

**PA 8530-820 (Remote): Planning and Evaluation**  
**School of Public Administration**  
**University of Nebraska Omaha**  
**Spring 2021 | Mondays 5:30-8:10pm**

**Course Syllabus**

**Instructor**

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**Course Description and Objectives**

Strategic planning and evaluation are core activities of public administration in both the public and nonprofit sectors. This graduate course is designed to prepare students to use planning and evaluation to build organizations that function more creatively and effectively.

This course will introduce you to the key concepts, concerns, and tools in strategic planning and evaluation. Student learning is facilitated through lectures, case studies, individual and team papers and presentations, and applications of planning and evaluation in the public and nonprofit sectors.

Student learning will also be facilitated through a semester-long service-learning project. Service-learning is a teaching and learning strategy in which students use academic knowledge and skills to address genuine community needs. The service learning activities in this class will focus on developing a strategic planning assessment and/or evaluation plan for a local nonprofit organization or university program. Students will be assessed on the basis of their contributions made to the organization or program you work with and your reflections about the activity before, during, and after the service-learning experience.

By the end of this class you will:

- Understand key content and issues in strategic planning, strategic management, and evaluation
- Be equipped with frameworks for thinking about how public and social value can be created and maximized through strategic planning, evaluation, and related practices
- Apply skills relevant to conducting a strategic planning and/or evaluation plan for an organization or program
- Demonstrate competencies in the process, analytical, writing, and presentation skills required for effective planning and evaluation practice

**Required Readings**

**Required textbook:**

John M. Bryson (2018). *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. Fifth Edition. San Francisco, CA: Jossey-Bass. The textbook is available at the UNO Bookstore (to purchase or rent) and online.

**Required cases, articles, and book chapters:**

Cases will serve to ground our discussion in the world of strategic planning and evaluation application. They are carefully chosen to illustrate the concepts from the readings or to provide a chance for us to

apply them in a real-world scenario. Most of these cases come from the Harvard Kennedy School's Case Program and the links to the cases can be found on Canvas. The Kennedy School charges a small fee of \$3.25 for accessing each case.

Additional required weekly readings will be available on Canvas <https://canvas.unomaha.edu>. See the course schedule for specific weekly reading assignments.

### Community Partners

In Week 3, students will have an opportunity to hear from the community partners we will be working with this semester. These organizations include: City Sprouts, the League of Women Voters of Greater Omaha, Legal Aid of Nebraska, and the Nebraska Civic Engagement Table.

### Assignments

The course grade will be based on four broader components. The specific details and grading rubric for each assignment will be made available on Canvas.

Assignment (all due on Canvas)	Due Date	Grade %
Assignment 1: Strategic Plan or Evaluation Critique	February 5	10%
Assignment 2: Service-Learning Assignment		60%
<i>Needs/Assets Assessment and Stakeholder Analysis</i>	<i>March 5</i>	<i>20%</i>
<i>Strategic and/or Evaluation Report Outline</i>	<i>April 2</i>	<i>5%</i>
<i>Final Presentation</i>	<i>April 12 or 19</i>	<i>10%</i>
<i>Final Report</i>	<i>May 3</i>	<i>15%</i>
<i>Reflection Journals</i>	<i>February 1, March 8, April 26</i>	<i>10%</i>
Assignment 3: Case Facilitation and Analysis	Ongoing	20%
Assignment 4: Class Participation	Ongoing	10%

#### Assignment 1: Strategic Plan or Evaluation Critique (10%)

The purpose of this first assignment is to get us thinking about the logic of a strategic plan or an evaluation and the totality of this type of project. Find a completed strategic plan or evaluation via the Internet, an academic journal, or from an organization/agency you are familiar with and write a 2-3-page (single-spaced) memo to describe and assess the evaluation. This assignment is due **February 5**.

#### Assignment 2: Service-Learning Assignment (60%)

This this semester you will complete a series of strategic planning and evaluation products for a local nonprofit organization or academic program. The assignment will include four parts.

- **Part 1: Needs/Assets Assessment and Stakeholder Analysis.** For this assignment, write a 6-8-page (single-spaced) report the needs/assets of the organization, which should include a stakeholder analysis. This assessment will help you identify the organization's current resources and assets as they pertain to a specific issue, and help you make decisions about priorities for program, organizational, or system improvement. This assignment is due **March 5**.
- **Part 2: Strategic and/or Evaluation Report Outline.** This assignment will serve as a draft 1-2 page (single-spaced) outline of your final strategic and/or evaluation report for the organization. This assignment is due **April 2**.
- **Part 3: Final Presentation.** In this assignment you will provide a 20-minute presentation of your final strategic and/or evaluation plan. Presentations will take place in class on **April 12 and 19**.
- **Part 4: Final Report.** Your final project will be a 15-20-page (single-spaced) strategic and/or evaluation report. This assignment is due **May 3**.

