RICHARD AND RHODA
GOLDMAN SCHOOL
OF
PUBLIC POLICY
UNIVERSITY OF CALIFORNIA BERKELEY

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Aaron Wildavsky  – GSPP Founding Dean
Welcome

Welcome to Berkeley’s Goldman School of Public Policy (GSPP). We prepare talented people to become outstanding public policy leaders. We cultivate an intellectual community that invents and promotes innovative policy ideas. We seek to change the world by bringing knowledge and understanding to policy debates.

GSPP is the nation’s premier graduate institution for education and research in public policy. It is a diverse and exciting community of students, faculty, staff and visitors, all committed to the highest standards of policy analysis, intellectual rigor, and energetic debate. Our faculty members not only perform cutting edge research—they shape policy through their public commentaries and their active involvement in government. Our staff supports our mission through their exceptional experience, professionalism, and dedication. Our students come with rich domestic and international experiences, and they bring extraordinary commitment, engagement, and energy to the school.

The Goldman School was one of the very first institutions in the United States established for the analysis and development of public policy. For over forty years GSPP has led the way in the teaching and practice of policy analysis—using microeconomic, statistical, political, management, legal and information-technology skills to help solve real-world problems. Today, policy analysis drives governments towards reasoned analysis and policy innovation. With the new millennium, public policy must deal with the challenges of global warming, world food and economic security, AIDS, stopping terrorism, and improving governance. GSPP prepares leaders who can meet these challenges.

GSPP students are exposed to the unparalleled intellectual, professional and social experiences that only a great university like Berkeley can offer. The School is consciously multidisciplinary in its outlook and orientation. Its faculty is drawn from economics, political science, law, social psychology, demography, architecture, physics, and engineering. In addition, students can study with leading scholars in a variety of other disciplines and fields throughout the Berkeley campus.

Great emphasis is placed on team projects, sharpening oral and written communication skills, creative thinking, and leadership skills. Students get opportunities to work on real policy problems for actual clients and also to address scholarly and methodological issues in depth. The result is an exceptional learning experience, both inside and outside the classroom.

Our graduates have risen to leadership positions as policymakers, analysts, and managers at all levels of government, in the non-profit sector, in private institutions and in international organizations.

These are enormously challenging and exciting times in public policy. If you want to make a difference in the world, we invite you to consider Berkeley and the Goldman School of Public Policy.

Henry E. Brady
Dean, Richard & Rhoda Goldman School of Public Policy
The Goldman School of Public Policy is one of the premier policy schools – ranked among the best in the world.
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During the late 1960s, educators nationwide recognized the need for a new kind of public leadership and a new type of graduate education, fostering the vision, knowledge, and practical skills to empower a new generation of policy makers. GSPP, founded at the University of California, Berkeley in 1969, was one of the nation’s first graduate programs of its kind. Today it is ranked among the very top policy programs in the country and is recognized nationally and internationally as a source of incomparably qualified professionals in the field.

Embracing the realms of both domestic and international policy, the School prepares students for careers including policy analysis, program evaluation, political leadership, and management and planning. GSPP graduates enjoy an outstanding rate of employment and career advancement, working in government, in the private and nonprofit sectors, in research organizations, and as consultants worldwide.

The heart of GSPP is its two-year Master in Public Policy (M.P.P.) program, with a core curriculum emphasizing practical and applied dimensions of policymaking. The curriculum includes core courses that provide a foundation in subjects ranging from political elements of the decision-making process and legal analysis to such specific analytic tools and concepts as microeconomic theory and statistical modeling. The curriculum also includes five electives, taken either at GSPP or elsewhere on the Berkeley campus, that allow students to focus on a particular policy area or a set of policy tools.

Because real public policy problems are often ill-defined and resistant to straightforward application of formal analytic techniques, the curriculum includes substantial field work, allowing students to apply their learning in the service of real-life policy clients. Students work at a summer policy internship between their first and second years and complete an analysis, in groups and individually, during the spring semester of each year. Students also benefit from frequent visits by local and nationally known policy professionals, many of whom are GSPP alumni, who provide perspective and guidance to students both individually and in group talks.

Given the relatively small class size, students enjoy a unique intimacy and camaraderie with one another and with the faculty. Teamwork rather than competition is encouraged informally and through group projects; the faculty believes that this approach develops skills in negotiation, cooperation, and consensus building, all essential to effective public leadership.

GSPP also offers a Ph.D. program for a small number of students, drawn mostly from those in the M.P.P.
program, who seek careers in academia and research. Doctoral students pursue highly individualized programs and work closely with faculty members at GSPP and throughout the Berkeley campus.

As part of GSPP’s multidisciplinary approach, the School’s faculty are drawn from the fields of economics, political science, law, sociology, social psychology, demography, architecture, engineering, and public policy. Faculty members meet weekly and work to coordinate assignments so that students’ course loads are well-integrated and well-paced. Most faculty members hold full-time appointments at the School and all share a commitment to maintaining the quality of the overall program.

**Life in Berkeley**

Berkeley’s location provides easy access to the cultural and recreational offerings of northern California. San Francisco is a short drive across the Bay Bridge or a quick trip on Bay Area Rapid Transit (BART), which has a station one block from campus. The scenic coastline of Carmel and Big Sur, the vineyards of Napa and Sonoma counties, and the lakes and forests of the Sierra Nevada are just a few hours away. The hills above the campus feature popular trails for hikers, runners and cyclists. A 10-minute drive will take you to Tilden Park, which is part of the East Bay Regional Parks system, a greenbelt extending 21 miles through the East Bay Hills.

The Bay Area climate is moderate year-round, with temperatures seldom dropping below 40°F in the winter and only rarely exceeding 77°F in the summer. The warmest months are September and October, when temperatures occasionally soar into the 90s. Annual rainfall, most of which occurs between November and March, averages about 25 inches.

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**Distinguished Speakers and Special Events**

GSPP gives students the opportunity to interact with practitioners and scholars working at the leading edge of public policy. A sample of this past year’s speakers and events include the following:

**GSPP Dean’s Board of Advisors Dinner**

Thomas and Alison Schneider, Professor and former Dean Michael Nacht addressed “After Nuclear Weapons: Revolutionary Technologies from Turkey to China” at the spring advisory board meeting.

**Makers v. Takers: A Sensible Way to Debate the Role of Government?**

GSPP Dean Henry E. Brady, GSPP Professor Hilary Hoynes and sociology Professor Cybelle Fox discussed inequality in America in terms of the rhetoric of the last election cycle, its rationale, and resulting impacts on bi-partisanship, civility and public discussion. Richard “Dick” Behrs (B.A. ’68), Center on Civility & Democratic Engagement advisory board member, moderated the panel. The event was sponsored by the Center on Civility & Democratic Engagement.

**DC Networking Events**

GSPP’s Washington, DC site visits and networking reception connected students with DC-area employers, to foster career connections for students in the public, private and non-profit arenas.

**2014 Alumni Dinner**

Joseph I. Castro (M.P.P. ’90), President of California State University, Fresno was honored as GSPP’s Alumnus of the Year; Nani A. Coloretti (M.P.P. ’94), Assistant Secretary for Management for the U.S. Department of the Treasury received the Policy Innovation Award at GSPP’s 2014 Alumni Dinner.

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**U.C. Washington Center Reception**

The Center on Civility & Democratic Engagement and the Robert T. Matsui Center for Politics and Public Service co-hosted a reception honoring recipients of their U.C. in Washington DC fellowships. At the reception, U.C. in Washington alumni met with newly selected Fall 2013 Fellows.

**Climate Change, Politics and the Economy: Rhetoric v. Reality**

Professor Dan Kammen and Tom Steyer, business leader and investor, led a lively and timely conversation about what must happen to overcome the partisan divide and speed the transition to a sustainable planet.


Associated Press President and CEO Gary Pruitt (M.P.P./J.D. ’81/’82) argued that a free and independent press is fundamental to a functioning democracy at the Fall 2013 Goldman School board dinner.

**America’s Top Policy Model**

Governor Jennifer Granholm, GSPP distinguished lecturer, hosted an evening of Goldman School and Berkeley Law students presenting some of the most innovative policies from across the country. Celebrity judges included Lt. Governor Gavin Newsom, Berkeley Law Dean Gillian Lester, and GSPP Dean Henry E. Brady.
What is Policy Analysis?

Public policy analysis aids problem solving in the public, private, and non-profit sectors. People have analyzed policies for centuries; however policy analysis as a systematic, formal undertaking is still a fairly new field of endeavor and thoughtful people differ about exactly what it is.

In their standard text book *Policy Analysis Concepts and Practice* (fourth edition), Professor David Weimer ('75 Ph.D. '78) and Professor Aidan Vining ('78 Ph.D. '80) offer a good definition: public policy analysis is “client-oriented advice relevant to public decisions and informed by social values.”

Policy analysts provide information and advice to public officials, the press, policy advocates, non-profit and private sector decision-makers, and citizens generally to help them choose, design and implement better public policies. To do this well requires a series of skills; teaching these skills constitutes the core curriculum of GSPP.

How do public policy and public administration programs differ?

Public administration, developed in the early 1900s, is a special field of study within the academic discipline of political science. It emphasizes the structure and operation of bureaucracies and organizations, including budgeting, personnel, and formal and informal internal controls. Some public administration programs include study of the special management skills required in governmental (as distinct from private) organizations.

Public policy is a newer field, developed in the late 1960s, whose theories and methods draw upon a variety of disciplines, such as economics, political science, statistics, and other social sciences. Its central focus is on the environment, substance, and effects of policies. Within that context, bureaucracies and organizations are examined as major sites for policy formulation, advocacy and implementation. Both public policy and public administration programs are relevant to the broad profession known generally as public management or public affairs.
Does the GSPP program train generalists or specialists?

The School first aims to train generalists, in the sense of providing basic policy skills needed in a variety of policy positions and across a wide range of policy issues. Having learned and applied the basic skills in the School’s program, graduates are able to familiarize themselves rapidly with the details of a specific policy area relevant to their particular job. It would not be easy, however, for policy area specialists who lacked these basic policy skills to develop them once on the job. Feedback from alumni and employers confirms the soundness of providing an education for generalists.

The variety of positions held by GSPP alumni reflects the multidisciplinary skills possessed by M.P.P. graduates and the different types of policy roles sought by individual graduates.

Can a GSPP student give special attention to a specific policy area?

All first-year students take the core curriculum, which provides basic analytical approaches and skills. In contrast, the second year consists mostly of electives, with students able to choose from among the rich offerings of the academic disciplines and professional programs on the Berkeley campus as well as from those at GSPP.

Depending on individual preferences, students select courses to deepen or extend their analytical skills and/or to familiarize themselves with the substance of a specific policy area (energy, health, income redistribution, international affairs, environmental protection, education, racial or gender policy, etc.). In addition, the student’s major project during the second year addresses a policy problem of the student’s own preference. A student may also concentrate his or her efforts to secure a required summer internship in specific policy areas of personal choice.

Is a master’s thesis required?

In the second year, each student completes an Advanced Policy Analysis (APA) project, which is an intensive study of a significant policy issue of his or her choice. The APA (which is done for a real client), provides students with the opportunity to apply concepts and skills learned in the School’s program to solve a current problem.

Students often develop their APA projects from the recent experiences of their summer policy internships, and sometimes receive remuneration from their client for undertaking and completing the project. The APA is performed under the close supervision of a GSPP faculty member, and its satisfactory completion meets one of the requirements for award of the M.P.P. degree.

How does the GSPP program treat the political dimensions of public policy?

The School believes that to be effective in the policy world, the evaluation of policy choices should take closely into account the political setting for the making and implementation of policy. To have significant impact, an analyst of policy options must often go beyond technical competence and include sensitivity to the political environment of the policy issue and of the decision-maker. Hence the GSPP program stresses such concerns as the political feasibility of policy alternatives, value and ideological conflicts, and the dynamics of organizational behavior as they affect policy implementation.

Useful preparation for GSPP’s core curriculum would include some familiarity with microeconomics, the American political process, statistics, and computer literacy. One of the core courses is a full year’s work in economics, which assumes some knowledge of calculus. Entering students without that knowledge or who want to refresh their applied mathematical skills are urged to take an intensive brush-up course given by the School just before the fall term.

If you have specific questions about the adequacy of your academic preparation for the program, please contact the School’s admissions office.

32-Hour Project

Each year, first-year students write an “issue memo” to a postulated, but real “client” about some issue they know little or nothing about and do so on a 32-hour deadline. Topics are developed by the faculty and assigned to students randomly.

The exercise is intended to simulate a real-life work environment in which rapid-response and “land-on-your-feet” skills are at a premium.

Designed by Professor Eugene Bardach of the GSPP faculty, the 32-hour project is an annual rite of passage signaling the beginning of the students’ second semester.

“The training in economics from Professor Lee Friedman and public policy analysis from then-dean Aaron Wildavsky profoundly changed my approach to legislation and public policy. At GSPP, I learned how to evaluate and understand the economic motives behind those who did not support a strong environmental position.”

Ned Helme ’77
2011 GSPP Alumnus of the Year
Founder and President Center for Clean Air Policy
Washington, DC
The M.P.P. degree is earned in a two-year, full-time program consisting of a core curriculum, a policy internship in the summer after completion of the first year, a second-year policy analysis project, and elective courses chosen from those available on the campus and at GSPP.

The program emphasizes practical and applied dimensions of policy-making and implementation, encouraging students to develop skills in:

- defining policy issues to make them more intelligible to officials in the public, private or non-profit sector
- providing a broader perspective for assessing policy alternatives
- examining techniques for developing policy options and evaluating their social consequences
- developing strategies for the successful implementation of public policies once they have been adopted

Given the relatively small class size, the School’s approach to teaching emphasizes teamwork, cooperation, and interaction among students and with the faculty. Students work, either as individuals or in small groups, on real policy problems for real clients under close faculty supervision.

More specifically, the curriculum is designed to enable students to achieve the following:

- skill in written communication and in verbal reporting
- an understanding of political institutions and processes, strategies, and skills associated with policy creation and adoption
- knowledge of the organizational and bureaucratic structures involved in program development and implementation
- skill in application of economic analysis to questions of economic trade-offs, policy choice and efficiency
- familiarity with cost-benefit analysis and other applications of quantitative analysis and modeling, including the use of statistical software
- an understanding of social science methodologies for dealing with problems of data collection, analysis, and program evaluation
- the ability to apply legal analysis where appropriate to the creation and implementation of public policy and to recognize the role of courts and administrative law in program development and implementation

Core Curriculum

The core courses emphasize practical applications of analytical skills and encourage students to “learn by doing” through numerous exercises and projects conducted in teams and individually. Fieldwork activities are also a part of the core curriculum, involving real clients, a written report, and oral briefings on the report. In addition, colloquia with outside speakers are held frequently, further examining some of the policy issues treated in the core courses.

Introduction to Policy Analysis (PP 200) Students bring together the skills learned in other core courses, working in teams to solve real-life problems for real clients.

The Economics of Public Policy Analysis (PP 210A-210B) Concepts of microeconomic behavior of producers, consumers, and government agencies are applied to specific policy areas. The effects of policy alternatives are assessed by such criteria as the efficiency and equity of resource allocation, impact on income distribution, and effectiveness in achieving policy goals.

“GSPP gave me the confidence to become an entrepreneur. In my career, I have founded two health care consulting firms: Health Technology Associates and my own health care reimbursement consulting firm with clients in the biotechnology, device, and pharmaceutical industries. Managing a consulting practice is challenging, but GSPP’s curriculum gave me the analytic rigor I needed to run a company and provide expert advice to my clients.”

Maren D. Anderson ’79
President
MDA Consulting Inc.
Boston, MA

Sample Course Structure for the M.P.P.

