THE NATION’S LARGEST PUBLIC POLICY PH.D. PROGRAM AND THE ONLY SUCH PROGRAM BASED AT AN INDEPENDENT, NONPROFIT PUBLIC POLICY RESEARCH ORGANIZATION—THE RAND CORPORATION
new ways of thinking and doing
BE THE ANSWER. TEN YEARS AGO, PARDEE RAND GRADUATE SCHOOL adopted that motto, and it remains just as—if not more—relevant today.

We began 2020 with plans to celebrate the 50th anniversary of the Pardee RAND Graduate School during Commencement Weekend in June—and eagerly anticipating the September arrival of the first cohort entering our new academi streams. Then COVID-19 arrived and the world turned on its head, with stay-at-home orders being issued in many countries and states, including California, in an effort to contain the pandemic’s spread. Pardee RAND joined much of California—and most of the world—in making this overnight pivot. The week we shut down in-person operations, we held our first major virtual event, a Preview Day for the admitted students of Cohort ’20. Pardee RAND staff helped faculty and current students transition within a week to an entirely online program, with not a class or qualifying exam missed. Over the following months, COVID-19 working groups, board meetings, and our leadership team’s retreat moved online. We pushed Commencement to June 2021, and we’ll be celebrating the school’s “50+1” anniversary instead.

But we didn’t just follow guidelines: We followed our motto. In addition to this shift in instruction and operations, the Pardee RAND community took immediate action to help our community partners in Los Angeles. Tech and Narrative Lab faculty and students developed an interactive map of resources for Los Angeles Unified School District families and developed a virus transmission/physical distancing model. Students and faculty from our policy design studios used systems mapping and policy design studio techniques to support United Way of Greater Los Angeles in targeting
their resources to address COVID-19 outbreaks among people experiencing homelessness. The school launched projects on the response of social service providers in Los Angeles and on contact tracing. All of this was made possible by the philanthropic support that funds Pardee RAND.

In addition, when RAND issued an internal call for research proposals to address the crisis, our students were essential contributors to the selected projects. Their sophisticated programming and analytic talent can be seen in a range of initiatives—on everything from the ethical implications of using mobile phone data to curb the pandemic to helping governments and businesses measure when they can safely reopen.

Then, in May, police officers in Minneapolis killed George Floyd, sparking a call for social justice and racial equity in as many as 2,000 cities in the United States and throughout the world. A stark and unflinching spotlight illuminated the disparities and injustices that have long plagued people of color. This state of affairs has aptly been referred to as a second virus.

Once again, we took action. But first, we listened and learned. A virtual town hall drew more than 100 members of the school community. Our conversation with Dr. David Thomas, president of Morehouse College, included more than 250 members of the school and RAND community. Our students and faculty spoke up on how we can all make Pardee RAND stronger. Our Diversity, Equity, and Inclusion Working Group, chaired by students and including faculty and staff, is working to identify barriers to and strategies for achieving our aspirations. Alumni from our Faculty Leaders Program are sharing their knowledge with us, complementing our work with community partners, and broadening our perspective on teaching and using the tools and methods of policy analysis. And we are sharing with the greater RAND community what the school has learned about inclusivity after more than a decade of strategic and mindful recruiting and admissions efforts.

We must also recognize—because we are indeed all “in this together”—how the pandemic has had a greater effect on the poor and on communities of color. In this “new normal,” we are called on to look out for each other as we find our way and rebuild.

But 2020 has not let up. The United States is exhausted, fighting growing numbers of wildfires and bracing for record-breaking hurricanes, in the midst of a pandemic. The world, too, is exhausted, seeing the failures of long-trusted institutions and organizations, in the midst of a pandemic. George Floyd’s was not the last tragic and unnecessary death, and the protests have been sustained, in the midst of a pandemic. Refugees continue to flee seemingly unending conflicts, in the midst of a pandemic. And we have to work tirelessly to ensure that we hold safe and secure U.S. elections, this year, in the midst of a pandemic.

As the Pardee RAND community acts, and as we welcome our first cohort into the fully redesigned program, never have I been prouder of our school. We understand the critical need for action as well as research. For educating and training our students to effect real and sustainable change throughout the world. For leveraging technology in the public interest and working in true partnership with community members. For deploying our greatest assets—students, faculty, and staff—as we seek solutions to a host of systemic problems. We are the school the world needs now. We have built on our historical strengths and redesigned our school to create what the world demands.

We are doing the hard work of building a better world—not just this year but for years to come. It is my fervent hope that our community will continue to rise to the occasion and live up to our motto, Be the Answer.

SUSAN MARQUIS
Frank and Marcia Carlucci Dean
September 2020
2019 cohort

11 MEN

28 MEDIAN AGE
21–41 age range

7 COUNTRIES OF ORIGIN
Brazil, China, Costa Rica, Lebanon, Taiwan, the United Kingdom, and the United States
WHILE OBTAINING MY GRADUATE DEGREE in political social work, I was called back to the Rio Grande Valley because my mother, who was uninsured, was ill with cancer. As I bore witness to the crowded overflow ICU for uninsured patients, I realized that these conditions—the broken air-conditioning and the overworked nurses—were additional indicators of exclusionary policies that impacted communities like mine. This experience taught me that one of the best ways to judge a government’s priorities is by examining its budgetary allocations. It also further fueled my determination to spend my career conducting research that informs policy.

TARA LAILA BLAGG, COHORT ’19

60% ARE FLUENT IN A SECOND LANGUAGE e.g., Arabic, Chinese, Korean, Portuguese, and Spanish

3 U.S. AIR FORCE ACADEMY GRADUATES

72% PERCENT HOLD ADVANCED DEGREES, including the MA, MS, MPH, MPP, MPA, MSW, and MD
## The 2019 Cohort Brings Experience and Perspectives

from an impressive range of professional organizations and institutions to Pardee RAND and arrived with degrees in a variety of disciplines.

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<th>EXPERIENCE</th>
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<td>The Aerospace Corporation</td>
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<td>American Institutes for Research</td>
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<td>Center for Biomedical Innovation</td>
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<td>Texas House of Representatives</td>
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FROM THE MOMENT MY FIRST STUDENT called me Teacher Hu, I was determined to be a public servant. Pardee RAND’s motto—Be the Answer—resonates with my values. The unique Ph.D. program will equip me with better complex policy problem-solving skills through novel quantitative method courses on big data applications and machine learning and practical courses, such as the two policy design studio courses that analyze the complexity of policy issues.

LYNN HU, COHORT ’19
leadership

THE PARDEE RAND TEAM

The decade closed for Pardee RAND with years of careful and extensive planning finally coming to fruition. For the first time, applicants to Pardee RAND were applying to our redesigned school—aligning themselves to one of the three new streams. As 2020 unfolded, we learned to work, study, and live in the context of the COVID-19 pandemic. And as a nationwide call for social justice and racial equity rose, Pardee RAND began to take on this challenge. Here are some highlights from the team.

