Public Affairs Leadership Cohort
Syllabus 2021-2022

Fall: PA 5051 Leadership Foundations
          PA 5053 Policy Analysis in Public Affairs
          PA 5055 Qualitative Research Methods and Analysis

Spring: PA 5052 Public Affairs Leadership
          PA 5054 Program Design & Implementation Analysis
          PA 5056 Quantitative Research Methods & Analysis

In-person/synchronous sessions will be held on the following dates. Please mark your calendars to be available and participate in class dialogue on these dates:

2021	2022
August 26-28	January 7-8
September 24-25	February 4-5
October 15-16	March 4-5
November 12-13	April 1-2
December 3	April 29-30

INSTRUCTORS

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COURSE DESCRIPTION

The Public Affairs Leadership (PAL) Cohort is a unique offering at the Humphrey School. Designed for mid-career professionals, it applies adult learning methodologies in a format that accommodates their work and professional schedules. The PAL cohort integrates six MPA core courses (12 credits total) that students can either apply to a University of Minnesota Regents' approved graduate certificate in Public Affairs Leadership (PAL) or towards the Masters in Public Affairs (MPA) degree.

The cohort program focuses on developing a range of skills essential in public affairs through an intensive learning community. A theoretical framework emphasizing transformational leadership guides us and creates awareness that leadership is demonstrated through acts undertaken by many people, not just by those in formal authority positions. Leaders must have skills to address both technical and adaptive challenges and the content of these courses highlights those most critical to public affairs.

COURSE GOALS AND LEARNING OBJECTIVES

Through actively participating in the Public Affairs Leadership cohort you will pursue the following **learning objectives which support the MPA degree's core competencies**:

- Expand personal leadership capacity by strengthening a sense of personal purpose, voice, agency, and experience in leading a group and communicating publicly about professional work.

- Strengthen capacity for adaptive problem solving through reflective analysis of complex organizations, community conditions, programs, and policy networks.

- Cultivate ability to engage effectively with others, while holding tension, by strengthening one's theoretical understanding and practical experience in instituting change.

- Deepen understanding of program design and factors affecting implementation.

- Learn strengths and limitations of quantitative and qualitative data analysis to inform decision-making.

- Improve one's ability to collect, evaluate, and use research-based evidence in defining public policy concerns and making recommendations for improvements.

- Enhance skills to connect with community and to confidently and productively engage with others in the context of diverse cultures, virtually and face-to-face.

- Deepen understanding of social conditions and engage with complex dynamics of difference and diverse perspectives to strengthen public value.

- Develop an appreciation of the value of "otherness" by establishing new relationships, gaining

diverse perspectives, and creating professional networks in a trusting community of praxis.

To achieve these outcomes, you must *engage actively* with the learning community. The instructor team works hard to align their teaching activities across content that focuses on leadership development, public policy and program analysis, and research methods. We will use a range of pedagogical techniques—action learning, case in point, didactic lecture, case analysis, personal reflection, on-line reporting, group analysis – to engage you in this learning experience.

Cohort <u>Leadership</u> Development Focus Areas:

In this material, we explore questions to understand how power operates within social systems to expand personal leadership effectiveness across multiple levels.

1. **Who Am I?:**
   a. Multiple identities?
   b. Passions and motivations?
   c. Leadership strengths?
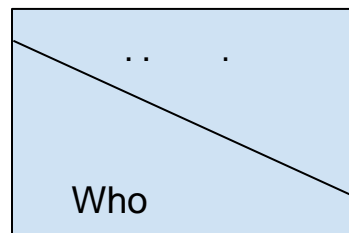
2. **How do I?:**
   a. Define leadership?
   b. Understand my identity and power and how I relate to different social or cultural spaces?
   c. Preserve and honor my identity and passion, while remaining open to change?
   d. Understand others' perspectives and experiences as their truth and seek common ground?
   e. Communicate - orally and in writing?
   f. Engage with disparate and diverse community groups?
   g. Recognize and navigate my fears and trigger and expand my capacity to cope with or surpass them?
   h. Navigate conflict and hold tension?
   i. Apply Adaptive Leadership?
   j. Create and sustain routines, networks, and other resources for self-care?

Cohort <u>Policy, Program Design, & Implementation Analysis</u> Focus Areas:

In this material, we cover various tools of analysis. We pay particular attention to exploring research-based evidence and how it can become a resource for change to address public problems.

1. **ANALYZING PUBLIC PROBLEMS**
   Demonstrate the basics of public policy analysis – define a problem, assess evidence, consider tradeoffs, and make recommendations.

