

**University of Southern California (USC)
Sol Price School of Public Policy
International Public Policy and Management (IPPAM) Graduate Program
PPD 555 – Public Policy Formulation and Implementation
Course Syllabus – Spring 2023**

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I – COURSE OVERVIEW

Formulating policies is easy. Formulating meaningful policies that can be readily implemented and have a lasting and positive impact on society is hard.

Course Modules

PPD 555 is divided into two phases with inter-related, learning modules:

- Phase I: Public Policy Formulation
 - Module A: Policy Definition and Formulation
 - Module B: Stakeholder Engagement
- Phase II: Public Policy Implementation
 - Module C: Leadership Styles and Implementing Change
 - Module D: Frameworks for Recommendations
 - Module E: Evaluation
 - Module F: Communicating and Visualization

Course Objectives

The course is aimed at policy researchers, future policymakers, and governmental leaders so they will have a broad understanding of formulating and implementing public policy. The policy formulation and implementation strategies may vary depending on the jurisdiction, country, cultural context, socio-political mores, political dynamics, and issues to be tackled. Therefore, it is important that students learn that a policy remedy that may work in one country may or may not translate to another setting.

The course is aimed at graduate students in International Public Policy and Management (IPPAM). Students will learn skills in the following areas:

Learning Objectives	Student Assignments or Assessments
Phase I: Policy Formulation	
<ul style="list-style-type: none"> ▪ Formulate policy options, including the challenges for each option for effective policymaking in complex, diverse governance systems, and defend the preferred policy option(s) ▪ Assess the complexities of the political environment of policymaking, including the diverse viewpoints of policymakers, advocates, and other stakeholders 	<ul style="list-style-type: none"> ▪ Synopses of published articles ▪ Current International Situation exercises ▪ Part I draft of Policy Paper: Policy Problem Statement

Learning Objectives	Student Assignments or Assessments
<p>who influence policy-making decision-making and often have conflicting needs and wants</p>	<ul style="list-style-type: none"> ▪ Part I draft of Policy Paper: Policy Options ▪ Mid-term examination
<p>Phase II: Policy Implementation</p>	
<ul style="list-style-type: none"> ▪ Formulate recommendations supported by sufficient evidence and containing enough operational detail so that new policy initiatives can be acted on <ul style="list-style-type: none"> ○ Frame issues to offer practical advice based on the best available evidence that will convince policymakers on their best courses of action ○ Assess institutional capacity to translate policies into programs and practices; recommend actions to overcome implementation barriers ○ Identify how the impact of new policies will be monitored and how outcomes (and ideally successes) will be measured (e.g., economic impact assessments, population outcomes, behavioral changes, or program evaluation) 	<ul style="list-style-type: none"> ▪ Synopses of published articles ▪ Current International Situation exercises ▪ Class presentations of policy papers ▪ PowerPoint (or Prezi) presentation slides, including at least 1 Infographics or Strategy Map ▪ Final Policy Paper with recommendations and outcome metrics for monitoring and evaluating implementation of policy recommendations

Section V outlines the grading policy and how assignments will be graded and weighted.

Teaching-Learning Approach

The learning objectives of each session are to augment students’ abilities to analyze, formulate, or implement some facet of political analysis or strategy. Therefore, some sessions will directly involve translating policy research into formulating or reforming policies, including the intersection of policy analysis and politics. The majority of the sessions will focus on policy implementation.

Case Studies

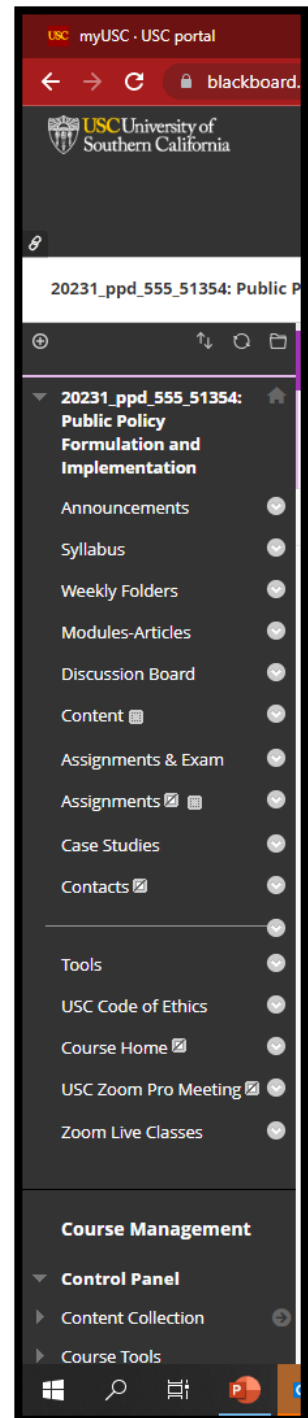
We will use case studies, social science readings, discussions, and lectures to achieve the course objectives. The “real world” case studies involve policy and programmatic issues and will be presented for group discussion. For some of the cases, the class will be divided into case study teams, focusing on different aspects of the case (e.g., policy or program evaluation, stakeholder interest groups, desired outcomes, challenges and barriers encountered or to be overcome, and assessments of what worked or did not work).

The case studies are posted on Blackboard under “Case Studies” and the topics vary. Depending on the students’ chosen policy topics at the start of the semester, the Professor will select the most relevant case studies.

Blackboard Site

The Professor and students will rely on Blackboard for posting and collecting assignments. The Blackboard site has tabs to make it easy for students to navigate:

- **Announcements.** The Professor will post and email announcements between classes during the semester.
- **Syllabus** (this document)
- **Module Articles.** This tab contains PDFs of the articles that students can peruse and select for their 10 synopses due during the semester.
- **Discussion Board** This tab is used for students to post weekly assignments (e.g., article synopses) and engage in discussions with other students and the Professor. This tab is also where students will post their assigned Current International Situation for the class exercise.
- **Assignments & Exam.** This tab is for posting major assignments that count for significant portions of students’ course grades: Mid-term examination, Part I of their policy paper, Final Policy Paper, and Presentation slides for the Final Policy Papers.



- **Case Studies.** This tab contains background information on case studies that the Professor will be referencing in class.
- **Class attendance.** The Professor has designed the class to be interactive and, thus, in-class participation is critical. (Note: Attendance and participation count for up to 5% of the class grade so every effort should be made to attend class.)
- **Weekly Folders.** These folders contain student information regarding topics to be covered, assignments to be completed, videos to be viewed, Professor's PowerPoint presentations, and other content for each week's class. The Weekly Folders also have the links and resources to discussion boards and assignments due for that week.

Other important tabs pertain to the USC Code of Ethics and other course information.

Learning Tools

During the course, students will be introduced to different tools for analyzing policies and developing recommendations for implementation, which they will apply to their Policy Papers and final presentations. Some of these tools are:

- Template for structuring the Policy Paper to present problem definition, policy assessment of options, cost-benefit analysis, and other techniques to analyze and compare policy options
- Tame-Wicked-Mess model to assess a policy problem
- Analysis of the socio-political environment that provides a context for formulating and implementing the policy strategy
- Strategies for designing a participatory process so that diverse stakeholder interests are represented and engaged fairly and effectively in policy formulation, which can lead to better buy-in and implementation
- Ethical considerations and the array of values that infuse professional engagement in policy analysis, advocacy, and political action
- Strategy maps
- Visual displays, using Infographics, PPT, Prezi, or similar formats
- Outcome and progress metrics for monitoring implementation of policy recommendations, including Balanced Scorecards and scorecards

Policy Paper

Student teams will select policy problems at the beginning of the semester for their final policy papers and presentations. Students will workshop their policy problems and apply concepts being taught to their policy initiatives throughout the semester. At times, students will be asked to assume the role of policymakers to provide useful feedback to their classmates regarding proposed policy options and implementation strategies.