- **Part 5: Reflection Journal.** Reflection is the intentional consideration of an experience surrounding the learning objectives of the course and is a key component of service-learning. Students will write three reflection assignments this semester: one before (due **February 1**), during (due **March 8**), and after the service-learning project is completed (due **April 26**).

**Assignment 3: Case Study Facilitation and Analysis (20%)**

For seven weeks this semester, a case study will be assigned for the class to read. On these weeks, students will be responsible for 1) *working individually or as a team* to facilitate a 45-minute discussion about the case (10% of grade), and 2) *individually* writing and submitting a 3-4 page (single-spaced) analysis of the case by 11:59pm on the Friday the day after the class meets (10% of grade).

**Assignment 4: Class Participation (10%)**

Students are expected to come each week ready to engage and discuss the material. My role as the instructor is to provide you with a framework to facilitate your learning, and the exercises and discussions in this class are intended to provide you with an opportunity to test your knowledge, formulate ideas and strategies, respond to planning and evaluation dilemmas, and receive feedback from peers. Therefore, weekly class attendance is necessary, but is not sufficient for an excellent participation grade.

**Grading**

Final grades will be calculated as follows. Each element will be weighted out of a total of 100 points.

<b>Letter Grade</b>	<b>Percent</b>
A+	98-100%
A	93-97%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-87%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	Below 60%

**Course Policies and Expectations**

**Learning During a Global Pandemic:**

We are in the midst of a global pandemic. You likely know people who have been directly or indirectly affected by COVID-19 through its effects on family, friends, neighbors, and/or job. I understand that you may have some difficult times that may impact your ability to keep a deadline. I am fully committed to making sure that you learn everything you were hoping to learn from this class. I will make whatever accommodations I can to help you finish your assignments and understand the class material. Under ordinary conditions, I am flexible and lenient with grading and course expectations when students face

difficult challenges. Under pandemic conditions, that flexibility and leniency is intensified. From you, I ask for your patience – with me, with others, and most importantly, yourself.<sup>1</sup>

### **Additional COVID-19 Support:**

This semester, we anticipate some students may have reservations about their presence on campus due to personal vulnerability or vulnerability of those in their places of residence. If you feel that the requested COVID-related flexibility is inappropriate or does not meet expectations, the BRT Form is available for additional support and remediation at:

[https://cm.maxient.com/reportingform.php?UnivofNebraskaOmaha&layout\\_id=10](https://cm.maxient.com/reportingform.php?UnivofNebraskaOmaha&layout_id=10).

### **Instructional Methods:**

The instructor will employ several learning techniques in this course. Since this is a graduate course, my role as the instructor is to provide a conceptual framework, summaries, material not included in assigned readings, and to facilitate learning, not just to deliver factual material to passive learners. The instructor will use Canvas as a way to communicate to students and provide supplemental course materials. It is recommended that you check the Canvas course site every day for new announcements and course materials. If you need technical computer or Canvas access help, please contact the help desk at [unohelpdesk@unomaha.edu](mailto:unohelpdesk@unomaha.edu), 402-554-4357, or Toll Free 1-866-866-2721. If you need to check out equipment (e.g., computer, software) to complete this course, please visit this website:

<https://www.unomaha.edu/information-technology-services/software-and-hardware/checkout/index.php>.

### **Accessibility and Accommodations:**

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a documented disability at UNO, please let me know so that we can make appropriate accommodations. Reasonable accommodations are provided for students who are registered with the Accessibility Service Center and make their requests sufficiently in advance. The Accessibility Services Center (ASC) works specifically with students who have a documented disability, including students who are at an increased risk for severe illness due to certain underlying medical conditions as defined by the Center for Disease Control (CDC). On receipt of valid documentation from a qualified healthcare provider, ASC will determine eligibility and appropriate COVID-19 related accommodations. Please note: it will be necessary for most students to provide specific documentation from a qualified healthcare provider to assist in determination of eligibility for accommodations. For more information, contact the Accessibility Services Center at 402-544-2872 or go to the website: <http://www.unomaha.edu/student-life/inclusion/disability-services/index.php>. Additionally, if you have any religious observances that conflict with class attendance or assignment-date completions, please let me know at the start of the semester so appropriate arrangements can be made.

