General Course Information
The La Follette Workshop in Public Affairs is an opportunity for La Follette students, under the supervision of a faculty member, to work within teams for clients in the public, non-profit, or private sectors. Traditionally, clients approach the La Follette School with a particular policy-related issue or problem facing their organization. After some initial negotiations, the Workshop instructor assigns one of the student teams to investigate the issue, formulate a report, and present their findings in front of the client. The entire project—from inception to finalized report—is completed within a single semester. The main goal of these reports is to generate a useful and easy to understand piece of original research, which answers the specific policy-related question(s) of a “real client.”

The Instructor’s Role
As instructor for the Workshop Course, it is our responsibility to set-up the projects, provide structure for the course, provide targeted feedback, and evaluate the end products. Thus, while we provide general oversight for the projects, the students devise and implement the evaluation project.

We will provide basic guidance on project management, report format, the use of visual data, and presentations in a classroom setting. We will not meet every week as a class, and there will be relatively few lectures. On weeks where there is not a meeting in a classroom, we expect that each group will have a standing meeting with their instructor. Please let us know if there are any unexpected and/or important developments during project implementation. We will be as supportive as possible and will work to resolve issues as they arise.

Be prepared to work: the workshop is demanding and fast-paced from the start. Before we first meet, students will be asked to choose a project and be assigned a team to work together throughout the semester to produce an analytic policy report. Students are expected to meet in teams and/or with their consulting instructor regularly outside of assigned class times.

Ethics and Confidentiality
The La Follette School requires that the student teams maintain the highest level of ethics and integrity throughout the Workshop Course experience.

To participate in the Workshop Course, students must sign a “Confidentiality Agreement.” This
agreement will be strictly enforced. This agreement states: “The ideas, concepts, data, and recommendations generated within the Workshop Course are confidential and are to be used for the purposes of the client and for the educational experience provided within the Workshop Course only. Accordingly, they may not passed on to any third party, either directly or indirectly, without the prior consent of the Workshop Instructor and the client. This includes any verbal discussions of the project, and any dissemination of draft or final documents.” Consequently, all project-related documents must be secured on password-protected computers or password-protected Internet-based websites.

The La Follette School requires that students observe University research ethics, including meeting human subjects requirements for research. If you have not completed the human subjects module and test at the university’s IRB website, please do so.

A La Follette Student Experience
The Workshop Course will provide you with an opportunity to learn more about program and policy analysis by conducting a policy analysis (or program evaluation) for an actual client. Students will, in effect, put their policy analysis skills into practice and learn more about completing a project for a real client. Although the term “policy analysis” covers a wide range of activities and perspectives, its essence involves the development, design, and assessment of existing or potential public policies. A good policy analyst should be able to function as a generalist, thus the objective of the course is to help prepare you to offer useful advice to policymakers on a wide range of issues regardless of your specific interest.

The course will use the theory and the methodological tools of economic, political, and statistical analysis that you have acquired in previous courses. Prerequisites assumed are PA 818, PA 874, PA 880, and PA 873. Please talk to us if you have not fulfilled all the course prerequisites. The vast majority of the class will be spent working in teams on projects, and we will meet separately with each team on a regular basis to ensure proper progress. In addition to the reports, students will be required to complete a number of other individual assignments and readings.

The final report Approximately 25-pages shall be allocated to the report itself, while no more than 25-pages shall be allocated to report appendices. Appendix information should be of as high of quality as the main report, and contain information that substantially supports and enhances the main report. All reports must be formatted as indicated by the La Follette Publication guidelines. Reports of insufficient quality or content, as assessed by the instructors, will not be distributed to clients. Projects that do not conform to the La Follette School’s high standard of ethics or the class’s confidentiality agreement will not be distributed to the clients. Some group projects may be posted on the La Follette School webpage, while others may not.

Self and Peer Evaluations: It is the responsibility of each group member to encourage and maintain strong group membership and participation throughout the semester. At the end the course, each team member will also be asked to submit a confidential evaluation of the individual contributions of each of his or her fellow team members. These evaluations, as interpreted by us, will be included in your final grade. Criteria include:

- Involvement: attending and participating in meetings,
- Contributions: planning the project, specifying work, ideas, research, analysis, writing,
• Reliability: meeting deadlines, completing work, and
• Collegiality and respect for others.