Schedule

- **Class Sessions:** Tuesdays, 2:00 pm to 5:20 pm
- **Student Office Hours:** In-person meetings can be scheduled for immediately after class and by appointment. The Professor can schedule ZOOM or phone student appointments at other times on an individual basis. The Professor is also available by email.

II – COURSE REQUIREMENTS

Policy Analysis Discussion: Current International Situation

Each student is expected to identify a current international situation, using the Worksheet template provided on Blackboard and displayed here. The student will provide the needed background facts, assumptions, and problem definition. In class, the student will facilitate the discussions for completing the other parts of the template (key stakeholders, policy options and criteria, objectives, and policy recommendation).

The student will then incorporate the class’s input and complete the template for submission on Blackboard the next week.

University of Southern California (USC), Sol Price School of Public Policy
International Public Policy and Management (IPPAM) Graduate Program
PPD 555 – Public Policy Formulation and Implementation
Policy Option Brainstorming

Student Names:					
Date:					
Topic:					
Professor: Gayla Kraetsch Hartsough, Ph.D.					
Background – Known Facts			Assumptions		
Problem Definition			Key Stakeholders		
			Who	What They Want/Need	
Policy Options (Scale: 5=High, 1=Low)			Criteria 1:	Criteria 2:	Criteria 3:
Status Quo					
Option 1:					
Option 2:					
Option 3:					
Objectives			Policy Recommendation		

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Take-Home Mid-Term Examination

The mid-term examination is a take-home and open-book examination so that students:

- Have adequate time to reflect on the questions and mini-case studies presented to analyze the policies
- Can demonstrate that they can research and analyze issues, using the Syllabus readings or other resources to help answer the questions

Students are expected to abide by USC’s “Statement on Academic Conduct and Support Systems Academic Integrity” (Spring 2023 (Updated) and outlined in Attachment C in this Syllabus).

Students will access the Mid-Term Examination on Blackboard and upload their exam responses on Blackboard.

No makeup exams will be given unless the Professor is notified prior to the exam and the student has a valid university accepted excuse. For example, a serious illness with a doctor’s

note is an acceptable excuse, while conflicting work schedules, travel arrangements, and lack of sleep are not.

Policy Paper and Final Presentation

Students are to conduct policy research on an issue, formulate public policy, and develop recommendations on how to implement it. PPD 555's emphasis is on effective implementation of proposed policy recommendations. The research will require students to:

- Conduct careful advance planning so they can begin working on their policy problems as quickly as possible at the start of the semester
- Analyze a policy issue; acquire and use primary documents
- Gather stakeholder input (e.g., interview researchers and policymakers, conduct surveys, etc.) where feasible
- Review prevailing practices and best practices in other jurisdictions to consider in developing recommendations
- Identify barriers to implementation with strategies and tactics to mitigate or lessen these barriers' impact
- Design evaluation plans to monitor progress for modifying the implementation to increase chances of success and measure outcomes
- For students who have completed prior PPD courses, develop project management skills

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.

Team Projects

Most professional work involves teamwork. The Professor will set up student project teams to prepare the PPD 555 policy papers and final presentations of their respective reports. The Project Teams will consist of a mix of new and continuing students. The continuing students will serve as project team leaders (or co-leaders), responsible for guiding the new students in developing the policy topic to be tackled, collaboratively analyzing it with their team members, and building teams.

Attachment B contains an outline for developing a Project Team contract.

Policy Paper

The Professor has prepared a template for the students’ Policy Papers. The template is available on Blackboard as a MS Word document for student use.

Students’ final policy papers should be at least 20 pages. The template outlines what will typically be components of the students’ policy papers. In non-academic environments, most policy papers are single spaced. The contents entail:

- I. Cover page
 - II. Table of Contents
 - III. Introduction and Problem Statement
 - IV. Objectives
 - V. Policy Analysis: Current Situation and Policy Options
 - VI. Recommendations and Evaluation Plan
- Appendix A: Bibliography (at least 10 references)
 Appendix B: Methodology (what the student’s research efforts entailed)

The paper submissions are divided into two parts and three appendices:

- **Part 1. Problem Statement Assignment:** Students are to first complete Items I, II, III, IV, and V (4-5 pages, single space), which defines the policy problem that they want to tackle in this course. Part I should also contain the Appendices as works in progress. Students should upload their Part 1 policy paper to Blackboard
- **Part 2. Final Paper.** Students are to revise Part 1 of their policy papers, based on their additional research and class feedback and finish Item VI through Item IX by the end of the semester. Students should upload their final policy paper, including Appendices, to Blackboard.
- **Appendices:** Appendix A (Bibliography) and Appendix B (Methodology)

Consideration	Guidelines for Final Paper
Length	At least 20 pages, single space (excluding cover page, table of contents, bibliography, exhibits, and appendices)
Font Size	12 point
Software	MS Word with PowerPoint or Excel inserts
Visuals	Insert graphs, maps, charts, images, etc. as in-text exhibits or as an Appendix

Final Presentation

Throughout the course, the Professor will ask students to be prepared to discuss aspects of their Policy Papers, which are works-in-progress.

Students will deliver oral presentations of their Policy Papers, which cover:

- Introduction
- Problem Statement
- Objectives
- Methodology
- Stakeholder Overview
- Policy Analysis
- Strategy Map (optional)
- Recommendations and Evaluation Plan

Students will defend their policy position and recommendations to the class as part of their final course projects. The Professor will provide guidance about how best to prepare the final presentation throughout the semester.

Consideration	Guidelines for Oral Briefing
Length	<ul style="list-style-type: none"> ▪ 15-minute presentation ▪ PLUS, a 10-minute question and answer (Q&A) period, which will follow the presentation
Graphics and Font Size	<ul style="list-style-type: none"> ▪ Prepare a presentation, using PowerPoint, Prezi, or a similar visual tool ▪ Keep the graphics simple and user friendly ▪ 18-point font, which is easier to read in PPT ▪ Refer to Wong, D.M. <u>The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures</u>, December 16, 2013.
Handouts	<ul style="list-style-type: none"> ▪ Please submit the overhead slides <u>two days before the scheduled presentation</u> so that the Professor can share the PPTs with the panelists beforehand.
Panelists and Reviewers	<ul style="list-style-type: none"> ▪ The Professor will select panelists to hear and review students' presentations.

Consideration	Guidelines for Oral Briefing
	<ul style="list-style-type: none"> ▪ The Panelists will be knowledgeable of public policy. In the past, many have been other USC faculty members or subject matter experts in the country or issue being presented.
Assessment Criteria	<ul style="list-style-type: none"> ▪ Section V on “Grading Policy” in the Syllabus and Blackboard display the criteria that the panelists will use to evaluate student presentations.

