerunyan, Frank V. and Steven R. Meyers (2010) "The use of public private partnerships for special districts and all levels of government." *California Special District* 5(3):28,47-50.

Optional Readings

- *Classic*: Bennis, W. "Understanding the Basics." *The Essential Bennis*. Jossey Bass. pgs. 204-214.
- *Classic*: Deming, W.E. "A System of Profound Knowledge." *The New Economics*. The MIT Press. 1994. pgs. 92-115.
- *Classic*: Drucker, P. "Management as Social Function and Liberal Art." *The Essential Drucker*. HarperCollins. 2001. Pgs. 3-13.

Grading Policy

Course Components

Component	Percentage of Final Grade
I. Individual Cross-Sectoral Paper (2-3 pgs)	15%
II. Group Case-Study (4-5 pgs)	25%
III. Case Study Analyses (2 responses)	25%
IV. Reading Log (10 pgs max) and Reflections Paper (2-3 pgs)	25%
V. Participation	10%
Total Percentage	100%

I. Individual Cross-Sectoral Paper: Problem Definition (15%)—Due Week 2

Research and identify an existing, concrete intersectoral arrangement involving at least two of the following three sectors: public, non-profit, and/or for-profit. The arrangement you select must demonstrate organizations working together to address a specific public program or collective action opportunity that you will describe in this proposal.

Explain how you found this arrangement or project. (For purposes of succeeding in this analysis, it is suggested that you begin looking for a specific cross-sectoral challenge early as manifest in an actual arrangement since sophisticated arrangements may take some time to identify and understand – so, again, begin looking for your example as you initially prepare for this course.)

Record your observations about the arrangement regarding its **leadership, effectiveness, problems, challenges, and achievements.**

Your individual cross-sectoral paper must discuss an actual, current, cross-sectoral, collaborative governance arrangement and detailed responses linked to conceptual frameworks to answer the following:

1. **Context:** What is the specific policy problem, societal need or opportunity being addressed by the arrangement?

2. **Structure:** What is the arrangement (e.g. public-private partnership, contractual, market-based, networks) currently being utilized among the participants in this arrangement?

Format: Submission should be done via email to the instructor. The paper should be single spaced, 12 point font, with one inch margins of a length between two (2) and three (3) pages. Citations referencing detailed information, website locations, facts and data related to your selected intersectoral arrangement must be included in either a footnote or endnote format within your submission.

A quick guide to Word footnotes and endnotes: <http://office.microsoft.com/en-us/word-help/create-footnotes-and-endnotes-RZ001098190.aspx>

Kate Turabian's Guide: <http://library.georgiasouthern.edu/libref/turabian.pdf>

Joseph Gibaldi's Guide: <http://www.aresearchguide.com/7footnot.html>

II. Group Case Study (25%)—Topic Due Week 3; Paper Due Week 4

Case studies are important learning tools. They are complex puzzles that need to be solved. Typically, it is used as reflective exercises to explore possible solutions to certain set of circumstances and vetting plausible courses of actions. In many ways, it allows individuals to consider how they might react if they were under the same conditions.

You, along with your group members, are to write a case study from one of the group member's individual cross-sectoral paper. Send the case study topic to the instructor on the date identified in the syllabus.

Derive a case study that identifies a leadership challenge and illustrate it through one of the frameworks discussed in class. The leadership challenge could have a variety of different tensions, such as organizational or personal values, customer service approaches, ethics, personalities, power v. influence, strategy, empowerment, vision, engagement, public-sector paradoxes, to name a few. You will likely consider others not on this list. Focus your case study on only one set of tensions.

The previous course readings and lectures will be helpful in thinking about what the problem might be. The problem may be a real one that you uncovered through your research, or it could be a plausible, yet fictional, problem.

The case study should be written to provide the reader with enough information about the cross-sectoral arrangement. You should change names (organizations and persons) and any sensitive information, like budget numbers, to protect the identity and

sensitivity to the case. While changed, it should still provide enough information to the reader that they would have a sense as to case's context.