### **Graduate-Level Coursework:**

As graduate students, you are expected to actively engage with the material and use sound reasoning and evidence to analyze and discuss course material. This means you should be working at levels beyond knowledge and comprehension to application, analysis, synthesis, and evaluation. If you choose to take this course and get as much as you can out of it, you should plan to take an active part in the class each week. This means you will likely need to spend at least 6-9 hours each week on coursework, much of which will involve reading. Reading at the graduate level may be different than what you have encountered in the past, and will involve reading in a style that should focus on understanding the “bigger picture” and thinking about how it applies in various settings rather than reading for memorization. As noted earlier, if you need additional time to get through the week’s readings, please let me know.

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<sup>1</sup> Thank you to colleagues at IUPUI, University of Alabama Birmingham, and Georgia State University for providing helpful language for this statement.

**Academic Integrity:**

UNO takes every possible measure to make sure you have the tools and resources you need to achieve academically. You are responsible for learning and understanding the rules on academic integrity and plagiarism as established by UNO. If you are in doubt about the completion of any assignment, please ask for clarification. The tenets of the UNO Code of Conduct will be strictly enforced in this course:

<https://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/code-of-conduct.php>. For more information about academic integrity at UNO, see:

<https://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php>.

**Plagiarism:**

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own. The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Diversity and Inclusion in the Classroom:**

There must be a clear respect for diversity maintained in the class. This includes respect for people related to gender, sexual orientation, religious identity, disability, age, socio-economic status, ethnicity, race, culture and other differences. All of us have something to offer, and together, we can cultivate a classroom environment where individuals of varying opinions, experiences, and backgrounds are able to learn in a supportive and inclusive setting.

**Guidelines for Written Assignments:**

The School of Public Administration is a professional school, and this class is an opportunity to practice the skills that will help you succeed in the workplace. Papers submitted should meet graduate student standards and the standard for writing in this course is that of the professional workplace. This means writing should be easy to read, logically constructed, error- and jargon-free, and professional in tone. In terms of formatting and citing resources, the APA (American Psychological Association) style will be required for all assignments. For guidance on the APA style, please see: <http://www.apastyle.org>. In addition, all written assignments must be submitted in Microsoft Word using Times New Roman 12-point font and 1-inch margins. If you need additional support for your writing assignments, please visit the UNO Writing Center for writing help and resources: <http://www.unomaha.edu/college-of-arts-and-sciences/writing-center/index.php>.

**Criss Library:**

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can give you guidance specifically for your area of study. Students are encouraged to explore customized resources featured on their Web site: <http://www.unomaha.edu/criss-library/research-and-instruction/subject-librarians.php>.

**Speech Center:**

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help you with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process, whether you are just starting to develop topic ideas or nearly finished with preparing a presentation. For more information about their services or to schedule an appointment, go to <https://www.unomaha.edu/college-of-communication-fine-arts-and-media/speech-center/index.php> or visit them in Arts and Sciences Hall, Room 185.

**Counseling and Psychological Services:**

CAPS is located in 102 H&K, and provides confidential counseling and mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more about CAPS at <https://www.unomaha.edu/student-life/wellness/counseling-and-psychological-services/index.php> or by calling 402-554-2409.

**Reporting Sexual Misconduct and Related Resources at UNO:**

Title IX of the Education Amendments Act of 1972 states that “No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance.” The University of Nebraska at Omaha (UNO) seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, misconduct, or assault, we encourage you to report this. If you report sexual assault, sexual misconduct or sexual harassment to a UNO faculty or staff member, by law she or he must notify UNO's Title IX Coordinator, Charlotte Russell (402-554-3490) about the basic facts of the incident. Students wishing to have a confidential conversation with a designated campus representative may contact UNO Counseling Services (402-554-2409) or UNO Ombudsperson, Dr. Shereen Bingham (402-554-4857). For more information about campus resources at UNO, please go to the UNO Student Safety Website at: <http://www.unomaha.edu/student-life/student-safety/index.php>.

**Interim Policy on Recordings of Classroom Activities:**

Students may not make audio or video recordings of, or livestream, any classroom activity, including lectures, without express prior written consent from the course instructor or if a student has an approved accommodation that requires recording. Details may be found at: <https://www.unomaha.edu/campus-policies/interim-policy-recording-of-classroom-activities.php>.

**Syllabus disclaimer:**

This syllabus is subject to change and may be amended throughout the course to reflect any changes deemed necessary by the instructor.