2. **USING LOGIC MODELS TO DESIGN EFFECTIVE PROGRAMS FOR PUBLIC INTERVENTION**

3. **UNDERSTANDING FACTORS THAT AFFECT PROGRAM IMPLEMENTATION TO CREATE SYSTEMS CHANGE**

a. Conduct an organizational and frontline implementation analysis using observation, literature review, interviews, and focus group discussions with field actors.

b. Assess power and interests to develop strategies for improving program implementation

Cohort <u>Research Methods & Analysis</u> Focus Areas:

In this material, we pay particular attention to analyzing, synthesizing, and thinking critically through the tools of social science research.

1. **ANALYTICAL REASONING AND THE FUNDAMENTALS OF RESEARCH**
   Learn to conduct, consume, and critique research for your professional work. Demonstrate the basics of research – formulate a researchable question, formulate hypotheses, learn methods and their application, collect and analyze data, consider the ethics of research, and present findings.

2. **QUALITATIVE RESEARCH** (Individual work, oriented to your contexts)
   a. Design a qualitative research project involving your own data collection.
   b. Collect qualitative data, using participant observation and interviews.
   c. Conduct iterative analysis of qualitative data and interpret the findings.
   d. Communicate the essential elements of a qualitative research study.
   e. Improve your interpretation of and ability to navigate your chosen field - your profession, skills, and/or your policy focal area - through this research project.

3. **QUANTITATIVE RESEARCH** (Individual work, oriented to your area of interest)
   a. Design a quantitative research study using existing publicly available survey data.
   b. Obtain and analyze quantitative data using statistics and interpret the findings.
   c. Understand and communicate the essential elements of a quantitative research study.
   d. Criticize statistical analyses and evaluate the quality of evidence.

GENERAL DESCRIPTION OF ACTIVITIES

We will weave together a number of experiences and assignments to help us achieve course learning objectives. There will be assignments for you to complete in between our monthly "live" synchronous sessions. The following is intended to provide a general description of activities. See the "Assignment Details" document for a broader description of assignments for the year. Canvas will serve as the official record of assignments and due dates.

- **Adaptive Leadership Project (ALP):** This assignment is the cornerstone of the Public Affairs Leadership cohort. The main goal of this assignment is for you to apply and develop new leadership skills in a real world setting. To do this, you will identify a problem confronting your workplace, volunteer site, or community where you are uniquely positioned to help create change. On an ongoing basis, you will consider how your project is connected to policy issues and curricular content we are engaging with in the cohort. Each month, you will strategize, experiment, and reflect on the problem to refine your leadership practice. You will get feedback from an instructor (your ALP coach) and from a small group of peers (your Action Learning

Circle). Written reflection assignments will supplement monthly circle meetings [see "assignment details" for more information].

- **Policy, Program Design, & Implementation Analysis Case Study:** This part of the course moves through three sets of analytical tools throughout the year: 1) framing public problems and suggesting policy solutions, 2) evaluating program designs and interventions, and 3) analyzing the organizational and frontline factors that affect program implementation. All are focused on helping you build skills in using research-based evidence and various forms of public policy and program analysis to improve systems. Throughout the year, you will work with a Policy & Program (P&P) Team on a policy topic chosen by your team in September. The monthly assignments alternate between individual and team products: you will present interim individual products to the team, and then develop a team product and presentation to showcase your analysis [see "assignment details" for more information].

- **Training in Research Methods and Analysis:** Two of the languages used in public affairs are qualitative and quantitative data reasoning. The Cohort introduces you to useful sources of relevant data, methods of data collection and extraction, and empirical analysis including deductive and inductive analysis using both interpretive and statistical techniques. Topics range from simple descriptive statistics to semi-structured interviews. We will also discuss ethical issues in data collection, interpretation, analysis, and use. In each semester, you will complete one individual research project.

- **Core Readings:** Each month, we consult an array of textbooks, articles and videos that advance our leadership and build our technical skills. We expect that students read and watch all of the assigned materials completely, as our time together will launch into applying the content.

These learning elements will be woven through our "live" synchronous sessions and asynchronous online interactions. Assignments align to help us understand the progress you are making on learning and applying lessons from these experiences.

Due dates for each assignment can be found on the Canvas course website & in the 'assignment details' document.

REQUIRED TEXTBOOKS

Many required readings are articles, chapters, and other excerpts that will be provided through the class website (Canvas). The following books are required. The unabridged print or unabridged audiobook (where available) of these books are acceptable. Additional books will be assigned for spring semester.

