#### **NYU Wagner logo**

**PADM GP 2170 Spring 2024**

**Performance Management & Measurement (PMM)**

## Instructor and Grader Information

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| --- | --- | --- | --- | --- |
| **Section** | **Name** | **Email Address** | **Office Address** | **Office Hours** |
| 001 | Amina Tirana | amina.tirana@nyu.edu | 295 Lafayette  | Thursday afternoon by appointment |

## Course Information

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| **Section** | **Instructor Name** | **Class Day** | **Class Time** | **Class Format** | **Class Location** |
| 002 | 1. Tirana
 | Thursday | 6.45-8.25pm | In Person | 31 Washington Place, Room 509 |

## Course Prerequisites

* Management and Leadership CORE-GP-1020 or Approved Waiver from the Course

## Course Description

There has been increased attention in public and non-profit sectors to performance management with clear measurement, and leaders have expressed a need for employees with relevant expertise. This course focuses on the fundamentals of performance management and measurement systems for an organization or program. It demonstrates how they are critical for mission, strategic, funding, transparency and accountability purposes. The emphasis is on public and non-profit organizations, and attention will also be given to multi-stakeholder settings and the private sector. The course covers how to select appropriate measures and how to implement a performance management system to drive excellence in an organization. It highlights the need for leadership and management acumen to ensure success in achieving meaningful, significant, and lasting results.

## Course and Learning Objectives

The course combines conceptual and experiential approaches to performance management and measurement. Students will be required to complete assignments individually and as part of a small team throughout the semester. Individual student work will concentrate on applying readings and in class learnings to case study scenarios, and sharing analysis in written and verbal forms. As part of a team, students will choose a public or not-for-profit organization or program and develop a performance management and measurement system for it. Assignments throughout the semester will develop specific components of that system. The final project will require each team to write a memorandum that reflects the totality of what it has learned and developed in a consolidated, practical manner. Individuals and teams will be asked to make short presentations to the class during the semester.

Case studies, exercises, readings, and in-class discussions will introduce key concepts and ways to think about performance management and measurement from different perspectives. Students will have ample opportunity to apply theories, concepts and their own experiences, and to practice analytical and communication skills.

Several learning objectives run through the course:

1. Understand the social, political, economic, and technical environments within which performance is or should be measured
2. Approach performance measurement based on different stakeholder needs and expectations
3. Describe and use performance management tools in a specific government or nonprofit context
4. Understand the key success factors for and challenges to successful use of performance management
5. Describe and use performance measurement for improving outcomes and accountability
6. Critically analyze a performance measurement system
7. Develop a performance management for a government or non-profit organization
8. Communicate effectively about performance management and measurement

The course will help students to develop skill sets that include:

1. Setting goals
2. Creating a logic model
3. Identifying outcomes
4. Identifying performance deficits
5. Contributing to strategies for improving organizational and team performance
6. Benchmarking goals and indicators
7. Communicating outcomes and impact

### **Learning Assessment Table**

| **Graded Assignments** | **Course Objective(s) Covered** | **Level of Competency** | **Level of Competency** |
| --- | --- | --- | --- |
| Individual Case Study Memos and Assignments | Understand the social, political, economic, and technical environments within which performance must be measured.Critically analyze a performance measurement system.Understand the key success factors for and challenges to successful use of performance management | 3-Advanced | Demonstrate depth of understanding of this knowledge/ skill/ competency and use of this ability to analyze and communicate issues, problems and recommendations |
| Class Participation and Discussion | Critically analyze a performance measurement system | 2-Intermediate | Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem |
| Team Project:Develop Performance Management System | All skillsets | 2-Intermediate | Demonstrates expertise in this knowledge/ skill/ competency and can use this ability to evaluate, judge, and synthesize information |

## Required Readings

**Textbooks & Case Study Packet**

* Ebrahim, Alnoor, *Measuring Social Change: Performance and Accountability in a Complex World*, 2019, Stanford University Press. ISBN 9781503601406 Hereafter referred to as ***Measuring.***
* Hatry, Harry P., *Performance Measurement: Getting Results*, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346. Hereafter referred to as ***Getting Results*.**
* Gray, D., Micheli, P., Pavlov, A., *Measurement madness: recognizing and avoiding the pitfalls of performance measurement*, Wiley Publishing, ISBN 978-1-119-97070-5 (hardback); ISBN 978-1-118-46451-9 (ebk) (2014). Select chapters will be provided on Brightspace. Hereafter referred to as ***Madness*.**
* Case studies, available for purchase via links on Brightspace.
* Additional articles will be available on the class Brightspace site.