Class Participation

Policy analysis and implementation cannot be done in a vacuum. Better policies are developed and implemented when collaboration exists. Collaboration can take many forms, including 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’ work, teamwork, and class participation are components of class participation.

Constructive class participation involves what you can do for your own growth and what you can do to help your classmates grow:

Ways for Your Own Growth

- Come to class prepared (i.e., well read)
- Clearly communicate ideas
- Be an attentive listener; remain focused on the topic being discussed
- Participate in discussions; ask good questions
- Meet deadlines complete assigned work on time
- Graciously accept feedback from your classmates, Professor, and others

Ways for You to Help Your Classmates Grow

- Take the initiative in getting groups organized
- Shape classmates’ thinking; routinely provide constructive, clear, and respectful feedback
- Make sure everyone gets a chance to share their work
- Provide feedback to classmates’ synopses using Blackboard
- Volunteer to help others
- Provide good ideas for development and new insights to problems; inspire others
- Serve as an Ambassador for your class for a week (week to be assigned and discussed next)



Student Ambassadors

Each student will be assigned to serve as Student Ambassador for the class for one week during the semester. The Student Ambassadors' roles and responsibilities entail monitoring the discussion board on synopses, including:

- Encouraging students to read synopses that other students have not reviewed yet
- Monitoring students' responses to questions raised
- Raising questions to stimulate discussions
- Evaluating completed Current International Situation

Assigned Readings (see Section III)

Section III outlines the course materials, including required readings, module articles for synopses, and optional readings. Students are to read the assigned readings thoughtfully and come to class prepared to discuss them. The Mid-Term Examination will have specific questions related to the information presented in the assigned textbook readings.

III – COURSE MATERIALS

Class handouts and other materials are posted on Blackboard. Some materials are available on the web.

Required Readings

The required readings provide useful information for students to write their Policy Papers. Some of the required readings need to be completed at specified times for input during class discussions or the Mid-Term Examination. Because these assignments will help students prepare their Policy Papers, the weightings are included as part of their policy papers, presentations, and class participation.

Available Through USC Library or Online Purchase

- Kidder, Tracy. Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World. Random House, Inc., 2003.
- Bardach, E. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. Fourth Edition. Washington, D.C.: CQ Press, 2015 (5th edition, ISBN is 9781483359465)
- Wong, D.M. The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures, December 16, 2013. Paperback available at: <https://www.amazon.com/dp/0393347281?tag=sa-b2c-new-20&linkCode=osi&th=1&pvc=1>

Available on Blackboard

- Various articles posted each week on Blackboard to read in preparation of class discussions

Module Articles for Synopses

Articles

Attachment A contains articles, also available on Blackboard under the “Module Articles” tab, that are assigned for reading for this course. Of the 10 articles for preparing synopses, 3 are required. Students have the ability to select the other 7 articles that interest them or are the best fit for their research projects from among those articles listed for the assigned Module.

Template for Article Synopsis

Students will prepare synopses for 10 of the research articles, as though they are prepping a policymaker who does not have time to read the full article. The synopses should be about 1 to 2 pages in length.

Students should use the provided template for preparing their article synopses (it is also on Blackboard). Please copy and paste the completed template and submit via the Discussion Board by the Friday before class meets.

PPD 555 Class Reading		Synopsis for Policy Maker	
Article Title			
In 25 words or less, what was the article about			
Article Conclusions			
Article Audience			
Provide 1 to 3 insights the article provided	1.		
	2.		
	3.		
Insight(s) from the article that might apply to the policy issue you are researching			

Blackboard

The template for the synopsis is available on Blackboard for student use. Students should follow the directions on Blackboard about how to post their synopses and participate in the Discussion Board. Please be prepared to share insights about the articles in class.

Optional Textbooks

The following textbooks are optional for background reading:

- 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.

IV – CLASSES SESSIONS AND ASSIGNMENTS

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

The Professor will regularly assess progress and elicit student feedback regarding the course. If necessary, the Professor will revise the syllabus and modules, session topics, and assignments to make them more suitable. Such **modifications will appear on Blackboard, which contains more detailed and the most up-to-the-date information on assignments.**

Section IV of the syllabus highlights the student assignments, by module and week.

Module A: Policy Definition and Formulation

Session 1, January 10: Course Overview

Topics to be covered

- Career paths requiring policy expertise
- Sustainability: Triple P and Tragedy of the Commons
- Case study: Impact of policy on changing behaviors (smoking in America)
- Policy Analysis Discussion: Current International Situation Example

Required textbook reading

- Bardach, E. A Practical Guide for Policy Analysis, pp. 141-149.
- Wong, D.M. The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures, December 16, 2013. Paperback available at Amazon.

Assignments due

- Introduce yourself on the Discussion Board (see instructions on Blackboard)
- Listen to and read examples about the Tragedy of the Commons
- Come to class with one example of a bad policy from either your country or some place you have read or heard about
- Read the HBR article: <https://hbr.org/2021/10/forget-flexibility-your-employees-want-autonomy> Think about where you fit on the flexibility and autonomy continuum in the workplace. Be prepared to discuss.

Session 2, January 17: Scoping Your Policy Projects

This session is important for student project teams to define and scope the policy problem they want to tackle during the semester. Ways to scope problems are:

- Limiting the geographic focus -- instead of an entire country, maybe one province, city, or community

- Limiting the population (socio-demographics) of your target beneficiaries of the policy change
- Focusing on root causes (which we will also discuss in class)

Topics to be covered

- Overview of Tame-Mess-Wicked-Wicked Mess Model: Discussion of student projects and scoping of initiatives
- Defining problems
- World Happiness Report
- Policy Analysis Discussion: Current International Situation
- Project Team Contract in Attachment B

Required readings

- Bardach, E. A Practical Guide for Policy Analysis, pp. 141-149.
- Wong, D.M. The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures, December 16, 2013. Paperback available at Amazon
- UN World Happiness Report 2022, Chapter 2

Assignments due

- Submit Module A synopsis: Policy Definition and Formulation
- Submit the Project Team Contract, outlined in Attachment B
- Review WSJ Guide to Information Graphics by Dona M. Wong
- Listen to interview on WSJ Guide
- Be prepared to discuss the UN World Happiness Report 2020, Chapter 2

Optional textbook reading(s)

Weimer, D.L. and Vining, A.R. Policy Analysis:

- Part 1, Chapter 2: "What is Policy Analysis?" pages 23-38
- Part 1, Chapter 3: "Toward Professional Ethics," pages 39-53
- Part IV, Chapter 14: "Doing Policy Analysis," pages 326-333

Hill, Michael and Hupe, Peter, Implementing Public Policy:

- Chapter 1: "Introduction"
- Chapter 2: "Positioning Implementation Studies"

Session 3, January 24: Policy Problem Definition

Topics to be covered

- Problem Definition
- Case study
- Policy Analysis Discussion: Current International Situation
- Discussion of factors used to define "world happiness"

Required readings

- "[Bangladesh: Profile of Preterm and Low Birth Weight Prevention and Care](#)"
- Read Chapter 2 (pages 13-52) in [World Happiness Report 2020](#), Editors: John F. Helliwell, Richard Layard, Jeffrey D. Sachs, and Jan-Emmanuel De Neve, 2020 available on Blackboard or at: <https://worldhappiness.report/ed/2020/>
- Bardach, E. [A Practical Guide for Policy Analysis](#), pp. 47-78.