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<tr>
<th>First Year</th>
<th>Spring</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>PP220</td>
<td>PP200</td>
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<tr>
<td>Law and Public Policy</td>
<td>Introduction to Policy Analysis</td>
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<tr>
<td>PP210A</td>
<td>PP210B</td>
</tr>
<tr>
<td>The Economics of Public Policy Analysis</td>
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<tr>
<td>PP240A</td>
<td>PP240B</td>
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<tr>
<td>Decision Analysis, Modeling, and Quantitative Methods</td>
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<tr>
<td>PP260</td>
<td>Elective Course</td>
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<tr>
<td>Public Leadership and Management</td>
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<tr>
<td><strong>Summer Policy Internship (required)</strong></td>
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<tr>
<th>Second Year</th>
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<tr>
<td><strong>Elective Course</strong></td>
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<tr>
<td>Advanced Policy Analysis – Thesis Seminar</td>
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<tr>
<td><strong>Elective Course</strong></td>
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<tr>
<td>Independent Study in Preparation for the Advanced Policy Analysis</td>
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<tr>
<td><strong>PP250</strong></td>
</tr>
<tr>
<td>Political and Agency Mgmt Aspects of Public Policy</td>
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<tr>
<td><strong>Elective Course</strong></td>
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Law and Public Policy (PP 220) Materials including court decisions, legislation, and administrative regulations are used to examine important legal aspects of public policy. Legal research, interpretation and drafting skills are developed. Relationships among lawmaking agencies and between law and policy are explored through specific cases.

Decision Analysis, Modeling, and Quantitative Methods (PP 240A-240B) Students learn and apply quantitative methods including cost-benefit analysis; statistical and econometric analysis of policy-relevant data; survey design and interpretation; and formal policy models based on decision theory.

Political and Agency Management Aspects of Public Policy (PP 250) The influence of political and organizational factors on all stages in the policy process is examined: recognizing when a policy problem exists; developing alternative responses; assessing political feasibility in choosing among policy alternatives; gaining acceptance of the preferred alternative; ensuring effective implementation of adopted policies; evaluating their effects; and coping with unexpected consequences. Students gain skill in effective negotiation and communication through case studies and dynamic role-playing exercises.

Public Leadership and Management (PP 260) Students learn basic principles and practices of leadership – defined as the ability to focus an organization’s or a public’s attention on common problems and to mobilize necessary energy and resources to solve or ameliorate them. Students develop their own capacities for leadership. Students examine public agencies and not-for-profit organizations, advocacy groups, and individual “change agents,” all seeking either to improve service delivery, institute new policies, or empower those who need more voice.

Advanced Policy Analysis Titles
Drawn from projects completed during recent years, this list illustrates the range and variety of projects.

- Santa Fe Electric Utility Municipalization: Long-Term Policy Options for Reducing Carbon Dioxide Emissions
- Enhancing Chile’s Work Subsidy for Women
- Cracking Down on Identity Theft: New Challenges for Law Enforcement Agencies
- Designing Local Welfare-to-Work Systems: Federal Funding Options
- Pros and Cons of Privatizing Solid Waste Collection Services in Mexico
- The Costs and Benefits of Job Training in the Elder Care Market
- Analysis of Frequent Winners in Small Business: A Case Study of California Firms
- Health Information and the Internet: Protecting Consumer Privacy Online
- Poverty Alleviation in Rural Nicaragua
- Ensuring Contraceptive Supply in Ethiopia and Sudan: The Role of the Packard Foundation Population Program
- Increasing Opportunities for Adolescent Girls: An Evaluation of AGALI’s Malawi and Liberia Programs
- Controlling Street Prostitution in Oakland: What the Oakland Police Department Can Do to Improve Current Law Enforcement Policies
- Supporting California’s Wildlife: An Evaluation of Funding Alternatives for California’s Department of Fish and Game
- Raising Low Pay in a High Income Economy: The Economics of a San Francisco Municipal Minimum Wage
- Children of Arrested Parents: Strategies to Ensure Their Safety and Well-Being
- Russia’s Regional Nuclear Warhead Storage Facilities: Problems and Solutions
- The Future of San Francisco’s Public Electric Vehicle Chargers
- Delinquency Risk Assessment: Improving the Performance of Home Mortgages
- Addressing California’s Overcrowded Schools: Equity in the State’s Distribution of Funds for School Construction
- Fuel-Efficient Replacement Tires: Guidelines for Transforming the Marketplace
- Housing Voucher Portability in Alameda County: A Caseload Analysis of Clients and Cost Pressures
- Estimating the External Costs of Driving in San Francisco
- The Emergency Food Assistance Program in California: Opportunities for Reform
- Cost-Effectiveness Analysis of Solar Policy in Japan: Implications for Greenhouse Gas Reduction and Job Creation in Japan
- Addressing the Marina Concessions Contract Backlog at Lake Mead National Recreation Area
- Transforming Failed Prohibition to Responsible Regulation: Establishing a System for the Taxation and Regulation of Marijuana in California
- A Method to Identify At Risk Students and Successful Teachers: Dropout Prevention in Oakland Unified School District
- Public Health Strategies to Improve Public Safety: An Evaluation of the East Palo Alto Police Department’s Fitness Improvement Training (FIT) Zone Program
Our students address real-world problems and have versatile career opportunities in the public, private and non-profit sectors.

**Summer Policy Internship** Students are required to complete a policy internship during the summer between the first and second year of study. Students choose positions as advisors to policy-makers and leaders in all levels of government, non-profit organizations, and the private sector – both domestically and internationally. Students enrolled in concurrent degree programs that require a summer internship are exempt from this GSPP requirement.

**Advanced Policy Analysis (PP 205, PP 299)** The APA project is an intensive study of a significant policy issue of the student's choice. Students secure their own project for a specific client in a public, non-profit or private policy organization, and sometimes the student is paid for the work. For some students, the project is an outgrowth of the summer internship or may lead to a full-time position with the organization upon graduation.

Students conduct their projects as members of an APA seminar, which provides them with a faculty supervisor and a peer group able to supply constructive suggestions. When the completed analysis is found satisfactory by the faculty, it then serves as the student's required thesis. Frequently, the specific policy recommendations made in these analyses are adopted and implemented by the client.

**Elective Courses**

Most of the students' second-year program consists of elective courses of individual choice relevant to the study of public policy. The School provides students with information on course possibilities around the campus, and each student determines a set of courses in consultation with a faculty advisor.

Students can choose electives from the full array of courses offered by Berkeley’s academic departments and professional schools and colleges, as well as courses taught by GSPP faculty. With nearly 300
degree programs, Berkeley offers opportunities for advanced study in a vast range of fields. The following list, far from exhaustive, indicates some courses of particular relevance for public policy students:

**Berkeley School of Law.** Education: Policy, Law, and the Fourth State; Immigration Law; Law and Social Justice; Law, Markets, and Culture.

**Energy and Resources Group.** Energy and Society; The Politics of Energy and Environmental Policy; Energy Economics.

**Department of Economics.** Economics of Public Enterprises; Public Finance.

**Department of Political Science.** Public Organization Theory; Public Policy and Decision Theory; The Politics of Taxation; Science and Politics.

**Department of City and Regional Planning.** The Urban Planning Process; Planning and Governmental Decision-Making; Introduction to Housing Analysis; Community Development Theory and Practice; Policy Analysis and Program Evaluation for Social Planning.

**School of Education.** Education Policy Analysis; Education and the Law; Organizational Aspects of Planning and Regulation; Economics of Education; Education, Politics and Government.

**International and Area Studies.** Global Poverty; Fundamentals of Economic Theory; Theories of Development and Political Change; Comparative Political Economy; International Economic Development Policy.

**School of Public Health.** New Boundaries for Health Policy and Planning; Legislation and Organization for Health and Social Services; Organization Theory and Health Institutions; International Health Economics.

**School of Social Welfare.** Social Policy and Social Welfare; Development of Social Service Programs; Processes of Community Planning and Organizing; The Management Cycle in Social Welfare Administration.

**Public and Nonprofit Management.** Public Sector Accounting; Financial Management; Managers and Management; Organizational Understanding for Managers.

**Haas School of Business.** Business and Public Policy; Management in the Public and Nonprofit Sectors; Labor-Management Relations in the Public and Nonprofit Sectors; Collective Bargaining; The Interaction of Business and Government.

**GSPP.** Elective courses offered by GSPP also provide opportunities for focused study in specific policy fields. Most courses are taught by regular GSPP faculty and some by visiting faculty, often policy practitioners. See the section on graduate electives for details.

“GSPP provided invaluable hands-on experience that prepared me to work directly with public agencies, stakeholder organizations, and elected officials to develop policy solutions that are both innovative and practical. Through the IPA, APA and internship programs, I had the opportunity to apply the GSPP curriculum directly to real-world affordable housing and economic development challenges. These experiences prepared me to hit the ground running to make lasting change as a public official.”

Margaret Salazar ’06
Associate Deputy Assistant Secretary for Multifamily Housing U.S. Department of Housing and Urban Development Washington, DC
GSPP offers a doctoral degree program for students who seek academic careers in policy research with universities or research institutes. Typically only two or three Ph.D. applicants are admitted each year, which includes applicants admitted from the School's M.P.P. program. Non-GSPP applicants who seek a policy research career and have completed graduate work in public policy comparable to our M.P.P. are also eligible for admission consideration.

The Ph.D. program emphasizes the generation of knowledge, theories, methodologies, and applications appropriate to the advancement of public policy analysis and management. Doctoral students pursue highly individualized programs of study and typically work closely with school faculty members who share the student's subject matter interest.

A thorough preparation in policy analysis skills is a prerequisite for the doctorate. Because there is no core program of study, the Ph.D. committee prefers applicants to have completed an M.P.P. or equivalent, either from GSPP or a similar institution. Applicants with a master's degree in some other field usually must complete the M.P.P. program at GSPP before applying for admission to the doctoral program.

Applicants who have a master's degree in public policy from another school may be partially exempt from this requirement but may be asked to take certain first-year master's level courses at GSPP not offered in other such programs.

Application and Admission

The Ph.D. Program at GSPP is a small and individualized program in which we do our best to match the interests of prospective students with our faculty.

On-line applications must be submitted by 11:59 pm, P.S.T. December 2, 2014.

Online Graduate Application for Admission and Fellowships: http://grad.berkeley.edu/admissions/

The following documents are required for admission to the Ph.D. Program and must be submitted with the online application:

Statement of Purpose
Address these areas in 3-5 double-spaced pages:
1. The present: Why do you want to pursue a Ph.D. in public policy?
2. The past: What experiences or activities bear on your qualifications for this program, e.g., academic research, teaching, professional experience, etc? How do these experiences relate to your decision to undertake a Ph.D. in public policy?
3. The future: What are your short- and long-term career objectives?

Personal History Statement
Please describe how your personal background informs your decision to pursue a Ph.D.

Planned Dissertation Research Memo
A description of public policy research interests, outline of proposed dissertation research topic(s), and preferences for possible faculty advisor(s).

Curriculum Vitae (C.V.)
Upload a current C.V. reflecting your academic and professional work experience and research, education, and any other relevant information.

Writing Sample
A research paper under 30 pages, different from a “policy analysis” paper. Its purpose is to make it evident that the student can make the transition from policy analysis to policy research.

Unofficial Transcripts
Scan and upload a copy of unofficial transcripts from all universities or colleges attended. Official transcripts will be required if admitted.

Three Letters of Recommendation
Refer to the online application for information on submitting letters of recommendations.

Official GRE Scores
GRE scores dated before June 2010 are no longer valid. To meet the application deadline, you should take the GRE no later than November 10, 2014. Berkeley's institution code is 4833. Reservations for the GRE exam should be made in advance through: The Education Testing Service (ETS), P.O. Box 6000, Princeton, NJ 08541-6000, Phone: (609) 771-7670 or 1-800-GRE-CALL; Website: http://www.ets.org/gre

Official TOEFL Scores
In addition to GRE scores, all international students must take and submit the TOEFL. Scores before June 1, 2013 are no longer valid. Use institution code 4833. You may sign up for the TOEFL through
an agent in your country or through: TOEFL, CN6151, Princeton, NJ 08541-6151, Phone: (609) 771-7500; Website: http://www.ets.org/toefl

Application Fee (submit with online application)
A non-refundable application fee, payable to U.C. Regents, must be submitted when you apply. If you are a U.S. citizen or current permanent resident the application fee is $90; for all others, the fee is $110.
A request for waiver of application fee can be found at http://grad.berkeley.edu/admissions/pdf/fee_waiver_eligibility.pdf. To be eligible for an application fee waiver, you must be a U.S. citizen or current permanent resident.

If a student is admitted to the Ph.D. Program, he/she is required to work with their designated faculty advisor to develop and submit a curriculum memo to the Ph.D. committee that contains the courses the student will take during the first two years of study. This curriculum memo can be updated at the end of each semester of Ph.D. residency should the student and his/her advisor decide that additional courses should be taken or substituted.

Please contact Director of Career & Alumni Services, Cecille Cabacungan, at cecille@berkeley.edu or (510) 642-1303 regarding questions about the Ph.D. Program and application process.

For additional inquiries, please contact Professor Jack Glaser at jackglaser@berkeley.edu or (510) 642-1047.

Financial Support

Fellowships
Depending on funding, each year the School could provide a fellowship of $15,000 plus fees for two entering Ph.D. students for one year. Students may be eligible for additional financial support from the Graduate Division after advancement to candidacy.

Graduate Student Instructors
In addition, there are many opportunities for Ph.D. students to be graduate student instructors at GSPP and other social science departments. These appointments provide a fee remission and a monthly salary.

Research Opportunities
There are many opportunities on campus for GSPP Ph.D. students to engage in research (in many cases, paid research). For example, research opportunities exist at the Berkeley Institute of the Environment, the Energy and Resources Group, the U.C. Berkeley Labor Center and the Center for Child and Youth Policy.
Graduate Course for GSPP Doctoral Students:

296. Ph.D. Seminar. (3) Prerequisites: Must be a Ph.D. student in public policy in third year or beyond. Discussion and analysis of dissertation research projects, including conceptual and methodological problems of designing and conducting public policy research.

Graduate Elective Courses

The following courses are open to all graduate students on the campus, including GSPP students. A few of the courses are designated primarily to provide non-school students with the various skills that make up policy analysis, but most offer advanced work of relevance to GSPP students as well as to graduate students in other professional or disciplinary units.

C221. Climate, Energy and Development. (3) Graduate seminar examining the role of energy science, technology, and policy in international development. The course will look at how changes in the theory and practice of energy systems and of international development have co-evolved over the past half-century, and what opportunities exist going forward. A focus will be on rural and decentralized energy use, and the issues of technology, culture, and politics that are raised by both current trajectories, and potential alternative energy choices. We will explore the frequently divergent ideas about energy and development that have emerged from civil society, academia, multinational development agencies, and the private and industrial sector. Also listed as Development Practice C221 and Energy and Resources Group C221.

251. Microeconomic Organization and Policy Analysis. (3) Prerequisites: Business Administration 101B or Economics 201A or equivalent, and consent of instructor. Two hours of seminar and one hour of conference per week. Research seminar to develop public policy analyses based on microeconomic theories of organization, including collective demand mechanisms, behavioral theory of regulatory agencies and bureaucracies, and productivity in the public sector.

C253. International Economic Development Policy. (3) Three hours of lecture per week. Co-sponsored by the Department of Agricultural and Resource Economics and Public Policy. This course equips students with the practical skills needed to produce an economic analysis of a policy issue in the developing world and of the quality required by international agencies such as the World Bank. Also listed as Agricultural and Resource Economics C253.

256. Program and Policy Design. (4) Three hours of seminar per week. Studio/laboratory in the design of nonphysical environments. Complements courses in policy analysis, public management, economics, and political science; especially intended to integrate elements of professional programs in public policy and related areas. Students will design, in groups and individually, programs and policies that create value in the public sector, including statutes, regulations, and implementation projects. Comparative reviews will feature invited guests.

