

# ANDREW YOUNG SCHOOL OF POLICY STUDIES

## STRATEGIC PLAN

2002-2007

### Goal

1           The Andrew Young School of Policy Studies' intends to be the highest rated  
2 policy school in the South and one of highest ranked in the nation by 2007.  
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### Mission

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7           The School's mission is to create and disseminate knowledge and analytic  
8 methods that are highly valued by policy makers and leaders in the public, nonprofit,  
9 and business worlds; and to educate students who are highly qualified and sought after  
10 as policy analysts, program evaluators, and designers of administrative systems. This  
11 mission is focused on economic and social development policy issues and problems,  
12 and on the design, implementation, management, and evaluation of policies that  
13 address issues of economic and social development on the local regional, national, and  
14 global levels. The instruments used by the School to achieve and carry out its mission  
15 include a variety of educational programs, scholarly and applied research activities and  
16 public service. Excellence and distinctiveness are the School's goals. Over the past  
17 five years, the Andrew Young School has established the strong foundation of  
18 performance and human resources needed to achieve the objectives set forth in this  
19 strategic plan.  
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21           This document sets forth the School's primary objectives for 2002-2007 in the  
22 context of its mission, describes how these goals may be achieved, and identifies  
23 resource-related issues that must be addressed by the School's leadership, faculty, and  
24 staff. The principal elements of our mission are:  
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- 26       • The School will advance knowledge through scholarship conducted as part of  
27 organized research activities, individually initiated research projects, and  
28 teaching.  
29
- 30       • Students are of primary importance. Teaching will occur through the classroom,  
31 faculty mentoring, internships, and service learning. The School will provide  
32 programs, activities, and materials through which information about policy is

33 conveyed to traditional full-time students, and to those working for non-profits,  
34 businesses, governments and the public.

- 35
- 36 • The School will engage in training programs, technical assistance and other  
37 forms of support that will be provided to governments, business, community  
38 organizations and other non-profits.
- 39
- 40 • In accomplishing these goals, we will be an integral unit of the University and will  
41 further the strategic goals of the University.
- 42

43 As we move toward becoming a top ranked policy school, we will continue to  
44 attract high quality research and teaching faculty, and be invited to important forums to  
45 influence policy discussions at the local, state, national and international forums. Our  
46 vision for the Andrew Young School cannot be satisfied if we do not achieve excellence  
47 in all three fronts we have chosen: (a) in the classroom, (b) in research, and (c) in  
48 outreach. We want to be “The Policy School of Choice” for excellent students, for  
49 excellent faculty, and for the community at large when it seeks policy help in our fields  
50 of comparative advantage.

51

52 We will take steps intended to create conditions under which Atlanta, Georgia,  
53 the U.S., and the world will think of us as a premier place for information, education, and  
54 training; for leading edge thinking on important issues, and; for technical assistance to  
55 resolve real world problems. The public, private, and non-profit sectors in Georgia will  
56 think of us as their personal think tank on key policy issues of the day. Undergraduate  
57 and graduate students will see of the School as one of the best of its kind.

58

59 Perception is reality. It is not enough to be as good as we expect ourselves to  
60 be. It must be generally recognized that we are exactly that good. Part of our strategy  
61 is to make effective use of a high profile and active advisory board, to solicit external  
62 funding that raises our profile, and to have an aggressive public relations/advancement  
63 program.

## 64

## 65

## 66 **Strategy**

## 67

68 Central to our strategy is that the teaching; research and outreach programs  
69 must march along together. If they are not reinforcing, we will have lost a significant  
70 comparative advantage.