Consider writing the case study using these steps:

Step 1: Research

- a. **Receptive: Assessment:** Measure the arrangement and its organizations so that your research presents factual information on the following:
 - i. The effectiveness of the mechanisms developed, e.g. contracts; budgets, etc.
 - ii. The process for developing the arrangement
 - iii. Measures of outputs and/or outcomes. Use quantitative metrics if possible.
 - iv. What measures are missing? Or should be added?
 - v. Is your assessment shared by the participants? By its clients? Why or why not?
 - vi. How is leadership provided for the arrangement? For example, is there a Network Administrative Organization, or a Steering Committee, or a Project Manager, etc.? Who are the key players, actors and units? What background information on each is necessary to know, include relevant and individual facts.
- b. **Preceptive: Motivation:** What are the drivers, and through which lenses/theories/frames, that led to the formation of this cross-sectoral arrangement? Be specific as to the drivers for each sector, organization, and stakeholders. Detail the cultures of the respective organizations; e.g. are they congruent or incongruent? If there are cultural differences, what facts demonstrate this understanding and how do these play out in the ongoing collaborative effort?

Step 2: Organization

- c. Describe: What is the situation that needs to be addressed?
- d. Organize:
 - i. Introduction to the problem
 - ii. Background
 - iii. Setting the stage for the problem
 - iv. Relevant structural, human resource, political, symbolic, or system contexts
 - v. Facts and data that the reader needs to make informed assessment
 - vi. Other environmental considerations

- e. Conclusion:
 - i. Summarize key points
 - ii. End with 3-4 questions to pose to the reader to engage in critical thinking

Format: The case study should include a brief background, key analytic diagrams or schema (if appropriate), and a narrative section setting the stage for the situation and prompting the reader to think about and respond to possible courses of action.

Submission will be posted at a location designated by the instructor. One copy should be submitted via email to the instructor—single-spaced, 12 point font, with one inch margins of a length between four (4) and five (5) pages. No citations are used. The other version should be posted on a previously designated location.

Short papers are often more difficult to write than large papers. Make each word count. Synthesizing a lot of information into one comprehensive document takes skill and practice. This assignment helps you to refine those skills while incorporating major lessons in intersectoral leadership.

Typically, the grade for the case study is posted after the second analysis is due.

III. Case Study Analyses (25%)—Due Week 3 (completed in class) and Week 6

The case study analyses have two parts.

Part 1. During Week 3, an in-class case study will be presented during the decision-making lecture. Meet as a group to answer the discussion questions. Your final responses should take a critical and reflective look at the situation and relate it to online lectures and course readings. The analysis is done in-person and discussed in class.

Part 2. During Week 6, you have the opportunity to analyze another group's case study. Meet as a group to answer the discussion questions. Your final responses should take a critical and reflective look at the situation and relate it to online and in-person lectures and course readings. The analysis should be one to two pages, single-spaced, 12 pt font, standard margins.

Consider these two broad areas as you undergo the analysis. You do not need to answer each question below. Instead, it is a guide to begin thinking about the analysis through both effectiveness and applied lessons lenses.

- a. **Effectiveness:** Are the expected outcomes aligned with the goals and missions of the organizations and participants of this arrangement? What

is the likelihood that the arrangement will be ultimately successful in addressing the policy problem or collective action opportunity you identified in the topic proposal? What are the leadership styles and approaches that impact the situation? What are the impacts of organizational culture or political climate?

- b. **Lessons:** What have you learned that enhances your understanding of the effectiveness of cross-sectoral arrangements in solving collective problems and/or accomplishing constructive goals? How do the theories, models, and approaches discussed in class inform your perspectives? What alternative perspectives or approaches might be present?

IV. Reading Log and Reflections Paper (25%)—Due Week 7

The final course assignment is two-part. But, do not wait until the last week of class to complete! The first part should be an ongoing practice.

First, as you go through the course, keep a reading log; not to exceed ten (10) pages. Step 1, in it, capture major takeaways; that is, major ideas, concepts, quotations, and/or theories that resonated with you. Provide enough detail for you to refer back to it without having to reread the book or article. We are well familiar with them, so do not rewrite the book. Keep it short and focused. Step 2, make the readings real for you by jotting down some reflective applications as applied to your professional, volunteer, or personal life. If you decide to work in small groups to complete this part, Step 1 can be similar to each other but Step 2 is to be applied to *your* personal or professional settings.