Rachel Swanger

Swanger, the school’s associate dean, leapt into action as the pandemic hit the United States, advising students and helping them navigate the obstacles before them, and administering CARES Act funding from the U.S. Department of Education for Emergency Financial Aid Grants to Students. Swanger implemented program changes for upper-year students faced with an extended time in the program, and extensions of postdoctoral time, given uncertainty in the job market because of COVID-19. Swanger repurposed the Brown Faculty Chairs program to prioritize Pardee RAND efforts to focus on racial justice and equity.

Angela O’Mahony

O’Mahony began her tenure as assistant dean for academic affairs in March 2019. She will hold the position for a two-year term. O’Mahony stepped into her new position after having served for almost three years as the lead for the redesign of the academic program. She currently teaches the second-year core course on organizational culture and has worked closely with students on OJT and on their dissertations. In response to the pandemic, O’Mahony transformed all of the Pardee RAND curricula into online courses using Microsoft Teams.
Tepring Piquado holds the position of inclusion, diversity, and equity adviser (IDEA). She works closely with the deans to support our community and foster an environment in which all members feel appreciated, respected, and prepared to be successful in a diverse world. She facilitates discussion groups and advises on programming. As Pardee RAND’s first-year mentoring program coordinator, she continues to be a critical link between faculty and students as they cultivate quality mentoring relationships, an essential component of graduate success.

Alex Duke rejoined Pardee RAND in August 2019 as registrar. Duke served as assistant dean for academic and student affairs from 2004 to 2008. His extensive experience in the field of higher education administration also includes stints as director of admissions and student affairs at the UCLA Anderson School of Management and assistant dean for enrollment management and student services at the Rossier School of Education at USC. Duke played a major role in making the transition to online courses happen smoothly, helping to ensure that instructors had the tools they needed and assisting students as they charted new territory.

Stefanie Howard is the assistant dean for admissions and strategic initiatives. She reimagined the school’s recruitment and application processes, effectively conveying the appeal and distinctiveness of the three new academic streams and cultivating a broader applicant pool. Howard’s innovations surpassed these efforts when, faced with a pandemic, she transformed Pardee RAND’s in-person Preview Weekend for admitted students into a successful virtual Preview Day, paving the way for the largest entering cohort in the school’s 50-year history.

Jessica Kikuchi joined Pardee RAND as executive director of development in February 2020. Responsible for leading the school’s fundraising, alumni engagement, annual giving, and stewardship activities, Kikuchi and her team immediately began developing virtual opportunities to engage alumni and supporters. They have also developed an urgent scholarship initiative to support the increasing financial needs of the school’s largest-ever incoming cohort. Prior to joining Pardee RAND, she was part of the development team at the UCLA School of Engineering, where she worked to build relationships on behalf of the school for more than seven years.
Board of Governors

The role of the Pardee RAND Graduate School Board of Governors cannot be overstated. Board members serve as strategic advisers, offering not only their ideas and expertise but also, through their generous gifts, a solid financial foundation from which we can operate. They help us not just with fundraising but also with “friend-raising”—introducing others to the Pardee RAND community so that together we can achieve our overarching objective to create the next generation of policy leaders. The board reviews and oversees our finances, offers counsel to help ensure the quality of our program, supports our approach to attracting and retaining the best and brightest from throughout the world, and helps us to be an engine of innovation at RAND.

Members of the Board of Governors are also essential providers of scholarships, dissertation support, and unrestricted funds: They understand our need for student support and flexibility—to use money where it is needed most and when opportunities arise.
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CHAIR
Partner, Capital Research
Global Investors

DAVID BARCLAY
Partner (retired),
Capital Group Companies

RICHARD BREEDEN
Founder, Breeden Capital
Management LLC

JOHN SEELY BROWN
Cochair, Center for the Edge,
Deloitte LLP; Cofounder, Institute
for Research on Learning

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BrightMark Corporate Directioning
and Brand Consulting

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Systems Corporation; Director,
Semicoa Corporation

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Columbia University

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Olivier Nomellini Senior Fellow,
The Freeman Spogli Institute for
International Studies, Center on
Democracy, Development, and the
Rule of Law, Stanford University

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Professor and Founding Dean,
Roseman University College
of Medicine; Trustee, RAND
Corporation

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Chairman Emeritus, The Aspen
Institute; Former U.S. Secretary of
Labor; Trustee Emeritus, RAND Cor-
poration

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Policy and Management, Fielding
School of Public Health, University of
California, Los Angeles; Codirector,
Robert Wood Johnson Foundation
Clinical Scholars Program, University
of California, Los Angeles

WILLIAM E. MAYER
Cofounder and Partner, Park Avenue
Equity Partners

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Chief Economist (retired), Microsoft;
Visiting Professor of Economics,
California Institute of Technology

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Secretary of the Air Force; Trustee,
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SHARON STEVENSON
Cofounder and Managing Director,
Okapi Venture Capital, LLC

EX OFFICIO

MICHAEL D. RICH
President and Chief Executive Officer,
RAND Corporation

As of August 2020
**Soledad O’Brien**

O’Brien is an award-winning journalist, speaker, author, and philanthropist who anchors and produces the Hearst Television program *Matter of Fact with Soledad O’Brien*. The founder and chief executive officer of Soledad O’Brien Productions, she also reports for *HBO Real Sports*, the *PBS NewsHour*, and *WebMD* and has authored two books. She has won numerous awards, including three Emmys, the George Peabody Award, an Alfred I. duPont–Columbia University Award, and the Gracie Award. *Newsweek* named her one of the “15 People Who Make America Great.” With her husband, she is a founder of the PowHERful Foundation, which helps young women get to and through college. Her recent gift to Pardee RAND established the Edward and Estela O’Brien Inclusion, Diversity, and Equity Award (see page 37).

**Richard Breeden**

Breeden joined the Pardee RAND Board of Governors in June 2019. Breeden served as chair of the U.S. Securities and Exchange Commission from 1989 to 1993. In 2002, he was appointed corporate monitor of WorldCom/MCI and led its turnaround after a massive accounting fraud. From 2005 to 2009, he served as corporate monitor of the accounting firm KPMG on behalf of the U.S. Department of Justice. During his tenure, he was a strong supporter of enhanced investor rights, improving the quality of transparency in financial reporting, and strengthening efforts to combat audit and accounting fraud. He is currently a director of Steris Corporation and special master of the Madoff Victim Fund.

**Michael Dardia**

Dardia (Cohort ’89) has served as the alumni representative on the Pardee RAND Board of Governors since November 2017. He is the founder of DM Advisory, where he applies his financial management expertise to large organizations, primarily in the public and nonprofit sectors. Prior to this, he was vice president of finance and assistant treasurer for the New York Public Library. From 2004 to 2014, Dardia worked as a deputy director in the New York City Office of Management and Budget, overseeing both expense and capital budgets for the city’s housing and economic development agencies, as well as task forces responsible for macroeconomic and tax revenue forecasts covering the city’s $70 billion budget. Before earning his Ph.D. from Pardee RAND, Dardia graduated from Stony Brook University with an M.S. in management and policy analysis.
IN 2019, PARDEE RAND BEGAN RECRUITING FOR ITS THREE POLICY ENGAGEMENT STREAMS AND UPDATED PROGRAM requirements for Cohort ’20, to include community-partnered externships, Tech and Narrative Lab residencies, and new courses to meet these requirements. Applicants now need to select which of the three streams they wish to pursue: Research, Analysis, and Design; Community-Partnered Policy and Action; or Technology Applications and Implications.
Research, Analysis, and Design

For 50 years, the Pardee RAND Ph.D. has emphasized rigorous and sophisticated policy analysis. With the Research, Analysis, and Design stream, our goal is to enable students to understand complex social problems both conceptually and empirically. As they explore Pardee RAND’s cross-cutting themes of ethics, communication, and social justice and racial equity, they also work side by side with researchers on a range of ongoing RAND projects. With these experiences and on-the-job training (OJT), students gain a solid understanding of what it takes to accomplish real and sustainable change. They will then harness this understanding to design policies, mechanisms, and actions for potential solutions.