Fall Semester
- Ronald Heifetz and Marty Linsky (2017). Leadership on the Line: Staying Alive through the Dangers of Leading. Harvard Business School Press. ISBN-10: 1633692833.
- Eugene Bardach and Eric Patashnik (2020). A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving, ANY edition. CQ Press: Washington, DC. ISBN-10: 1506368883 (any edition is fine).
- Margaret Wheatley and Deborah Frieze (2011), Walk Out Walk On: A Learning Journey into

BREAKDOWN OF GRADE WEIGHTS BY COURSE AND SEMESTER

Fall 2021

PA 5051 Leadership Foundations	% of Grade	PA 5053 Policy Analysis for Public Affairs	% of Grade	PA 5055 Qualitative Research Methods & Analysis	% of Grade
Action Learning Project (ALP) Articulation	5	Team Workplan	10	Qualitative Research Project Design	15
Monthly pre-class reading commentaries	30	Individual Policy Assessment	30	CITI human subjects training	5
Monthly ALP Updates & Reflections	25	Team Policy Memo	30	Observation notes and draft interview plan	15
ALP interim (mid-year) report	30	Team Presentation	20	Draft of data analysis	20
Participation	10	Participation	10	Final qualitative research paper	35
				Participation / peer learning contribution	10
Total by Course	**100%**		**100%**		**100%**

Spring 2022

PA 5052 Public Affairs Leadership	% of Grade	PA 5054 Program Design & Implementation Analysis	% of Grade	PA 5056 Quantitative Research Methods & Analysis	% of Grade
Monthly pre-class reading commentaries	35	Individual Program Design Brief	15	Quantitative Research Project Design	15
Monthly ALP updates & Reflections	15	Team Initial Analysis of Program Implementation	15	Data and Methods	20
ALP final presentation to class	15	Data Collection Plan for Org & Frontline Analysis	15	Regression Results & Limitations	15
ALP final written report	25	Individual Analysis of Field Research	25	Quantitative Research Poster	40
Participation	10	Team Implementation Analysis Summary Memo	20	Participation	10
		Participation	10		
Total by Course	**100%**		**100%**		**100%**

INCLUSION STATEMENT

Leadership, research and policy analysis are disciplinary fields that have been dominated by a small subset of privileged voices. Groups have been harmed using evidence produced in these fields. To begin to rectify these past wrongs, we will explicitly put groups that have been marginalized at the forefront of our minds. We provide here brief acknowledgements that ensure that everyone in the course has a basic understanding of the history of two of these groups from the start.

The University of Minnesota-Twin Cities respectfully acknowledges that the land we are on today is the traditional and ancestral homeland of the Daḳota people. The University of Minnesota is founded as a land-grant institution and we recognize that our founding came at a dire cost to the Daḳota people. The Daḳota were forced to cede their lands in return for goods and services, but the government did not uphold the terms of these treaties leading to widespread devastation. We recognize this painful past, and we honor Daḳota peoples' history on this land, their sovereignty, and their continued contributions to our region. Minnesota comes from the Daḳota name for this region, Mni Sota Maḳoce — "the land where the waters reflect the skies." The Daḳota and numerous other Indigenous peoples, whose cultural, spiritual, and economic practices are intrinsically woven to this landscape, hold this land sacred. We recognize them as original stewards of this land and all the relatives within it, who had thriving and vibrant communities prior to disruption by settlers. Today, the State of Minnesota shares geography with eleven Tribal Nations. By offering this land acknowledgement, **we affirm tribal sovereignty and hold the University of Minnesota accountable to recognize and counter the historical and contemporary injustices that continue to impact Indigenous people, through mutually beneficial partnerships, research, policies, and practices that respect Indigeneity.** *(Tribal Nation Relations in the Office of Equity and Diversity, approved by 9 out of 11 tribal nations)*

Most US-born African-Americans had ancestors who were brought to the US forcibly as slaves. While enslaved, the ancestors of current African-Americans were malnourished, lived in unsanitary conditions, performed excessive physical labor, and were often physically and sexually abused. After slavery was abolished in the US, many Midwestern and southern states enacted codes (referred to as Jim Crow laws) that legally subjugated African-Americans and were in place for about 100 years. Jim Crow laws imposed legal restrictions for non-white persons in education, transportation, hospitals, employment, marriage, voting, and every other institution that affects one's health and wellbeing. Policies like redlining (i.e., restricting financial services to neighborhoods of color) and racially restrictive covenants on deeds (i.e., that non-white people could not own the property) were common in Minnesota leading Minneapolis to have the widest racial homeownership gap out of the 100 US cities with the largest black populations. The impact of these policies are still present today: because of these policies, African-Americans still live predominately in neighborhoods with limited public investments, poor quality schools, limited green space, and high poverty and crime rates. **"We commit and rededicate ourselves to preparing our next generation of legal and public policy practitioners who will challenge racist and dysfunctional systems and devote their professional lives to the pursuit of justice and civil rights for all of society."** *(Garry W. Jenkins and Laura Bloomberg, June 1, 2020)*

It is not enough to only make these acknowledgements. We will center marginalized populations

throughout this class. We will also share resources throughout the year so that you can do the work of educating yourself if they have been omitted in your prior education.