Second is the reflections paper. In two (2) or three (3) single spaced pages (one inch margins and 12 pt. font), consider your entire experience throughout the course, including the group experience. Answer these four questions: what did you learn, what did you unlearn, what did you relearn, and what surprised you. The first and third questions are the easiest. The middle question on what you *unlearned* challenges you further to consider a perspective that you had on leadership practices or collaboration that you had to reevaluate and put into practice a new way.

Go beyond descriptives, such as the processes used in-group exercises. Use reflection to expand your understanding of assumptions, and perhaps paradoxes, and test perceived truths in larger cultural, organizational, and societal contexts. How will these understandings inform future behaviors?

I have great respect for the past. If you don't know where you've come from, you don't know where you're going. I have respect for the past, but I'm a person of the moment. I'm here, and I do my best to be completely centered at the place I'm at, then I go forward to the next place. –Maya Angelou

Who controls the past controls the future. Who controls the present controls the past. –George Orwell

Our human compassion binds us the one to the other - not in pity or patronizingly, but as human beings who have learnt how to turn our common suffering into hope for the future. –Nelson Mandela

A recommended format will be posted on Blackboard or distributed via email.

V. Participation (10%)

Your participation grade will be based on your engagement in the in-person sessions, online sessions, faculty interaction, and group exercises that accompany the weekly instructional materials.

Participation in written and oral discussions and group engagements is a key part of the learning process. Communications that enable students to think over what you have read, apply the material and concepts addressed in the course, and compare your ideas with others must be practiced in professional settings. Contributing to the course learning opportunities in both a respectful and appropriate manner will help confirm student inputs adhere to academic standards.

For the in-person session: **Step Up, Step Back:** For those of you who tend to be quiet in group or class settings, consider “step up”, sharing your insights in more visible ways. For those of you who tend to be more vocal in class, consider “step back”, allowing others who may not speak up as much to have the opportunity to share before making your comments.

Anticipated Course Outline. In the event changes occur, the instructor will send a revised syllabus.

Course Outline			
Week	Assignments	Instructional format	Due date (method)
1. Jan 7	<p>Course Overview and Foundations in Leadership and Management (PD and JA)</p> <p>Readings Clayton, T.R. <u>Leading Collaborative Organizations</u>. Bloomington, IN: iUniverse LLC. 2013.</p> <p>Bardach, Eugene, and Eric M. Patashnik (2016) “Things governments do” (Appendix B) and “Understanding public and nonprofit institutions” (Appendix C) in <u>A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 5th Edition</u>. CQ Press.</p> <p>Bryson, John M., Barbara C. Crosby, Melissa Middleton Stone (2015) “Designing and Implementing Cross-Sector Collaborations: Needed and Challenging.” <i>Public Administration Review</i>, Vol. 75, Iss. 5, pp. 647-663.</p> <p>Online Class Activities and Assignments Watch introduction/course overview video and respond to question(s) posed</p>	Online (synchronous or asynchronous)	
2. Jan 14	<p>Cultural Humility (JA)</p> <p>Reading <i>Classic:</i> Tervalon, M. “Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education.” <i>Journal of Health Care for the Poor and Underserved</i>. 1998.</p> <p>Foronda, Cynthia, Diana-Lyn Baptiste, Maren Reinholdt, and Kevin Ousman (2016) “Cultural Humility: A concept analysis.” <i>Journal of Transcultural Nursing</i>, 27(3), 210-217.</p> <p>Online Class Activities and Assignments Online lecture Online video (Tervalon) Individual Cross-Sectoral Paper Due</p>	Online (synchronous or asynchronous)	Paper due: Jan 19 (email)