The Research, Analysis, and Design stream is for students who are curious about why policies succeed and fail, and they constantly look for new ways to understand the world around them. They are driven to improve policy design through systematic evaluations of policy instruments and carefully designed experiments, and they want to become sophisticated users and developers of analytic tools.

The courses and activities in this stream teach students a diverse set of modeling and analytic methods, as well as best practices in policy analysis and design. Students will acquire a better understanding of the systemic and dynamic nature of complex policy challenges while conducting cutting-edge research and data analysis.

REQUIREMENTS

Coursework. All Pardee RAND students take 13 required courses and policy studios. Additionally, Research, Analysis, and Design students have two distribution requirements, which they fulfill while taking elective courses and tutorials.

The Modeling Human Systems Distribution encourages students to develop competencies in at least two conceptual modeling approaches. These approaches include computational modeling, such as agent-based modeling, robust decision making, system dynamics, and simulation; economic modeling, including game theory, microeconomics, and cost-benefit analysis; operations research and dynamic optimization; and qualitative modeling, such as gaming and world-building.

Through the Empirical Analysis Distribution, students develop competencies in at least two data collection and analysis approaches, such as comparative historical analysis, econometrics, machine learning, social network analysis, statistics, survey analysis, and text analysis. They hone their skills through analysis of data in lab-like settings and by working on real-world policy analysis projects at RAND and with RAND’s Methods Centers.

Dissertation. Students build on their distribution coursework and policy research specialization as they develop their dissertation. Many dissertations develop new analytical approaches or use existing methods in innovative ways. Regardless of focus, the dissertation enables students to make novel contributions in their areas of interest.
The Analyst

2 or more terrorists
in the centre or
middle edges of
strike

[Image of game pieces and instructions]
AS THE DAUGHTER OF IMMIGRANT PARENTS, I HAVE come to realize my life could have taken a different turn without the alignment of a network of complex social forces that swayed in my favor. I applied to RAND’s Ph.D. program because of my desire to impact policy that can advance early education and health outcomes for underserved communities.

INGRID ESTRADA-DARLEY, COHORT ‘19
What does it take to make real and sustainable change in local communities?

That is the focus of the new Community-Partnered Policy and Action stream, which prepares students to work on policy problems in diverse community settings and with a variety of stakeholders.

Students entering this stream look to turn policymaking on its head by emphasizing community-generated and community-prioritized policies and actions that address local issues of greatest importance to the community. They build on Pardee RAND’s strong foundation in policy analysis, ethics, communication, and social justice and racial equity, developing strong qualitative and quantitative skills. Students then combine these rigorous research methods and their understanding of localized contexts as they partner with communities to design, implement, and evaluate policies. These partnerships arise through work on RAND research projects, but also through newly developed community externships. The extensive field experience they receive enables them to further refine the skills they developed in classrooms.

REQUIREMENTS

Coursework. In addition to the 13 courses and policy studios required of all students, courses required for this stream provide students with an advanced understanding of how to work in partnership with communities to address complex, adaptive problems. These courses explore such topics as engaging communities in research; the intersectionality of policy; the multidisciplinary field of dissemination and implementation research; current topics in the students’ fields of concentration; client-oriented policy analysis; regional land use and urban development; and state, regional, and local policymaking. Students may take additional electives on related topics.

Community Externships. A unique aspect of this stream is the requirement that students participate in at least two community externships. Emphasizing place-based learning and problem solving, the externships provide students an understanding of how to work in true partnership with communities to translate research and analysis into effective action.

Although priority is given to students in this stream, all Pardee RAND students may apply for externships. Full-time externships last at least five weeks, while part-time externships are a minimum of ten weeks. Students receive on-the-job training (OJT) credit for each externship.

Pardee RAND has developed relationships with communities interested in decades-long partnerships. Externships are currently available in Sitka, Alaska, and in Los Angeles County, California, and an additional externship is being developed in Pittsburgh, Pennsylvania. During an externship, teams of three or more students work in the same geographic region, each based with a different community group, government agency, or nonprofit.

Externships emphasize that policy development and change must occur in partnership with communities at all stages of development, from problem identification to policy development, to policy implementation and evaluation. Prior to an externship’s start, faculty and students will work with community members to identify local priorities and needs. Students then work with community partners on the thematic issue identified as a priority—for example, homelessness or access to health care.

Each student will have a community partner supervisor who will assist in the student’s orientation to the agency or organization and the local community. Over the course of the externship, faculty advisers will meet with student teams to provide expertise, supervision, feedback, and support.

Community-Partnered Learning and Dissertation.

Students build on their community externships, as well as work on community-based RAND research projects, as the basis for their dissertation. Pardee RAND faculty and community partners mentor students in this stream throughout the dissertation process. Additionally, a member of the community that is the focus of the dissertation must be on the student’s dissertation committee.
WITH THE ADMISSION, IN FEBRUARY 2020, OF THE FIRST
official student cohort, Pardee RAND’s Community-Partnered
Policy and Action stream has reached a milestone moment.

PROOFS OF CONCEPT
Our newly developed externships, in Sitka, Alaska and Los Angeles,
California, demonstrate the feasibility of our innovative concept for
graduate public policy education. Because real and sustainable
change takes time, Pardee RAND is committing to ten-year partner-
ships with participating communities for rotating teams of students,
each group passing on their knowledge, contacts, and progress to the
next group like relay racers passing a baton.

The 9,000 open-hearted and hardy residents of Sitka have a food
security problem and want Pardee RAND students to join them as
they continue to address it. Sitka is surrounded by the lush Tongass
rain forest and the chilly northern Pacific Ocean, which have historically
provided abundant reindeer and seafood, local staples. But these
natural resources alone cannot adequately feed Sitkans, and local
gardeners eager to grow their own produce are stymied by the short
growing season and steady rain that leaches the soil’s nutrients.

Community leaders representing a broad range of nonprofit groups
have launched a number of recent initiatives to diversify and improve
the quality of Sitka’s food supply, and a small team of students has
initiated work with the Alaskan Longline Fishermen’s Association,
the Sitka Food Co-op, and the Sitka Conservation Society to address
different aspects of the food security problem. This team will leave
Sitka after six weeks in residence and maintain its network of
connections until a second group of externs heads to Sitka in spring
2021 to continue the work.

