

(Working draft: Updated as of June 27, 2017)

URBPLAN 705: Government Public Relations and Advocacy
Syllabus

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Office Hours: AUP 332: Wed 4:00-4:30 and by appointment
Semester: Fall semester, 2017-18
Credits: 3
Prerequisites: Graduate standing
Meeting Times/Location: Wed 4:30-7:10 pm, AUP 116

Course Overview/Description

Examines external communication in urban planning and the public sector for democratic accountability and to fulfill the mission of the agency, such as responsiveness, outreach, and public service advertising and communication with elected officials.

Course Objectives

The communications and information activities of public relations in urban planning (and the public sector generally) would, by necessity, be different from the practice of public relations in the management of organizations in the business and nonprofit sectors. First, there are some reasons why urban planners and other civil servants have to engage in public relations, whether they like it or not. These are the democratic requirements of government. A second cluster of benefits from public relations are optional. They help an agency do its core mission more effectively and, sometimes, less expensively. Third, urban planners need to know how to communicate with elected officials. This is a politically delicate, but necessary, aspect of external relations.

Using this three-fold typology, here's how the different purposes of urban planning fit with government PR and advocacy:

I. Mandatory: Democratic Purposes of Government Public Relations and Advocacy

1. Media relations
2. Public reporting
- 3a. Responsiveness to the public (as citizens)

II. Optional: Pragmatic Purposes of Government Public Relations and Advocacy

- 3b. Responsiveness to the public (as customers and clients)
(4-7. Public outreach:)
4. Increasing the utilization of services and products
5. Public education and public service campaigns
6. Seeking voluntary public compliance with laws and regulations

7. Using the public as the eyes and ears of an agency

III. Politically Delicate Purpose of Government Public Relations and Advocacy

8. Public support through advocacy: Communicating with elected officials

Schedule, Due Dates for Assignments and Exam Dates

9/6: 1st class: Introduction and Housekeeping

9/13: 2nd class: Overview: Purposes of Government PR and Advocacy. Sign-up sheet for Project 1

9/20: 3rd class: External Environment: The Presumption of Transparency in Urban Planning (and in government generally)

9/27: 4th class: External Environment: Rules of the PR and Advocacy Road. Student presentations (Project 1): Describing a government agency's PR and advocacy program.

10/4: 5th class: Democratic Purpose: Media Relations (I). Student presentations (Project 1): Describing a government agency's PR and advocacy program.

10/11: 6th class: Democratic Purpose: Media Relations (II). Student presentations (Project 1): Describing a government agency's PR and advocacy program.

10/18: 7th class: Democratic Purpose: Public Reporting

10/25: 8th class: Democratic and Pragmatic Purposes: Responsiveness

11/1: 9th class: Pragmatic Purposes: Public Outreach and Marketing

11/8: 10th class: Communicating with Elected Officials (I): Public Support

11/15: 11th class: Communicating with Elected Officials (II): Testifying at a Public Hearing

[11/22: no class, Thanksgiving break]

11/29: 12th class: Communicating with Elected Officials (III): Meeting with an Elected Official. Submit Project 2

12/6: 13th class: The Future of Government PR and Advocacy. Instructor returns Project 2 with initial grade

12/13: 14th class: Summary and Review. Optional: students may resubmit revised version of Project 2 for re-grading

12/20: Final Exam (probably online)

Required and Recommended Readings

Textbooks – Required

- Lee, Mordecai (ed.), *Government Public Relations: A Reader* (Boca Raton, FL: CRC Press, 2008).
- Lee, Mordecai, Grant Neeley and Kendra Stewart (eds.), *The Practice of Government Public Relations* (Boca Raton, FL: CRC Press, 2012).

Note: I do not benefit personally from sale or rental of these two textbooks. All royalties for new book sales are paid by the publisher directly to UWM.

Textbooks – Optional

If you want more specifics on PR writing, I recommend this book, but it will not be an assigned reading for the course. Rather, it's a good follow-up in case you're interested and wanting more on this specific aspect of external communication:

- Smith, Ronald D., *Becoming a Public Relations Writer: Strategic Writing for Emerging and Established Media*, 5th ed. (NY: Routledge/Taylor & Francis, 2017).

Other Readings

There will be some other required and suggested readings that are not in the required textbooks. I will make available to students by posting them on D2L or handing out hard-copies in class. They include:

- Several chapters from *Public Management and Governance*, 3rd ed., edited by Tony Bovaird and Elke Loeffler (London: Routledge, 2016).
- Tina Nabatchi et al., "Using Public Participation to Enhance Citizen Voice and Promote Accountability," in *Handbook of Public Administration*, 3rd ed., edited by James L. Perry and Robert K. Christiansen (San Francisco: Jossey-Bass/Wiley, 2015).
- "The Legislative Branch of Government," chapter 10 in Vince Meconi, *A Practical Guide to Government Management* (Lanham, MD: Berman, 2015).
- Mordecai Lee, "E-Government and Public Relations: It's the Message, Not the Medium," in *E-Government and Websites*, edited by Aroon Manoharan (New York: Routledge, 2015).
- Matt Leighninger, *Using Online Tools to Engage – and be Engaged by – The Public* (Washington DC: IBM Center for the Business of Government, 2011).
- Steven G. Koven, "Image Construction in the Wake of Hurricane Katrina," *Public Organization Review*, 10 (2010) 339-55.
- Mordecai Lee and Ethan L. Elser, "The Nine Commandments of Social Media in Public Administration: A Dual-Generation Perspective," *Public Administration Times* 33:3 (Summer 2010): 3.
- Alicia Schatteman, "Information Technology and Municipal Performance Management: Examining Municipal E-Reporting." Chapter 26 in *Handbook of Public Information*

Systems, 3rd edition, edited by Christopher M. Shea and G. David Garson (Boca Raton: FL: CRC Press, 2010).