257. Arts and Cultural Policy. (3) Three hours of seminar per week. Survey of government policy toward the arts (especially direct subsidy, copyright and regulation, and indirect assistance) and its effects on artists, audiences and institutions. Emphasizes “highbrow” arts, U.S. policy, and the social and economic roles of participants in the arts. Readings, field trips, and case discussion. One paper in two drafts required for undergraduate credit; graduate credit awarded for an additional short paper to be arranged and attendance at four advanced colloquia throughout the term.
259. Benefit-Cost Analysis. (4) Four hours of seminar per week. This course discusses and criticizes the conceptual foundations of cost-benefit analysis and analyzes in depth some important applied aspects such as endogenous prices of other commodities, methods to infer willingness to pay, valuation of life, uncertainty and the rate of discount.

269. Public Budgeting. (4) Three hours of lecture/discussion per week. Public sector budgeting is an activity that incorporates many, perhaps most of the skills of the public manager and analyst. The goal of this course is to develop and hone these skills. Using cases and readings from all levels of American government, the course will allow the student to gain an understanding of the effects and consequences of public sector budgeting: its processes and participants; and the potential impacts of various reforms.

270. Kid-First Policy: Family, School and Community. (4). This seminar appraises the critical policy choices that shape the lives of children and adolescents from birth through high school and beyond. The issues are as varied—and hotly debated by politicians and policy-makers—as banning Coke machines in schools to reduce obesity, regulating teenage abortion, providing universal preschool and helping abused children. Students from across the campus—public policy, education, social welfare, business, sociology, political science, economics—bring different perspectives. Discussions and readings draw on insights from across the policy sciences. Problem-solving is the focus in seminar meetings and research projects.

279. Research Design and Data Collection for Public Policy Analysis. (3) Prerequisites: At least one semester of statistics. Three hours of seminar per week. Public policy analysis requires a sophisticated understanding of a variety of types of data. Empirical arguments and counter-arguments play a central role in policy debates. Quantitative analysis courses teach you how to analyze data; this course will introduce you to strategies of data collection and principles for critically evaluating data collected by others. Topics include measurement reliability and validity, questionnaire design, sampling, experimental and quasi-experimental program evaluation designs, qualitative research methods, and the politics of data in public policy.

280. Ethics, Policy, and the Power of Ideas. (4) Three hours of seminar per week. This seminar brings together two related frames for policy thinking: the ethics of policy, that is, what does it mean to do the right thing? and the intervention of policy; that is, how do new policy paradigms emerge? Ethics: Those who seek to govern well inescapably confront questions of value in their political, professional, and personal choices. The discussion of ethical dilemmas, which will take up the first half of the semester, is designed to provoke analytic reflection on the moral challenges and responsibilities of public policymaking in a democracy. The focus is on the many and often competing obligations, commitments and values that should guide public actors, as well as on the public principles that guide the design of good public policy. Big Ideas: Politics and conventional analytics dominate policy in the short run. But over the longer term, conceptualizations as varied as exit/voice/loyalty, satisficing, the tipping point, memes, winner-take-all, strong democracy, broken windows, and the prisoner’s dilemma profoundly influence the policy conservation.

284. Energy & Society. (4) Three hours of lecture and one hour of discussion per week. Energy sources, uses, and impacts; an introduction to the technology, politics, economics, and environmental effects of energy in contemporary society. Energy and well-being: energy international perspective, origins, and character of energy crisis. Also listed as Energy and Resources Group 200N.

286. U.S. National Security Policy. (4) Three hours of lecture per week. An intensive examination of the concepts, organizations, issues that shape U.S. national security policy. First half of the course deals with deterrence and containment, alliance cohesion and power projection, crisis management, nuclear weapons, and criteria for military intervention. Second half focuses on global war on terrorism, homeland security, nuclear weapons proliferation, and U.S.-China strategic relations. Course requires extensive student participation, policy memos, and an examination.


290. Special Topics in Public Policy. (1-4) One to four hours of lecture per week depending on topic. Credit option: Course may be repeated for credit with consent of instructor. Course examines current problems and issues in the field of public policy. Topics may vary from year to year and will be announced at the beginning of the semester. Open to students from other departments.


292. Graduate Supervised Independent Study and Research (Letter). (1-12) Course may be repeated for credit. Open to qualified graduate students wishing to pursue special independent study and research under direction of a member of the faculty.

295. Graduate Supervised Research Colloquium. (1-9) Course may be repeated for credit. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Graduate standing. Open to qualified graduate students wishing to pursue special research under direction of a member of the faculty. Discussion and analysis of dissertation research projects, including conceptual and methodological problems of designing and conducting policy research.

297. Graduate Student Led Course in Public Policy. (1) Course may be repeated for credit as topic varies. One and one-half hours of lecture per week. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Open to graduate students only. Course examines current problems and issues in the field of public policy. Topics vary from year to year.

298. Graduate Supervised Independent Study and Research (Satisfactory/Unsatisfactory) (1-12) Course may be repeated for credit. Must be taken on a satisfactory/unsatisfactory basis. Open to qualified graduate students wishing to pursue special independent study and research under direction of a member of the faculty.

375. GSI Practicum. (2) This course is directed at Graduate Student Instructors for undergraduate and graduate courses, and reviews the most important elements of effective teaching, especially teaching graduate students in professional programs like the Master of Public Policy. It satisfies the graduate division requirement for a 300 course for GSIs.
The Master in Public Policy degree may be earned in combination with an advanced degree from the following Berkeley schools under a coordinated program. Students may pursue a concurrent degree program in Public Policy and Health Policy and Administration, which requires approximately three years. The program combines the development of basic policy skills with an in-depth understanding of health policy in the public and private sectors. For the catalog on this program, contact the Admissions Office, School of Public Health, University of California, Berkeley, CA 94720-7360, email: sphinfo@berkeley.edu, or call (510) 643-0881. Website: http://sph.berkeley.edu

Program Requirements

Public Policy and Public Health (M.P.P./M.P.H.)

Students may pursue a concurrent degree program in Public Policy and Health Policy and Administration, which requires approximately three years. The program combines the development of basic policy skills with an in-depth understanding of health policy in the public and private sectors. For the catalog on this program, contact the Admissions Office, School of Public Health, University of California, Berkeley, CA 94720-7360, email: sphinfo@berkeley.edu, or call (510) 643-0881. Website: http://sph.berkeley.edu

Program Requirements

The Health and Public Policy Program leading to the M.P.P./M.P.H. degree has five major components:

- One year of coursework in GSPP. Required courses in public policy include: Introduction to Policy Analysis, Microeconomics, Politics of Organizations, Quantitative Methods, and Law and Public Policy.
- One year of coursework in the Graduate School of Public Health (students must select Health Policy and Administration as their area of study). Required courses include: Introduction to Public Health, Epidemiology, Environmental Health, Health Policy and Administration, Public Health Biology, and a specific course in each concentration.
- Participation in the Fall Health and Public Policy Seminars.
- A six-month full-time internship in health policy.
- An advanced health policy analysis.

Career Opportunities

Both the School of Public Health and GSPP assist students in career planning and in securing summer, six-month and permanent positions. For the six-month residency, program staff work with each student individually to match learning objectives and career interests with an appropriate residency opportunity.

Numerous career opportunities are available to individuals with M.P.P./M.P.H. degrees from the University of California, Berkeley. Some graduates assume research and policy analysis positions in federal and state governmental agencies, including staff to members of Congress, the Agency for Health Care Policy and Research, the Congressional Budget Office, the Health Care Financing Administration, the Centers for Disease Control and Prevention, and state health agencies. Some graduates are employed in research and consulting organizations, HMO’s, health care corporations, health advocacy groups, private foundations, and health care associations. Career opportunities include both domestic and international organizations.

Admission Requirements

A distinguished undergraduate record and a strong quantitative aptitude are required for admission to the Health and Public Policy Program. Although previous experience is not required, preference is given to applicants who have had some work experience in health policy, either during
or after completing a bachelor’s degree. Applicants are expected to have taken the Graduate Record Examination (GRE) with a test date within five years of the date of the application. In addition, applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL).

Admission Requirements Include

- A bachelor’s degree or recognized equivalent from an accredited institution
- At least a B (3.0) grade-point average or the equivalent in work completed after the first two years of a bachelor’s degree program and in all post-baccalaureate coursework. An applicant who does not meet this academic criterion may request special consideration
- Additional requirements such as prior health-related work experience or specific course prerequisites are specified for some areas of study

New students are admitted only in the Fall semester. All admissions are administered through the School of Public Health.

Current students must apply for the M.P.P./M.P.H. concurrent degree program in the Fall semester of their first year of enrollment as a Master’s student.

Public Policy and Law (M.P.P./J.D.)

Students may pursue a concurrent degree in law and public policy, which requires four years. At the end of the program the student will have earned both an M.P.P. and a J.D. degree. The program requires separate application and admission to the University of California, Berkeley School of Law and the Goldman School of Public Policy. To obtain program materials for the School of Law please contact the Admissions Office, Berkeley Law School, University of California, 2850 Telegraph Avenue Suite 500, Berkeley, CA 94705-7220; Phone: 510-642-2274. Website: http://www.law.berkeley.edu/admissions/

Guidelines For Concurrent Degree Students in Law and Public Policy

Students in the concurrent program may elect to spend the first year at either GSPP or Berkeley Law. If enrolled at GSPP, students take the first year core curriculum; if enrolled at Berkeley Law, students take the same sequence of required law courses as other J.D. candidates. To design your four year plan, consult with your graduate advisor at GSPP and the Dean of Students Office at the law school.

Special Law Student Option During the First Year at GSPP

With one exception, concurrent degree candidates who have spent their first year at Berkeley Law will take the same sequence of courses in their first year at GSPP as other M.P.P. candidates. Students who have already spent a year at Berkeley Law may not be required to take the GSPP course in Law and Public Policy (PP 220). They may, in consultation with the Law and Public Policy instructor, either (1) enroll for the course, (2) perform independent research on an agreed topic, or (3) take another GSPP elective or another approved elective on the Berkeley campus.

The Third and Fourth Years

A student will complete his/her M.P.P. program by the end of the third year or fourth year by successfully completing the Advanced Policy Analysis (PP 205, PP 299), a minimum of 12 units of policy-relevant law courses, and one additional public policy course. To complete the J.D. program, the student must satisfy the remaining 55 semester units required by the law degree (10 of which are satisfied by GSPP courses).

Career Opportunities

The majority of students graduating with an M.P.P./J.D. degree accept positions as attorneys or associates in private or public interest law firms. Some graduates assume legal positions in federal agencies such as the Environmental Protection Agency or the Equal Employment Opportunity Commission. Others go on to secure higher positions in judiciary branches of local, state, and federal governments. A small percentage use both degrees to work in public sector agencies, as well as private and non-profit organizations.

Admission Requirements

Applicants are expected to have taken both the Graduate Record Examination (GRE) and the Law School Admission Test (LSAT). In addition, applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL).

Neither the Goldman School of Public Policy nor Berkeley Law require or even recommend any specific undergraduate major. Applicants with varied backgrounds and training enhance and enrich the educational experience of all students.

Students in a position to structure their curricula might do the following: develop skills in communication, both written and verbal; take courses in which written work is vigorously edited; develop analytical and problem-solving skills; obtain breadth in humanities and social sciences in order to understand the social context within which legal problems arise; and acquire a general understanding of economics since a significant number of legal problems are related to the economic functioning of the society. In selecting specific courses, consultation with a graduate advisor may be desirable.

Current students at Berkeley Law School may apply to GSPP during their first two years in residence at Berkeley Law. Current students at GSPP may apply to Berkeley Law School during their first year in residence at GSPP.

“GSPP prepared me for situations I encounter every day as CEO of the Associated Press. The core analytical curriculum is extremely helpful in running an organization of any size. Also, GSPP’s approach encourages working on policy issues collaboratively in groups, devising options and making recommendations under tight timelines. I have found this approach useful throughout my career.”

Gary Pruitt M.P.P. ’81/J.D. ’82
Chief Executive Officer
Associated Press
New York, NY

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Public Policy and Engineering (M.P.P./M.S.)

Government and technology interact more, and with greater consequences, every year. Whether the issue area is environmental protection, intellectual property (copyright and the internet), health care, water supply, government agencies at all levels, non-profit organizations and private industry need people who understand technology on its own terms and also the ways in which government supports, controls or directs it.

The Goldman School offers a concurrent degree program with the College of Engineering that allows a student admitted to both schools to receive the M.S. and M.P.P. degrees in two years, including a summer internship. Students in the M.P.P./MS program ordinarily take the first year core program of GSPP, and in their second year write a large paper that satisfies both the M.S. thesis requirement and the M.P.P. APA requirement, and take electives mostly in the College of Engineering (18 units) plus six units of electives agreeable to both schools.

Because this program is small and students are admitted to specific departments of the College of Engineering, each student's program tends to be customized with the agreement of advisors in both programs.

Applicants for the joint program choose the concurrent public policy/engineering degree option in the online application. The units may communicate about these applications while considering them, but admission decisions are independent and it is possible to be admitted to one and not the other program.

For more information about this program, contact Michael O’Hare, Professor of Public Policy at (510) 642-7576 or Masayoshi Tomizuka, Cheryl and John Neerhout, Jr., Distinguished Professor, College of Engineering at (510) 642-0870. Website: http://www.coe.berkeley.edu. Note that the two to three M.P.P./MS students are a tiny fraction of students in the very large College of Engineering and the program may be unfamiliar to many of its staff and faculty.

Current students must apply for the M.P.P./M.S. concurrent degree program in the Fall semester of their first year of enrollment as a Master's student.
Students can choose electives from the full array of courses offered by Berkeley’s academic departments and professional schools and colleges, as well as courses taught by GSPP faculty.
CONCURRENT DEGREE PROGRAMS
WITH OTHER U.C. BERKELEY SCHOOLS

Public Policy and Energy and Resources (M.P.P./M.A. or M.P.P./M.S.)

The Goldman School of Public Policy (GSPP) and the Energy and Resources Group (ERG) offers a superior and one-of-a-kind M.P.P./M.A. or M.P.P./M.S. concurrent degree program that integrates the strengths of public policy analytical tools with the interdisciplinary knowledge and expertise in energy and resources. The intersection of ERG and Public Policy disciplines is the nexus for training the next generation of leaders who will solve the world’s most complex and challenging energy and environmental problems. The program stresses analytic, quantitative, methodological, theoretical, and practical approaches to problems in energy, environmental science, and policy. Students will be required to complete both degrees in 3 years by taking key core courses offered by both units (GSPP and ERG) and meeting the academic requirements for both degrees. The course requirements provide for a substantive introduction to the disciplinary approaches that are employed in studying energy and resource issues and public policy analysis. The curriculum provides an opportunity — through a topical cluster and a Capstone Project set of requirements (the Advanced Policy Analysis Project) — to extend and deepen the areas of analysis, investigation and understanding so as to satisfy the intellectual interests of each student.

Career Opportunities

The program is intended to prepare students for superior and versatile career opportunities in the public, private, and nonprofit sectors, both nationally and internationally. Graduates will go on to become national and global leaders in domestic and international government agencies (at all levels—federal, state and local), private sector companies, non-profit groups, think tanks, research organizations, and community-based organizations.

Program Requirements

The objective of this program is to permit students to obtain in six semesters both the M.P.P. and M.A. or the M.P.P. and M.S. in Energy and Resources degree, which would normally require eight semesters of coursework. Students are required to complete a Public Policy summer internship after their first year of courses.

• One year of coursework at GSPP. Complete GSPP core course requirements and take additional ERG courses.
• One year of coursework at ERG. Complete ERG core and cluster requirements and take additional GSPP courses.
• Final year, complete Capstone Project – the Advanced Policy Analysis Project and all other requirements needed to complete both degrees.
• A 10-week full-time summer internship.