In Los Angeles, teams of students are currently working with United
Way of Greater Los Angeles; City Councilman Mike Bonin’s office on
his bridge housing and street encampment initiatives; Seeds of Hope,
a food justice ministry of the Episcopal Diocese of Los Angeles; and
the comprehensive service agency The People Concern. These commu-
nity groups and governmental agencies are focused on homelessness
and its many related problems.

In future years, externship opportunities will expand to the Pittsburgh
area, with execution beginning in 2021, and to additional communities
as need and opportunities arise.

HONORING COMMUNITY KNOWLEDGE
Pardee RAND is identifying professors-of-practice, individuals in our
partner communities who can mentor the student teams during their
externships and residencies and through the dissertation process. The
school recently hosted its first practitioner-in-residence in Santa
Monica and is committed to bringing additional experienced commu-
nity leaders to teach and informally mentor students before and after
their field experiences.

The enthusiasm from our growing network of community partners,
our students, and other RAND colleagues for the emerging curriculum
has been a gratifying endorsement of this novel approach. We are
beyond excited as we take the next steps to bring all elements of this
unique initiative to life.
In 2019, Pardee RAND launched pilots of what became externships in Los Angeles County and in Sitka, Alaska.

Los Angeles County photos (top row): by Diane Baldwin; Sitka photos (bottom row): left by Boat Captain Olan Moore; middle by Ryan Brown; right by Lisa Busch
Although technological advancements continue to increase in size, scope, and impact on society, many policy processes and analytic approaches remain rooted in 20th-century models and capabilities.

The Technology Applications and Implications stream redefines next-generation policy analysis and action. It is designed to enable and empower policy students to engage in technology explorations, experimentation, and development applied to public policy problems and solutions.

The Tech stream complements and interacts with the other streams in a variety of ways, such as workshops, residencies, hackathons, research projects, courses, and on-the-job training (OJT). It also embraces the cross-cutting themes of ethics, communication, social justice, and racial equity; experimentation in the stream to directly address or include aspects of one or more themes is strongly encouraged.

REQUIREMENTS
In addition to completing Pardee RAND’s 13 required courses and policy studios, Tech stream students complete the following requirements.

Onboarding. Soon after arriving, each student meets with an ad hoc committee of existing Tech and Narrative Lab-associated faculty and other Pardee RAND faculty members. They discuss goals and objectives while identifying any possible gaps, then work to identify any remediation or suggested efforts beyond the required curriculum.

Tech and Narrative Lab Residency. Students move from assigned coursework to the framing of research and experimentation at the intersection of emerging technology and policy through their time in the Tech and Narrative Lab. During their residency, students experiment and begin building artifacts for their portfolio.

The residency is designed to encourage breadth through exploration in multiple areas and depth through focused exploration. Students will use the residency to begin framing both their dissertation topic and portfolio artifacts and approaches. Faculty mentors strongly encourage exploration of the cross-cutting themes of ethics, communications, and social justice and racial equity.

Portfolio. The portfolio is part of a continuum of exploration and experimentation that begins with onboarding. Students need to create at least ten digital artifacts that show evidence of individual research ideas, facility with emerging technology, and the understanding of policy intersections. Rather than a random collection of efforts, students’ portfolios should illustrate inquiry into a particular set of technology applications and implications. Portfolios will include at least one example from each of the Tech stream’s four technology areas: the Internet of Things; artificial intelligence and machine learning; augmented, virtual, and mixed reality; and digital gaming.

Portfolio development follows a phased implementation. Incoming students are acculturated to the practice of breaking and making artifacts through a mix of traditional classroom activities, workshops, hackathons, and other engagements. Students work with their portfolio and dissertation committee to ensure their portfolio exhibits sufficient breadth and depth, and the committee provides both up-front input and regular review. Each portfolio artifact requires documentation, allowing the work to be shared and understood by multiple audiences.

Dissertation. Given the scope of work required for the portfolio, the dissertation serves as a critical framing document that provides context for the work of the portfolio. It also provides evidence of the depth of research and mastery of skills. The dissertation and portfolio work together to provide a coherent narrative of the student’s work and evidence of problem framing, research depth and breadth, and technical exploration and experimentation.
When the pandemic broke in March 2020, Krishna Kumar, director of the Initiative for Global Human Progress at Pardee RAND, participated in two Q&As with RAND experts on the economic impact of COVID-19. The researchers offered ideas for effective responses to support the economy and its workers. They answered questions about consumer confidence, how a stimulus might be distributed if the pandemic affects all sectors, and how to mitigate economic damage resulting from social-distancing measures, such as investment in major infrastructure.

“Although nearly all sectors rely on individual consumer spending, those businesses that are based on travel and tourism will be hardest hit,” he said.

Both Q&As are available on The RAND Blog.

Kumar also wrote a USA Today commentary with Ambassador James Dobbins, entitled “After the Coronavirus: American Needs to Reengage with the World, Not Retreat from It.” The commentary was published on April 1 and is also available on The RAND Blog.

In June 2020, Janice Blanchard (Cohort ‘98) was featured in a profile of Black emergency medicine physicians as part of the Coronavirus in the D.C. Region series on WAMU 88.5—the leading public radio station for NPR news and information in the greater Washington, D.C., area.

Black patients constitute 75 percent of the city’s COVID-19 deaths. “I think as a black doctor, it’s my responsibility to do everything in my power to make sure that a black patient is getting fair treatment,” Blanchard said. In many cases, that was not enough to save her sickest patients. “I always was … a person that thought you can make big changes in the health care system and save the world.”

The profile of Blanchard and two of her colleagues is available online at wamu.org.
IN JUNE 2020, DAVID A. THOMAS, PRESIDENT OF MOREHOUSE College, joined Dean Susan Marquis for a video dialogue to discuss answers to the question posed by Martin Luther King Jr.’s last book, Where Do We Go from Here?

Thomas and Marquis discussed the commonalities between King’s vision for equity and equality in America and the goals of the antiracism movement in the United States. The dialogue took place in the context of civil unrest in response to police brutality, racism, inequality, and inequity, and the call for a new Civil Rights agenda. More than 250 students, faculty, and RAND staff participated.

“The thing that many people lose sight of is, as a Black person in America, [the recent deaths] are not news,” he said. “I’m 64 years old. I can’t think of a year where there wasn’t some incident of that nature that happened. But we weren’t able to capture it on television, or on our telephones and then put it on TV.”

He also described the all-too-common fear among Black parents that his children would be racially profiled or hurt by police. “As a Black parent, you know what terrorism means every time you send your Black sons out on a date,” he said. “I can remember my wife and I staying up to make sure our sons got home.”

When asked how Pardee RAND can help to break down these walls, Thomas said it’s especially important for minority students to be mentored and supported, because there are so few minority faculty members.

“When we hire deans, when we appoint department chairs, look at their record on mentoring students who don’t look like them. What’s their record on mentoring faculty who don’t look like them?” Thomas said. “That tells you a huge amount. Hire faculty whose research takes things like race into account.