## Course Schedule and Weekly Reading

Week/Date	Topic, Readings, Assignments
Week 1 January 11	<p><b>Course Introduction and Overview of Strategic Planning and Evaluation</b></p> <p>Bryson</p> <ul style="list-style-type: none"> <li>• Chapter 1: Why Strategic Planning is More Important Than Ever (<i>skim</i>)</li> <li>• Chapter 2: The Strategy Change Cycle (<i>skim</i>)</li> </ul> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Allison, M. (2015). Strategy needs a plan. <i>Stanford Social Innovation Review</i>.</li> <li>• O’Donovan, D., &amp; Flower, N.R. (2013). The strategic plan is dead. Long live strategy. <i>Stanford Social Innovation Review</i>.</li> <li>• Kennedy School of Government. (1986). Learning by the Case Method.</li> </ul> <p>Additional readings:</p> <ul style="list-style-type: none"> <li>• Buckley, J., Archibald, T., Hargraves, M., &amp; Trochim, W.M. (2015). Defining and teaching evaluative thinking: Insights from research on critical thinking. <i>American Journal of Evaluation</i>, 36(3), 375-388.</li> <li>• Centers for Disease Control and Prevention. (2008). <i>Using evaluation to improve programs: Strategic planning</i>. Division of Adolescent and School Health.</li> <li>• Heracleous, L. (1998). Strategic thinking or strategic planning? <i>Long Range Planning</i>, 31(3), 481-487.</li> </ul>
Week 2 January 18	<p><b>NO CLASS – MARTIN LUTHER KING JR. DAY</b></p>
Week 3 January 25	<p><b>Stakeholder Involvement and Analysis</b></p> <p>Bryson:</p> <ul style="list-style-type: none"> <li>• Chapter 3: Initiating and Agreeing on a Strategic Planning Process (<i>skim</i>)</li> <li>• Chapter 4: Clarifying Organizational Mandates and Mission</li> <li>• Resource A: A Guide to Stakeholder Identification and Analysis Techniques</li> </ul> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>• Bryson, J. M., Patton, M. Q., &amp; Bowman, R. A. (2011). Working with evaluation stakeholders: A rationale, step-wise approach and toolkit. <i>Evaluation and Program Planning</i>, 34, 1-12.</li> <li>• Racial Equity Tools. (n.d.) Organizational Change Process. (<i>select a 2-3 examples to read</i>)</li> </ul> <p>Additional readings:</p> <ul style="list-style-type: none"> <li>• Hubert Project (2019). Stakeholder Analysis Techniques.</li> <li>• Hood, S., Hopson, R. K., &amp; Kirkhart, K. E. (2015). Chapter 12: Culturally Responsive Evaluation. In Newcomer, K.E., Hatry, H. P., Wholey, J.S. (Eds). <i>Handbook of Practical Program Evaluation</i>. Fourth Edition. San Francisco, CA: Jossey-Bass. (<i>will revisit Week 8</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>Tice, K. (2009). Needs and asset assessments. <i>Formative Evaluation Research Associates/Michigan Nonprofit Association Links</i>, 10(1), 1-2.</li> </ul> <p>Guest speakers: service-learning partners</p>
Week 4 February 1	<p><b>Strategy and Public Value</b></p> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>Case 1: ‘Fixing Our Politics,’ One Vote at a Time: Public Policy Graduates Aim to Boost Turnout with TurboVote</li> <li>Mintzberg, H. (1987). The strategy concept I: Five Ps for strategy. <i>California Management Review</i>, 30(1), 11-24.</li> <li>Moore, M. H. (1995). Chapter 2: Defining Public Value (pp. 27-56). <i>Creating Public Value: Strategic Management in Government</i>. Harvard University Press.</li> </ul> <p>Additional readings:</p> <ul style="list-style-type: none"> <li>Mintzberg, H. (1987). The strategy concept II: Another look at why organizations need strategies. <i>California Management Review</i>, 30(1), 25-32.</li> <li>Phillis Jr., J.A. (2004). The sound of no music. <i>Stanford Social Innovation Review</i>.</li> <li>Saxton, G.D. (2005). The participatory revolution in nonprofit management: The emerging participatory society and its implications for nonprofit organization, governance, and management. <i>The Public Manager</i>, 34, 34-39.</li> </ul> <p>Assignments due:</p> <ul style="list-style-type: none"> <li>Journal Reflection 1 Due February 1 by 5:30pm</li> <li>Assignment 1 Due February 5 by 11:59pm</li> </ul>
Week 5 February 8	<p><b>SWOT/C Analysis and Identifying Strategic Issues</b></p> <p>Bryson:</p> <ul style="list-style-type: none"> <li>Chapter 5: Assessing the Environment to Identify S&amp;W, O&amp;C</li> <li>Chapter 6: Identifying Strategic Issues Facing the Organization</li> </ul> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>Case 2: Strategic Moves and Tough Choices: The Campaign Behind New Jersey’s “Ban the Box” Law</li> <li>Porter, M. (2008). The five competitive forces that shape strategy. <i>Harvard Business Review</i>.</li> </ul> <p>Optional reading:</p> <ul style="list-style-type: none"> <li>Kearns, K.P. (1992). From comparative advantage to damage control: Clarifying strategic issues using SWOT analysis. <i>Nonprofit Management and Leadership</i>, 3(1), 3-22.</li> </ul>
Week 6 February 15	<p><b>Formulating and Adopting Strategies</b></p> <p>Bryson:</p> <ul style="list-style-type: none"> <li>Chapter 7: Formulating and Adopting Strategies and Plans to Manage the Issues</li> <li>Chapter 8: Establishing an Effective Organizational Vision for the Future</li> </ul> <p>Canvas required readings:</p>