## 71

## 72

## 73 **■ Performance-Centered Governance**

## 74

75 The Andrew Young School uses a decentralized decision making model and  
76 delegates extensive authority, responsibility and accountability to department chairs and  
77 center directors. The School is performance and results-oriented within a general

78 framework of core values, driving goals and objectives, and its current strategic plan.  
79 This approach to School governance is a basic component of its 2002-2007 Strategic  
80 Plan since it is designed to encourage innovation, creativity, commitment, and  
81 entrepreneurship throughout the organization, all of which are essential ingredients of a  
82 high energy, high performance system.  
83

84 Accordingly, Chairs and Directors will have substantial autonomy and will be  
85 required to assume leadership roles for their departments and centers. As a matter of  
86 organizational strategy, a culture of faculty and research associate initiative and creative  
87 problem solving will be encouraged and the School will recruit and hire personnel who  
88 are attracted to and able to be highly productive in this kind of environment.  
89

- 90 • A School management committee, composed of the Deans, Directors and  
91 Department Chairs will consider and evaluate the school's mission,  
92 objectives, and priorities and formulate responses to contingencies and  
93 opportunities requiring action and leadership from various groups in the  
94 School.  
95
- 96 • Operating with the framework established by this document, Standing and Ad  
97 hoc faculty committees assume leadership in decision-making that governs  
98 the full range of School activities, such as faculty affairs, curriculum, and  
99 promotion and tenure decisions.  
100
- 101 • Research centers and academic departments will seek to establish  
102 collaborations in the areas of applied research projects, professional  
103 education, and sharing human and technical resources to promote the  
104 School's mission and goals and objectives as set forth here.  
105
- 106 • A high-profile board of advisors makes general policy recommendations to  
107 the Dean and college, and does selective program review. It also assists with  
108 furthering the reputational goals of the college.  
109

### 110 111 ■External Funding

112  
113 External funding will play a major role in achieving the mission of the AYSPS. It  
114 provides us with a platform, which we need, and with additional resources that we need.  
115 Our principal research mission is to advance knowledge. This pushes us away from  
116 getting top heavy with technical assistance research that does not offer scholarship  
117 possibilities. Nevertheless, some of our most important work offers less opportunity for  
118 "journal" publication than other, and this research and delivery work is essential to the  
119 long run development of the AYSPS. A careful balance between scholarly research and  
120 technical assistance will be struck, as it has been in our first five years as a college. In  
121 this connection, each center may fulfill a different mission in terms of how it balances

122 scholarship and outreach, but all will have the advancement of knowledge as an  
123 objective.

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126 **■Departments and Centers Working Together**  
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128 The departments will lead our teaching programs and be the tenure homes to our  
129 faculty, Non-tenure track faculty will participate in departmental affairs while having their  
130 primary homes in centers. Distinctiveness and excellence will be based on a productive  
131 interface of centers with departments. Therefore:  
132

- 133 • Most faculty will be encouraged to be at once members of the departments  
134 and the centers. Joint efforts by faculty and research associates to attract  
135 funded research projects will be supported.  
136
- 137 • The School will continue its efforts to incorporate center research expertise,  
138 projects, and research products into appropriate undergraduate and graduate  
139 curricula and involve center leadership and staff in the instructional programs  
140 of the departments through research seminars, guest presentations,  
141 internships, and practicums  
142
- 143 • We will use the activities and reputations of the centers to attract quality  
144 students to our degree programs, and quality faculty to our departments. We  
145 will use the activities and reputations of our departments to attract quality  
146 researchers to our centers.  
147
- 148 • Centers and departments will be supportive in their efforts to employ and  
149 jointly fund Masters and PhD students who are Graduate Research  
150 Assistants.  
151

152 Faculty are urged to be involved with centers, and are given incentives to do so.  
153 Senior associates are urged to become involved with departments through  
154 appointments as non-tenure track faculty. It is entirely appropriate and encouraged for  
155 faculty to have their office space in the centers. Faculty members may move from  
156 center to center, or work in more than one center, in the spirit of strengthening the multi-  
157 disciplinary approach that we want to be known for.  
158

159 The departments will be supportive of faculty efforts to involve themselves with  
160 centers in a variety of ways, including proposing research projects, participating in the  
161 proposal design and writing, serving as principal investigators, and leading the program  
162 development of centers. The centers will support faculty efforts to translate project  
163 findings into scholarly publications. Whenever feasible, data sets will be shared with  
164 interested faculty, and staff support for un-funded faculty research will be provided if  
165 resources permit.  
166

167 Centers will emphasize their comparative advantages. Some will focus more on  
168 technical assistance and some will focus more on hard research. A major goal of the  
169 centers and the departments will be to maximize the volume of quality scholarly  
170 research that is published on a basis of funded projects. We are extending knowledge  
171 with all of our work, and it is essential that we make this known to the policy profession.  
172