Admission Requirements

Applicants chosen for the M.P.P./M.A. or M.P.P./M.S. concurrent degree program must be admitted to each school separately. Each program will apply the same admissions requirements as used for students not seeking the concurrent degree. Students must follow the following admissions guidelines to be considered for the M.P.P./M.A. or M.P.P./M.S. concurrent degree. Students must:

1) Apply to the concurrent program from the outset, which requires their application to be reviewed by both programs; OR

2) Apply and matriculate at either ERG or GSPP and then, while a first-semester graduate student apply to the other unit to become a concurrent degree student. If a student does not apply in their first semester of their enrollment in the M.P.P. or ERG Master’s program, they are not eligible to apply at a later date.

Upon successful completion of requirements for both degrees, concurrent degree students will be awarded the M.P.P./M.A. or the M.P.P./M.S. in Energy and Resources (based on course emphasis). This intensive course of study is completed in three academic years including completion of a 10 week full-time summer internship after the first year of study. Students will be required to meet with faculty advisors from both programs in order to ensure successful completion of degree requirements for both degrees.

If you have questions about the GSPP program curriculum and admission requirements, please contact Martha Chavez at gsppadm@green.berkeley.edu, phone: (510) 643-4266 or Erin Forman at eforman@berkeley.edu, phone: (510) 642-7888. For questions about the ERG program curriculum and admissions requirements, please contact Kay Burns at erggrad@berkeley.edu, phone: (510) 642-8859.

Public Policy and Social Welfare (M.P.P./M.S.W.)

The Goldman School of Public Policy (GSPP) and the School of Social Welfare offer a three-year concurrent M.P.P./M.S.W. degree program that blends the substantive focus and professional social work training of the M.S.W. with the rigorous methodological tools and policy breadth of the M.P.P., and leads to the Master of Social Welfare (M.S.W.) and Master of Public Policy (M.P.P.) degrees. This concurrent degree is designed to meet the pressing need for creative and skilled leaders in the human services field to tackle large and seemingly intractable social problems in the United States and elsewhere. Adequate solutions to the challenges posed by immigration, widening income inequality, rising rates of chronic illness and the aging of the population all require a combination of sophisticated social work, policy analysis and political leadership. This broad range of skills is addressed in the M.P.P./M.S.W. concurrent degree.

At GSPP I learned how to engage a variety of issues and ask pertinent questions. GSPP taught me to be analytical, to not be afraid of numbers, and to do things quickly. These skills have served me well.”

Carmen Chu ’03
Assessor-Recorder
City and County of San Francisco
San Francisco, CA
The program stresses analytic, methodological, theoretical, and practical approaches to problems in social service provision and administration, and in public policy more broadly. The course requirements provide for a substantive introduction to the disciplinary approaches that are employed.

Leaders in human service agencies recognize the complementarities between policy skills and social welfare skills. The field now takes as given that practice and policy should be “evidence-based”, that is, supported by valid data and appropriate statistical analyses used within a strong theoretical framework. Students seeking a career in social service research, policy or administration must be knowledgeable about the complexities of service delivery, a perspective supplied by the M.S.W. Field Work and service-oriented coursework; skilled in “big picture” policy analysis based in the rigorous methodological training in economics, statistics, and policy research of the M.P.P.; and able to effectively advocate for their programs and their constituents in the legislature and the executive branches, skills addressed in both programs.

Career Opportunities
The program is intended to prepare students for superior and versatile career opportunities in the public, private, and nonprofit sectors, both nationally and internationally. Graduates will go on to become national and global leaders in domestic and international government agencies (at all levels—federal, state and local), private sector companies, non-profit groups, think tanks, research organizations, and community-based organizations.

Program Requirements
The objective of this program is to permit students to obtain in six semesters both the M.P.P. and the M.S.W. degree. Pursued separately, these degrees would normally require eight semesters. Interested students should refer to the M.P.P./M.S.W. Guide for details of the course requirements and required numbers of credits. In brief, the requirements are to:

- Complete GSPP core course requirements, including a Capstone Project requirement (the Advanced Policy Analysis Project) that reflects each student’s professional and intellectual interests.

- Complete M.S.W. core course requirements

- Complete at least 19 M.S.W. Fieldwork credits, at least 55 academic coursework units, and a total of at least 77 credits.

- A Social Work Field placement that also meets the Public Policy internship requirement. This placement would normally occur second year of courses, after a student has completed significant core coursework in both schools.

Admission Requirements
Interested candidates can apply to the concurrent program from the outset, which requires their application to be reviewed by both programs. Candidates must be admitted by each school separately. Current M.P.P. or M.S.W. students may apply to the concurrent program while a first-semester graduate student.

Each program applies the same admissions requirements for concurrent degree students as for all other applicants.

Upon successful completion of requirements for both degrees, concurrent degree students will be awarded the M.P.P. and an M.S.W. This intensive course of study is completed in three academic years including completion of a 10 week full-time summer internship after the first year of study. Students will be required to meet with faculty advisors from both programs in order to ensure successful completion of degree requirements for both degrees.

If you have questions about the program curriculum and admission requirements, please contact Professor Jane Mauldon of the Goldman School of Public Policy, jmauldon@berkeley.edu, phone: (510) 642-7888, Erin Forman at eforman@berkeley.edu or (510) 642-7888 or Joshua Dullaghan of the School of Social Welfare at jdullaghan@berkeley.edu.
University of California Public Policy and International Affairs (UCPPIA) Junior Summer Institute

Each summer the Goldman School’s UCPPIA Junior Summer Institute prepares approximately 30 undergraduate students for graduate studies and professional careers in public policy, international affairs and law. The Summer Institute seeks future leaders who possess a commitment to public service, and in particular, to addressing policy issues most affecting historically under-served communities and people of color. Sponsored by the University of California Office of the President to enhance diversity and better meet the needs of the State, the Institute is especially designed for undergraduates seeking admission and study at a U.C. policy school. Student participants receive seven weeks of intensive, skills-based preparation in policy analysis, economics, quantitative methods and analytical writing/presentation skills, along with career development seminars and exposure to graduate studies.

The UCPPIA Program partners with the U.C. Berkeley School of Law to select approximately 10 of the 30 PPIA Fellows as Law Fellows. In addition to learning the fundamentals of policy analysis, PPIA Law Fellows are exposed to the topics and skills necessary to gain entry to and succeed at a top law school. Student participants receive seven weeks of intensive, skills-based preparation in policy analysis, economics, quantitative methods and analytical writing/presentation skills, along with career development seminars and exposure to graduate studies.

The UCPPIA Program partners with the U.C. Berkeley School of Law to select approximately 10 of the 30 PPIA Fellows as Law Fellows. In addition to learning the fundamentals of policy analysis, PPIA Law Fellows are exposed to the topics and skills necessary to gain entry to and succeed at a top law school. Participants who successfully complete the summer program are eligible to receive a minimum of $5000 scholarship toward graduate school tuition upon enrollment at a PPIA Consortium School. The Summer 2015 application deadline is November 1, 2014. Note: The 2015 UCPPIA Program is contingent upon state funding.

For more information on UCPPIA, please contact:
Isaac Castro, PPIA Program Manager
icastro@berkeley.edu
http://gspp.berkeley.edu/ppia/

Global & Executive Programs at the Goldman School of Public Policy

The Goldman School is committed to creating leaders who understand and analyze pressing global issues and create innovative solutions using the best information available. Goldman’s Global & Executive Programs have a three-pronged approach:

• Bring emerging leaders from foreign governments to learn about North American efforts

• Create opportunities for these emerging leaders and GSPP students to share best practices

• Offer U.S. students opportunities to engage in capstone, research, and client-team based projects around the world.

The global networks built while at U.C. Berkeley’s Goldman School of Public Policy provide a platform that allow our fellows and students to continue to draw on each other’s expertise in creating social change.

For the past ten years, the Goldman School has developed relationships with the governments of China, Taiwan, Hong Kong, Japan, India, Nigeria, and Kazakhstan. The School is expanding its international programs into other countries in Latin America, Sub Saharan Africa, South and Southeast Asia.

For more information on Global & Executive Programs, please contact:
Sudha Shetty, Assistant Dean for International Partnerships
(510) 642-1048 | gsppglobal@berkeley.edu
http://gspp.berkeley.edu/global

The Goldman School of Public Policy is committed to creating leaders who understand and analyze pressing global issues and create innovative solutions using the best information available.
Center for Environmental Public Policy (CEPP)

The Goldman School is an internationally recognized policy school with experts in a wide range of policy areas, and is in a unique position to lead sustained and long-term efforts to improve environmental policy and management practices in developed and developing countries.

The intersection of aspects such as energy, environment, transportation, urban development and climate policy is one of the Goldman School’s newest areas of growth focusing on interdisciplinary teaching and research.

The Center for Environmental Public Policy (CEPP) at the Goldman School seeks to set the highest standards for effective environmental policy research, and aims to bridge the gap between environmental knowledge and public policy through the research it undertakes. It promotes and integrates multidisciplinary considerations into its policy research through seminars, workshops, and conferences that engage both scholars and practitioners.

CEPP’s research and programs seek to educate, direct and motivate those engaged with environmental public policy. Recognizing that public policy is interdisciplinary by nature, CEPP aims to bring together faculty across the Berkeley campus. It also draws on resources beyond Berkeley to bring visiting environmental practitioners and scholars to GSPP. It supports the training of graduate and postdoctoral students through their involvement in research projects, seminars and other Center events. Thus in addition to the multidisciplinary policy research of the Center, CEPP supports the development of future leaders in both the research and the practice of environmental, energy and climate public policy.

For more information on CEPP, please contact: Blas Pérez Henríquez, Director 510-643-4762 | cepp@berkeley.edu http://gspp.berkeley.edu/centers/cepp

Center on Civility and Democratic Engagement

Public policy involves constructive dialogue, responsible citizenship, and healthy democratic institutions. Sharp political division can aggravate the very social problems the School’s students, alumni and faculty work to solve.

Founded by Cal-Berkeley’s Class of 1968, the Center on Civility & Democratic Engagement (CCDE) helps prepare future leaders to build consensus among people of diverse viewpoints and backgrounds. Our work takes many forms: research, teaching, fellowships, internships, public events, policy-analysis projects, and other initiatives. CCDE helps advance the civil-society values upon which the success of public policy depends. It fosters collaboration with those on the Berkeley campus and beyond, striving to improve sociopolitical interactions and to promote deliberative, inclusive approaches toward problem-solving.

CCDE’s Civility Fellowships Program supports Advanced Policy Analysis (APA) and summer internship projects advancing the Center’s mission. Project examples can be viewed in the Research section of CCDE’s website.

For more information on CCDE, please contact: Larry Rosenthal, Program Director 510-642-2062 | lar@berkeley.edu http://gspp.berkeley.edu/centers/ccde

The Goldman School Project on Information Technology and Homeland Security (ITHS)

ITHS provides research and professional training opportunities for GSPP students interested in science, technology, and homeland security. Research topics include cybersecurity, weapons of mass destruction, and cost-effective design of government R&D programs. ITHS projects tend to be highly interdisciplinary and usually involve collaboration between GSPP faculty and their science and engineering colleagues on the Berkeley campus, Lawrence Livermore National Laboratory, and other leading institutions. ITHS specializes in finding problems in which GSPP faculty can use sophisticated social science analysis (e.g. innovation economics, game theory, organization design) to develop new insights into information technology, smart dust, pharmaceutical discovery, and other emerging technologies. Recent ITHS work has concentrated on designing cost-effective R&D programs for drugs and vaccines against biological weapons, diseases of poverty (e.g. malaria and dengue fever), and orphan diseases (including many cancers).

For more information on ITHS, please contact: Stephen M. Maurer, Director (510) 643-6990 | smauer@berkeley.edu http://gspp.berkeley.edu/centers/iths

Campus Research Units

GSPP students benefit from working with outstanding faculty across the campus. The National Research Council ranked Berkeley one of the top universities in the country with the largest number and the highest percentage of top-rated doctoral programs nationwide.

Research units of particular interest to public policy students include the Institute of International Studies, the Institute for the Study of Societal Issues, the Center for Studies in Higher Education, the Institute of Management, Innovation, and Organization, the Institute of Urban and Regional Development, the Center for the Study of Law and Society, the Institute of Governmental Studies, the Institute for the Study of Social Change, the Center for Latino Policy Research, the Institute of Business and Economic Research, the Institute of Industrial Relations, the Institute of Transportation Studies, Energy and Resources Group and the Center for Real Estate and Urban Economics.
**Henry E. Brady**  
**Dean**  
**Class of 1941 Monroe Deutsch Professor of Public Policy**  
**Professor of Political Science**  

Henry Brady is a political scientist and economist studying democracy, public policy, political participation, voting, and public opinion in the United States, Canada, Russia, Estonia and other countries. He writes about and advises policy-makers on voting systems, welfare policy, and cyber-infrastructure. Early in his career, he worked for the federal Office of Management and Budget, the National Science Foundation, the League of New Community Developers, and other organizations in Washington, DC. From 1999 to 2009 he directed the Survey Research Center at Berkeley.

In the late 1980s, Brady and his colleagues in Canada pioneered a new survey design for studying election campaigns that is now at the heart of the Annenberg National Election Study in the United States. In the early 1990s, Brady began periodically to visit and collect data in the Soviet Union and its successor states, and he continues to write on ethnicity and the collapse of the Soviet Union. In the mid-1990s, Brady led major evaluations of welfare reforms in California using field experiments, and he contributed to state welfare reform legislation. After the 2000 presidential election and the butterfly ballot confusion in Florida, Brady became an advocate for replacing punch card ballots, and he worked successfully for their elimination in California and Illinois. In 2003, the U.S. Ninth Circuit Court of Appeals briefly halted the California gubernatorial recall vote, in part due to Brady’s research on how punch card systems disproportionately lost votes in minority communities. Brady is frequently interviewed on elections, voting systems, and public opinion by newspaper, radio, and television reporters.

In 2004 Brady was elected a member of the American Academy of Arts and Sciences and in 2006 a fellow of the American Association for the Advancement of Science. He was president of the American Political Science Association from 2009 to 2010.

He has served on the Board of the American National Election Studies, the National Science Foundation’s Advisory Committee on Social, Behavioral, and Economic Sciences, and its Advisory Committee on Cyberinfrastructure.

**Sarah Anzia**  
**Assistant Professor of Public Policy**  
**Assistant Professor of Political Science**

Sarah Anzia is a political scientist who studies American politics with a focus on state and local government, elections, interest groups, political parties, and public policy. Her recent book, *Timing and Turnout: How Off-Cycle Elections Favor Organized Groups*, examines how the timing of elections can be manipulated to affect both voter turnout and the composition of the electorate, which, in turn, affects election outcomes and public policy. She also studies the politics of public pensions as well as the role of government employees and public sector unions in elections and policymaking in the U.S. In addition, she has written on the topics of women in politics, the historical development of electoral institutions, and the power of political party leaders in state legislatures. Her work has been published in the American Journal of Political Science, the Journal of Politics, the Quarterly Journal of Political Science, and American Studies in Political Development. She has a Ph.D. in political science from Stanford University and an M.P.P. from the Harris School at the University of Chicago.

**Jennifer Bussell**  
**Assistant Professor of Public Policy**  
**Assistant Professor of Political Science**

Jennifer Bussell is a political scientist with an interest in comparative politics and the political economy of development and governance, principally in South Asia and Africa. Her research considers the effects of formal and informal institutions—such as corruption, coalition politics, and federalism—on policy outcomes. Her book *Corruption and Reform in India: Public Services in the Digital Age* (Cambridge University Press) examines the role of corrupt practices in shaping government adoption of information technology across sub-national India. Her current research further explores the dynamics of corruption and citizen-state relations as they relate to public service delivery in democratic states. She also studies the politics of disaster management policies in developing countries. Prior to joining the Goldman School, she taught in the LBJ School of Public Affairs at the University of Texas, Austin. She received her Ph.D. in political science from the University of California, Berkeley.