“How a dean defines the intellectual terrain we’ve got to map also sends signals of value to who we need here,” he said. “That has to do with what students we want, what faculty we want, and that’s where I would start.”

A follow-up question asked how RAND and other predominantly white institutions could better support people of color.

“We have to be open to learning what we don’t know,” Thomas said. “If you don’t have a lot of faculty of color, to learn what you need to know, you’ll have to learn it from your students. It’s about creating relationships, and trust, and engaging, and being honest. It’s a back and forth.”

This is another reason why diversity is so important within all levels of an organization, he said.

“We’re in the midst of two viruses,” Thomas said, referring to racism and COVID-19. “They require the same three things: leadership, relationship, and alignment. You’ve got to apply the same leadership you would apply to a problem that you think is important to an organization, to your business, to the issue of institutionalized racism. You have to build the relationships that will equip you as a leader to engage these issues. And you have to have leaders with relationships that help them create new forms of interaction and policies that will address the problem in the long term.”

“Leadership in both, in my view, doesn’t differ,” he said. “It starts with asking, ‘How serious is the problem?’ If you believe the problem is serious, you are willing to rethink and inconvenience the organization, the country, or the state, wherever you’re exercising leadership, in ways that may initially feel uncomfortable, but you’re also willing to message why this will make us better, why this will make us healthier.”

This is an abridged version of an article by Monica Hertzman that is available online at prgs.edu.
Faculty Leaders Program

Through the Next Generation Initiative’s Faculty Leaders Program, the Pardee RAND Graduate School seeks to build diversity in public policy through strong engagement of faculty leaders across the United States, and in particular at colleges and universities serving students underrepresented in public policy.

Each year, fellowships are awarded to 12–15 selected faculty to participate in a weeklong policy analysis summer program held in Santa Monica.

As Pardee RAND trains graduates who will develop public policy in this country and around the world, we are committed to helping ensure that a diversity of voices and perspectives are an integral part of the policymaking process. Part of that commitment is drawing that diversity into public policy education to create the next generation of leaders with a range of voices and perspectives.

The intent is for participating faculty to return to their home institutions armed with new tools to effect change in their communities and to inspire their students to consider careers and advanced study in public policy analysis.

The program is now in its eighth year. The 2018–2019 Faculty Leaders Program was generously supported by the Henry Luce Foundation.

THE WORKSHOP INCLUDES SEVERAL FACETS:
• a “short course” in the methods of policy analysis modeled after the curriculum of our doctoral program
• an opportunity for each participant to apply these tools to a policy issue of their choice throughout the week, with mentorship and input from RAND policy researchers in areas of common interest
• an introduction to the graduate school, faculty, and advanced doctoral fellows in policy analysis
• a forum in which to network with each other and past participants in the program.
THE NEXT GENERATION INITIATIVE

Pardee RAND created the Next Generation Initiative to broaden the perspectives within, and the resources for, the next generation of policy leaders. Through education and training in policy analysis and research; building relationships across institutions, disciplines, academic researchers, policy analysts, and students; and developing direct ties with the communities affected by public policy, the Next Generation Initiative will prepare a cadre of policy analysts, innovators, and leaders who can tackle the most challenging societal and public problems in their communities, nationally, and internationally, from perspectives that are as informed as they are diverse.
2019 PROGRAM: KEYNOTE ADDRESS

“You’d better be clear where your biases are. They are there, and as long as you are engaged in community-based participatory research, your heart is going to go out to people.”

So said UCLA anthropologist and professor Dr. Jorja Leap in her keynote address to the 2019 Faculty Leaders Program.

Her talk, “Research in Communities: Stories from the Field,” addressed myriad questions: How can researchers work to effect change, improve quality of life, and address a social dilemma? How can they provide added value, not just collect data? If the research is participatory, how is the researcher participating? What can the research—and the researcher—add to the community? And how does being “activist researchers” affect the researchers themselves?

First and foremost, Leap said, “You cannot go into a community with moral or intellectual assumptions. You must go in planning to build the theory from the ground up,” she added. “Don’t go into the community with a theory. Go in and have the folks in the community teach you their theory.”

She also shared anecdotes from her experience working with at-risk and gang-involved youth, formerly incarcerated women, death row inmates, and many others.

“I’m always frightened,” she said candidly. “I’m always afraid, because I am an outsider, and I acknowledge that. But when I stop being anxious, I quit. Being anxious keeps me eager and open to learn. No researcher should be confident. You should have trust, but you should also have anxiety to say ‘I need to know what I don’t know.’”

Leap has been a professor at the UCLA Luskin School of Public Affairs since 1992 and in 2019 won the UCLA Distinguished Teaching Award. As a recognized expert in gangs, violence, and trauma, she has worked both nationally and internationally in violent and postwar settings all of her career. Her current work focuses on gangs, law enforcement, and community justice in multicultural settings; criminal justice and prison reform; and the dilemmas faced by individuals reentering society after incarceration.

She is also the executive director of the UCLA Social Justice Research Partnership, the director of the LAPD Community Safety Partnership evaluation project, and the qualitative research director for the Los Angeles Mayor’s Office of Gang Reduction and Youth Development. Additionally, she serves as an expert reviewer on gangs for the National Institute of Justice and is cofounder and director of the Watts Leadership Institute.

“Working with [formerly incarcerated] fathers taught me the meaning of collective efficacy,” she said. “These were men who had been incarcerated but who wanted to be good fathers, wanted to find a way back. Their voices had to be brought into the policy discussion.”

When it comes to funding, Leap said, the importance of analytical precision cannot be overstated. “In philanthropic organizations,” she explained, “there is a hunger for empirical rigor in community-based participatory research. They will pour money into it.”
COVID-19 disrupted our operations but did not stop us from moving forward, finding new ways of accomplishing our mission as a school and a school community. This year, we couldn’t welcome a new cohort of faculty leaders to our campus but instead brought alumni from the Faculty Leaders Program together through two virtual workshops. The first workshop, “Using Policy Analysis to Improve Health and Social Justice,” was led by faculty member Jeffrey Wasserman. The second, on “Implementing Ideas: Disruptive Policy Analysis and Pedagogy,” was taught by Jameta Barlow, an alum of the Faculty Leaders Program. In addition, we commissioned an evaluation of the program this spring. Since kicking off in the summer of 2013, we’ve had just over 90 participants from 56 colleges and universities, more than half of which are minority-serving institutions. We determined that we are achieving our objectives of bringing the ideas and possibilities of public policy and policy analysis to a broad range of undergraduate majors, building a more diverse pipeline of those interested in public policy careers and graduate education, and providing faculty at these schools new skills and a public policy orientation—regardless of their discipline. We also discovered that alumni have stayed connected; they are mentoring each other, writing and publishing with each other, and pushing each other to seek change in their communities and in their fields.

“You cannot go into a community with moral or intellectual assumptions. You must go in planning to build the theory from the ground up.”

JORJA LEAP
Public Policy @ Work

PUBLIC POLICY @ WORK, A NEW CAREER SERVICES initiative, is an experiential learning opportunity for participating students, who meet with professionals at different organizations working in a multitude of public policy areas, identify skills that will strengthen their job prospects, explore the culture of different firms, and, hopefully, come away with a better understanding of various fields and make informed decisions during their job search. Students have the option of selecting between defense/security firms and international development organizations.