173 Another major goal of the School is to raise the quality of the discussion about  
174 policy issues and this may be done with written analysis and/or direct technical  
175 assistance.  
176

### 177 **Internal Allocation of Resources**

178 State funds from the regular budget of the University; course releases, direct  
179 hires and cost reimbursements from external funding, indirect cost recovery and  
180 endowment/savings will be allocated in a manner designed to support the School's  
181 mission, goals, and objectives. Resources Allocation will be based on performance and  
182 results. The departments and centers have some control over their budgets, as noted  
183 below.  
184  
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- 186 • While State funds are heavily earmarked for specific uses in the University  
187 budget, the Dean, in consultation with the departments and centers, will  
188 allocate the discretionary amounts according to priorities established through  
189 the strategic plan, and according to performance.  
190
- 191 • Direct hires by centers or special projects are to support specified projects.  
192
- 193 • The departments and centers will initiate faculty course releases funded from  
194 contracts and grants. A first call on these funds will be to cover the cost of  
195 those released from the classroom, and to cover the cost of graduate  
196 research assistants. The remainder will be allocated to goals and objectives  
197 set through negotiation between Chair and Center Director/principal  
198 investigator.  
199
- 200 • The college share of indirect cost recovery is split evenly between Dean and  
201 representative(s) of the receiving unit. The latter make a decision as to the  
202 allocation of their share. The basic principle is that the expenditure must  
203 have some benefit to the College. No "extra compensation" is permitted.  
204
- 205 • Endowment /savings. The receiving unit will allocate these funds, but will  
206 abide by university rules in doing so.  
207

208 The principle in all of these allocations is to guarantee that the essential functions  
209 of the college are carried out and properly funded, to provide some incentive for the  
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211 centers and principal investigators to strengthen their programs, and to work toward  
212 continued external funding.

213 Centers that do not raise external funds will not likely continue. Departments that  
214 do not encourage centers to develop their external funding will not likely grow or have  
215 significant discretionary funding.

216  
217 We believe that resource allocations to instructional programs within the School  
218 should reflect the organizational mission and the specific goals and objectives set forth  
219 in the strategic plan.

- 220  
221 • The School will seek the funds necessary to attract and hire high quality  
222 people. All faculty hires will have the potential to become national leaders in  
223 their fields.
- 224  
225 • Salary increases and other incentives will be allocated on the basis of merit.  
226 Across-the-board increments are not part of the strategy.
- 227  
228 • As a matter of stated policy, every faculty member and research associate will  
229 have the performance goal of gaining national or international reputation in  
230 his/her field.
- 231  
232 • We will keep focused on a relatively small number of areas. This will allow us  
233 to become deeper in these areas, and enhance our chances of becoming  
234 one of the best policy schools in the country.
- 235  
236 • We will continue to return some of the external award surpluses to the  
237 centers/departments where it was generated, so as to provide positive  
238 incentives, and to further develop those centers, individuals, and  
239 departments.

#### 240 241 242 **■Other Elements of the Strategy**

243  
244 There are a number of other important elements to the strategic plan for AYSPS.  
245 These are things that make us distinctive, and add significantly to what we are trying to  
246 achieve:

- 247  
248 • The role of non-tenure track faculty and research associates is crucial to what  
249 we do in AYSPS. With appropriate exceptions, senior associates who are  
250 appointed, as non-tenure track faculty will be placed on an equal level with  
251 tenure-track faculty in terms of decision making in the school, expected  
252 contributions and leadership.
- 253  
254 • We will establish formal relations with other organizations, including inviting  
255 them to join our college in a close affiliation. Research Atlanta, the Council

256 for School Performance and the Oak Ridge National Laboratories, are  
257 examples. This approach will enrich our scholarship opportunities and allows  
258 a more focused outreach program.