	<ul style="list-style-type: none"> <li>• Case 3: Holding Teachers Responsible for Failing Schools: The Battle Over Education Reform in Central Falls, Rhode Island</li> <li>• Roller, R.H. (1996). Strategy formulation in nonprofit social services organizations: A proposed framework. <i>Nonprofit Management and Leadership</i>, 7(2), 137-153.</li> </ul> <p>Additional readings:</p> <ul style="list-style-type: none"> <li>• Boyne, G., &amp; Walker, R.M. (2004). Strategy content and public service organizations. <i>Journal of Public Administration Research and Theory</i>, 14(2), 231-252.</li> <li>• Litchfield, R.C. (2008). Brainstorming reconsidered: A goal-based view. <i>Academy of Management</i>, 33(3), 649-668.</li> </ul>
<p>Week 7 February 22</p>	<p><b>Performance Measurement and Management for Social Change</b></p> <p>Bryson:</p> <ul style="list-style-type: none"> <li>• Chapter 9: Implementing Strategies and Plans Successfully</li> <li>• Chapter 10: Reassessing and Revising Strategies and Plans</li> </ul> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>• Case 4: The Oregon Benchmarks Program: The Challenge of Restoring Political Support</li> <li>• Kaplan, R.S., &amp; Norton, D.P. (2007). Using the balanced scorecard as a strategic management system. <i>Harvard Business Review</i>.</li> <li>• Ebrahim (2019). Appendix: Measuring Social Change: Performance and Accountability in a Complex World.</li> </ul> <p>Additional readings:</p> <ul style="list-style-type: none"> <li>• Hadley, J., Lanzerotti, L., &amp; Nathan, A. (2011). Living into your strategic plan: A guide to implementation that gets results. The Bridgespan Group.</li> <li>• Mara, C.M. (2000). A strategic planning process for a small nonprofit organization: A hospice example. <i>Nonprofit Management and Leadership</i>, 11(2), 211-223.</li> </ul>
<p>Week 8 March 1</p>	<p><b>Evaluation Strategies and Tools</b></p> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>• Bingham, R.D., &amp; Felbinger, C.L. (2002). <i>Evaluation in Practice: A methodological approach</i>. New York, NY: Seven Bridges Press. Chapter 1.</li> <li>• Goldman, K.D., &amp; Schmalz, K.J. (2006). Logic models: The picture worth ten thousand words. <i>Health Promotion Practice</i>, 7(1), 8-12.</li> <li>• Hood, S., Hopson, R. K., &amp; Kirkhart, K. E. (2015). Chapter 12: Culturally Responsive Evaluation. In Newcomer, K.E., Hatry, H. P., Wholey, J.S. (Eds). <i>Handbook of Practical Program Evaluation</i>. Fourth Edition. San Francisco, CA: Jossey-Bass.</li> <li>• McCawley, P.F. (1999). <i>Logic Model for Program Planning and Evaluation</i>. Moscow, ID: University of Idaho Extension.</li> <li>• Racial Equity Tools. (n.d.) Evaluate.</li> </ul> <p>Additional resources (optional):</p> <ul style="list-style-type: none"> <li>• Hubert Project. (2018). Understanding, Developing, and Evaluating Logic Models.</li> </ul>