**Supplemental Readings and Practical Resources**

*Available on Brightspace*

* United Way, [*Measuring Program Outcomes: A Practical Approach*](https://drive.google.com/file/d/1Uw56B82iwLmQG503wkcCZR03i_DNdWqW/view?usp=sharing). Hereafter referred to as ***Practical*. (**Steps 2, 3 and 4)
* Hunter, David E.K. (2013). [Working Hard & Working Well – A Practical Guide to Performance Management for Leaders Serving Children](https://drive.google.com/file/d/1o1wbyzZY9VTzZOU8Ez2caV_w4TPVx5VN/view?usp=sharing), Adults, and Families. Hunter Consulting, LLC. Hereafter referred to as ***Working Hard***
* Penna, R., Berger, K., *The Nonprofit Outcomes Toolbox: A Complete Guide to Program Effectiveness, Performance Measurement, and Results*, 1st Edition, John Wiley & Sons, 2011, Online ISBN: 9781118386835, Print ISBN: 9781118004500. Chapters [1](https://drive.google.com/file/d/1MeNsXy2P5OqzhvJ6GVyAKGfbbKtkvpEd/view?usp=sharing), [2](https://drive.google.com/file/d/1Z0_m8MOZ4P5y7dCtbYWvJNKYkrZ0_6AD/view?usp=sharing), [3](https://drive.google.com/file/d/1U5OwuHKbnc-JQIZfp_sQT1zYvEqCOhPP/view?usp=sharing), [4](https://drive.google.com/file/d/1mH-nxpizfo4lN-KD6HxEq6zXVkSilt3J/view?usp=sharing). Hereafter referred to as ***Toolbox*.**
* Buteau, Ellie et al. (2023), [*Emerging Impacts: The Effects of MacKenzie Scott’s Large, Unrestricted Gifts. Results from Year Two of a Three-Year Study*](https://cep.org/report-backpacks/emerging-impacts-the-effects-of-mackenzie-scotts-large-unrestricted-gifts/?section=overview#overview)*.*The Center for Effective Philanthropy. Hereafter referred to ***Emerging Impacts***

## Overview of the Semester

| **Class #** | **Topic** | **Date** |
| --- | --- | --- |
| **1** | Introduction, Course Requirements | 1/25 |
| **2** | Performance Measurement and Management, Different Perspectives | 2/1 |
| **3** | The Performance Framework | 2/8 |
| **4** | Clarifying Mission, Goals, Objectives, and Customers | 2/15 |
| **5** | Outcomes, Outcomes, Outcomes | 2/22 |
| **6** | Outcomes, Outcomes, Outcomes | 2/29 |
| **7** | Logic Models & Performance Indicators | 3/7 |
| **8** | Logic Models & Performance Indicators | 3/14 |
| **9** | Data | 3/28 |
| **10** | Analyzing Outcome Information | 4/4 |
| **11** | Benchmarking | 4/11 |
| **12** | Learning and Analysis of Performance Information | 4/18 |
| **13** | Communicating Outcomes | 4/25 |
| **14** | Wrapping It Up  | 5/2 |
| **15** |  Final course work due | 5/6 |

## Class Structure

Class time will generally include:

* Check-ins: what’s going on in your performance management and measurement world
* Lectures and interactive discussions, including review and analysis of case studies, readings and assignments, and outstanding questions
* Break-outs for small group and team discussions of case studies, assignment planning, dialogue
* Student presentations and verbal exercises
* Wrap-ups and next class priorities

## Assignments and Evaluation

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### **Individual Assignments and Participation, 55%**

1. **Case Study and Example Memos and Analysis (35%)**

We will be studying 8-10 case studies and examples. Most cases are included in the [Harvard course pack](https://hbsp.harvard.edu/import/958757) that students are required to purchase. Other detailed examples are in the required readings and in other materials as listed below and in Brightspace. Analyzing and reflecting on the case studies and examples is an important part of the course work, including for productive in-class discussion and learning.