**Robert J. Birgeneau**  
**Arnold and Barbara Silverman Distinguished Professor of Physics, Materials Science and Engineering, and Public Policy**  
**Chancellor Emeritus**

Professor Birgeneau received his Ph.D. in Physics from Yale University in 1966 with Professor Werner Wolf. He was on the faculty of Yale for one year and then spent one year at Oxford University. He was at Bell Laboratories from 1968 to 1975 and then went to MIT in September 1975 as Professor of Physics. In 1988 he became head of the department and in 1991 became Dean of Science at MIT. In 2000, he became President of the University of Toronto. In 2004 he became U.C. Berkeley’s Chancellor and joined the Physics faculty. He concluded his service as Chancellor at the end of May 2013 and is now the Arnold and Barbara Silverman Distinguished Professor of Physics, Materials Science and Engineering, and Public Policy. Professor Birgeneau is one of a select few top academic leaders contributing to a series of articles for the Carnegie Corporation which assess the challenges and opportunities of higher education in meeting the needs of the 21st century. He is currently co-leading the American Academy’s Lincoln Project on Public Higher Education in the United States.
Alain de Janvry  
**Professor of Agricultural and Resource Economics**

Alain de Janvry is an economist working on international economic development, with expertise principally in Latin America, Sub-Saharan Africa, the Middle-East, and the Indian subcontinent. Fields of work include poverty analysis, rural development, quantitative analysis of development policies, impact analysis of social programs, technological innovations in agriculture, and the management of common property resources. He has worked with many international development agencies, including FAO, IFAD, the World Bank, UNDP, ILO, the CGIAR, and the Inter-American Development Bank as well as foundations such as Ford, Rockefeller and Kellogg. His main objective in teaching, research, and work with development agencies is the promotion of human welfare, including understanding the determinants of poverty and analyzing successful approach to improve well-being and promote sustainability in resource use.

Sean Farhang  
**Associate Professor of Public Policy**

Sean Farhang is Associate Professor of Public Policy and Political Science. His research and teaching interests are in the areas of law and courts, litigation, the regulatory state, and American political development. Much of his research focuses on Congress’s reliance on private litigation and courts in the implementation of federal regulatory policy, with an interest explaining when and why Congress makes this legislative choice; why Congress’s reliance on private lawsuits to enforce federal law has grown so dramatically in modern American government; and what its consequences have been for the substance and effectiveness of public policy. He also has interests in the effects of gender and racial diversity among judges on decision-making in civil rights cases.

Lee S. Friedman  
**Professor of Public Policy**

Lee Friedman is an economist interested in expanding the usefulness of microeconomics to policy analysis. In recent years, he has focused his research on the design of environmental regulation to address climate change issues. He has also written extensively about energy regulation, including rate design issues and assessments of efforts to make more use of competition in electricity systems. Examples of his professional activities include evaluation of regulatory alternatives (for the California Public Utilities Commission, Energy Commission and Air Resources Board), an experimental public employment program (for the Vera Institute of Justice and U.S. Department of Labor), school finance alternatives (for the U.S. Department of Health and Human Services), and involvement in the preparation of testimony before the U.S. Supreme Court on capital punishment (for the NAACP). Friedman has served as editor of the Journal of Policy Analysis and Management, and as president of the Association for Public Policy Analysis and Management. He has served on a variety of advisory panels for the National Science Foundation-National Academy of Sciences. He is a recipient of the national Kershaw Prize for distinguished contributions to public policy analysis, and of the University’s Distinguished Teaching Award. He is the author of the book *The Microeconomics of Public Policy Analysis*.

Alexander Gelber  
**Assistant Professor of Public Policy**

Alexander Gelber is an assistant professor at the UC Berkeley Goldman School and a Faculty Research Fellow at the National Bureau of Economic Research. His research concerns the economic effects of public sector programs, particularly income taxation and social insurance, and has been published in leading academic journals including the Review of Economic Studies, American Economic Journal: Applied Economics, American Economic Journal: Economic Policy, Review of Economics and Statistics, Journal of Public Economics, and New England Journal of Medicine. During 2012-2013, he served as Deputy Assistant Secretary for Economic Policy at the U.S. Treasury Department, and from April to June 2013 he served as Acting Assistant Secretary for Economic Policy and Acting Chief Economist at Treasury. He was an assistant professor at Wharton from 2009 to 2012. He graduated from Harvard with an A.B. magna cum laude, Phi Beta Kappa in 2003 and a Ph.D. in economics in 2008.

Jack Glaser  
**Associate Professor of Public Policy**  
**Associate Dean**

Jack Glaser is a social psychologist by training. He teaches courses in quantitative methods, policy analysis, and stereotyping, prejudice and discrimination. His primary research interests lie at the intersection of intergroup bias and criminal justice, including research on racial profiling, hate crime, capital punishment, and how nonconscious stereotypes cause spontaneous discriminatory behavior like the tendency to erroneously shoot Black men. In addition to teaching and conducting research at GSPP, Professor Glaser is working with police departments to develop protocols for reducing the influence of implicit biases on policing decisions and behaviors, and with the Center for Policing Equity, the U.S. Department of Justice, and with support of the National Science Foundation to develop national standards for police stop data collection.

Hilary Hoynes  
**Professor of Public Policy and Economics**  
**Haas Distinguished Chair in Economic Disparities**

Hilary Hoynes is a Professor of Public Policy and Economics and holds the Haas Distinguished Chair in Economic Disparities. She is the co-editor of the leading journal in economics, American Economic Review. Hoynes received her undergraduate degree from Colby College and her Ph.D. from Stanford University.

Hoynes specializes in the study of poverty, inequality, and the impacts of government tax and transfer programs on low income families. Current projects include evaluating the effects of the Great Recession on poverty and examining the role of the safety net in mitigating income losses, examining the impact of Head Start on cognitive and non-cognitive outcomes, and estimating impacts of social safety net on health and labor economic outcomes. In addition to her faculty appointment, Hoynes has research affiliations at the National Bureau of Economic Research, the U.C. Davis Center for Poverty Research and the Institute for Fiscal Studies. Previously, she sat on the National Advisory Committee of the Robert Wood Johnson Foundation Scholars in Health Policy Research Program and the Advisory Committee for the National Science Foundation, Directorate for the Social, Behavioral, and Economic Sciences. Prior to joining the Goldman School she was a Professor of Economics at U.C. Davis.
Solomon Hsiang
Assistant Professor of Public Policy

Solomon Hsiang combines data with mathematical models to understand how society and the environment influence one another. In particular, he focuses on how policy can encourage economic development while managing the global climate. His research has been published in Science, Nature, and the Proceedings of the National Academy of Sciences.

Hsiang earned a B.S. in Earth, Atmospheric and Planetary Science and a B.S. in Urban Studies and Planning from the Massachusetts Institute of Technology, and he received a Ph.D. in Sustainable Development from Columbia University. He was a Post-Doctoral Fellow in Applied Econometrics at the National Bureau of Economic Research (NBER) and a Post-Doctoral Fellow in Science, Technology and Environmental Policy at Princeton University. Hsiang is currently an Assistant Professor of Public Policy at the University of California, Berkeley and a Faculty Research Fellow at the NBER.

In 2013, Hsiang became the inaugural recipient of the American Geophysical Union’s Science for Solutions Award for “significant contributions in the application and use of Earth and space sciences to solve societal problems.”

In 2014, Hsiang was named in Forbes Magazine’s 30 Under 30 in Law and Policy. He was also the lead economist for the national analysis “American Climate Prospectus: The Economic Risks of Climate Change in the United States” commissioned by Michael Bloomberg, Hank Paulson, and Tom Steyer.

Daniel M. Kammen
Professor in the Energy and Resources Group
Professor of Public Policy
Professor of Nuclear Engineering

Daniel M. Kammen is the Class of 1935 Distinguished Professor of Energy at the University of California, Berkeley, where he holds appointments in the Energy and Resources Group, the Goldman School of Public Policy, and the department of Nuclear Engineering. Kammen is the founding director of the Renewable and Appropriate Energy Laboratory (RAEL), and the co-Director of the Transportation Sustainability Research Center. Kammen received his undergraduate (Cornell A.B. ’84) and graduate (Harvard M. A. ’86, Ph.D. ’88) training in physics. After post-doctoral work at Caltech and Harvard, Kammen was professor and Chair of the Science, Technology and Environmental Policy Program at Princeton University in the Woodrow Wilson School of Public and International Affairs from 1993 – 1998. He then moved to the University of California, Berkeley.

Daniel Kammen is a coordinating lead author for the Intergovernmental Panel on Climate Change (IPCC), which won the Nobel Peace Prize in 2007. He hosted the Discovery Channel series ‘Ecopolis,” and his work has appeared on NOVA, and on ‘60 Minutes’ twice.

Kammen is the Lead Scholar of the Fullbright NEXUS Program, linking researchers engaged on energy and climate issues across the Americas. He was appointed by then Secretary of State Clinton as the Energy and Climate Partnership of the Americas Fellow. Kammen’s recent work focused on sustainable communities, and on low-carbon energy systems for large regions and for the 1.5 billion people who subsist off-grid across the developing world.

David L. Kirp
James D. Marver Professor of Public Policy

David L. Kirp, James D. Marver Professor of Public Policy at the University of California, Berkeley, is a former newspaper editor and policy consultant as well as an academic. His interests range widely across policy and politics. In his seventeen books and scores of articles in the popular press and scholarly journals he has tackled some of America’s biggest social problems, including affordable housing, access to health, gender discrimination and AIDS. His main focus has been on education and children’s policy, from cradle to college and career.

His latest book, Improbable Scholars: The Rebirth of a Great American School System and a Strategy for American Education, has garnered endorsements across the political spectrum. The book was named the outstanding book of the year by the American Education Research Association and chronicles how a poor urban school district in Union City, New Jersey has transported Latino immigrant children, many of them undocumented, into the education mainstream. A New York Times article making this “back to basics” reform argument was the second most widely emailed article. In recent months, he has written for the Los Angeles Times, Washington Post, American Prospect, The Nation, Slate, Newsweek/Daily Beast, San Francisco Chronicle and New York Daily News.

His work with government agencies and foundations, as well as his teaching and his community activism, address these same issues at ground level. Between the 2008 election and the Inauguration, he served on President Obama’s Transition Team. Kids First: Five Big Ideas for Transforming the Lives of Children (Public Affairs 2011), which emerged from that experience, makes a powerful argument for building systems of support that reach from cradle to college and career. The book won the National School Board Journal award for the best education book of 2011.

Children’s issues have been David Kirp’s main focus from the beginning of his career. The Sandbox Investment: The Preschool Movement and Kids-First Politics (Harvard 2007) emerged from his spending several years crisscrossing the country talking with experts in the field, and received the Association of American Publishers Award for Excellence. His account of the market-oriented drift of higher education, Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education (Harvard 2004), received the Council for Advancement and Support of Higher Education’s research award and has been translated into numerous languages.

Long committed to developing a new generation of public leaders, he is a recipient of Berkeley’s Distinguished Teaching Award; he twice received the Gustavus Meyers Human Rights Award, for Learning by Heart: AIDS and America’s Communities and Our Town: Race, Housing and the Soul of Suburbia; and in 2012 he received the “Champion for Children” award from First Focus. He frequently consults with nonprofits and government agencies at the federal, state and local levels. He has also lectured at universities across the U.S. and around the globe including Harvard, Yale, Columbia, Brown, NYU, Princeton, Chicago, UCLA, Boston College, Glasgow, Ben Gurion, Wellington, Melbourne, Bergen, ITAM (Mexico), Vigo (Spain) and McGill, and has been a visiting scholar at the Federal Reserve.
Amy E. Lerman
Associate Professor of Public Policy

Amy E. Lerman is a political scientist who writes and lectures on public opinion and civic participation. Her recent research focuses on issues related to race and income inequality; the politics of privatization; and the American criminal justice system. She has produced numerous scholarly articles and policy reports and is the author of two books on crime policy: *The Modern Prison Paradox* (Cambridge University Press, 2013) and *Policing Democracy* (University of Chicago Press, 2014). In addition to writing and teaching, she has served as Vice President of Policy Studies for the political consulting firm Attention America, was a freelance speechwriter for several members of Congress, and is an adjunct faculty member of the Prison University Project at San Quentin State Prison. Prior to arriving at Berkeley in 2013, Professor Lerman was a member of the faculty at Princeton University.

She has worked as a coordinator for Advocates for Abused Women in Carson City, Nevada and as an economic developer at the McDermitt Indian Reservation in Nevada. She has also worked as a researcher at the RAND Corporation in Southern California and was a teacher of English in Laos.

Currently, she is serving as the co-chair of U.C. Berkeley’s Committee for the Protection of Human Subjects.

Michael Nacht
Thomas and Alison Schneider Professor of Public Policy
Dean, 1998-2008

Michael Nacht holds the Thomas and Alison Schneider Chair in Public Policy. From 1998-2008 he was Aaron Wildavsky Dean of the Goldman School. He is a specialist in U.S. national security policy; science, technology and public policy; and management strategies for complex organizations.

He is the author or co-author of six books and more than eighty articles and book chapters on nuclear weapons policy; regional security issues affecting Russia and China, the Middle East and East Asia; cyber and space policy; counter-terrorism and homeland security; international education; and public management. He recently co-edited and co-authored *Strategic Latency and World Power: How Technology Is Changing Our Concepts of Security* published by the Lawrence Livermore National Laboratory Center for Global Security Research.

Nacht served as Assistant Secretary of Defense for Global Strategic Affairs (2009-2010), after unanimous U.S. Senate confirmation, for which he received the Distinguished Public Service Award, the Department’s highest civilian honor. Previously, he was Assistant Director for Strategic and Eurasian Affairs of the U.S. Arms Control and Disarmament Agency (1994-97), during which time he participated in five Presidential summits, four with Russian President Yeltsin and one with Chinese President Jiang Zemin.

He is currently chair of the Policy Focus Area for the Nuclear Science and Security Consortium led by the U.C. Berkeley Department of Nuclear Engineering. He is also co-investigator of a new Department of Defense Minerva Research Project on “Deterring Complex Threats” with colleagues from UC San Diego.

He received a B.S. in Aeronautics and Astronautics and an M.S. in Operations Research from New York University and a Ph.D. in Political Science from Columbia University.

Michael O’Hare
Professor of Public Policy

Trained at Harvard as an architect and engineer, Michael O’Hare came to Berkeley after teaching positions at MIT and Harvard’s Kennedy School and “real-world” employment at Arthur D. Little, Inc., Boston’s Museum of Fine Arts, and the Massachusetts Executive Office of Environmental Affairs. His research history has included periods of attention to biofuels and global warming policy (his main focus at present, at GSPP and at the Energy and Resources Group where he is a Faculty Affiliate), environmental policy generally, arts and cultural policy, public management, and higher education pedagogy. In the last mode, he has been editor of the Curriculum and Case Notes section of the Journal of Policy Analysis and Management, and published frequently on quality assurance and best practices in professional teaching.

Since coming to Cal he has done applied research for state and nonprofit clients on diverse topics including funding of the state Fish and Game Department, surface mining reclamation, revitalizing county fairs, and implementation of the state’s Low Carbon Fuel Policy. He is a regular faculty member of the school’s executive programs for mid-career training, and has had visiting positions at schools in Italy, Abu Dhabi, France, and Singapore.

He is the GSPP chair of the school’s undergraduate minor and Faculty Graduate Student Instructor Advisor, and usually teaches one of the two annual offerings of the undergraduate introduction to policy analysis. His other courses recently cycle among arts and cultural policy, a program and policy design studio, a second-year elective for masters students at GSPP and ERG on optimization and risk models, and an APA section.
Given the relatively small class size, students enjoy a unique intimacy and camaraderie with one another and with faculty.