- 259
- 260 • We will pursue close affiliations with other public and private universities in  
261 the state. Joint teaching and research programs and shared faculty will be an  
262 important part of our strategy to leverage always limited human and material  
263 resources.
- 264
- 265 • Consulting activities will be an important part of what we do. So long as  
266 faculty engage in consulting activities that bring enhanced reputation and  
267 resources to AYSPS, we will encourage this form of outreach insofar as it  
268 does not conflict with other responsibilities, obligations, and school objectives.  
269

## 270 **The Elements of the Plan**

### 271 **■Teaching and The Classroom**

272 We are committed to excellence in the classroom. Our strategy is to be  
273 concerned both about what we teach, and how we teach it. We are committed to the  
274 following:

- 275
- 276 • We will continuously review all of our curriculum and focus, both in terms of  
277 the new “academics” and the emerging policy issues.
- 278
- 279 • We will provide high quality training for our traditional degree students, and  
280 for non-traditional students and programs.
- 281
- 282 • Our enrollment management program will be to keep our classroom  
283 obligations within our capacity to provide service without unduly  
284 compromising the other legs of our mission.
- 285
- 286 • As a policy school, we have strong interdisciplinary interests that we bring to  
287 the classroom, but we are discipline-based. We will continue to teach the  
288 discipline-based theory and methods courses, and train our students to the  
289 same level as those not in policy schools. We are pointed toward teaching  
290 the application of theory and method. We will fully develop graduate and  
291 undergraduate policy degrees that embrace both the economics and the non-  
292 economics disciplines in our college, in the best kind of interdisciplinary  
293 collaborations.
- 294
- 295 • We will bring our research and outreach activities to the classroom. We will  
296 continue to work hard to expose our students to the policy research activities  
297 of our centers. A key part of our graduate student training is involvement in  
298
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- 300

301 the research centers and involvement as faculty research assistants and co-  
302 authors.

- 303
- 304 • We will continue to work to use appropriate technology in the classroom. This  
305 includes web-based instruction, distance learning, and the use of our two  
306 laboratories. We will be innovative in the classroom and use new modes of  
307 instruction whenever they can serve our students better.
- 308
- 309 • Diverse and innovative approaches to instruction will be encouraged and  
310 supported, including web-based courses, service learning, and active  
311 learning.
- 312
- 313 • We will continue to pursue new and innovative programs.
- 314

### 315 ■Research and Scholarship (e.g., FLIE)

316 Our tenure track faculty and research associates must advance academic  
317 scholarship, and add new knowledge that will benefit the policy-making community.  
318 They should become leaders in their respective fields of study.

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- 322 • We will publish frequently in the leading academic journals in our areas of  
323 expertise. We will engage the leaders in the academic fields of our interest in  
324 this way, in presentations at important meetings, participation on important  
325 panels, invited lectures, and technical assistance.
- 326
- 327 • Our focus is policy and we will take a broad view of advancing knowledge  
328 than would a non-policy school. We will value publications in journals that are  
329 not strictly academic, and in fact set this as part of our mission. This is not a  
330 substitute for academic journal publications, but a complement to it.
- 331
- 332 • We will involve graduate students in our research and in our centers, and we  
333 will view this as an integral part of their training.
- 334
- 335 • We will continue to have a center-department strategy of enhancing our  
336 scholarship. We recognize that some of the best scholarship can come from  
337 center research projects, and we recognize that some of the best scholarship  
338 can take place outside the centers. We will emphasize center participation for  
339 our faculty, feeling that this is an effective way of encouraging scholarship  
340 while enhancing the special policy mission of the Andrew Young School.
- 341
- 342 • We will seek high profile activities for our faculty and research associates in  
343 order to pursue our reputation goals.
- 344



- We will continue to push for more external funding to enhance our reputation and to augment our research budgets.

### ■Outreach and Policy Expertise

Perhaps more than any other activity, our outreach programs make the departments located in the Andrew Young School different from Public Administration and Urban Studies or Economics departments located in other universities. Outreach to us means many things: technical assistance to a foreign country in tax policy, mid-career training for public servants, a roundtable for the not-for-profit community, running a water auction for state environmental department agency, and doing a survey for ICMA linking school resources to community organizations, etc. We think outreach is important because it allows us to serve the broader community, it makes us better at the practice of policy analysis, and it brings new ideas to the classroom and new relevance to our research.