**Students will also be required to submit a short memo, written exercise, or make an in-class presentation** for a number of the cases and examples. Instructions and prompts for each case study or example assignment will be posted on Brightspace and discussed in class. Memos and assignments will take a practical, experiential approach, although some components of a memo may be more academic in style for learning purposes. Generally, each case memo should:

* Describe briefly the organization in the case study
* Identify the relevant performance management and measurement issues raised by the case study, including specific aspects as posted in the assignment on Brightspace
* Recommend actions to address the issues raised in the case
* Describe and apply relevant readings to the issues in the case study as relevant
* Share questions that the case study raises and issues you would like to better understand about the organization or performance management and measurement

Students will also be asked to make short verbal or visual presentations, including an elevator pitch, in class about several case studies and examples.

1. **Weekly Class Session Participation (20%)**

Performance management and measurement is a dynamic, nuanced and evolving area. Students may encounter something daily that they will want to change for the better, acknowledge when it is done well, and critique when it is not. Undoubtedly, students will notice these areas more as the course progresses. Each student brings relevant and different experiences to the classroom. So, we will be learning from each other, challenging our own assumptions and trying to understand the assumptions that drive ideas on how performance is being managed and measured, and how it could be done differently. Students will be invited and called on to share observations, questions and recommendations. The only way to contribute meaningfully is to do the work in advance: read the textbook, cases, and assigned articles carefully, complete exercises, and reflect on how they inform situations.

### **Team Assignments, 45%**

Students will form or be assigned to small teams for the semester based on common interest in a sector or organizational area. Each team will then select an organization or program as its focus area for team-based work. The professor will assist in organizing teams and identifying organizations as needed.

1. Team Launch Document and Background Memorandum, 5%

During the third class, students will meet with their team to establish and document guiding principles and ground rules for how each team will work together through the semester (a.k.a. launch document). The first group project is then to write a short background memo about the focus area and program. This will require researching and presenting the organization or program, the area in which it works and the issues it faces that merit performance management and measurement. The agreed team launch document will be submitted as an addendum to this first memo.

1. Mission, Customers, Theory of Change, 7.5%

The team will prepare a short memo that reviews, creates or updates the program or organization’s mission, and articulates an outcome-focused mission statement, theory of change and customers.

1. Logic Model and Outcomes, 7.5%

The next team assignment focuses on how the program or organization delivers. Each team will identify activities, outputs and outcomes, and develop a logic model or theory of change, which they will explain in a memo and present to the class. The purpose of this and other presentations is to strengthen students’ ability to share issues and recommendations in different and practical ways. It is also to help students learn from each other and hone their ability to consider different perspectives and offer constructive feedback.

1. Indicators, 7.5%

Since “you get what you measure,” one of the most important decisions managers make is to determine indicators that are informed by outcomes. In this assignment, each team will develop indicators for the activities, outputs and outcomes identified in the prior exercise, indicate how the data will be collected, and identify any challenges and steps to mitigate risk. Teams will present the indicators to the class.

1. Gathering Data and Benchmarking, 7.5%

Performance management and measurement includes understanding how a particular program or organization compares to others in its area. Teams will compare what they have developed to relevant organizations or programs in the public, nonprofit, and private sectors, and set performance targets for their outputs and outcomes based on the benchmark group or another mechanism.

1. Final Performance Management & Measurement System Memorandum (10%)

The final memorandum of 5-7 pages incorporates all components of the performance management and measurement system for each team’s focus area. This action-oriented memo should reflect all of the work that each team did during the semester including analysis and recommendations on mission statements, objectives, and customers; the logic model and outcomes; refined indicators, data collection plan, and benchmarking research. The memo should provide the team’s strongest arguments to support why and how a performance management and measurement system is important for the organization or program. It should also refer to and describe one reading and one case study or example from the course that was most impactful and influenced how the team thought about performance management and measurement.

### **Late Submission Policy for Assignments**

Extensions will be granted in case of emergencies. Late submissions without prior notice and agreement will be penalized 20% per week and will not be accepted more than three weeks after the due date.