Assignments due

- Submit Module A synopsis: Policy Definition and Formulation
- Watch the 2 videos on defining problems by asking "Why?"
- Define your policy problem as a statement that gets to the root problem by asking the question "Why?" 5 times
- Prepare 3-5 slides on the policy issue you plan to analyze this semester. Have 1 slide define the problem you want to investigate. Be prepared to present your slides in class.
- Case Study: Read [Visual Landscape](#) Complete [Survey](#); bring your survey responses to class. Both are contained under the CASE STUDIES tab.
- In [World Happiness Report 2020](#), review the table on pages 17-19
 - Identify where your home country ranks
 - Be prepared to discuss what factors might be most strategic to address in changing the ranking

Optional textbook readings

- Weimer, D.L. and Vining, A.R. [Policy Analysis: Part IV: Doing Policy Analysis](#), Chapter 15: "Landing on your Feet: Organizing Your Policy Analysis," pages 341-383.
- Hill, Michael and Hupe, Peter, [Implementing Public Policy: Chapter 3: "The Top-down/Bottom-up Debate."](#)

Session 4, January 31: Policy Options and Stakeholder Engagement

Topics to be covered

- Discussion of policy options being considered for Policy Paper
- Case Study
- Policy Analysis Discussion: Current International Situation

Required reading

- Bardach, E., [A Practical Guide for Policy Analysis](#)," pp. 79-107.
- Kidder Tracy. [Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World](#). Random House, Inc., 2003.

Assignments due

- Be prepared to discuss Kidder Tracy. [Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World](#). Random House, Inc., 2003.
- Submit Module B synopsis: Stakeholder Engagement

- View the video on how to use logic diagrams to analyze problems
- Submit Part I of the project team’s policy paper
 - Draft a logic diagram for your policy problem (which should help to identify policy options)
 - Create a slide with at least 3 policy options for your Policy Paper; be prepared to discuss them

Optional textbook reading

- Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 4: “Implementation Theory.”

Module B: Stakeholder Engagement

Session 5, February 7: Stakeholder Engagement

Topics to be covered

- Understanding of stakeholders’ needs/wants, values, and perspectives on policy issues
- How to make change last beyond the dissemination of the results, including strategies for dealing with conflicting values, needs, and wants among supportive and resistant stakeholders.
- Strategies for tackling stakeholders' barriers to change
- Case study
- Policy Analysis Discussion: Current International Situation
- Review mid-term examination guidelines

Required reading

- The Stakeholder Engagement Manual: From Words to Action, Volume 2: The Practitioner’s Handbook on Stakeholder Engagement (201 pages; find ideas to apply to your Policy Paper)

Assignments due

- Submit Module B synopsis: Stakeholder Engagement
- Be prepared to discuss The Stakeholder Engagement Manual

Session 6, February 14: Mid-Term Examination

Mid-Term Examination No Class Meeting

Mid-Term Examination

Students will complete the “Take Home and Open Book Mid-Term Examination” in accordance with USC’s Academic Integrity Policy PLUS no sharing or discussions about the exam questions with others.

- Distribution Date: Tuesday, February 7, 2023
- Submission Date: Tuesday, February 14, 2023, at MIDNIGHT.

On Blackboard, you will find:

- Directions for taking the exam
- Mid-Term Examination questions
- A MS Word template to answer the Mid-Term Examination questions. Be sure to rename the file with your name replacing "TEMPLATE"

Scoring

The mid-term examination has four parts, each worth a number of points that total 100 points overall. The last page indicates the number of points that can be earned for each section of the mid-term. Section V on the “Grading Policy” converts these points into their value for the overall course grade.

Questions about the exam

If any of you have questions about the contents of the Mid-Term Examination, the Professor will answer students’ questions and share the questions and answers with the entire class on the Blackboard Forum in the Discussion Board for the Mid-Term. In that way, no individual student has information that other students have not had. BE SURE TO SUBSCRIBE TO THE FORUM SO YOU WILL RECEIVE NOTIFICATION WHEN A QUESTION IS POSTED OR ANSWERED.

Submission

Before submission:

- Do a final hard read of your answers
- Spell check and do a grammar check before you submit your paper
- Requirement: Read and TYPE IN YOUR NAME and DATE to indicate compliance with the “Statement on Academic Integrity” at the end of the examination
- Save your exam file with your name added

Once you have completed the Mid-Term Examination, post it on Blackboard under:
ASSIGNMENTS & EXAMS/ASSESSMENTS/LTI ASSIGNMENT

Section V contains this course’s “Grading Policy, including penalties for late submissions. Point deductions will be strictly enforced.

Module C: Leadership Styles and Implementing Change

Session 7, February 21: Implementation Leadership and Decision-Making

Topics to be covered

- Leadership styles and decision-making
- Case study

- Be prepared to discuss for your Policy Paper what advice you would give your elected officials regarding:
 - What the policy issue is?
 - What constituents are affected by it?
 - Why would the elected official want to support this policy initiative?
 - What should the policy initiative or bill contain?
 - Who else might the elected official involve to garner needed support?
- Policy Analysis Discussion: Current International Situation

Assignments due

- Submit Module C synopsis: Leadership Styles and Implementing Change
- Watch the Simon Sinek talk on "How great leaders inspire action." Discuss in the Discussion Board your thoughts about the application of "WHY" to public policy and change initiatives.

Optional textbook readings

Hill, Michael and Hupe, Peter, Implementing Public Policy:

- Chapter 5: "Implementation and Governance"
- Chapter 6: "Implementation Theory and the Study of Governance"

Session 8, February 28: Implementation Managing Change

Topics to be covered

- Understanding governmental agency capacity to implement your proposed policy
- Governance structure
- Organizational assessment and management reviews
- Prevailing practices, smart practices, best practices, and next practices
- Centralization versus decentralization: pros and cons
- Case study
- Policy Analysis Discussion: Current International Situation

Required readings

- Bardach, E., A Practical Guide for Policy Analysis," pp. 109-123.

Assignments due:

- Submit Module C synopsis: Leadership Styles and Implementing Change
- Before class, review ONE of these two videos and post on the Discussion Board your reactions to what you heard and comment on at least 2 other students' posts:
 - Jason Clarke on resisting change or
 - Simon Sinek on millennials

Optional textbook readings

Weimer, D.L. and Vining, A.R. Policy Analysis:

- Part III: Conceptual Foundations for Solution Analysis, Chapter 11: “Adoption,” pages 263-262
- Part IV: Doing Policy Analysis, Chapter 16: “Cost-Benefit Analysis: Assessing Efficiency,” pages 383-423.

Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 7: “Researching Implementation.”

Session 9, March 7: Implementation Recommendations for Implementing Change

Topics to be covered

- Development of recommendations for implementing policy
- Policy and program evaluation
- Case study
- Policy Analysis Discussion: Current International Situation

Required readings

- Bardach, E. A Practical Guide for Policy Analysis,” pp. 109-123.

Assignments due

- Submit Module C synopsis: Leadership Style and Implementing Change
- View Dan Pink's talk on the effectiveness of traditional rewards for motivating employees. Discuss on the Discussion Board how his findings apply to motivating government employees and others.
- View Gayla's talk on using logic diagrams to develop solutions. Draft a logic diagram for solutions to your policy problem to discuss in class.