3. Jan 21	<p>Leadership in Action</p> <p>A rough outline for our in-person time together... The exercises and days may shift.</p> <p>DAY 1 Leadership Characteristics and Values (PD and JA) Leadership in Practice (Guest(s))</p> <p>DAY 2 Humanness of Change and Meta-4 (PD) Cultural Humility (JA)</p> <p>DAY 3 Decision-Making (PD) Negotiation and Influence (PD)</p> <p>Readings Ansell, Chris and Allison Gash (2008) "Collaborative governance in theory and practice." <i>Journal of Public Administration Research and Practice</i>, 18(4), 543-571.</p> <p>De Bono, E. <i>Six Thinking Hats</i>.1999.</p> <p>Lewicki, Roy J.; Saunders, D.M.; and Barry, B. <i>Negotiation: Readings, Exercises and Cases</i>. 6th Edition. 2009. Readings 1.2 "Selecting a Strategy" and 6.1 "Resolving Differences."</p> <p>Williams, David R. "Miles to Go Before We Sleep: Racial Inequalities in Health." <i>Journal of Health and Social Behavior</i>. 2012.</p> <p>Zerunyan, Frank V. and Steven R. Meyers (2010) "The use of public private partnerships for special districts and all levels of government." <i>California Special District</i> 5(3):28,47-50.</p> <p>In-person Class Activities Collaboration Exemplars Guest Lecturers Simulation Exercises</p> <p>Assignments Case study analysis 1 (completed in class) Group case study topic selection due</p>	In-person Jan 25-27	Case study 1 analysis due: Jan 27 (in person) (group report-back) Group case study topic selection due: Jan 27 (in person)
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<p>4. Jan 28</p>	<p>Public Participation & Civic Engagement (PD and JA)</p> <p>Readings Innes, Judith E. and David E. Booher (2004) “Reframing public participation: strategies for the 21st Century.” <i>Planning Theory & Practice</i> 5(4): 419–436.</p> <p>Institute for Local Government (2012) “Planning public engagement: Key questions for local officials.”</p> <p>Institute for Local Government (2012) “A local official’s guide to online public engagement.”</p> <p>Kania, John; and Kramer, Mark. “Collective Impact.” <i>Stanford Social Innovation Review</i>. 2011.</p> <p>Musso, Juliet (2017) “Social Capital and Community Representation: How multiform networks promote local democracy in Los Angeles.” <i>Urban Studies</i>, 54(11), 2521-2539.</p> <p>Online Class Activities and Assignments Online lecture and respond to question(s) posed</p> <p>Assignment Group case study due</p>	<p>Online (synchronous or asynchronous)</p>	<p>Group case study due: Feb 3</p> <p>(posted online and email)</p>
<p>5. Feb 4</p>	<p>Networks (PD and JA)</p> <p>Reading Millward, H.B, and Provan, K. “A Manager’s Guide to Choosing and Using Collaborative Networks.” IBM Center for the Business of Government. 2006.</p> <p>Silvia, Chris (2018) “Evaluating Collaboration: The Solution to One Problem Often Causes Another.” <i>Public Administration Review</i>, Vol. 78, Iss. 3, pp. 472-478.</p> <p>Online Class Activities and Assignments Online lecture and respond to question(s) posed Network mapping</p>	<p>Online (synchronous or asynchronous)</p>	
<p>6. Feb 11</p>	<p>Facilitation and Rapid Change (PD and JA)</p> <p>Readings</p>	<p>Online group activity</p>	<p>Case study 2 analysis due:</p>

	<p>Kaner, Sam (2014) "Introduction to the role of facilitator" and "Facilitative listening skills." Chapters 3 and 4 in <i>Facilitator's Guide to Participatory Decision-Making, 3rd Edition</i>. Community at Work, Jossey-Bass.</p> <p>Kotter, J. "Capturing the Opportunities and Avoiding the Threats of Rapid Change." <i>Leader to Leader</i>. Fall 2014. pgs. 32-37.</p> <p>Online Class Activity Group Case Study Analysis Due</p>		<p>Feb 17 (email)</p>
<p>7. Feb 18</p>	<p>The Role of Reflection in Professional Development (PD and JA)</p> <p>Readings Nesbit, Paul (2012) "The Role of Self-Reflection, Emotional Management of Feedback, and Self-Regulation Processes in Self-Directed Leadership Development." <i>Human Resource Development Review</i>, 11(2), 203-226.</p> <p><i>Classic:</i> Wood-Daudelin, M. "Learning from Experience Through Reflection." <i>Organizational Dynamics</i>. Winter 1996. pgs. 36-48.</p> <p>Online Class Activities and Assignments Online lecture and respond to question(s) posed Reading Log and Reflections Paper due</p>	<p>Video (asynchronous)</p>	<p>Reading Log and Reflections Paper due: Feb 24 (email)</p>