If we observe team consensus about significant differences in contributions, we will raise or lower the relevant individual’s grades. We will also not serve as a positive reference for any student whose peer evaluation indicates poor performance. We may request peer reviews prior to the end of the semester in order to help guide the group and diagnose potential problems.

**Key Assignments, Grading Allocation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Allocation</th>
<th>Class</th>
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</thead>
<tbody>
<tr>
<td>Confidentiality Form</td>
<td>(individual)</td>
<td>Class 1</td>
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<tr>
<td>Review of Last Year’s Projects</td>
<td>(individual)</td>
<td>Class 1</td>
</tr>
<tr>
<td>CITI Human Subjects</td>
<td>(individual)</td>
<td>Class 1</td>
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<tr>
<td>First Take: 5 Min Briefing</td>
<td>5% (group)</td>
<td>Class 1</td>
</tr>
<tr>
<td>Outline</td>
<td>(group)</td>
<td>Class 3</td>
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<tr>
<td>Peer feedback 1</td>
<td>(individual)</td>
<td>Class 3</td>
</tr>
<tr>
<td>1st draft</td>
<td>5% (group)</td>
<td>Class 6</td>
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<tr>
<td>In-class Briefing</td>
<td>5% (group)</td>
<td>Class 9</td>
</tr>
<tr>
<td>Policy Brief 1 pager</td>
<td>5% (group)</td>
<td>Class 9</td>
</tr>
<tr>
<td>2nd Draft</td>
<td>(group)</td>
<td>Class 10</td>
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<tr>
<td>Presentations</td>
<td>10% (group)</td>
<td>Class 11 and 12</td>
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<tr>
<td>Peer Feedback 2</td>
<td>20% (individual)</td>
<td>Class 14</td>
</tr>
<tr>
<td>Project Report Final</td>
<td>50% (group)</td>
<td>End of Semester</td>
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*Note: Grading on the group projects will be based upon both process and outcome. The process component of the grade includes the meeting of deadlines, attendance at team meetings, attentiveness to draft requirements, responsiveness to our suggestions and to the suggestions of others, as well as the sheer effort put forward by the team to produce an excellent product. The outcome component of the grade focuses on the overall quality of the report, including whether or not the team was able to satisfy client expectations. As a result, the mere completion of a report does not guarantee a strong grade; teams must complete an excellent report to receive an excellent grade.*

**Grading Standard.**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>AB</td>
<td>88-92</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>BC</td>
<td>78-82</td>
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<tr>
<td>C</td>
<td>70-77</td>
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<tr>
<td>D</td>
<td>70-60</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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**Credit Standard.**  

45 Hours Per Credit: Learning takes place in at least 135 hours of learning activities, which include time in lectures and meetings, presentations, faculty tutorials, analysis, writing, group meetings and preparation for any of these activities. This course requires substantial meeting time and out-of-class work.

**Instructional mode:** Face-to-face, group meetings and online using Canvas.

**Learning Objectives**

1. Knowledge
   A. Students will demonstrate critical thinking skills. They will retrieve and examine the policy literature and evaluate evidence for and against hypotheses, identify knowledge gaps, strengths and weaknesses in existing literature, synthesize knowledge, and develop
conclusions.

II. Applied Research

B. Students will effectively summarize data for a general (non-academic) or policy audience.

III. Communication

A. Students will communicate in clear written language: a real-world policy problem, relevant scholarly studies and practical applications, a policy-analytic method to investigate the problem, and client-oriented advice to mitigate the problem.
B. Students will communicate substance of point 1 highly concisely and in language understandable to a non-specialist.
C. Students will communicate substance of a real-world policy problem, relevant scholarly studies and practical applications, a policy-analytic method to investigate the problem, and client-oriented advice orally.

IV. Professional and Ethical Conduct

A. Students will identify and appropriately respond to scenarios involving the ethical and professional responsibilities of public administration.
B. Students will demonstrate the ability to maintain human subjects protections when designing studies, collecting data and reporting results.
C. Students will know and adhere to high levels of professional conduct, ethical decisionmaking and legal and regulatory compliance.
D. Students will demonstrate the ability to maintain fidelity to objective social science-based research methods.