Optional textbook readings

- Weimer, D.L. and Vining, A.R. Policy Analysis, Part III: Conceptual Foundations for Solution Analysis, Chapter 12: “Implementation,” pages 383-423.
- Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 8: “Implementation in Context.”

No Class Session for Spring Break: March 14

Module D: Frameworks for Recommendations

Session 10, March 21: Recommendations and Accountability Measuring Success

Topics to be covered

- Application of Strategy Maps to individual policy projects
- Use of performance metrics linked to your Strategy Map or Logic Diagram to build a Balanced Scorecard or Objectives Key Results (OKR) matrix for your policy issue
- Case Study
- Policy Analysis Discussion: Current International Situation

Assignments due

- Submit Module D synopsis: Strategy Maps and Balanced Scorecards
- View the two Spectrum TV stories about LA DOOR in Los Angeles. Identify 3 ideas for evaluating the program's outcomes to discuss in class.
- Using the policy problem you are evaluating for this course, outline 5 to 10 quantitative outcomes (metrics) you would like to achieve by 2028 as success indicators. Measurements could be in the areas of:
 - Societal changes
 - Environmental changes
 - Services or program outcomes
 - Economic or financial performance
 - Internal agency operations
 - Stakeholder engagement
 - Employees executing the initiative
 - Stakeholder engagement

A useful reference resource tool is: KPI Mega Library: 17,000 Key Performance Indicators, Rachad Baroudi, 2010, ISBN: 14515516665 or ISBN-13: 9781451551662

Module E: Evaluation

Session 11, March 28: Accountability Evaluation Methods

Topics to be covered

- Quantitative, quasi-experimental, cost-benefit analysis, and qualitative (or process) evaluation
- Case study
- Policy Analysis Discussion: Current International Situation

Required reading

- L.A.'s Green New Deal: Sustainable City pLAn – Environment, Economy, Equity, City of Los Angeles, 2019. (Note: This is 152 pages. See the online report pdf posted on Blackboard.)
 - Identify one metric for each of the three categories (Environment, Economy, Equity) that you find impressive for evaluating success.
 - Be prepared to discuss in class the metrics you identified.

Assignments due

- Submit Module E synopsis: Evaluation

Optional textbook readings

- Weimer, D.L. and Vining, A.R. Policy Analysis, Part III: Conceptual Foundations for Solution Analysis, Chapter 13: “Government Supply: Drawing Organizational Boundaries,” pages 308-324.
- Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 9: “The Future of Implementation Studies.”

Module F: Communicating Findings and Recommendations

Session 12, April 4: Communicating Findings and Recommendations

Topics to be covered

- Visual presentations for displaying causal relationships
- Communication strategies for policy options, recommended policy, and policy evaluation results, including pros and cons of each dissemination tactic, by stakeholder group
- Policy Analysis Discussion: Current International Situation

Assignments due

- Submit Module F synopsis: Communicating and Visualization
- Bring to class one “infographic” that you think is an innovative way to communicate information or present data. Under “Synopsis Readings” are links to some resources for infographic ideas, including Tufte principles and ideas found elsewhere
- Identify at least one way to better display the information in your Policy Paper

Session 13, April 11: Communicating Findings and Recommendations (continued)

Topics to be covered

- Policy Analysis Discussion: Current International Situation
- Review class to discuss outstanding issues that students may have regarding their upcoming presentations and final papers
- Review different techniques for effective public speaking and presentation of policy position papers

Assignments due

- Submit Module F synopsis: Communicating and Visualization
- Bring to class the draft set of PowerPoint slides.
- Be prepared for a dry run of your policy presentation

Session 14, April 18: Final Presentations and Policy Papers

Oral presentation preparation

- Review “Guidelines for Oral Briefings” in this syllabus (also on Blackboard)

- Submit your overhead slides two days before your presentation so that the Professor can share the PPTs with the panelists beforehand.

Final policy paper submissions

- Review “Guidelines for Final Paper” in this syllabus
- Incorporate the feedback from the Final Presentations into your final papers before submission by May 5, 2023
- Submit Policy Papers, covering the topics contained in the template posted on Blackboard

Session 15: April 25: International Global Simulation Exercise

Students will participate in an international simulation exercise where they represent different fictitious countries with randomly selected socio-economic characteristics, natural resources, and community assets and deficiencies. The simulation exercise will require students to assume different roles of leadership, diplomacy and negotiation, financial analysis, and strategy to strengthen their country’s position in the global world and provide for their populations.

April 29-May 5: Final Policy Paper Submissions

- Due during final exam week (in lieu of an exam): Submit Final Policy Paper on Blackboard (LTI) by midnight May 5, 2023, at the latest.

V – GRADING POLICY

Evaluation and Grading Policy

Satisfactory performance in this class requires that students:

- Attend all class sessions
- Meet with and email the Professor as needed
- Maintain an online folder or notebook to document their research progress (add date of each draft of the policy paper)
- Effectively participate in discussions and class activities with sufficient preparation to engage in critical thought and discussion
- Submit thoughtful and completed work for each required draft; spell check and proofread all written assignments before turning them in

Grading Percentages

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”.

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%

The Professor will round up when the percentages earned are .05 to provide the benefit of doubt for the student.

Class Assignment Grading and Weightings

Students should submit all assignments via Blackboard.

Course Component	Weight	Description	Due
Synopses of Research Reading Assignments	20%	10 research articles (2 points per article) PLUS serving as an Ambassador	Weekly unless otherwise specified
Team Contract and Scoping of Policy	5%	Team Contract and 3-5 slides defining policy problem to be analyzed	January 17, 2023

Course Component	Weight	Description	Due
Problem for Project Team			
International Policy Analysis Worksheet and Discussions	5%	Analysis of a current international Situation, using the Worksheet template provided ; submit completed worksheet one week after class discussion occurs	Each student will prepare and discuss one of these worksheets during the semester (sign-up list will occur at the start of the semester)
Policy Problem Assignment (Part 1 and Appendices)	10%	Background and the policy problem that students want to tackle (single space)	January 31, 2023 (midnight)
Mid-Term Examination	20%	Take-home examination	February 7, 2023 (issued); February 14, 2023 (midnight)
Class Presentation	10%	Oral Presentation and PowerPoint with Infographics of Policy Paper	April 18, 2023
Policy Paper and Final Briefing (Part 1, Part 2, and Appendices)	25%	Final Policy Paper	Between April 29 and May 5, 2023 (midnight at the latest)
Participation	5%	Active class participation	Throughout semester

Note: Students can find the grading scores and feedback on their final papers on BLACKBOARD at LTI ASSIGNMENTS/POLICYPAPER: FINAL SUBMISSION.

Student Score Distributions for the Mid-Term Examination

To see your Mid-Term Examination grade:

1. Go to ASSIGNMENTS & EXAM
2. Click on MID-TERM (where you submitted your exams)
3. Click on VIEW/COMPLETED
4. Click on ASSIGNMENT IN BOX
5. Click on VIEW

Since the mid-term represents 20% of the final grade, the table translates what the points equate to in terms of the grade earned or the 20% contribution to the final grade.