- We will work to make each of our centers the “Center of Choice” for the targeted public sector and private sector clients. This is part of our reputation goal.
- The Georgia State Legislature will continue to be our special emphasis for providing assistance and advice. We will continue to keep our research and technical assistance expertise close to their interests.
- We will push our international programs of technical assistance and training, as we continue to take a more global view of our mandate. We will continue to keep our research and technical assistance expertise close to the interests of developing countries, given these countries great need for policy expertise. In our areas of specialization, we seek to be one of highest rated and most influential policy schools in the world.
- We will work to ensure that our outreach, teaching and scholarship activities march along together. Each of the three should draw off the other two in demonstrable ways, to the benefit of the others.

### ■Focus

Our approach, in the classroom and outside, is interdisciplinary. Interdisciplinary approaches require strong disciplinary foundations. Our faculty and professional staff will bring to policy analysis, evaluation, and implementation problems the concepts, methods, and perspectives of many disciplines.

389 We believe strongly in the application of quantitative techniques to improve policy  
390 analysis, we think good policy analysis must feature economics, and we think good  
391 economic policy must feature management and implementation strategies. This view is  
392 what gives us distinctiveness among policy schools.

393  
394 Over the 2002-2007 time frame, the School will focus its efforts and resources on  
395 building further capacity and delivering products and services in the following areas of  
396 expertise:

- 397
- 398 • Fiscal policy.
- 399
- 400 • Economic and community development policy, including policies designed to  
401 build human capital.
- 402
- 403 • Urban governance, economic development, and management.
- 404
- 405 • Environmental policy and management.
- 406
- 407 • Social service, education and health policy, and program evaluation.
- 408
- 409 • International economic policy, budget, and finance.
- 410
- 411 • Public and nonprofit management and capacity building.
- 412
- 413 • Methodologies for making rational choices among policy alternatives and for  
414 evaluating policy outputs and outcomes.
- 415

416 We believe that we can build a national reputation for outreach and scholarship,  
417 by focusing a significant share of our applied work on the Atlanta region, and on  
418 Georgia.

419  
420 What we will not be is a traditional grouping of academic departments with a  
421 broad range of coverage. Nor will we follow traditions that departments be the sole  
422 centerpieces of the college, with centers as places to receive funded research. The  
423 focus of our research centers will complement and significantly determine our teaching  
424 emphasis and our outreach programs. The School will build on existing synergies  
425 between its two academic departments, Economics, and Public Administration and  
426 Urban Studies, to provide high quality degree programs, certificates, and training that  
427 prepares policy professionals and upgrades the skills, knowledge, and abilities of  
428 practitioners. These synergies also will be applied to the staffing, design, and execution  
429 of applied policy research within and between departments and research centers.  
430 Likewise, community service and outreach will emphasize interdisciplinary approaches  
431 and the School's distinctive areas of expertise.

434 **Diversity**

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436 Our policy mission, and our teaching mission, requires diversity in our students  
437 and our faculty. Our diversity program has several dimensions that we will continue to  
438 push.

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- Our view is global, and having international students and an international faculty is an essential component of success.

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- Our research subjects include urban poverty, children's policy, improvement of K-12 education policy, rural health issues, and city finances and services. We teach urban policy and economics to majors who are over 50 percent African American. We will continue to have a special interest in topics that are of special concern to the African American community.

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- We teach in disciplines where African Americans are under-represented. We will address this by having a multi-racial student body and by collaborating with HBCU's in teaching and research and outreach programs. We will expand on the programs already begun with HBCU's, Albany State, Georgia Southern and Morehouse.

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- We will encourage students and faculty to participate in activities that address unmet community needs.

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459 **Challenges**

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461 The AYSPS faces a number of major challenges and opportunities as it moves  
462 into this plan period. Integrating these challenges and opportunities with our strategy  
463 will largely determine our success over the next few years. The list below constitutes  
464 areas that must be brought more directly into our implementation program.

465

- Defining a curriculum that fits the 21<sup>st</sup> century in terms of focus and interdisciplinary bent by creating lively undergraduate majors that attract greater numbers of quality students and courses that attract majors from other colleges.

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- Bringing new technology to the classroom and to our outreach work.

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- Enhancing the academic life of students who study in our programs.