Steven Raphael

Chancellor’s Professor of Public Policy

Steven Raphael is Professor of Public Policy at U.C. Berkeley. His research focuses on the economics of low-wage labor markets, housing, and the economics of crime and corrections. His most recent research focuses on the social consequences of the large increases in U.S. incarceration rates. Raphael also works on the immigration policy, research questions pertaining to various aspects of racial inequality, the economics of labor unions, social insurance policies, homelessness, and low-income housing.

Raphael is the co-editor in Chief of Industrial Relations and author of the book *Why are So Many Americans in Prison?* published by the Russell Sage Foundation in 2013. Raphael is a research fellow at the University of Michigan National Poverty Center, the University of Chicago Crime Lab and IZA, Bonn Germany. Raphael holds a Ph.D. in economics from U.C. Berkeley.

Robert B. Reich

Chancellor’s Professor of Public Policy

Robert B. Reich has served in three national administrations, most recently as secretary of labor under President Bill Clinton. He also served on President-Elect Obama’s transition advisory board. He has written thirteen books, including *The Work of Nations,* which has been translated into 22 languages; the best-sellers *The Future of Success* and *Locked in the Cabinet,* and his most recent book, *Aftershock:* The Next Economy and America’s Future and Beyond Outrage. Mr. Reich is co-founding editor of *The American Prospect* magazine. In 2003, Reich was awarded the prestigious Vaclav Havel Vision Foundation Prize, by the former Czech president, for his pioneering work in economic and social thought. In 2008, Time Magazine named him one of the ten most successful cabinet secretaries of the twentieth century. His documentary, “Inequality for All” won the special jury prize at the 2013 Sundance Festival. In 2014 he was elected a Fellow of the American Academy of Arts and Sciences. He received his B.A. from Dartmouth College, his M.A. from Oxford University where he was a Rhodes Scholar, and his J.D. from Yale Law School.

Jesse Rothstein

Associate Professor of Public Policy

Jesse Rothstein received his Ph.D. in economics from the University of California, Berkeley, and his M.P.P. from the Goldman School. He is a research associate of the National Bureau of Economic Research and a member of the board of editors of the American Economic Review. Much of his research focuses on education, and particularly on the way that the school system ameliorates or reinforces the effects of children’s families on their academic and economic outcomes. He has studied racial gaps in educational outcomes, the role of affirmative action in higher education admissions, the evaluation of teacher quality using student achievement data, the value of school infrastructure spending, and the role of housing markets in allocating access to good schools and in promoting racial segregation. Outside of education, he has studied the effects of the Earned Income Tax Credit and Unemployment Insurance programs on labor market outcomes.

Before coming to Berkeley, he taught at Princeton University and served as a senior economist at the Council of Economic Advisers and as chief economist at the U.S. Department of Labor.

Richard M. Scheffler

Distinguished Professor of Health Economics and Public Policy

Richard M. Scheffler is Distinguished Professor of Health Economics and Public Policy at the School of Public Health and the Goldman School of Public Policy at the University of California, Berkeley. He also holds the Chair in Healthcare Markets & Consumer Welfare endowed by the Office of the Attorney General for the State of California. Professor Scheffler is director of The Nicholas C. Petris Center on Health Care Markets and Consumer Welfare. He has been a Rockefeller and a Fulbright Scholar, and served as President of the International Health Economists Association 4th Congress in 2004. Professor Scheffler has published over 180 papers and edited and written ten books, including his most recent book, *Is There a Doctor in the House? Market Signals and Tomorrow’s Supply of Doctors,* published by Stanford University Press, September 2008. His book with Dr. Stephen Hinshaw, *The ADHD Explosion: Myths, Medication, Money and Todays Push for Performance* is to be published by Oxford Press in Spring 2014 and is supported by a Robert Wood Johnson Investigator Award. He has conducted a recent review on Pay For Performance in Health for the World Health Organization and the OECD. He was awarded the Fulbright Scholar at Pontifica Universidad Católica de Chile in Santiago, Chile as well as the Chair of Excellence Award at the Carlos III University of Madrid in Madrid, Spain in 2012 through 2013. He is also Vice Chair of the Berkeley Forum for Improving California’s Healthcare Delivery System and the lead author of the Berkeley Forum Report. He is currently working on a book titled *Pay for Performance in Health Systems Around the Globe.*

Jennifer L. Skeem

Professor of Public Policy

Jennifer L. Skeem is a clinical psychologist and professor in the Goldman School of Public Policy and School of Social Welfare. Her specializations include mental health, violence and other criminal behavior, and intervention.

Her research is designed to inform clinical and legal decision-making about people with emotional and behavioral problems. Specific topics include improving outcomes for justice-involved people with mental illness, understanding psychopathic personality disorder and promoting prosocial behavior among juveniles at high risk for violence.

Dr. Skeem is president of the American Psychology-Law Society.
Most faculty members hold full-time appointments at the school and all share a commitment to maintaining the quality of the overall program.

Emeriti Faculty

Eugene S. Bardach
Professor of Public Policy

Eugene Bardach is a broadly based political scientist with wide ranging teaching and research interests. He focuses primarily on policy implementation and public management, and most recently on problems of facilitating better interorganizational collaboration in service delivery, e.g., in human services, environmental enforcement, fire prevention, and habitat preservation. He also maintains an interest in problems of regulatory program design and execution, particularly in areas of health, safety, consumer protection, and equal opportunity. His most recent published work has been about homeland security. Bardach has co-taught the first-year policy analysis workshop since 1973 and has developed novel teaching methods and materials. He has also directed and taught in residentially based training programs for higher-level public managers and has worked for the Policy Analysis office of the U.S. Department of Interior.

John W. Ellwood
Professor of Public Policy

Initially trained as a political scientist, John Ellwood has spent most of his career as a policy analyst. His scholarly interests are in four areas: public sector budgeting, the management of analytic staffs in a political environment, organizational design and public management, and the American health care system.

Ellwood is part of the faculty group at GSPP that concentrates on public and nonprofit management. He is currently the Director of the Berkeley site of the Robert Wood Johnson postdoctoral program in health policy research. He is also the GSPP advisor to those who are pursuing joint degrees in public policy (the M.P.P.) and public health (the M.P.H.).

Eugene Smolensky
Dean 1988-1997
Professor of Public Policy

Eugene Smolensky, an economist, studies welfare policy and the impact of economic and demographic changes on the distribution of income among various social groups. He is a member of the National Academies of Public Administration and of Social Insurance, and has served as Vice President of the International Institute of Public Finance and Vice-Chair of the Board of Trustees of the Russell Sage Foundation. He is past editor of the Journal of Human Resources and has served as chair of the Department of Economics and director of the Institute for Research on Poverty at the University of Wisconsin-Madison. He served as Dean of GSPP from 1988 to 1997.

Emeriti Faculty

Arnold J. Meltsner
Professor of Public Policy

John M. Quigley
Professor of Public Policy, In Memoriam

Suzanne Scotchmer
Professor of Public Policy, In Memoriam

Allan P. Sindler
Dean, 1977-86, Professor of Public Policy

Percy H. Tannenbaum
Professor of Public Policy, In Memoriam

Martin Trow
Professor of Public Policy, In Memoriam
Affiliated Faculty

Dan Acland
Assistant Adjunct Professor

Dan Acland holds a Master of Public Policy from the Goldman School, and a Ph.D. in Economics from U.C. Berkeley, specializing in behavioral economics. His interests span behavioral economic theory and policy analysis. Past research includes field-experimental tests of economic models of habit formation, self control, and subjects ability to predict their future tastes and choices. Current research interests are in the behavioral-economic dimensions of benefit-cost analysis. Acland teaches benefit-cost analysis at the Goldman School and also teaches behavioral economics and microeconomic theory in the Department of Economics.

Héctor Cárdenas
Lecturer

Héctor Cárdenas holds Ph.D. and M.P.P. degrees from the Goldman School of Public Policy as well as an M.P.A. degree from France's École Nationale d’Administration. He specializes in the intersection of regulatory policy, information technology strategy and operations management and has spent the last 15 years consulting with government agencies in the US, Mexico and Canada on how to best use IT and data driven decision-making to improve operations. Cárdenas also teaches with government agencies in the US, Mexico and Canada.

Brent Copen
Lecturer

Brent Copen is dedicated to strengthening the sector by helping nonprofit organizations develop more robust financial management practices. Copen currently holds the position of Chief Financial Officer at Asian Americans for Community Involvement. Previously, he was a Senior Manager at Liana Consulting and prior to that he was the Director of the Western Region at Nonprofit Finance Fund.

Copen received a Master of Public Administration degree from Columbia University’s School of International and Public Affairs.

Mia Bird
Lecturer

Mia Bird holds a Ph.D. in public policy, M.A. in demography and M.P.P. from the University of California, Berkeley. Her research focuses on how social welfare programs interact with individual decision-making with respect to marriage, childbearing, and labor force participation. Her dissertation work investigates the effects of restrictions in welfare programs on marital bargaining power and intra-household resource allocations toward low-income women with young children. Her current work evaluates the relationship between child support enforcement policies and the labor force participation and criminal activities of low-skilled men. Bird also works as research fellow with the Public Policy Institute of California, focusing on the implementation and evaluation of Public Safety Realignment and the Affordable Care Act.

Jennifer M. Granholm
Adjunct Professor of Public Policy

Jennifer M. Granholm is the former two-term governor (2003-2011) and Attorney General (1998-2002) of Michigan. She is a frequent columnist and commentator on national political television shows, hosting “The War Room with Jennifer Granholm” during the 2012 elections. As governor, Granholm led Michigan during the toughest of times — through the bankruptcies and restructuring in the automotive and manufacturing sectors. Despite the economic downturn, because of job creation focus, Michigan was repeatedly named one of the top three states in the nation for business locations or expansions and was twice recognized by The Pew Center on the States as one of the best managed states in the nation. Post-auto-bankruptcies, Michigan led the country in improved job market conditions between 2009 and 2010, according to Gallup. Granholm and her husband, Dan Mulhern, authored the political bestseller, A Governor's Story: The Fight for Jobs and America’s Economic Future, which offers insight for a nation desperate to create jobs.

John Decker
Lecturer

John Decker teaches public budgeting at Goldman. He currently is the Deputy State Controller for the State of California. He previously served as a fiscal and budget advisor to the State Controller, State Treasurer, Assembly Speaker, Senate Pro Tempore and Senate Minority Leader. He was chief of staff to the Senate budget committee and has expertise on California’s state/local finance structures. As Executive Director for the state’s debt commission, he monitored and evaluated municipal debt practices. In Spring 2015 Decker will hold a Fulbright research chair at the University of Ottawa.

Daniel Heimpel
Lecturer

Daniel Heimpel is an award-winning journalist, the founder of a national non-profit organization dedicated to improving the lives of children through solution-based journalism and teaches graduate students of public policy, social work and journalism on how to use media to drive social change. Heimpel has written and produced stories about vulnerable children in the United States, Mexico, and Canada.
for Newsweek, the Los Angeles Daily News, the LA Weekly, the Seattle Times, the Huffington Post, Current TV and the San Jose Mercury News among many others. This coverage has garnered him journalism awards from the Children’s Advocacy Institute, The Los Angeles Press Club and the Child Welfare League of America among others.

In 2010, Heimpel founded Fostering Media Connections (FMC), a non-profit with the mission of harnessing the power of media and journalism to drive public and political will behind improving the lives of vulnerable children. Since its inception, FMC has been central to policy-change to the child welfare system on both the state and federal level.

Heimpel is currently a lecturer at U.C. Berkeley’s Goldman School of Public Policy as well as USC’s Sol Price School of Public Policy.

**Blas Pérez Henríquez**

**Assistant Adjunct Professor**

**Executive Director, Center for Environmental Public Policy (CEPP)**

Blas L. Pérez Henríquez founded and directs the U.C. Berkeley Center for Environmental Public Policy (CEPP), and is an Assistant Adjunct Professor of Public Policy at GSPP and affiliate of the U.C. Berkeley Institute of Transportation Studies. Pérez Henríquez also serves as Senior Visiting Research Fellow at the Grantham Research Institute on Climate and the Environment at the London School of Economics and Political Science (LSE), and as a visiting professor at Mexico’s Center for Economic Research and Teaching (CIDE). He has served as an ex-officio member of the Goldman School advisory board (2002–2012), and as a Quarterly Chair of the Commonwealth Club of California, the nation’s oldest and largest public affairs forum.

As the founding Director/Assistant Dean of Executive and International Programs (now Global) at the U.C. Berkeley Goldman School of Public Policy, Pérez Henríquez has worked for over a decade to develop executive education and capacity building programs for mid-career government officials and senior public policy professionals domestically and abroad. Pérez Henríquez now serves as Faculty Director in executive education and capacity building programs for both the Goldman School and the U.C. Berkeley Center for Executive Education at the Haas School of Business.

Pérez Henríquez’s research is distinguished by a focus on the interaction of policy implementation with policy adaptation and evolution in the context of emission trading; and the use of information technology to support environmental market creation and collaborative efforts between business and government to enable the low carbon economy. His current work is aimed at providing guidance for policymakers and advocates in the broader context of climate, energy and environment. He is particularly interested in creating innovative and cost-effective policy frameworks to address global environmental problems in both the developed and developing world.

His book *Environmental Commodities and Emissions Trading: Towards a Low Carbon Future, Resources for the Future – RFF Press/Routledge*, Washington, DC (2013), addresses the policy lessons from the international experience implementing emission trading systems. His most recent publication is a co-edited book entitled *Carbon Governance, Climate Change and Business Transformation, Routledge Advances in Climate Change Research, Taylor & Francis Group*, Oxford, UK (2014), based on emerging theories of multi-levelled, multi-actor carbon governance, and applies these ideas to the real world implications for tackling climate change through business transformation. In addition, Pérez Henríquez is currently conducting research and will co-edit a volume on the development of high-speed rail systems as a trigger for smart growth and sustainable development. He has written on public-private environmental collaboration in Silicon Valley, and on the use of information technology to support environmental markets.

**Saru Jayaraman**

**Lecturer**

Saru Jayaraman is the Co-Founder and Co-Director of Restaurant Opportunities Centers United (ROC-United) and Director of the Food Labor Research Center at University of California, Berkeley. After 9/11, together with displaced World Trade Center workers, she co-founded ROC in New York, which has organized restaurant workers to win workplace justice campaigns, conduct research and policy work, partner with responsible restaurants, and launch cooperatively-owned restaurants. ROC now has 13,000 members in 32 cities nationwide. The story of Saru and her co-founder’s work is chronicled in the book *The Accidental American*. She is a graduate of Yale Law School and the Harvard Kennedy School of Government. Saru was named one of Crain’s “40 Under 40” in 2008 and 1010 Wins “Newsmaker of the Year,” was one of New York Magazine’s “Influentials” of New York City, and made CNN’s list of “Top 10 Visionary Women” in 2014. She authored *Behind the Kitchen Door*, Cornell University Press, 2013, a national bestseller, and has appeared on CNN with Soledad O’Brien, Bill Moyers Journal, Melissa Harris Perry, UP with Chris Hayes, Real Time with Bill Maher, and NBC Nightly News with Brian Williams.

**Daniel Lindheim**

**Lecturer**

Dan Lindheim was Oakland’s city manager and previously headed its planning and development agency. In prior lives, he was CEO of two high-tech companies, a World Bank project economist, and Congressional staffer. He also headed a Chilean regional development office, taught economics at the University of Chile, and did health research at Johns Hopkins. Active locally, Dan serves on the Berkeley planning commission and audit committees for both Berkeley and Oakland school districts. Dan co-chaired three successful parcel tax campaigns, was Grand Jury foreman, and chaired the planning and oversight committee for Berkeley schools. He has written on economic development, national security, national and local budgeting, and school finance. Dan has a Ph.D. in city and regional planning from Berkeley, a law degree from Georgetown, is a member of the California Bar, and has been at GSPP since Spring 2014.