## Letter Grades

Letter grades for the entire course will be assigned based on the following criteria.

| **Letter Grade** | **Course Points** | **GPA Points** | **Criteria** |
| --- | --- | --- | --- |
| **A** | > 93.0 | 4.0  | **Excellent:** Exceptional work, unusually thorough, well-reasoned, creative, methodologically sophisticated, well-written and of professional quality. |
| **A-** | > 90.0 | 3.7  | **Very Good:** Strong work, shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets basic professional standards. |
| **B+** | > 87.0 | 3.3  | **Good:** Sound work, well-reasoned, thorough and methodologically sound. It demonstrates the student has fully accomplished the basic objectives of the course. |
| **B** | > 83.0 | 3.0  | **Adequate:** Competent work, even though some weaknesses are evident. Demonstrates competency in the key course objectives, but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but not thorough or showing other weaknesses or limitations. |
| **B-** | > 80.0 | 2.7  | **Borderline:** Weak work, meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. |
| **C+** | > 77.0 | 2.3  | **Deficient:** Inadequate work, does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **C** | > 73.0 | 2.0  | **Deficient:** Inadequate work, does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **C-** | > 70.0 | 1.7  | **Deficient:** Inadequate work, does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **F** | < 70.0 | 0.0  | **Fail:** Work fails to meet even minimal requirements. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. |

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## Detailed Course Overview

## Please read the assigned texts and cases before each class session and come prepared to discuss them. All assignments are due at 3.00pm before the respective course session, unless otherwise noted. Please access the links in Brightspace using your NYU email address.

| **Week**  class date | **Topic** | **Individual Assignments** | **Team Assignments** | **Textbook and Other Readings** |
| --- | --- | --- | --- | --- |
| **1**Jan. 25 | IntroductionCourse Requirements | 1. Complete the [*Introduction Google Sheet*](https://docs.google.com/spreadsheets/d/1IS_1UJxLrxSO_Yk8-TYoB2-Jtr7SJjJIT5IiodoyEkk/edit?usp=sharing)
 | None | 1. Article, Behn, [***11 Ways to Ratchet Up Performance***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/PerformanceLeadership-11%20Ways%20to%20Ratchet%20Performance-2006.pdf?ou=337863)2. ***Measuring*:** Chapter 1: Conceptualizing Social Performance in a Complex WorldAdditional Resources3. ***Madness***, Chapters 1 and 2  |
| **2**Feb. 1 | Performance Measurement and ManagementDifferent Perspectives | 1. Memo on ***Gail Palmer Ashton*** [*Course pack*](https://hbsp.harvard.edu/import/958757)2. Enter ***Team and Focus Area Preferences*** in the Google Sheet | None | 1. Article, Behn, [***What Performance Management Is and Is Not***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Behn-What%20Performance%20Management%20Is%20and%20Is%20Not%20October%202014.pdf?ou=337863)2. ***Getting Results***, [**Preface**](https://brightspace.nyu.edu/d2l/le/lessons/337863/topics/9469831) and [**Chapter 1**](https://brightspace.nyu.edu/d2l/le/lessons/337863/topics/9469830)***3. Working Hard***, Chapter 14. [UN SDGs](https://sdgs.un.org/goals) Additional Resources5. [***Toolbox***, Chapter 1](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Outcomes%20Toolbox-Chapter%201-Approaching%20Outcomes.pdf?ou=337863) |
| **3**Feb. 8 | The Performance Framework | 1. Memo on ***TEGV: Assesses Its Performance*** Case Study in [*Course pack*](https://hbsp.harvard.edu/import/958757) | 1. Work on [***Team Launch Document***](https://docs.google.com/document/d/1039Fchm4iuF2tKbeMvjoTp4V-AC5jBwIBHiDeeRXDFI/edit?usp=sharing)  | 1. [***Getting Results***, Chapter 3](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Hatry-Chapter%203.pdf?ou=337863)2. Article, Behn, [***Why Performance Measures Get a Bad Rap***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Behn-Why%20Performance%20Measures%20Get%20a%20Bad%20Rap.pdf?ou=337863)3. Article, Haas, [***Secrets of Great Teamwork***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/The%20Secrets%20of%20Great%20Teamwork-Haas.pdf?ou=337863) |
| **4**Feb. 15 | Clarifying Mission, Goals, Objectives and Customers | 1. Analysis of an **e*xample of an institutional mission statement.***2. Be prepared to discuss in class the ***ZHL ambulance*** case from ***Measuring*** Chapter 2 | 1. Submit team background memo on ***Chosen Focus Area and Program*** with **Team Launch Document** as annex. | 1. ***Measuring:*** Chapter 2: Niche Strategy
2. [***Getting Results***, Chapter 4](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Hatry-Chapter%204.pdf?ou=337863)
3. Article, [***Lofty Mission, Down-to-Earth Plans***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Hunter-Working%20Well%20Book.pdf?ou=337863)