	<ul style="list-style-type: none"> <li>W.K. Kellogg Foundation (2004). <i>Logic Model Development</i>. Battle Creek, MI: W.K. Kellogg Foundation. Chapter 4.</li> </ul> <p>Assignment due:</p> <ul style="list-style-type: none"> <li>Needs/Assets Assessment and Stakeholder Analysis due March 5 by 11:59pm</li> </ul>
Week 9 March 8	<p><b>Measuring Impact: Approaches and Methods</b></p> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>Case 5: The Ladder and the Scale: Commitment and Accountability at Project Match (Harvard Kennedy School).</li> <li>Mulgan, G. (2010). Measuring social value. <i>Stanford Social Innovation Review</i>.</li> <li>Ebrahim, A. (2013). Let's be realistic about measuring impact. <i>Harvard Business Review</i>.</li> <li>Ebrahim (2019). Appendix: Measuring Social Change: Performance and Accountability in a Complex World. (revisited)</li> <li>World Bank (2016). Impact evaluation in practice. (<i>skim chapters 1, 2, 15, 16</i>)</li> </ul> <p>Additional readings:</p> <ul style="list-style-type: none"> <li>Bingham, R.D., &amp; Felbinger, C.L. (2002). <i>Evaluation in Practice: A methodological approach</i>. New York, NY: Seven Bridges Press. Chapter 2.</li> </ul> <p>Assignment due:</p> <ul style="list-style-type: none"> <li>Journal Reflection 2 due March 8 by 5:30pm</li> </ul>
Week 10 March 15	<b>NO CLASS – SPRING BREAK</b>
Week 11 March 22	<p><b>Measuring Impact: Application and Challenges</b></p> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>Case 6: Designing Impact Evaluations: Assessing Jamaica's Path Program</li> <li>World Bank (2016). Impact evaluation in practice. (<i>skim chapters 11, 12, 13, 14</i>)</li> </ul> <p>Guest Speakers: Evaluation Panel</p>
Week 12 March 29	<p><b>Organizational Change and Leadership</b></p> <p>Bryson</p> <ul style="list-style-type: none"> <li>Chapter 11: Leadership Roles in Making Strategic Planning Work</li> </ul> <p>Canvas required readings:</p> <ul style="list-style-type: none"> <li>Case 7: Budget Woes and Worse Ahead... Pine Street Inn, Boston's Iconic Homeless Shelter, Re-Thinks Its Strategy (Harvard Kennedy School)</li> <li>Cohen, M.P. (2010). Practitioner's perspective – Have we missed the boat on planning? <i>Public Administration Review</i>, 70(s1), s227-s228.</li> <li>Equity in the Center. (2020). Awake to woke to work: Building a race equity culture. (<i>download a copy of the report</i>)</li> <li>Meyerson, D. (2001). Radical change the quiet way. <i>Harvard Business Review</i>.</li> <li>Racial Equity Tools. (n.d.) Organizational Change Process. (<i>revisiting</i>)</li> </ul> <p>Additional readings:</p>

	<ul style="list-style-type: none"> <li>• Gill, S.J. (2010). <i>Developing a learning culture in nonprofit organizations</i>. Chapter 3: Creating a Learning Culture. Thousand Oaks, CA: Sage Publications.</li> <li>• Raelin, J.A. (2005). We the leaders: In order to form a leaderful organization. <i>Journal of Leadership and Organizational Studies</i>, 12(2), 18-30.</li> <li>• Senge, P.M. (1990). The leader's new work: Building learning organizations. <i>MIT Sloan Management Review</i>.</li> </ul> <p>Assignment due:</p> <ul style="list-style-type: none"> <li>• Report Outline due April 2 by 11:59pm</li> </ul>
Week 13 April 5	<b>Project Meetings w/Dr. Benenson</b>
Week 14 April 12	<b>Presentation Day 1</b>  Assignment due: <ul style="list-style-type: none"> <li>• Final Presentation (in class)</li> </ul>
Week 15 April 19	<b>Presentation Day 2</b>  Assignment due: <ul style="list-style-type: none"> <li>• Final Presentation (in class)</li> </ul>
Week 16 April 26	<b>Final Class Meeting and Wrap-Up</b>  Readings TBD  Assignment due: <ul style="list-style-type: none"> <li>• Journal Reflection 3 due April 26 by 5:30pm</li> </ul>
Week 17 May 3	<b>Finals Week</b>  Assignment due: <ul style="list-style-type: none"> <li>• Final Report due May 3 by 11:59pm</li> </ul>