So far, students have met with people at organizations in the Los Angeles area—including Google and Praedicat—and, most recently, in the Washington, D.C., area, including the American Enterprise Institute, DevTech Systems, Gallup, Millennium Challenge Corporation, Northrop Grumman, the World Bank, and the Cost Assessment and Program Evaluation office within the Pentagon.

In December 2019, Career Services also hosted a networking event for Ph.D. candidates, alumni, and guests in the D.C. area. Alumna Diana Epstein and student Diana Gehlhaus hosted a panel of five professionals to talk about their careers and give general career advice.
Our Graduates

Gursel Aliyev
PH.D. DATE December 2019
POSITION Adjunct Faculty, Pepperdine University
DISSERTATION Taxpayers’ Misperceptions and Two Novel Behavioral Interventions to Counter Tax Evasion

Gulrez Shah Azhar
PH.D. DATE September 2019
POSITION Senior Fellow, Institute for Health Metrics and Evaluation
DISSERTATION Indian Summer: Three Essays on Heatwave Vulnerability, Estimation and Adaptation

Elizabeth Bartels
PH.D. DATE April 2020
POSITION Associate Policy Researcher, RAND
DISSERTATION Building Better Games for National Security Policy Analysis: Towards a Social Scientific Approach
Benjamin Goirigolzarri  
**PH.D. DATE** September 2019  
**POSITION** Acquisition Officer, U.S. Air Force  
**DISSERTATION** A Need for Speed? Identifying the Effects of Space Acquisition Timelines on Space Deterrence and Conflict Outcomes

Melissa Francisca Felician  
**PH.D. DATE** June 2020  
**DISSERTATION** Not All Housing Is Created Equal: A Mixed Methods Analysis of the Well-Being of Adults in Permanent Supportive Housing in Los Angeles County

Carlos Ignacio Gutiérrez Gaviria  
**PH.D. DATE** March 2020  
**POSITION** Governance of Artificial Intelligence Fellow, Arizona State University, Sandra Day O’Connor College of Law  
**DISSERTATION** The Unforeseen Consequences of Artificial Intelligence (AI) on Society: A Systematic Review of Regulatory Gaps Generated by AI in the U.S.

Erin Duffy  
**PH.D. DATE** June 2019  
**POSITION** Postdoctoral Fellow, USC Leonard D. Schaeffer Center for Health Policy and Economics  
**DISSERTATION** Three Essays in Health Policy and Economics: Surprise Out-of-Network Medical Bills and Out-of-Network Health Care Provider Payment in the United States

Melissa Francisca Felician  
**PH.D. DATE** June 2020  
**DISSERTATION** Not All Housing Is Created Equal: A Mixed Methods Analysis of the Well-Being of Adults in Permanent Supportive Housing in Los Angeles County

Carlos Ignacio Gutiérrez Gaviria  
**PH.D. DATE** March 2020  
**POSITION** Governance of Artificial Intelligence Fellow, Arizona State University, Sandra Day O’Connor College of Law  
**DISSERTATION** The Unforeseen Consequences of Artificial Intelligence (AI) on Society: A Systematic Review of Regulatory Gaps Generated by AI in the U.S.

Diana Gehlhaus  
**PH.D. DATE** June 2020  
**DISSERTATION** Youth Information Networks and Propensity to Serve in the Military

Benjamin Goirigolzarri  
**PH.D. DATE** September 2019  
**POSITION** Acquisition Officer, U.S. Air Force  
**DISSERTATION** A Need for Speed? Identifying the Effects of Space Acquisition Timelines on Space Deterrence and Conflict Outcomes

Dan Han  
**PH.D. DATE** March 2019  
**POSITION** Postdoctoral Fellow, Harvard T. H. Chan School of Public Health  
**DISSERTATION** The Impact of the 340B Drug Pricing Program on Critical Access Hospitals
Our Graduates

Simon Hollands

PH.D. DATE  September 2019

POSITION  Engineering Data Scientist, Snap Inc.

DISSERTATION  Prescribing Under the Influence: Three Studies of Pharmaceutical Promotion and Second-Generation Antipsychotic Drugs

Amber Jaycocks

PH.D. DATE  December 2019

POSITION  Health Systems Specialist, RTI International

DISSERTATION  Climate Finance and Green Bond Evolution: Informing Policy Using Machine Learning Text Analytics

Felix Knutson

PH.D. DATE  September 2019

POSITION  Operations Research Officer, U.S. Air Force

DISSERTATION  People First: Improving Equitability of Air Force Recruiting Operations

Jesse Lastunen

PH.D. DATE  June 2020

POSITION  Research Associate, United Nations University World Institute for Development Economics Research

DISSERTATION  Technological Change and the Skill Premium: 21st Century Evidence

John Speed Meyers

PH.D. DATE  September 2019

POSITION  Data Scientist, In-Q-Tel


Ashley Muchow

PH.D. DATE  September 2019

POSITION  Assistant Professor, Department of Criminology, Law, and Justice, University of Illinois at Chicago

DISSERTATION  Three Essays on Minority and Immigrant Outcomes in a New Era of Immigration Enforcement: Evidence from Los Angeles
Christina Steiner  
**PH.D. DATE** December 2018  
**POSITION** Self-Employed, Independent Researcher  
**DISSERTATION** Promotion, Turnover, and Satisfaction in the Army Civilian Workforce: An Analysis of Features of Occupation Ladders and Employee Perspectives of the Work Environment

Yan Wang  
**PH.D. DATE** June 2019  
**POSITION** Global Health Economics Manager, Value-Based Partnership, Amgen  
**DISSERTATION** Understanding Home and Community-Based Long-Term Services and Supports: An Evaluation of Medicaid’s Balancing Incentive Program

Gabriel Weinberger  
**PH.D. DATE** December 2018  
**POSITION** Senior Research Associate, The Bail Project  
**DISSERTATION** The Criminal Justice System and More Lenient Drug Policy: Three Case Studies on California’s Changes to How Its Criminal Justice System Addresses Drug Use

Xiaoyu Nie  
**PH.D. DATE** September 2019  
**POSITION** Associate, Analysis Group  
**DISSERTATION** Evaluation and Management Visits in Outpatient Settings Exploring Influencing Factors on Billing Patterns

Adeyemi Okunogbe  
**PH.D. DATE** December 2018  
**POSITION** Data Scientist, HelloWallet  
**DISSERTATION** Three Essays on Health Financing in Sub-Saharan Africa: Health Shocks, Health Insurance Uptake, and Financial Risk Protection

Etienne Rosas  
**PH.D. DATE** June 2020  
**DISSERTATION** Fulfilling Clandestiny: Reframing the “Crime-Terror Nexus” by Exploring Conditions of Insurgent and Criminal Organizations’ Origins, Incentives, and Strategic Pivots

COMMENCEMENT 2021  
In light of the uncertainty surrounding COVID-19, we are postponing our biennial Commencement this year. Instead, we will gather in June 2021 to honor our graduates and alumni. We will also hold a belated celebration of Pardee RAND’s 50th anniversary.
In March 2020, RAND launched its most ambitious fundraising campaign to date. Tomorrow Demands Today: The Campaign for RAND seeks to raise $400 million and has five priorities.