Additional Resources1. [***Toolbox,* Chapter 2**](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/The%20Nonprofit%20Outcomes%20Toolbox%20-%202011%20-%20Penna.pdf?ou=337863)
 |
| **5**Feb. 22 | Outcomes | * 1. Be prepared to discuss in class the ***AKRSP*** case from ***Measuring*** Chapter 3
 | None | 1. ***Measuring*:** Chapter 3: Integrated Strategy
2. ***Getting Results***, [Chapter 5](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Chapter%205.pdf?ou=337863): What Outcomes Should be Tracked.
3. Article, [***The Beginning of Good Data is the Definition of Terms***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Article%20The%20Beginning%20of%20Good%20Data%20Is%20the%20Definition%20of%20Terms.pdf?ou=337863)
4. ***Madness***, Chapter 3: Measurement for Measurement’s Sake

Additional Resources1. [***Toolbox,*** Chapter 3](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/The%20Nonprofit%20Outcomes%20Toolbox%20-%202011%20-%20Penna.pdf?ou=337863)
 |
| **6**Feb. 29 | Outcomes | 1. Individual memo on ***Anthony Williams*** Case Study in [*Course pack*](https://hbsp.harvard.edu/import/1135084)2. Come to class prepared to discuss ***WEIGO*** case from ***Measuring*** Chapter 4 | 1. Team memo on ***Mission, Customers, Theory of Change*** | 1. **Measuring**: Chap. 4: Emergent Strategies
2. ***Madness***, Chapter 4-All I Need is the Right Measure!

Additional Resources1. [***Practical***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Measuring%20Program%20Outcomes_%20A%20Practical%20Approach.pdf?ou=337863), Step 2, pages 31-58
2. ***Toolbox***, [*Chapter 4*](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/The%20Nonprofit%20Outcomes%20Toolbox%20-%202011%20-%20Penna.pdf?ou=337863)
 |
| **7**Mar. 7 | Logic Models (Theory of Change)  | 1. Individual memo on ***King County Creating a Culture of Outcomes*** Case Study in [***Course pack***](https://hbsp.harvard.edu/import/1135084) | None | 1. Article, Behn, [***Feedback-Logic Models***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Behn-Feedback-Logic%20Models%20March%202013.pdf?ou=337863)1. Webpage: [***Doughnut Economics model***](https://doughnuteconomics.org/about-doughnut-economics)