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- Deciding on the future and the structure of our professional degrees and taking our professional degrees "on the road."

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- Bringing our research and technical assistance into the classroom.

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- Working to add courses to the core of the University related to the urban and global missions of the University.
- Establishing appropriate enrollment targets and targets for external funding.
- Developing a program of accountability for Departments, Centers and Deans.

### **Strategy for 2002 - 2007: Principal New Elements**

We will continue to focus on our areas of strength and excellence. We will spend more of our resources and human capital on our strong programs and continue to deepen them. However, when opportunities present themselves, we will be prepared to consider new activities in an aggressive way. We will follow certain guidelines for considering new activities.

- New activities must somehow “fit” our mission and our objectives. They should play off existing programs. Only programs that take us a step closer to our goal of becoming one of the best policy schools in the country will be considered.
- There should be broad support within the college, and a critical mass of interested faculty and or research associates.
- If it is a teaching or degree program, there should be broad student support.
- Cost recovery is a desirable and perhaps a necessary feature.
- Any new program requires a champion, either faculty or research associate.
- There must be a fit with the strategic plan of the University.

The following are the new activities or shifts in emphasis that are under consideration for the next five years.

- We have now established a firm base of students, and with existing resources our capacity to deliver in the classroom is about exhausted. We will now begin pushing to upgrade the quality of our offerings and therefore of our student body. The urban policy major, the human resources major and the economics major will be undergraduate programs that we will target for stimulating interest.

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- While we believe there is unmet demand to study in the Andrew Young School we will be careful not to expand our credit hour delivery beyond the resources we have available.
- We will enhance student life in the Andrew Young School. We have been badly harmed in this regard by the absence of “place,” but we hope that this will be resolved during this plan period. The new building will offer many features that can make student life better, and programs will have to be developed around these features. This will be one challenge that we will work to meet over the next five years.
- As we move into the University teaching core with a new course in global economy, we will increase our ability to deliver in the classroom in the international area. We expect this to lead to an increased demand for international studies, and new programs will be developed and faculty will be hired to satisfy this need.
- We will come to some understanding about the future of our joint PhD program in public policy with Georgia Tech. There is a need to decide if this joint program is the best long run strategy for delivering this PhD, and if so, how might it be made even better.
- Development of the not-for-profit area is a priority emphasis. This activity will grow as a classroom program, adding one or two more faculty who will enhance the scholarship, and the outreach and research programs will build on the gains already made. There is broad faculty community and board support, and cost recovery is a possibility. The Atlanta area is home to a large and growing non-profit sector.
- We are moving toward the development of a research-outreach program in child policy. Cost recovery is possible and there is broad faculty interest and legislative support.
- Our existing aviation program may be expanded to include a flight school option, which would seem to guarantee a significant cost recovery. It also will have an important diversity objective, as African Americans are underrepresented in this sector.
- We will continue to expand and deepen our brand of enhancement of diversity at GSU. We will recruit minority students and faculty, will continue our contact with HBCU’s, will deepen our community activities, and will work closely with African and Caribbean institutions.
- We will try to develop new working relationships with other universities in our state and other departments within our university. The guiding principle will

567 be to use each other's comparative advantages to deliver a better product for  
568 our state.

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## 571 **Evaluation and Output Indicators**

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573 The School will evaluate its progress toward achieving its goals and  
574 objectives and toward realizing its mission by using peer groups, board feedback,  
575 the legislative indicators, and various available measures of external reputation.  
576 Among the indicators to be used are:

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578 Student mission:

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- 580 • Retention rates, placements, test scores
- 581 • Alumni success
- 582 • Enrollments
- 583 • Use of technology
- 584 • Student evaluations
- 585 • Integrating center and department missions
- 586 • Success with non-traditional classes
- 587 • External funding

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589 Research Mission

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- 591 • "Counts" in quality journals, national recognition
- 592 • Invited lectures and program participation
- 593 • Books and awards
- 594 • Prestigious professional and technical committee assignments
- 595 • External funding

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597 Outreach Mission

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- 599 • Tangible evidence of influence on the policy debate
- 600 • Requests for technical assistance
- 601 • Relationships with key political leaders

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