Paper and Submission Guidelines

Each submission should be professionally well written. Proofread and write for clarity. It should be organized in helpful ways and should begin with a brief overview, focus on your analysis--not a recitation of research--and conclude with a summary of the paper/presentation and its claims. Use an appropriate academic citation format in a consistent manner to document your sources; citation expectations are very high so make sure to include footnotes or endnotes and/or an inclusive bibliography. These criteria will all be considered in determining your grade.

All papers should be single-spaced in 12 point font with one inch margins and submitted as a Word document (no PDF files).

Late Policy

If an extension is required on any assignment due to an unanticipated work conflict or family emergency, contact the instructor immediately for alternative arrangements *prior* to the due date. Only one extension is permitted during the course. Late assignments without prior approval will not be graded. And, the final assignment cannot be late because of when grades are due to the University. We encourage students to complete and submit it at the beginning of Week 7.

Office Hours

Upon request.

Group Work

This course puts into practice collaborative efforts. Therefore, you will work within a group on specific weeks to complete the course assignments. Faculty will assign group members for each of these assignments during the first online session.

Library Access

As a USC student, you have access to all the USC library resources. Please find out more at the link below: http://www.usc.edu/libraries/services/remote_user_services/

Instructor Biographies



Jei Africa, PsyD, is the Director of Behavioral Health and Recovery Services, Marin County, California.

Dr. Jei Africa has committed his career to building behavioral health systems that are accessible and responsive to the needs of all communities. Dr. Africa currently serves as the Director of Behavioral Health and Recovery Services (BHRS) in Marin County, California.

Previously, he was the Director of the Office of Diversity and Equity (ODE) of San Mateo County Health. In this role, he led delivery system transformation efforts that promote effective and culturally responsive services throughout the county and beyond. Major accomplishments include spearheading efforts to launch the county's first LGBTQ+ community center and developing an organizational framework to institutionalize equity policies and practices in systems of care. He previously served as the Clinical Director at Community Overcoming Relationship Abuse (CORA) and the Manager of Youth Treatment Services at Asian American Recovery Services (AARS).

Dr. Africa is an adjunct faculty member at the University of Southern California (USC) Price School of Public Policy and a fellow of the California Health Care Foundation (CHCF) Leadership Program. He was a senior research faculty member at the California School of Professional Psychology at Alliant International University (CSPP/AIU). He teaches in the areas of behavioral health, leadership, cultural competence, and diversity. By training, he is a licensed clinical psychologist and a certified addiction treatment counselor. He maintains a consulting and private psychotherapy practice in the Bay Area.

As a staunch advocate for equity and social justice, Dr. Africa commits his own time to serving the Filipino and LGBTQ+ communities by volunteering with the Alliance for Community Empowerment (ALLICE) and the Mabuhay Health Center. He is also a founding member of the San Mateo County LGBTQ+ Commission and a board member of National Alliance on Mental Illness (NAMI) California.



Paul Danczyk, PhD, is the Director of Executive Education in Sacramento for the University of Southern California Sol Price School of Public Policy.

In his current capacity, Paul designs, coordinates and presents in leadership and management programs – impacting national, state and local governmental and nonprofit organizations – and teaches master-level classes in California and, previously, Mexico. He is an executive coach, working with over 200 public sector executives, and cofounded and is the lead architect of www.LeadershipEnergizes.com.

Paul is President-Elect of the American Society for Public Administration, the leading interdisciplinary public service professional organization.

A returned Peace Corps Volunteer, Paul earned his PhD from the University of Pittsburgh, focusing on Public and International Affairs; Master of Public Administration from the University of Southern California; BS in education from the Pennsylvania State University; certified executive coach through the International Coaching Federation, trained at the Hudson Institute for Coaching; and holds Harvard University's Mediating Disputes certification.

He and his wife are raising two sons. Paul enjoys landscaping, creating sculptures, painting, and bee keeping. He can be reached at danczyk@usc.edu.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students