100%	Grade	20 Points	100%	Grade	20 Points
100%	A+	20.0	82%	B-	16.4
99%	A+	19.8	81%	B-	16.2
98%	A+	19.6	80%	B-	16.0
97%	A+	19.4	79%	B-	15.9
96%	A	19.2	79%	B-	15.7
95%	A	19.0	78%	C+	15.6
94%	A	18.8	77%	C+	15.4
93%	A	18.6	76%	C+	15.2
92%	A-	18.5	75%	C	15.1
91%	A-	18.3	75%	C	14.9
90%	A-	18.1	74%	C	14.8
90%	A-	17.9	73%	C	14.6
89%	A-	17.7	72%	C-	14.5
88%	B+	17.6	72%	C-	14.4
87%	B+	17.4	71%	C-	14.2
86%	B+	17.2	70%	C-	14.1
85%	B	17.0	70%	C-	13.9
84%	B	16.9	69%	C-	13.8
83%	B	16.7	68% or below	Failed	13.7
83%	B	16.5			

Late Papers and Extensions

Submission extensions will be granted only in the case of emergencies. This restriction is out of respect to those students who abide by the submission deadlines, despite equally hectic schedules. Assignments handed in late without authorized extensions will be penalized, following these guidelines, developed by former PPD 555 students:

Maximum Points Possible if on Time	Late 1 Day	Late 2 Days	Late 3 Days	Late 4 or More Days
5	-1	-2	-3	-4
10	-2	-4	-6	-8
20	-4	-8	-10	-12
25	-5	-10	-12	To be determined

Students with Disabilities

Students should refer “Support Services” in Attachment C of this Syllabus regarding the *Office of Disability Services and Programs*, which can provide certification for students with disabilities and help arrange the relevant accommodations if needed (e.g., additional time).

Appeal Process

In the event that students believe the penalty is too harsh, they can appeal the Professor’s decision. There will be two levels of appeal:

- **Level 1:** Within 1 week of the Professor’s decision, a student can request to appeal the decision. The student would present his/her case at the next class to their students (their peers). The Professor will accept the student peer review process and recommendation.
- **Level 2:** Within 1 week of the student peer review and if a student is dissatisfied with the student peer review’s decision, the student may appeal to Dr. Rym Kaki, Acting Director, IPPAM. The Professor will accept Dr. Kaki’s recommendation.

Final Presentation Assessment Criteria

The final class presentation should demonstrate the student’s critical thinking, research and analytical abilities, and communication skills to present convincing recommendations to address identified problem(s) and address questions raised.

Note: 3-Point Rating Scale (a “3” rating must also meet “2” rating requirements; rating descriptors are guidelines and not comprehensive)

Criteria	3 = Exceeds Expectations	2 = Meets Expectations	1 = Needs Improvement
Visual Materials (PPTs, Prezi, Infographics)	Exceptional visuals, infographics, graphs, and models that are effectively used, show causal relationships	Visually clear, informative slides formatted as per Wall Street Journal standards	2 or more aspects in slides need improvement for greater clarity
Problem Definition	Insightful, important issue to tackle that captured audience interest	Stated scoped work clearly with SMART objectives; set the stage for the presentation	Confusing, lost audience interest, or not tied to objectives
Communication Skills	Confident, managed time, effective verbal skills and body language, passion for topic evident	Presentation content clearly articulated, spoke to the audience, referenced slides appropriately	Awkward, lack of confidence, poor eye contact, overly reliant on slide content, need to articulate problem or issues better, low energy
Recommendations	Strategic, innovative, incorporation of best practices; roadmap for meaningful and sustainable change; metrics for monitoring included	Realistic, specific, viable, and complete recommendations set forth	Lack of details regarding actions needed. Recommendations not address the defined problem or not aligned with objectives
Question & Answer Period	Responsive as a subject matter expert; engaged in meaningful dialogue	Responsive, comfortable with exchange, knowledgeable, respectful	Uncomfortable, lacked expected knowledge in 1 or more areas, disrespectful or argumentative



PPD 555 – Public Policy Formulation and Implementation
Course Syllabus – Spring 2023

Attachments

Faculty

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ATTACHMENT A – ARTICLES FOR SYNOPSES, BY MODULE

The Professor may add more articles to Blackboard, based on class needs and interests as the semester progresses.

Module A: Policy Definition and Formulation

Read the one required article. You may pick another article for your second article to read.

***REQUIRED:** Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods,” Chapter 6 on Policy Formulation: Design and Tools, 2007, pages 79-88.

https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

“Tackling Wicked Problems: A Public Policy Perspective,” Contemporary Government Challenges, Australian Government Australian Public Service Commission, 2007, pages 1-18:
http://www.apsc.gov.au/_data/assets/pdf_file/0005/6386/wickedproblems.pdf

Musso, J., Biller, R., and Myrtle, R., “Tradecraft: Professional Writing as Problem Solving,” Journal of Policy Analysis and Management, Vol. 19, No.4. (2000), pp. 635-646.

Ritchey, T. “Wicked Problems: Modelling Social Messes with Morphological Analysis,” Swedish Morphological Society, 2005, revised 2015.

Module B: Stakeholder Engagement

Please read at least one of the required options as part of the two articles to be read in Module B. You may pick another article for your second article to read.

***REQUIRED OPTION A:** Wilson, R.S., Mendez, M.A., Mailbach, E., and Wong-Parodi, G. “Engaging Socially Vulnerable Communities and Communicating About Climate Change Related Risks and Hazards,” National Academies of Sciences, Engineering, and Medicine, 2022.

***REQUIRED OPTION B:** Stakeholder Engagement: A Good Practice Handbook for Companies Doing Business in Emerging Markets, International Financial Corporation (IFC), 2007.

Bryson, J.M. “What to Do When Stakeholders Matter: A Guide to Stakeholder Identification and Analysis Techniques,” Public Management Review, 2004.

Bryson, J.M., Quick, K.S. Slotterback, C.S., Crosby, B.C., and Moynihan, D.P., Editor. “Designing Public Participation Processes: Theory to Practice,” Public Administration Review (PAR), January/February 2013, Vol. 73, Number 1, pages 23-34.

Duncan, H. Daniels. "The Classic Duo: Accountability and Community Development Can Help Unlock an Abundance of Resources," *Public Management*, November 2012, pages 20-23.

Durning, D. "Participatory Policy Analysis in a Social Service Agency," *Journal of Policy Analysis and Management*, 1993, pp. 297-322: <http://www.ijstor.org/stable/3325237>

Escobar, O. "Public Engagers and the Political Craft of Participatory Policy Making," *Public Administration Review (PAR)*, January/February 2013, Vol. 73, Number 1, pages 36-37.

Fischer, F., Miller, G.J., and Sidney, M.S. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*," Chapter 9 on A Guide to the Advocacy Coalition Framework, 2007, pages 123-136.

https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Fischer, F., Miller, G.J., and Sidney, M.S. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*," Chapter 20 on Applied Cultural Theory: Tool for Policy Analysis, 2007, pages 289-3088.

https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Fischer, F., Miller, G.J., and Sidney, M.S. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*," Chapter 40 on Korean Policy Analysis: From Economic Efficiency to Public Participation, 2007, pages 617-624.

https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Kenny, C. "Good Riddance to the World Bank's 'Developing' Nations," *NEXUS*, June 2, 2016.