While we will explicitly center marginalized groups, it is our intent that students from all backgrounds and perspectives be well-served by this course. We strive to create a learning environment that honors all of your identities (including race, gender, class, sexuality, religion, ability, etc.), and where each class member (including the instructors and TAs) is able to hear and respect each other. Please let us know (anonymously if you prefer) if something is said or done in this course that is troubling or causes offense.

We also strongly believe that stress inhibits learning. Thus, we strive to not create stress or anxiety in this course and we are sensitive to the stressors that occur outside of class. If something difficult happens in your life, don't stay silent. It doesn't matter what it is (having a baby, getting married/divorced, breakups, family members/friends getting sick, financial troubles, mental health crises, etc.). These are unprecedented times and we need to prioritize supporting each other as humans. **We are your new Humphrey community**. Send someone on the teaching team an email, and reach out to fellow students for support. While we set course expectations below, we may be able to offer you flexibility or connect you to resources you may not know about. Our goal is to not only foster intellectual nourishment, but also create an environment of social connection and personal accommodation.

COURSE EXPECTATIONS

BE ON TIME
Because our time together in synchronous/in-person sessions is limited, ***we expect that all students will arrive early so that class may begin on time***. We often schedule collective learning activities, make important announcements, or provide feedback at the very start of each class. The presence and participation of all students in these activities is critical - and late arrival is often disruptive to others' learning - so we ask you to be diligent about being on time.

COURSE MEETINGS THAT OCCUR OUTSIDE OF REGULARLY SCHEDULED CLASS TIME
Some work for the Cohort will be done in teams and working groups. As a result, you may need to coordinate or participate in online or in-person meetings with members of your various working groups. However, the entire body of students and faculty will not meet outside of regularly scheduled class time unless announced well in advance.

ATTENDANCE AND ASSIGNMENT REQUIREMENTS
We expect that all students will attend all sessions of class, either in person or remotely via Zoom. If something unexpected occurs, please notify Kevin Gerdes of your absence, as well as your ALP circle and policy teammates.

The assignments are scheduled very purposely to advance your learning. And we know that things come up for mid-career professionals. As a result, you might have to hand in assignments late. Each cohort student may do so *once per semester without penalty,* provided you notify Kevin in advance and in

writing when you are using this policy, and hand in the assignment no more than 10 days after the original due date (or sooner if required by the instructor). For all other assignments, you will be penalized 5 points for each 24-hour period it is late. The standard university policies apply regarding course incompletes in extraordinary circumstances.

FINAL EXAMS
There is no formal final exam for PA 5051/5052, PA 5053/5054 or PA 5055/5056.

OTHER ACADEMIC ASSISTANCE
Some students experience particular challenges when returning to an academic setting after many years away. The Cohort faculty team and Teaching Assistant are available to support your individualized learning. Additionally, the University's Center for Writing (http://writing.umn.edu/) offers individualized, free writing instruction, both face-to-face and online.

CANVAS
Our class readings, resources and assignments will be posted on the course Canvas site. Find the site at canvas.umn.edu, or go to "Key Links" on MyU.umn.edu and scroll down to Canvas. For help with Canvas, go to Canvas: Getting Started for Students or click the "Canvas + Zoom Help" link on our course Canvas site. Some assignments will be completed or submitted using Google docs.

ACCESS TO READINGS AND MATERIALS AFTER SEMESTER
Students may lose access to Canvas sites and course reserves at the end of the semester. If you'd like to download class material (depending on copyright) or your own work for later personal use, please do so during the semester.

COVID-19
University policies for a safe campus, including in relationship with COVID-19 and other public health matters, evolve with new information and conditions. They are posted here: https://safe-campus.umn.edu/public-health-alerts. An additional policy update from January 2022 is posted here: https://docs.google.com/document/d/1sc_wcOe3fmhVcAvaoyoJaKbTxKL7rdh699BlbWrGYBA/edit#

DISABILITY RESOURCES
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. For more information, please see https://diversity.umn.edu/disability/. If you are registered with Disability Services and have a current letter requesting accommodations, please let the instruction team know as early in the semester as possible so that we can make any needed adjustments.

UNIVERSITY AND SCHOOL POLICIES
For links to University of Minnesota and Humphrey School policies, please click the "U of M Policies" link on our course Canvas site, or see U of MN and Humphrey School Policy Statements. Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.