**Larry Magid**

**Lecturer**

Larry Magid is a lecturer at the Goldman School of Public Policy at U.C. Berkeley where he teaches about his passion: the intersection of politics and public policy.

Drawing upon his two decades of leadership experience in electoral campaigns, legislative politics and public policy, he advises leading public and private organizations to develop and achieve strategic public policy goals at the national, state and local level. Larry Magid has served as Executive Director of City CarShare; Deputy Secretary for Transportation in the California Business, Transportation and Housing Agency; and Executive Director of the California Alternative Energy and Advanced Transportation Financing Authority (CAEATFA) under the chairmanship of State Treasurer Philip Angelides.

In the 1990s Mr. Magid served as General Counsel and Director for Transportation Legislation for the National Governors Association, and as a policy analyst in the Clinton Administration’s Office of Management and Budget.

A graduate magna cum laude from Harvard College, he earned a law degree from the University of California at Berkeley School of Law (Boalt Hall), and a Masters in Public Policy from the John F. Kennedy School of Government at Harvard University.
Stephen M. Maurer
Adjunct Professor of Public Policy
Director Information Technology and Homeland Security Project

Stephen M. Maurer is Director of the Goldman School Project on Information Technology and Homeland Security (ITHS). ITHS serves as a focal point for the School’s science, innovation and technology initiatives. Maurer teaches and writes in the fields of homeland security, innovation policy, and the new economy.

Maurer has been affiliated with the Goldman School since 1999. During that time he has written extensively on a variety of topics including database policy, academic/industry relations, patent law, antitrust, and open source biology. His research has appeared in numerous journals including Nature, Science and Economics. Maurer teaches courses on the New Economy (“Cyberlife”), Science Policy, and Information Technology.

Maurer’s current research interests range from Homeland Security to designing better institutions for neglected disease research. Maurer holds a B.A. degree from Yale University and a J.D. in law from Harvard University.

Peter H. Schuck
Visiting Professor of Public Policy

Visiting Professor of Public Policy - Peter H. Schuck is the Simeon E. Baldwin Professor of Law Emeritus at Yale University in New Haven, Connecticut. He has held the Baldwin professorship since 1984 and also served as Deputy Dean of the Law School. Prior to joining the Yale faculty in 1979, he was Principal Deputy Assistant Secretary for Planning and Evaluation in the U.S. Department of Health, Education, and Welfare (1977-79), Director of the Washington Office of Consumers Union (1972-77), and consultant to the Center for Study of Responsive Law (1971-72). He also practiced law in New York City (1965-68) and holds degrees from Cornell (B.A. 1962), Harvard Law School (J.D. 1965), N.Y.U. Law School (L.M. in International Law 1966), and Harvard University (M.A. in Government 1969).

His major fields of teaching and research are tort law; immigration, citizenship, and refugee law; groups, diversity, and law; and administrative law. He has published hundreds of articles on these and a broad range of other public policy topics in a wide variety of scholarly and popular journals. His most recent books are Why Government Fails So Often, and How It Can Do Better (2014), and Understanding America: The Anatomy of An Exceptional Nation (2008) (co-editor with James Q. Wilson).

Sudha Shetty
Assistant Dean, International Partnerships and Alliances

Sudha Shetty is the Assistant Dean for International Partnerships and Alliances. For the past five years she served as the Director of the International Fellowship Program and a graduate faculty member at the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs where she managed Fulbright, Muskie, Boshak and Government of India Fellows; developed and implemented trainings for these emerging international leaders in the areas of strategic planning, policy development, leadership development, and media and communications; and created a partnership with Hennepin County and engaged the directors and department heads as mentors for the Fellows.

She speaks and writes extensively on domestic violence issues facing immigrant women and women of color. She has been a consultant to the law firm of Dorsey & Whitney, L.L.P. on diversity issues and in her former role as Director of the Seattle University Law School’s Access to Justice Institute she developed a variety of legal access projects focused on battered women. She was honored by the Washington Women Lawyers Foundation for her work with underserved communities.

Ms. Shetty has been the recipient of several awards: 2005 King County Washington Women Lawyers – Special Contributions to the Judiciary Award; 2005 NALP (National Association of Law School Placements) Award of Distinction in Pro Bono and Public Service; 2003 Asian Bar Association of Washington - Community Service Award; 2003 PSLawNet - the Pro Bono Publico Award; 2004 AALS (American Association of Law Schools) Father Drinan Award for forwarding the ethic of pro bono and public service in law schools through personal service, program design and management. She was the 2005 Section Chair of The American Associations of Law Schools Pro Bono Public and Public Interest Section. She was a founding member and chair of Chaya, a grass-roots South Asian domestic violence prevention program in Seattle. She was a 1999 fellow of the Asian Pacific Women’s Leadership Institute.

Ms. Shetty received a Bachelors Degree in Sociology and Psychology from Sophia College in Bombay, India, and a Juris Doctor from the University of Bombay, India.
Amy Slater teaches the theory and technique of negotiation, using interactive exercises and simulations to apply theory to real world experiences. Ms. Slater spent twenty years as an attorney in practice in the San Francisco bay area, including as general counsel of Ask Jeeves, Inc. (now Ask.com). She has taught negotiation for more than a decade to graduate students in public policy and in law. She also teaches in the Goldman School's executive education programs. Ms. Slater holds a B.A. from the University of California, San Diego and a J.D. from the University of California, Hastings College of the Law.

Robert M. Stern is Professor of Economics and Public Policy (Emeritus) at the University of Michigan and currently a visiting professor at the Goldman School. He has been an active contributor to international economic research and policy for over five decades. His publications include the computational modeling and analysis of multilateral trade negotiations, evaluation of preferential trading arrangements (including NAFTA and the Trans-Pacific Partnership (TPP) and Transatlantic Trade and Investment Partnership (TTIP) agreements), international labor standards, the political economy of U.S. trade policy, and the design of the World Trade Organization (WTO).

Professor Stern has offered a course in the Goldman School on The International Economy in Fall 2011-2013 and two 7-week seminars in Spring 2012-2014. These seminars have dealt with international macro-financial problems and policies and with issues of problems and policies in the global trading system. He will offer The International Economy course in Fall 2014 and the two 7-week seminars in Spring 2015.

Roy Ulrich is a lecturer at the Goldman School of Public Policy at U.C. Berkeley where he teaches classes in tax policy and communication policy. As a lawyer and consumer advocate, Mr. Ulrich’s field of interest is political reform law. He specializes in drafting legislation and initiatives on behalf of public interest groups. In that capacity, he serves as president of the California Tax Reform Association, vice chair of the board of directors of California Common Cause, and consultant to the Center for Voting and Democracy (FairVote). Mr. Ulrich is a policy analyst at Demos, a public advocacy organization based in New York City. In that role, he has written for the editorial pages of the Los Angeles Times, the Nation, and the Huffington Post, among other publications, on such subjects as education, health care, and tax reform. A graduate of the University of California, Berkeley, where he majored in Communications and Public Policy, Mr. Ulrich went on to receive his law degree from California Western University in San Diego in 1969.
Applications for admission are reviewed by admission committees, composed of faculty, administrators, and students. The admission committee must determine both an applicant’s ability to successfully complete the M.P.P. core curriculum, as well as his/her commitment to public policy.

Admission decisions are based on an evaluation of the statement of purpose essay, three letters of recommendation, academic record and test scores, and the history of employment and experience. Excellence in any one area does not ensure admission. The admissions review process is based upon a comparison of qualifications among all those who apply – including (but not limited to) academic performance - in order to assemble a class diverse in student background, experience and interests. Interviews are not part of the review process.

Key Elements for Admission

A Commitment to Public Policy
GSPP’s goal is to admit those applicants who can get the most from the GSPP master’s program and who will use what they learn to be active participants in the formulation, adoption and implementation of better public policy. One of the applicant’s goals should be to convince the admissions committee of this commitment. This can be reflected in the quality of work experience, as discussed in the statement of purpose.

Education
Students at GSPP represent a wide range of academic backgrounds. Most students have degrees in social sciences, with a smaller number having undergraduate majors in humanities, biological or physical sciences, mathematics or engineering. Some students already have advanced degrees. GSPP does not require prior quantitative training; however prior coursework in introductory statistics, first-year calculus, and introductory microeconomics, is strongly recommended.

Writing and Analytical Skills
How students approach problems and the ability to write clearly and coherently is instrumental in public policy analysis. The committee will place a considerable amount of weight to the applicant’s statement of purpose and the analytical writing section of the GRE.

Standardized Tests
All applicants are required to take the Graduate Record Exam (GRE) general test. The LSAT and GMAT cannot be substituted for the GRE. Test scores must be less than five years old. All applicants from countries in which the official language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). TOEFL and IELTS tests taken before June 2013 will not be accepted. To send an official score report, the institution code for Berkeley is 4833.

Three Letters of Recommendation
The most helpful letters are from persons who have supervised the applicant’s work in either an academic, employment or community service capacity, and who can evaluate the applicant’s intellectual ability, creativity, initiative, leadership potential, and promise in the field of public policy analysis and management.

Background and Life Experiences
GSPP recognizes that a student population that reflects the most diverse state in the country is key to the continued study of current, relevant social issues and policy problems. We are looking for people who are dynamic and driven, representing diverse perspectives, backgrounds, and life experiences, particularly those who wish to develop the tools and skills necessary to change our world for the better.

Orientation Week
The week before fall classes begin, first-year students are invited to participate in a series of information sessions and social events designed to help them become acquainted with the School, the faculty, and one another. Activities include public policy discussions with faculty, panel discussions with second-year students on how to get the most out of the first year, a barbecue, and small gatherings in homes of local alumni. Attendance at both orientation and GSPP’s two-week math preparation course is optional but very popular with students.
**The Value of Work Experience**

Although GSPP does not require work experience for admission, typically each entering student has had at least three years of relevant work experience. GSPP believes work experience adds tremendous value to class discussions and helps students to develop a context for problem solving and policy analysis.

**The Admission Cycle**

GSPP begins accepting applications in September for the following Fall term. There are no rolling admissions. There are no spring admissions.

As you might expect, the admissions office is inundated with mail and phone calls throughout the admissions cycle. GSPP will notify you if any application materials are missing.

**Requests for Deferment**

Deferments are granted only if unanticipated and compelling circumstances develop after admission that create the need to request deferred enrollment. Applicants may submit a written request for deferment, addressed to the admissions chair. Petitions will be considered on a case-by-case basis.

**What We Look For**

GSPP looks for an outstanding academic record, strong letters of recommendation, and high GRE scores. Primary weight is given to the undergraduate GPA earned after the first two years, however the School evaluates the entire academic record. Although there is no requirement for undergraduate major work, it will be to your advantage to have taken introductory microeconomics, first-year calculus and introductory statistics prior to admission.

In addition, we try to select a class that is diverse in terms of policy interests and life experiences. Unusually strong work experience or recommendations may offset weaknesses in grades or tests scores.

There is no advantage or disadvantage, in the admissions process, to being a California resident.

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<th>Profile of the Fall 2014 Entering Class</th>
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<td>Number of applicants</td>
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<td>Percent women</td>
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<td>Average years of work experience:</td>
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<td>For international students:</td>
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<td>Average TOEFL (internet-based test [IBT]):</td>
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*Represents percentage of U.S. citizens for which ethnicity is provided*
Applications Instructions & Checklist

Students are admitted to GSPP in the fall term only, and on a full-time basis.

On-line applications must be submitted by 11:59 pm, P.S.T. December 2, 2014.

New Applicants:
The following documents are required for admission.

Online Graduate Application for Admission and Fellowships: http://grad.berkeley.edu/admissions/

Resume (submitted with online application)
Please upload a current resume, reflecting your work experience, education, and any other relevant information.

Statement of Purpose (submitted with online application)
Please address these areas in 3-5 double-spaced pages:
The present: Why do you want to take an educational program in the analysis and management of public policy?
The past: What experiences or activities bear on your qualifications for this program, e.g., research papers, study groups, job responsibilities, policy or political projects? How do these experiences relate to your decision to undertake the study of public policy analysis and management? If you have been out of school for a year or more, please indicate the positions you have held and your major activities.
The future: What kinds of work and activity would you like to engage in following graduation, and what are your long-range career objectives?

Personal History Statement (submitted with online application)
There is no page length requirement, however, this essay is generally 1-2 pages, double-spaced.
Please describe how your personal background informs your decision to pursue a graduate degree. Include information on how you have overcome barriers to access in higher education, evidence of how you have come to understand the barriers faced by others, evidence of your academic service to advance equitable access to higher education for women, racial minorities, and individuals from other groups that have been historically underrepresented in higher education, evidence of your research focusing on underserved populations or related issues of inequality, or evidence of your leadership among such group.

College Transcripts (submitted with online application)
Please upload unofficial transcripts from all universities or colleges attended. If you studied abroad, either as part of an exchange program administered by your school or on your own, please upload those transcripts as well.
Official transcripts of all college-level work will be required if admitted.
Official transcripts must be in sealed envelopes as issued by the school(s) you have attended. Request a current transcript from every post-secondary school that you have attended, including community colleges, summer sessions, and extension programs.

Three Letters of Recommendation (submitted with online application)
Please see the online application for information on the letter of recommendation submission process.

GRE Scores
GRE scores dated before June 2010 are no longer valid. To meet the application deadline, you should take the GRE no later than November 10, 2014. Berkeley’s institution code is 4833. Reservations for the GRE exam should be made in advance through: The Education Testing Service (ETS), P.O. Box 6000, Princeton, NJ 08541-6000, Phone: (609) 771-7670 or 1-800-GRE-CALL; Website: http://www.ets.org/gre

TOEFL Scores (for international applicants)
Scores before June 1, 2013 are no longer valid. Use institution code 4833. You may sign up for the TOEFL through an agent in your country or through: TOEFL, CN6151, Princeton, NJ 08541-6151, Phone: (609) 771-7500; Website: http://www.ets.org/toefl

Application Fee (submitted with online application)
$90 application fee ($110 international applicants)

Request for waiver of application fee can be found at http://grad.berkeley.edu/admissions/pdf/fee_waiver_eligibility.pdf. To be eligible for an application fee waiver, you must be a U.S. citizen or current permanent resident.

Reapplicants:
If you applied to the university within the last two years, you may reactivate your application. To reactivate your application, the following documents are required:

Online Graduate Application for Admission and Fellowships: http://grad.berkeley.edu/admissions/

Application Fee (submitted with online application)
$90 application fee ($110 international applicants)

Statement of Purpose (submitted with online application) In your statement of purpose, please include a brief description of how you spent the year.

Transcripts (submitted with online application)
Please upload unofficial transcripts for any new coursework completed since you last applied.
You may submit replacement of items such as new letters of recommendation or new GRE scores. Otherwise we will use items provided with your original application.
Financial Aid

Financial assistance to help meet school educational expenses is available from the School on a competitive basis to those who apply. In order to be eligible for a fellowship, applicants must submit the Financial Assistance page of the GSPP application and the appropriate forms in the graduate application packet. The request for aid cannot be considered until all the required supporting materials are received. You will be notified about any departmental award in your admission letter.

**Deadline** December 2, 2014 is the deadline for all applications, including fellowship consideration.

All applicants who are U.S. citizens or U.S. permanent residents applying for any type of financial assistance must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to determine eligibility for Federal Direct Subsidized and Unsubsidized Loans. It is also used to determine eligibility for need-based fellowships and departmental funding. GSPP highly recommends that applicants also apply for work-study. The FAFSA is available at your closest college or university, or public library. Applicants may also apply online at: http://www.fafsa.ed.gov. The FAFSA is available in December or January, and students should plan to file the FAFSA by March 1, 2015 for priority processing. U.C. Berkeley’s institution code for the FAFSA is 001312.