<http://www.zocalopublicsquare.org/2016/06/01/good-riddance-to-the-world-banks-developing-nations/ideas/nexus/?platform=hootsuite>

Kretzmann, J.P. and McKnight, J.L. "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets," *Institute for Policy Research, Northwestern University, Evanston, IL*, 1993.

Renn, O., Webler, T., Rakel, H., Dienel, P., & Johnson, B. (1993). "Public Participation in Decision-Making: A Three-Step Procedure." *Policy Sciences*, 26(3), 189-214.

Richmond, Jonathan, "Commentary: Reaching Mutual Agreement on Jakarta's Transportation Modes," *Jakarta Globe*, November 16, 2017 <http://jakartaglobe.id/opinion/commentary-reaching-mutual-agreements-jakartas-transportation-modes/>

Schultz, S.M. "In Search of the Secret Public Participation Recipe," Public Administration Review (PAR), January/February 2013, Vol. 73, Number 1, pages 34-35.

"Shell Sued in UK for 'decades of oil spills' in Nigeria," Al Jazeera, NEWS/OIL SPILL, November 22, 2016, (article is posted above; a video is available by clicking on the link below)
<http://www.aljazeera.com/news/2016/11/shell-sued-uk-decades-oil-spills-nigeria-161122193545741.html>

Module C: Leadership Styles and Implementing Change

Read the one required article. You may pick another article for your second article to read.

Implementation

***REQUIRED:** Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods," Chapter 7 on Implementing Public Policy, 2007, pages 89-108.
https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Leadership

Bardach E. "Report from the Trenches: The Life of the Apprentice Budget Analyst," Journal of Policy Analysis and Management, 24(2):419-433 (2005).

Case studies: "Innovation in Government: Indonesia and Colombia," McKinsey Quarterly, February 2012.

Cooke, Fang Lee, Debi S. Saini, and Jue Wang. "Talent Management in China and India: A Comparison of Management Perceptions and Human Resource Practices," Journal of World Business, December 11, 2013.

Lagarde, Christine, Managing Director, International Monetary Fund (IMF). "The Business Case for Women's Empowerment," March 8, 2017. <https://www.linkedin.com/pulse/business-case-womens-empowerment-christine-lagarde/>

Malatesta, D. and Carboni, J.L. "The Public-Private Distinction: Insights for Public Administration from the State Action Doctrine," Public Administration Review (PAR), Vol. 75, No. 1, January/February 2015, pages 63-74.

Nelson, K.L. and Svava, J.H. "The Roles of Local Government Managers in Theory and Practice: A Centennial Perspective," Public Administration Review (PAR), Vol. 75, No. 1, January/February 2015, pages 49-61.

Poocharoen, Org-orn & Celia Lee. "Talent Management in the Public Sector: A Comparative Study of Singapore, Malaysia, and Thailand," *Public Management Review*, Vol. 15, No. 8, 1185-1207, 2013.

Raudla, R., Douglas, J.W., Randma-Liiv, T., and Savi, Riin. "The Impact of Fiscal Crisis on Decision-making Processes in European Governments: Dynamics of a Centralization Cascade," *Public Administration Review (PAR)*, Vol. 75, No. 6, November/December 2015, pages 842-852.

"Russian Effective Governance Pilot Extended," Siberian Civic Initiatives Support Center, Epstein & Fass: http://www.rtmteam.net/page.php?section=works_in_progress&pageID=12

Siegel J.E., Weinstein, M.C., Russell LB, Gold MR. "Recommendations for Reporting Cost-Effectiveness Analyses," *Journal of the American Medical Association (JAMA)*, 276(16):1339-1341 (1996).

Stephen Linder & B. Guy Peters, "The Logic of Public Policy Design: Linking Policy Actors to Plausible Instruments," *Knowledge and Policy* (1991).

Tjiptoherijanto, Prijono. "Civil Service Reform in Indonesia: Redefining the Ethics," *Basic Research Journals*, 2012.

<http://basicresearchjournals.org/social%20political%20science/pdf/Prijono.pdf>

Walker, W.E. "Policy Analysis: A Systematic Approach to Supporting Policymaking in the Public Sector," *Journal of Multi-Criteria Decision Analysis*, Vol. 9, 2000, pages 11-27.

[http://onlinelibrary.wiley.com/doi/10.1002/1099-1360\(200001/05\)9:1/3%3C11::AID-MCDA264%3E3.0.CO;2-3/pdf](http://onlinelibrary.wiley.com/doi/10.1002/1099-1360(200001/05)9:1/3%3C11::AID-MCDA264%3E3.0.CO;2-3/pdf)

Organizational Design

Barber, Brownell, Freeland (2003), *A survivor's guide to organization redesign*, The Boston Consulting Group

Campbell, Gould (2002) *Do you have a Well-Designed Organization Tool Kit*

Heywood, Spungin, Turnbull (2007) *Cracking the Complexity Code*. The McKinsey Quarterly

Katzenback, Kronley, Steffen (2012), *Cultural Change that Sticks*. Harvard Business Review

Morieux, Yves (2006), *Repowering the Matrix*. The Boston Consulting Group

Moynihan, Pandey, Wright (2012), *Pulling the Lever Transformational Leadership, Public Service Motivation, and Mission Valence*. *Public Administration Review*

Parsons, William (2008) *Is your Culture really Customer Focused*, Senn Delaney



Ross (1999) A perfect fit Aligning Organization & Strategy. Harvard Business School

Tomasko (Downsizing)

Tomasko, Ch. 3, Look from the Top Down

Module D: Frameworks for Recommendations

Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods," Chapter 31 on Cost-Benefit Analysis, 2007, pages 465-480.

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Jennings, Jr, E.T. "Strategic Planning and Balanced Scorecards: Charting the Course to Policy Destinations," Part V: Have we Missed the Boat in Strategic Planning, Public Administration Review (PAR), December 2010, Special Issue, pages S224-S226.

Kaplan, R.S. and Norton, D.P. "Having Trouble with your Strategy? Then Map It," Harvard Business Review, September-October 2000, pages 167-176.

Kaplan, R.S. and Norton, D.P. "Mastering the Management System," Harvard Business Review, January 2008, Reprint R0801D.

Kaplan, R.S. and Norton, D.P. "Using the Balanced Scorecard as a Strategic Management System," Harvard Business Review/Best of HBR, August 2007, pages 2-14.

"Knowledge Mapping for Complex Social Messes," Presentation at the David and Lucile Packard Foundation, Robert E. Horn, Visiting Scholar, Stanford University, 2001.

Module E: Evaluation

"When will we ever Learn? Improving Lives through Impact Evaluation," Report of the Evaluation Working Group, Chairs W.D. Savedoff, R. Levine, and N. Birdsall, Center for Global Development (CGD), pages 1-43 http://www.cgdev.org/files/7973_file_WillWeEverLearn.pdf

Blanchard, William. "Evaluating Social Equity: What Does Fairness Mean and Can We Measure It?" Policy Studies Journal (1986); pp. 29-54.

Doring, H., Downe, J., and Martin, S. "Regulating Public Services: How Public Managers Respond to External Performance Assessment," Public Administration Review (PAR), Vol. 75, No. 6, November/December 2015, pages 867-877.

Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods," Chapter 24 on The Use (and Misuse) of Surveys Research in Policy Analysis, 2007, pages 369-380.

https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods,” Chapter 26 on Policy Evaluation and Evaluation Research, 2007, pages 393-404.
https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods,” Chapter 27 on Qualitative-Interpretive Methods in Policy Research, 2007, pages 405-416.
https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods,” Chapter 28 on Qualitative Research and Public Policy, 2007, pages 417-428.
https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Khagram, S. and Thomas, C.W. “Toward a Platinum Standard for Evidence-Based Assessment by 2020,” Part I: 2020: The Good, the Bad, and the Ugly, Public Administration Review (PAR), December 2010, Special Issue, pages S100-S106.

Module F: Communicating and Visualization

Examples of infographics:

- Visual Capitalist: <https://elements.visualcapitalist.com/>
- Pinterest: <https://www.pinterest.com/mashable/infographics/>

Bertelli, A.M. and Sinclair, J.A., “Mass Administrative Reorganization, Media Attention, and the Paradox of Information” in the United Kingdom, Public Administration Review (PAR), Vol. 75, No. 6, November/December 2015, pages 855-866.

Fischer, F., Miller, G.J., and Sidney, M.S. Handbook of Public Policy Analysis: Theory, Politics, and Methods,” Chapter 17 on Rhetoric in Policy Making: Between Logos, Ethos, and Pathos, 2007, pages 237-250.
https://www.academia.edu/32035358/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th_pdf

Tufte, Edward R., Visual Explanations: Images and Quantities, Evidence and Narrative, “Chapter 2: Visual and Statistical Thinking: Displays of Evidence for Making Decisions,” Graphic Press, Cheshire CT, 1997, pages 27-54.

Tufte, Edward R., Visual Explanations: Images and Quantities, Evidence and Narrative, “Chapter 5: Parallelism: Repetition and Change, Comparison, and Surprise,” Graphic Press, Cheshire CT, 1997, pages 79-104.

Tufte, Edward R. All four ET books, paperback, \$100 postpaid, free US shipping to one address: http://www.edwardtufte.com/tufte/books_be

- The Visual Display of Quantitative Information
- Envisioning Information
- Visual Explanations: Images and Quantities, Evidence and Narrative
- Beautiful Evidence

Tufte, Edward R. e-books; immediate download to any computer connected to internet, \$2 each: <http://www.edwardtufte.com/tufte/ebooks>

- Visual and Statistical Thinking
- The Cognitive Style of PowerPoint
- Seeing Around + Feynman Diagrams
- Data Analysis for Politics and Policy

2010 Mecklenburg County, NC: Performance Report.

ATTACHMENT B – MODEL TEAM CONTRACT

(Based on Georgia Tech Student Contract)

The MS Word Version of this Model Team Contract is posted on Blackboard.

Purpose

Each team should prepare a contract at the start of their work for their group project. Students will be held accountable for their actions. The team contract establishes the rules of engagement for working together, including preferred means of communicating, action plans, meeting schedules, goals, task allocations, and consequences of actions (or inactions) of group members.

Team/Project Name:	
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Team Structure and Roles

- Team members' capabilities
- Leadership/Co-Leaders
- Team Recorder/Documentation Manager/Maintainer of all required assignments to be turned in
- Task assignments: Minutes/notes, portions of the report to research/write, report controller, graphics preparations, surveys, interviews, etc.

Team Member Name	Role

Strategies to ensure cooperation and equal distribution of tasks

- Decision-making policy (by consensus? By majority vote? By points?)
- Strategies for encouraging and including ideas from all team members
- Strategies for keeping on task

Procedures in the absence of a team member

- Will the team meet if one or more team members are absent, or must all members be present?

Team Procedures

Team Logistics

- Day, time, and place for regular meetings
- Usual method of communication (e.g., email, cell phone, text, in-person. Virtual)

Method for setting and following meeting agenda

- Who will set each agenda? When?
- How will team members be notified/reminded?
- Who will be responsible for the team following the agenda during a team meeting?

Method for record-keeping

- Who will be responsible for recording and disseminating minutes? Notes?
- How and when will the minutes/notes be disseminated?
- Where will all agenda and minutes be stored?

Accountability

- Expected individual attendance, punctuality, and participation at all team members
- Expected level of commitment to team decisions and tasks
- How to handle a team member’s persistent infractions or consequences of failure to follow contract

Certification by team members

In signing this contract, you agree that:

- You participated in formulating the standards, roles, and procedures of this contract
- You agree to abide by these terms and conditions of this contract

Team Member Name	Signature	Email	Phone

Date of Signing:	
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ATTACHMENT C – USC POLICIES

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity’s website, and university policies on Research and Scholarship Misconduct.

Statement on Academic Conduct and Support Systems Academic Integrity (Spring 2023 Updated)

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been



submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity’s website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Counseling and Mental Health provide free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. 988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline)

The lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is



comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

RSVP provides free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

The Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) provides information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

USC provides an avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

USC Campus Support and Intervention assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion (DEI) - (213) 740-2101

DEI provides information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.



USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

Office of the Ombuds is a safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

ATTACHMENT D – STUDENT REFERENCE LETTERS

Over the years, current and former students have requested Letters of Reference for graduate programs. Most of these requests come at the same time of year. The more information you can provide the Professor ahead of time, the better able she will be to respond and prepare a thoughtful and responsive Letter(s) of Reference.

Here are some guidelines:

- Ask the Professor if she is prepared to provide a Letter(s) of Reference for you
- If the Professor agrees, provide a full list of the universities, including:
 1. Name of the university, school within the university, degree program, and the degree being sought
 2. The deadline for the recommendation (since each university has a different deadline)
 3. Reason why you chose the particular university, program, and degree (e.g., your purpose or personal statement)
 4. Your resume
 5. Some suggestions on points you would like the recommender to emphasize in the Letter(s) of Reference

In the event that the Professor has any difficulties (e.g., deadlines that conflict), she will let you know so you can approach another person to serve as a reference.

ATTACHMENT E – FACULTY BIOGRAPHY

Gayla Kraetsch Hartsough, Ph.D.

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 reviews 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.

During 2021, she served as the Executive Director for the Los Angeles County Citizens Redistricting Commission (LACCRC), the first-ever, independent commission to redraw the boundaries for electing the county's board of supervisors.

Since 2014, she has also been an Associate Adjunct Professor at the University of Southern California (USC), Sol Price School of Public Policy, International Public Policy and Management (IPPAM) Graduate Program. She has been an executive lecturer with multiple delegations from Shenzhen, China, and Indonesia at USC and at UCLA with multiple delegations from Saudi Arabia and Jiangsu, China. She focuses on public policy formulation and implementation by incorporate case studies of implemented policy and programmatic change.

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, Los Angeles County Employees Retirement Association (LACERA), 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/LAX, Port of Long Beach, 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** (SAG-AFTRA, 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), Fox Studios, 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 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, Institute for Citizens & Scholars (formerly 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).

Some of her consulting reports and publications are available at:

<https://virginia.academia.edu/GaylaKraetschHartsough>

Some of the consulting reports provide examples of different kinds of formats and focus on how recommendations are developed and presented.

For more information on KH: www.KHConsultingGroup.com