V. Professional Skills and Career Preparation

A. Students will complete high quality group projects, including demonstration of effective project management and teamwork

**Working with Clients.** Working with “real” clients is often a rewarding experience. In some cases, it can also be a frustrating experience. When frustration occurs, it usually caused by mistaken or unclear expectations on the part of the client or the team. As part of the Workshop Course, it is your job to understand and appreciate your client’s expectations, and to correct any mistaken expectations early in the semester.

We require frequent communications between you and your client. Your team should have many other conversations with your clients outside of these events, as well. Your client will be providing you feedback during these communications. It is your team’s responsibility to integrate this feedback into your reports, when possible, while still retaining the integrity of the policy analysis process. When it is not possible to integrate client feedback, it is necessary to communicate with the client to ensure appropriate expectations. All interactions must be completed in a professional and timely manner. Clear communication and coordination within the team and with the client will be crucial for success.

**Expectations for Academic Integrity.** We expect a full adherence to UW’s code of academic integrity. We also expect that you will acknowledge all ideas that are not your own through proper citation. Please put all direct quotes in quotations. This issue is very important. Plagiarism or any other form of falsification is cheating and will not be tolerated. Students who do not adhere to the highest levels of integrity may receive no credit on assignment, fail the course, or suffer even more extreme consequences. Consult [http://writing.wisc.edu/Handbook/QPA_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html), the UW
Writing Center website, for subtleties about plagiarism. Ask us if you are uncertain in any instance.

**Learning Accommodations.** Please inform us if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the UW’s McBurney Center [mcburney.wisc.edu/](http://mcburney.wisc.edu/)

**Collaborative Team Work.** The teams are encouraged to set up systems to manage their collaborative team work. If you need help, please talk to your instructors.

**Graduate School Human Research Protection Program (HRPP)**
All students must complete human subjects training: at the "UW-Madison Collaborative Institutional Training Initiative (CTTI) Portal" on "Human Subjects Protection for Education, Social & Behavioral Science Researchers"

You want to complete the on-line “Students in Research Module” (only), which should take about 30 minutes. There will be quiz at the end of the module. Upload a PDF copy of the completion page as evidence of your completing the course.

**Class Meeting: Introduction, Discuss Syllabus and Teams:**
All sections meet together.

**Assignments:**
Review Confidentiality Agreement, Sign and Turn-in ONLINE

Note: ALL STUDENTS will need to confirm their course registration to the appropriate section based on the consulting instructor assigned to the project.

Set up time to meet with instructor.

**Class Meeting: Getting Started**
All sections meet together

Your group should be prepared to present your client and topic in a 5-minute presentation, *without visuals*.

Read: Frances Cole Jones, *How to Wow*, Ch 3 Maximizing Meetings

**Team Meetings**

**Team Meetings**

**Class Meeting: Production**

**Team Meetings**
Team Meetings

Team Meetings

Team Meetings

Near-Full Draft Due.

Assignment:
“Near-Full Draft” due. Provide to instructor and to client.

This draft will contain full information regarding the project’s introduction, research question(s), policy background, data analysis strategy, initial data collection, and preliminary recommendations.

Client feedback will ensure that the student teams are on the correct track and are conceptualizing the research question(s) and information correctly. Clients should be given the deadline for feedback.

No class. Spring break

Team Meetings

Meetings

Scheduling: Coordinate times/locations with the client and your faculty advisor for final presentations

Class meeting: Presenting your findings.
Presentation skills will be practiced and discussed.
Your group should be prepared to present your recommendations in a polished 5-minute presentation, without visuals.

Group Report Brief: 1 page summary using LFS templates

Second Draft Due
Class meeting: Presentations of Projects
In-class presentations precede presentations to client, and will be critiqued by instructors and fellow students. Presentations will also be recorded and made available to students.

The student teams will generate 20-minute presentations of their report and findings and will take up to 15-minutes of audience questions.

Presentations will be recorded on Video which you will be asked to view and give feedback on. These presentations, including the transitions between speakers, should be well practiced.

Client Presentations.
Coordinate times/locations with the client and your faculty advisor.

Peer evaluations due
Final Reports due