**THE CAMPAIGN WILL SUPPORT**

- the graduate school's efforts to devise new ways of problem solving
- research efforts to help counter truth decay, the diminishing role of facts and analysis in public life
- efforts to rethink and retool institutions and arrangements
- projects and initiatives to strengthen and safeguard communities
- the ability to respond to fast-breaking or unpredictable priorities.

We are deeply grateful to those whose leadership gifts were part of the early phase of the campaign. These generous gifts included

- $10 million from the family of Frank and Marcia Carlucci to endow scholarships, support the dean's priorities, and title the deanship—now known as the Frank and Marcia Carlucci Dean
- $6 million from Jim and Anahita Lovelace to further the Pardee RAND Graduate School's efforts to redesign public policy education to better meet the needs of the 21st century
- $6 million from Susan F. and Donald B. Rice to support the school and provide unrestricted support for RAND
- $3 million from Frederick S. Pardee to expand the Pardee Initiative for Global Human Progress and strengthen the school's global impact
- $2.5 million from Ann McLaughlin Korologos to establish the Ann Korologos Impact Award and provide unrestricted support for the school
- $1 million from the estate of Dr. Charles Wolf, Jr., and Theresa Wolf.
Pardee RAND thanks David (pictured) and Chet Barclay, whose lead campaign gift of $500,000 is intended to support the immediate needs of the school and its redesigned program, with an emphasis on enhancing our community residency program.

Pardee RAND thanks Ellen and Deborah Brown, who executed through the Harold and Colene Brown Family Foundation a lead campaign gift of $500,000 to support the school’s immediate needs for the redesigned program, with an emphasis on the Tech and Narrative Lab.

Photo courtesy Soledad O’Brien
The Edward and Estela O’Brien Inclusion, Diversity, and Equity Award

The Edward and Estela O’Brien Inclusion, Diversity, and Equity Award (IDEA) was established in 2019 through the generous support of award-winning journalist Soledad O’Brien, a longtime supporter and member of the Pardee RAND Board of Governors, who made a gift in excess of $500,000 to Pardee RAND in honor of her parents.

The O’Brien IDEA program provides full-tuition scholarships annually to entering Pardee RAND graduate students. In addition to two years of tuition support, O’Brien IDEA scholarship recipients are provided with a specially assigned faculty mentor and other professional development support.

O’Brien IDEA scholarships are awarded to students whose background or experience, when evaluated holistically, suggests that they are uniquely able to contribute to the diversity of the Pardee RAND community and to the academic profession as a whole. The scholarship is intended first and foremost for students who are underrepresented in the student body population, have overcome such obstacles as socioeconomic or educational disadvantage, or are the first generation in their family to attend college or pursue an advanced degree.
To bring together current scholarship and dissertation award recipients, philanthropic supporters, and prospects, Pardee RAND held an inaugural brunch in May 2019. Students had the opportunity to meet and personally thank the generous benefactors who have contributed to their scholarship and dissertation support.

The participants included members of the Pardee RAND Board of Governors, advisory board members, donors, alumni, students, and staff. In addition to presentations by the dean; Brandon Baker, vice president of development; and Michael Rich, president and CEO of RAND, attendees heard David Barclay, a member of the Board of Governors, share why he supports scholarships.

Barclay told of traveling to Uzbekistan nearly a dozen years ago with Don Conlan, then a Pardee RAND board member, and meeting student Farrukh Suvankulov (Cohort ’05).
“It was really an amazing connection, meeting this bright, energetic young man, straddling two almost completely separate worlds,” he said. “Meeting his family, you could see what a huge leap it was for him. I got excited thinking about the opportunities Pardee RAND was creating for him to have an impact on public policy, on civil society. The scholarship he received made this possible. Without it, an education outside Uzbekistan, or the former Soviet Union, was not on the table.”

Barclay added that he realized how important scholarships are, not only for foreign students but for anyone who undertakes a doctoral program.

“I’ve talked to a lot of students, and I’ve been struck by the range of opportunities available to them before they come to Pardee RAND,” he said. “Our scholarships make a big difference. The financial burden of going back to school is large, [as is] the financial burden of forgoing career opportunities, ... [and this] may not be the most lucrative career path. All of these are helped—not solved but helped—by the scholarship support that we provide. Thinking about it broadly, our scholarships help us attract talented people to the field of public policy. I think that’s a worthy goal in and of itself. More narrowly, they help us attract the best and the brightest to Pardee RAND.”

Students Gursel Aliyev (Cohort ’13) and Sara Turner (Cohort ’15) also each spoke for a few minutes, to share how their scholarship and dissertation support helped them decide to come to Pardee RAND and helped them through the program.

Aliyev, who came from Azerbaijan, received an Azrael Scholarship and the Lynda and Stewart Resnick Endowed Scholarship. He told the audience, “This was the only program to which I applied. When I got the acceptance letter, I was overjoyed, but at the same time I was terrified.”

He told of the challenges of moving halfway around the world to Santa Monica and the support he received from Pardee RAND’s donors.

“‘I’m married, and we have two kids, and both [my wife and I] were professionals and loved what we did,” he said of his challenging decision. Coming to Pardee RAND meant his wife couldn’t work, because of her visa status. “Without the scholarships that I had in the first two years, I don’t think we would have survived.”

Turner was also mid-career when she decided to come to Pardee RAND although she didn’t have as far to travel: She had previously been working at the Pardee Center for International Futures at the University of Denver. Her journey was worrisome for a different reason.

“Dissertation funding support has been crucial to me, to enable me to do things I otherwise wouldn’t have been able to do,” she said. “Client funding can wax and wane—it tends to be cyclical—and I didn’t have a good sense of whether there would be funding for me to do work when I got to RAND, or how long I would have to wait for projects that were up my alley.”

She added, “One of the things that tipped the scales for me [in choosing Pardee RAND] was that I knew there was a dedicated funding line for students interested in sustainability.”

A two-time recipient of a John M. Cazier Award in Sustainability, Turner said she appreciates that she has an “independent source of support that gives me a steady ability to work with researchers I’m interested in on a dissertation topic I’m really passionate about.”

“There are a lot of students like me, who work in areas that are cross-disciplinary, or where funding streams are really variable, or where competition for existing funding is really high. We find ways to make it work, and I feel incredibly lucky that I’m here.”
Dissertation Awards

**John M. Cazier Award in Sustainability $52,250**

$12,250 to Gulrez Shah Azhar for his work on *Indian Summer: Three Essays on Heatwave Vulnerability, Estimation and Adaptation*. Committee: Gery Ryan, Chair.

$20,000 to David Catt for his work on *Improving Water Sector Utility Governance*. Committee: Debra Knopman, Chair.

$20,000 to Sara Turner for her work on *WUI Fire Risk Governance: Scale, Learning, and Transformation*. Committee: Gery Ryan, Chair.