Additional Resources1. [***Practical***,](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Measuring%20Program%20Outcomes_%20A%20Practical%20Approach.pdf?ou=337863) Step 3, pages 59-80 |
| **8**Mar. 14 | Indicators | 1. Come to class prepared to discuss **Miriam’s Kitchen** from ***Measuring*** Chapter 5 | 1. Team memo on ***Logic Model and Outcomes***2. Team presentation of ***Logic Model*** to class | 1. ***Measuring*** Chapter 5: Ecosystem Strategy2. [***Getting Results***, Chapter 6](https://brightspace.nyu.edu/d2l/le/lessons/337863/topics/9469833): What Outcome Indicators Should be Tracked |
| **9**Mar. 28 | Data | 1. Individual memo on ***The Inside Out Prison Exchange Program*** Case Study in [***Course pack***](https://hbsp.harvard.edu/import/1135084) | None | 1. ***Measuring*** Chapter 6: Designing Social Performance Systems2. [***Getting Results***, Chapter 7](https://brightspace.nyu.edu/d2l/le/lessons/337863/topics/9469834)Additional Resources3. [***Practical***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Measuring%20Program%20Outcomes_%20A%20Practical%20Approach.pdf?ou=337863), Step 4, pages 81-104 |
| **10**Apr. 4 | Analyzing Outcome Information | 1. Read and be prepared to discuss ***Pratham*** Case Study in [***Course pack***](https://hbsp.harvard.edu/import/1135084)   | 1. Team memo on ***Indicators***  2. ***Team feedback*** on logic models, outcomes and indicators | 1.[***Getting Results***, Chapter 8](https://brightspace.nyu.edu/d2l/le/lessons/337863/topics/9469837)2. Article, [***Do Better at Doing Good***](https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3Ab128a757-9b36-3825-8f49-21da8a10438c&viewer%21megaVerb=group-discover)Additional References1. Tools, Urban Institute [***Analyzing Outcome Information***](https://brightspace.nyu.edu/content/enforced/337863-SP24_PADM-GP_2170_1_002/Tools-Analyzing-Outcome-Information.pdf?ou=337863)
 |
| **11**Apr. 11 | Benchmarking | 1. Read and be prepared to discuss ***Chicago Benchmarking Collaborative*** Case Study in [***Course pack***](https://hbsp.harvard.edu/import/1135084)2. Individual benchmarking short assignment TBD | 1. Team video/multi-media presentation of ***Indicators Framework***.  | 1.[***Getting Results***, Chapter 9](https://brightspace.nyu.edu/d2l/le/lessons/337863/topics/9469838)2. ***Madness***, Chapter 5, Comparing Performance  |
| **12**Apr. 18 | Learning and Analysis of Performance Information | 1. Individual memo on ***Killing the Pager*** example on Planet Money podcast [*Why Do Doctors Still Use Pagers?*](https://www.npr.org/transcripts/1197955913) and Harvard Business Review case study [*Killing the Pager*](https://store.hbr.org/product/killing-the-pager-at-zsfg/ph2230?sku=PH2230-PDF-ENG)*.*   |  | 1. ***Measuring*** Chapter 7: The Role of Funders2. [***Getting Results***, Chapter 10](https://brightspace.nyu.edu/d2l/le/lessons/337863/topics/9469839)3. CEP, [***Emerging Impacts***](http://cep.org/wp-content/uploads/2023/11/BigGiftsStudy_Report_Y2_FNL.pdf)Additional Resources4. ***Toolbox***, Chapter 8 |
| **13**Apr. 25 | Communicating Outcomes |  | 1. Submit team memo ***Gathering Data and Benchmarking*** | 1. ***Madness***, Chapter 7-Gaming and Cheating |
| **14**May 2 | Wrapping It Up | 1. Individual **Elevator Pitch**: Measurement Matters on chosen case from semester | None | 1. ***Getting Results***, Chapter 162. ***Madness*** Chapter 10-Will Measurement Madness Ever be Cured? |
| **15** |  |  | **Final Team Memorandum** due by May 6 |  |

## Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site. The Professor may modify assignments, due dates, and other aspects of the course as the term progresses. Students will be advised of these in class and through the course website.

## Technology Support--For All Students

You have 24/7 support via NYU’s IT services. Explore the [NYU servicelink knowledgebase](https://nyu.service-now.com/servicelink/search_results.do?sysparm_search=student+guides&x=0&y=0&sysparm_fa=&sysparm_sp=&sysparm_cat=&sysparm_serv=&sysparm_location=24e7c87598a074004c8c03063d84e2a6&sysparm_role=&sysparm_base=) for troubleshooting and student guides for all NYU-supported tools (Brightspace, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom’s 24/7 technical support](https://support.zoom.us/hc/en-us/articles/201362003) (includes a chat function), or review [Zoom’s support resources](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](https://www.nyu.edu/admissions/financial-aid-and-scholarships/covid-relief-grant.html).

## Classroom Norms and Etiquette

**This is an in-person section. Students are expected to participate in each class in person,** to be on time and to stay through the whole class.Life happens. So, please communicate with the Professor in advance if an absence is unavoidable. If you are sick, please let the Professor know by email, preferably an hour before class.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Please review it again. Plagiarism of any form will not be tolerated. This includes paraphrasing and use of content without proper citation. When in doubt, reference sources, ideas and data. Students in this class are expected to report known violations of plagiarism to the professor. If any student in this class is unsure about what is expected and how to abide by the academic code, please consult the professor.

## Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Student Accessibilty website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email (212-998-4980 or mosescsa@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

## Anti-[Racism](https://www.nyu.edu/life/global-inclusion-and-diversity.html) Statement

NYU Wagner is committed to promoting the values of inclusion, diversity, belonging, and equity ([IDBE](https://wagner.nyu.edu/community/inclusion-diversity-belonging-equity)) in public service and to bringing an IDBE lens to the various domains that shape our institutional culture and help advance our mission. We know that markers of difference shape the way we see the world, the way resources are distributed, the way policies are made, the way boundaries are drawn, and the way institutions are managed.