Financial support for second-year students includes:
- employment as a reader or teaching assistant in school and other campus courses.
- employment as a research assistant in ongoing faculty research.
- savings from the salary earned from the required summer policy internship.
- salary from the client of the student’s advanced policy analysis.

More information about financial aid opportunities, housing, and estimated living costs for Berkeley graduate students may be found at http://www.grad.berkeley.edu/.

**GSPP Departmental Fellowships**

These fellowships are awarded on a merit basis and awards may vary. Fellowship packages can include any combination of fees, out-of-state tuition, and stipend for one or two years.

**The Richard & Rhoda Goldman Fellowship Award**

This merit-based fellowship is awarded to the top applicant. Award covers full fees/tuition and a stipend for each of two years.

**Student Fees and Tuition**

*(Based on 2014-2015 Academic Year)*

**California Residents:**
- Student Services Fee $972.00
- Tuition $11,220.00
- Berkeley Campus Fee $639.50
- Class Pass Fee - Transit $140.00
- Health Insurance $3,154.00
- Document Management Fee $168.00
- Professional Degree Fee $8,020.00

**Total / Academic Cost:** $24,313.50

**Non-Residents**
- Student Services Fee $972.00
- Tuition $11,220.00
- Berkeley Campus Fee $639.50
- Class Pass Fee - Transit $140.00
- Health Insurance $3,154.00
- Nonresident Tuition $12,245.00
- Document Management Fee $168.00
- Professional Degree Fee $8,522.00

**Total / Academic Cost:** $37,060.50

**Estimated Cost of Living**
- Housing and Utilities $11,946.00
- Food $6,614.00
- Books and Supplies $772.00
- Personal $1,480.00
- Transportation $3,002.00

**Total / Estimated Cost of Living:** $23,814.00

*For the most recent information regarding fees and/or tuition, please visit: [http://registrar.berkeley.edu/Registration/feesched.html](http://registrar.berkeley.edu/Registration/feesched.html)
apply to GSPP for their graduate studies. Fellowships include a minimum of $5,000 toward graduate school tuition. Funding awards can vary each year. There is no separate application. However, students should indicate their PPIA fellow status on the M.P.P. Supplemental Application.

The Jacob K. and Marian B. Javits Political Leadership Scholarship
These scholarships are available for new M.P.P. students who express clear political and public service aspirations.

The Charles B. Rangel International Affairs Fellowship Program
In support of the Charles B. Rangel Fellowship Program (which is a partnership with Howard University and the U.S. State Department), GSPP provides financial assistance to up to two (2) Rangel Fellows who are admitted to the M.P.P. Program and who indicate by the stated deadline their intention to accept our offer of admission. At the conclusion of two years of study, the Rangel Fellow is expected to have obtained a degree in international affairs or another area of relevance to the work of the Foreign Service (such as public administration, public policy, business administration, foreign languages, economics, political science, or communications) at a graduate or professional school approved by the Rangel Program.

Congressional Black Caucus Foundation (CBCF) Fellowship
GSPP is committed to supporting CBCF’s mission to develop future leaders in public service by offering scholarships to alumni of the CBCF Leadership Institute of Public Service. GSPP will offer a minimum of $5,000 scholarship to CBCF fellows, interns, and alumni who are admitted to the Master of Public Policy Program. These fellowships are awarded based on merit and commitment to public service.

Goddard Family Graduate Fellowship
The Goddard Family Graduate Fellowship supports high-achieving graduate students at the Goldman School of Public Policy. This Fellowship is open to all candidates regardless of race, gender, creed or national origin. A preference will be given to students who are interested in the work of the Center on Civility and Democratic Engagement or who otherwise exemplify a commitment toward the fostering of meaningful civic engagement.

Funding for Summer Internships
While the majority of summer internship opportunities are paid, some students accept unpaid internships. In these cases, M.P.P. students can apply for funding from the School through the Emergency Summer Internship Fund, a need-based program open to M.P.P. first-year students fulfilling the internship requirement who are unable to secure a paid position for the summer.

Establishing Residency
If you are a non-resident of California, you can establish California residency by the second year of the program, if you follow the appropriate guidelines, thereby saving approximately $12,000 in out-of-state fees for your second year. (Must be a U.S. citizen). To be classified as a resident, a student must have 1) relinquished his/her prior residence and 2) been physically present and established residence in California for more than one (1) year immediately preceding the residence determination date.

A few examples of indicators of intent are:
• Remaining in California when school is not in session.
• Registering to vote and voting in California elections.
• Designating California as permanent address on all school and employment records.
• Obtaining a California Driver’s License within ten (10) days of settling in California.
• Obtaining a motor vehicle registration within twenty (20) days of settling in California.
• Establishing and maintaining active bank accounts in California banks and closing out-of-state accounts.

For more information please contact the Office of the Registrar, Residence Affairs Unit, (510) 664-9181; or consult the Office of the Registrar’s website at: http://registrar.berkeley.edu.
A World of Opportunities

GSPP graduates are equipped with strong quantitative and analytical skills, and the ability to apply policy theory to solve real-world problems. Today, GSPP alumni hold positions as analysts and leaders in the public, non-profit and private sectors, both nationally and internationally, with the common goal of making a difference for the public good. The versatility of the Goldman School of Public Policy degree opens a multitude of doors for the GSPP graduate. Alumni work as policy analysts; professional staff for political leaders and committees in all levels of government; program staff in multilateral organizations; researchers and consultants in private firms; or in a variety of public and non-profit sector agencies and a growing number of private corporations. GSPP alumni continue throughout their careers to become executive directors, CEOs, presidents, and political leaders throughout all sectors.

Outstanding Resources

The Goldman School Career Services Team is committed to providing a wide variety of resources to assist students in reaching their career goals. Career Services Team members meet individually with students and provide guidance through all aspects of their job and internship search. The team also coordinates events designed to give students exposure to a broad range of prospective employers and career paths; networking events to facilitate professional connections with policy professionals; and workshops to facilitate students’ career development. Specifically, GSPP provides the following services and resources to all students:

- One-on-One Career Advising
- On-Line Career Network, Job Listings and Interviewing tools
- Employer Information Sessions
- On-Campus Interviews
- Career Development Workshops
- Annual Career Fair
- Networking Events (Washington, DC; San Francisco, CA; and Sacramento, CA)
- Connections to a global network of alumni and prospective employers
Expand Your Network

GSPP has almost 2,000 alumni nationwide and around the world. Through our wonderful alumni base, students have access to expanded career networks as well as strong partnerships with employers and recruiters. GSPP alumni help students in a variety of ways by sharing career advice, job-search strategies, information on internship and full-time job opportunities, and much more.

For more information about Career Services, visit http://gspp.berkeley.edu/career-services.

Full-Time Employment Statistics, Class of 2013

Visit http://gspp.berkeley.edu/career-services/alumni-graduation-facts/gspp-employment-statistics-for-previous-year-data

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<th>International Governments</th>
<th>Non-Profit Organizations</th>
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</thead>
<tbody>
<tr>
<td>National Government Agencies in Argentina, Australia, Brazil, Canada, China, Chile, Colombia, France, Germany, India, Indonesia, Japan, Republic of Korea, Mexico, New Zealand, Pakistan, Peru, South Africa, United Kingdom</td>
<td>Economic Advisers, Council on Environmental Quality, Office of Management and Budget, National Economic Council, National Security Council, Federal Communications Commission, Federal Deposit Insurance Corporation, Federal District Courts (various locations), Federal Energy Regulatory Commission, Federal Reserve Board, Federal Trade Commission, Government Accountability Office, House of Representatives, Lawrence Berkeley National Laboratory, National Institutes of Health, National Park Service, Office of the Vice President, Presidential Management Fellows Program, Senate, Small Business Administration, Social Security Administration</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Public Sector</th>
<th>Non-Profit Sector</th>
<th>Private Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int'l Government 3%</td>
<td>Pursuing Additional Degree 5%</td>
<td>26%</td>
</tr>
<tr>
<td>Federal Government 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Government 37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Government 33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academy 7%</td>
<td></td>
<td>28%</td>
</tr>
</tbody>
</table>

Visit http://gspp.berkeley.edu/career-services/alumni-graduation-facts/gspp-employment-statistics-for-previous-year-data

Organizations Hiring from GSPP (Partial List)

This partial list includes employers hiring for full-time jobs and summer internships.

International Governments
- National Government Agencies in Argentina, Australia, Brazil, Canada, China, Chile, Colombia, France, Germany, India, Indonesia, Japan, Republic of Korea, Mexico, New Zealand, Pakistan, Peru, South Africa, United Kingdom

Non-Profit Organizations

State and Local Government

Public Sector
- 41%
- Int’l Government 3%
- Federal Government 20%
- State Government 37%
- Local Government 33%
- Academy 7%
Representatives from the first-year, second-year, and doctoral students meet regularly with the dean and assistant dean, thus providing a continuing avenue for two-way communication, early identification of problems, and effective discussions of how best to resolve them.

In addition, students have the opportunity to take on leadership roles by getting involved in current or launching new student organizations, both at GSPP and on the U.C. Berkeley campus. Here is a sampling of the diverse organizations that have been launched at GSPP.

**Blacks in Public Policy (BIPP).**

BIPP’s mission is to encourage the discussion of public policy issues as they relate to the Black community. They engage with Cal undergrads through mentorship programs, host film screenings/discussions and volunteer together in the local community. BIPP also provides a social network for African American students at GSPP through social gatherings and team building activities.

**Criminal Justice Policy Group (CJPG).**

The Criminal Justice Policy Group is a student group dedicated to bringing criminal justice issues to the forefront of the student consciousness. The group wants to create more dialog around issues involving the prison system, policing, the courts, and community and neighborhood involvement with these institutions. They hope to continue to foster debate through their own group meetings as well as bigger panel discussions.

**Goldman-Haas Collaborative.**

The Goldman-Haas Collaborative aims to increase cooperation and collaboration among graduate students in the disciplines of business and public policy through discussions, joint-projects, and a speaker series. The collaborative holds monthly meetings to establish and discuss the mutual interests of business and public policy students at Berkeley. We also host speakers from the university, public and nonprofit sector.

**Goldman Health Policy Group.**

The Goldman Health Policy Group is for anyone interested in domestic health policy and related issues.
Each year the group picks a “hot topic” policy focus, based on the national agenda for the year. This year, they are focusing on health care reform in the United States.

Their goal is to provide a forum to disseminate up-to-date policy information about current health policy topics, to provide a venue for organized policy action, and to connect students will other health student groups on campus at the Law, Business, and Public Health schools.

**GradFood.**

GradFood (formerly SNAPP) is an interdisciplinary association of graduate students working across sectors to share their work and ideas regarding all things food and agriculture. GradFood brings U.C. Berkeley graduate students from diverse disciplines together to learn and teach about something that affects everyone: FOOD! Food is more than meets the eye, and we delve into issues that make food both an intellectually stimulating field and central to our daily lives. Our monthly dinners are a forum to discuss food and agriculture issues from a variety of perspectives, and topics include everything from health to agroecology to economic development (and beyond!). The group provides opportunities to meet students from other departments, collaborate on and present research, and network with the sustainable food systems community and the new Berkeley Food Institute. We emphasize education that can inform both public policy and grassroots food systems change.

**Politics in Public Policy (PiPP).**

This club provides a forum to develop graduate students’ understanding of how politics and political climates play a role in shaping public policy.

**Students of Color in Public Policy (SCIPP).**

SCIPP’s mission is to ensure the serious consideration of issues of ethnic and racial diversity in policy design both within the School and in society at large. SCIPP provides a support network for students of color at GSPP and a forum for discussion of policy implications for people of color. The group holds conferences and invites guest speakers to the School. It also collaborates with the faculty to diversify the curriculum and promote minority student/faculty retention at GSPP. The group is open to all GSPP students.

**International Public Policy Group (IPPG).**

IPPG is a student-led group that promotes education and dialogue about policy issues that cross borders. IPPG activities fall into three general categories: event organizing, institutional development, and student support. The group hosts speakers and organizes panels to discuss international policy issues. It works in partnership with GSPP faculty and administration to expand the school’s coverage of international policy issues in its core curriculum and electives. It provides information about on-campus resources and opportunities to GSPP students with international interests. It also collaborates with other student groups on campus to do special projects. IPPG is open to all GSPP students. For more information, please visit the IPPG website at: http://gspp.berkeley.edu/student-life/gspp-student-groups/international-public-policy-group-ippg.

**PolicyMatters Journal.**

PolicyMatters was established with two aims in mind. One was to provide a forum for innovative and provocative public policy analysis, in particular first-looks at new issues, or new looks at old ones. The second was to experiment with a new mixed-media form of academic publication – part journal, part website, part discussion-board, part live-event. For more information please visit: http://www.policymattersjournal.org/.

**Queer Issues in Public Policy (QuIPP).**

QuIPP provides a forum for discussion of policies having an impact on gay, lesbian, bisexual, and transgender adults and youth. The group meets monthly for topical discussions and social events and periodically invites guest speakers to the School. The group is open to all GSPP students.

**Women in Public Policy (WIPP).**

Through panels, guest speakers, discussions and social gatherings, WIPP members provide intellectual and social support to one another and encourage discussion of issues of gender in the context of public policy at GSPP, including curricular and faculty diversity issues. In its first year, the group organized student and alumnae panels to share experiences, expertise, and advice on women’s policy and career issues, co-sponsored the west coast premiere of a documentary about welfare, and hosted several social events. WIPP welcomes all GSPP students.

**Environmental Policy Group (EPG).**

The Environmental Policy Group (EPG) organizes activities for GSPP students, faculty, and alumni interested in environmental issues, including hikes, film viewings, an annual Environmental Policy Dinner, and student participation in conferences. EPG also maintains a list-serve and blog to help students identify environmental-themed classes, seminars, and events going on across campus.

**Asian Americans & Pacific Islanders in Public Policy (AAIPPP).**

AAIPPP address issues of underrepresentation for historically underserved APIs—especially Southeast Asians, South Asians, and Pacific Islanders—in public policy by providing a space for community development through recruitment, mentorship, professional development, and social connections.

**Other Student Organizations**

For a full listing of GSPP clubs and other student leadership opportunities, visit:

http://gspp.berkeley.edu/student-life/gspp-student-groups/
Academic Calendar 2014-2015

Fall Semester 2014

- **Fall Semester Begins**: August 21
- **Instruction Begins**: August 28
- **Labor Day Holiday**: September 1
- **Veterans Day Holiday**: November 11
- **Thanksgiving Holiday**: November 27-28
- **Instruction Ends**: December 12
- **Final Examinations**: December 15-19
- **Fall Semester Ends**: December 19
- **Winter Holiday**: December 24-25
- **New Year's Holiday**: January 1

Thursday
- **August 21**: Thursday
- **August 28**: Thursday
- **September 4**: Monday
- **September 11**: Tuesday
- **September 18**: Friday
- **September 25**: Monday
- **October 2**: Tuesday
- **October 9**: Friday
- **October 16**: Monday
- **October 23**: Tuesday
- **October 30**: Friday
- **November 6**: Monday
- **November 13**: Tuesday
- **November 20**: Friday
- **November 27**: Monday
- **December 4**: Tuesday
- **December 11**: Friday
- **December 18**: Monday
- **December 25**: Tuesday
- **January 1**: Wednesday

Spring Semester 2015

- **Spring Semester Begins**: January 13
- **MLK Holiday**: January 19
- **Instruction Begins**: January 20
- **Presidents’ Day Holiday**: February 16
- **Spring Recess**: March 23-27
- **Cesar Chavez Holiday**: March 27
- **Instruction Ends**: May 8
- **Final Examinations**: May 11-15
- **Spring Semester Ends**: May 15
- **Memorial Day Holiday**: May 25
- **Tuesday**
GOLDMAN SCHOOL OF PUBLIC POLICY
University of California, Berkeley

2014-2015 PROGRAM BULLETIN

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