**The Doris Dong Award $15,300**

$5,100 to Melissa Felician for her work on *Not All Housing Is Created Equal: A Mixed Methods Analysis of the Well-Being of Adults in Permanent Supportive Housing in Los Angeles County*. Committee: Sarah Hunter, Chair; Dmitry Khodyakov, Bill Pitkin.

$5,100 to Dan Han for her work on *The Impact of the 340B Drug Pricing Program on Critical Access Hospitals*. Committee: David Powell, Chair; Mireille Jacobson, Andrew Mulcahy.

$5,100 to Christina Steiner for her work on *Promotion, Turnover and Satisfaction in the Army Civilian Workforce: An Analysis of Features of Occupation Ladders and Employee Perspectives of the Work Environment*. Committee: Michael Hansen, Chair; Larry Hanser, Gery Ryan.

**The Pardee Dissertation Awards for Global Human Progress $50,000**

$25,000 to Ifeanyi Edochie for his work on *Targeting and Designing Social Safety Net Programs for Poverty Reduction: Ex-Ante Analysis of Spillover Effects*. Committee: Jeanne Ringel, Chair; Troy Smith, Osonde Osoba.

$25,000 to Uzaib Saya for his work on *Economic Spillovers of Improved Health*. Committee: Sebastian Linnemayr, Chair.
The JL Foundation Awards (via Jim Lovelace) $75,000

$25,000 to Juliana Chen for her work on Long-Term Outcomes of Parental Investments During Early Childhood. Committee: Rebecca Kilburn, Chair.

$25,000 to Alexandra Mendoza-Graf for her work on Exploring Health and Educational Outcomes of Gentrification. Committee: Lisa Meredith, Chair; Tamara Dubowitz, William R. Johnston.

$25,000 to Rachel Perera for her work on Equity in Education Policy. Committee: Andrew McEachin, Chair.

The Eugene and Maxine Rosenfeld Dissertation Awards $20,000

$20,000 to Katie Wilson for her work on Intra-Household Bargaining Power: The Effects of Minimum Wage Policy and Marital Structure with Evidence from Indonesia and Senegal. Committee: Evan Peet, Chair.

The Anne and James Rothenberg Dissertation Awards $81,600

$6,600 to Ben Smith for his work on What Role Does Gig Work Play in the Household Finances of Rideshare Drivers in Los Angeles? Committee: Katharine Sieck, Chair; Katherine Carman, Gery Ryan.

$15,000 to Gursel Aliyev for his work on Taxpayers’ Misperceptions and Two Novel Behavioral Interventions to Counter Tax Evasion. Committee: Andrew Parker, Chair; Sebastian Linnemayr, Raffaele Vardavas.

$15,000 for Christine Chen for her work on The Dissemination of Vaccine Misinformation on Social Media and Its Countermeasures. Committee: Luke Matthews, Chair.

$365,460 TOTAL FUNDING
Dissertation Awards  

$15,000 to Amanda Edelman for her work on *Policy Diffusion Across U.S. Cities*. Committee: Dave Baiocchi, Chair; Luke Matthews, Bruce Desmarais.

$15,000 to Jesse Lastunen for his work on *Technological Change and the Skill Premium: 21st Century Evidence*. Committee: Krishna Kumar, Chair.

$15,000 to PhuongGiang Nguyen for her work on *The Impact of Provider Payments on Quality, Access, and Financial Sustainability*. Committee: Jeanne Ringel, Chair; Sally Stearns, Peter Hussey.

The Susan Way-Smith Memorial Dissertation Grant in Education $15,770

$15,770 to Claudia Rodriguez for her work on *Readiness, Retention and Graduation Rates of Minorities in STEM*. Committee: Charles Goldman, Chair; Trey Miller, Dermot Forde.

The James Q. Wilson Dissertation Fellowship $43,000

$11,500 to Michele Abbott for her work on *A Systems Perspective of Health and Well-Being for Families and Children*. Committee: Gery Ryan, Chair; Andrea Richardson, Katie Sieck.

$11,500 to Ashley Muchow for her work on *Three Essays on Minority and Immigrant Outcomes in a New Era of Immigration Enforcement: Evidence from Los Angeles*. Committee: Lynn Karoly; Robert Bozick, Catalina Amuedo-Dorantes.

$20,000 to Margaret Chamberlin for her work on *Improving Chronic Care: Perspectives on Navigating Treatment of Two Case Conditions Across a Fragmented Medical Landscape*. Committee: Lisa Meredith, Chair; Katie Sieck, Beth Bromley.

The Charles Wolf, Jr. Dissertation Fellowship $12,540

$12,540 to Bilyana Lilly for her work on *Defending Democracy in the Cyber Wild West: The Evolution of Russia’s Cyber Capabilities and Their Role in Russia’s Information Warfare Against the West*. Committee: Christopher Paul, Chair.
FFRDC Research Awards

**RAND Arroyo Center** 60 days

60 DAYS to Diana Gehlhaus for her work on youth information networks and propensity to serve in the military.

**RAND National Defense Research Institute** $125,000

$25,000 to Elizabeth Bartels for her work on building better games for national security policy analysis.

$25,000 to Carlos Ignacio Gutiérrez Gaviria for his work on governance of artificial intelligence.

$25,000 to Dung Huynh for his work on a future China–Vietnam armed conflict in the South China Sea and the U.S. role.

$25,000 to Pavan Katkar for his work on implications and applications of blockchain.

$25,000 to Hilary Reininger for her work on social media user resilience to disinformation.

**RAND Project AIR FORCE** 240 days

60 DAYS to Benjamin Goirigolzarri for his work on identifying the effects of space acquisition time lines on deterrence and conflict.

60 DAYS to Felix Knutson for his work on evaluating equitability for Air Force recruiting operations.

60 DAYS to Nicholas Martin for his work on establishing protection strategies for national security space systems.

60 DAYS to John Speed Meyers for his work on war in the nuclear shadow.
**Financials FY19**

**Sources of Funding**
Tuition continued to cover 38 percent of the school’s operating and programmatic costs for FY19, with restricted gifts covering 34 percent and endowment covering 24 percent.

**How Funds Were Used**
The execution and implementation of the redesign of the academic program absorbed 43 percent of our funding resources in FY19, followed by student and faculty support at 27 percent and the costs of administering the program at 24 percent.
STUDENT WORK ON RAND PROJECTS
Since the reorganization of RAND’s research divisions, student work has also shifted, resulting in a more even distribution across a number of divisions.

ENDOWMENT
Our total endowment is approaching $50 million, providing a solid base of support for student learning, scholarships, dissertation awards, and faculty research and engagement.
THE FACT THAT PARDEE RAND AND RAND CORPORATION RESEARCHERS HAVE a track record of examining and tackling wicked public problems like climate change is what interested me in this graduate school. I find it alluring that research activities are linked to RAND projects rather than theoretical projects, as is often the case in research universities, and that students are able to integrate academic theory with real work alongside RAND researchers. I find the prospect of having RAND’s resources—human, technical, and institutional—at my disposal throughout the duration of the program wildly exciting.

CARLOS CALVO HERNANDEZ, COHORT ’19