- Janet Mack and Christine Ryan, “Is there an audience for public sector annual reports? Australian evidence,” *International Journal of Public Sector Management* 20:2 (2007): 134-46.

Policy on work submitted late: Late work will not be accepted.

Grading Components

The grade for the semester will be calculated as follows:

- Project 1: Oral presentation about the current public relations and advocacy activities of a large government agency: **20%**
- Project 2: Written report designing (or redesigning) the entire public relations and advocacy program of a large government agency: **35%**. Re-grading option permitted.
- Final Exam: **30%**
- Attendance, participation in class discussions, preparation (reading the assignments before class) and collegiality: **15%**

Attendance Requirements and Policies (15% of semester grade)

There is no specific formula for how much your grade will be reduced by each class absence. As with my general approach to graduate professional training, my course is in part a dry run for your career in the real world. How would your boss treat your absences? In particular, what about being absent without notifying her in advance and the reason for the absence? For this course, attendance is considered as part of a broader component of the grade consisting of (1) attendance per se, (2) class participation (inevitably necessitating attendance), (3) demonstrating being well prepared for in-class discussions (this too can only be demonstrated by attendance) and (4) collegiality (similarly, this can only be demonstrated by attendance). In total, this component of the grade is calculated at 15% of the final semester grade.

Final Assessment Tool (30% of semester grade)

The final exam will be open-book and open-notes essays. The question(s) for the final exam will reflect, in microcosm, the overall subject of the course. The test may include one or more questions proposed by the students as part of the review during the last class session. You will do well on the exam if you have read all the assigned readings, participated in class discussions, wrote all the projects and listened to the guest speakers. The specific topic(s) of the essays will be provided at the beginning of the session.

If the entire class decides by consensus to opt for an online final, the details will be determined by joint decision-making of the students and the instructor, such as release day/time and submission deadline day/time. If the students opt for an in-person exam, they will be allowed to leave the room to keyboard their exam, but it must be handed in to the instructor by the end of the session. However, this is an either/or choice: either everyone takes an in-person exam or everyone takes it online.

The final exam will be graded based on the student's demonstrated knowledge of the material covered in the course; along with the usual expectations of comprehensiveness, acuity, insight, conciseness, originality and clarity of writing.

Grading Policies

In general, the basis for my grading is my expectation is that the quality of your work will be at a graduate school level as well as a level acceptable in the 'real world.' All assignments need to be well organized, in proper English (no 'oral English,' no clichés), concise, interesting and engaging. As appropriate, they should reflect research based on quality academic sources, with proper identification of sources. In brief: professional! My grading reflects my evaluation of the completion of the assignment based on such criteria as:

- Accuracy
- Depth and quality of expression
- Reasoned, coherent and logical argument
- Academic orientation, graduate level work
- Integrative thinking
- Supporting assertions with sources
- Analysis and synthesis
- Applying concepts from the reading (as appropriate)
- Moving from micro- to macro-orientation (as appropriate)

Although a grade is not a precise measure, each grade does carry a meaning:

- **A:** The very best student work. The student has exceeded my expectations for the assignment in all aspects, including accuracy and depth of response plus quality of expression.
- **A-:** The student exceeded my expectations in most aspects but not all.
- **B+:** Good work that is accurate and adequate in depth and quality of expression. However, the assignment could still be significantly improved.
- **B:** Student work is OK. The student has met and passed the basic expectations for graduate work but the output is generally undistinguished in its accuracy, depth, and/or quality of expression.
- **B-** or below: The student's work does not meet expectations for graduate study, that is, serious deficiencies exist.

Feedback on student work is designed to provide specific guidance on ways to improve accuracy, depth of response and/or quality of expression. My hope is that grading will help you improve. That's why I welcome, resubmission of Project 2 for re-grading. A grade of incomplete after the first submission generally indicates it was below par (i.e. below a passing grade) and I'd prefer not to have to assign such a grade. If you chose to submit a revised project for re-grading, there is no risk that your original grade will be reduced; only increased. Be sure to submit both versions of the project when requesting re-grading (paper-clipped if small, rubber-banded if big). If you received an incomplete and don't want to revise your work, then please resubmit it to me (on the due date of the re-do) so that I can assign it a grade.

General UWM Policies

Ethics is not just something that one studies in various courses; it's something that one practices in everyday life. All the professional associations that urban planners generally belong to have Codes of Ethics. In addition, in this course, we will be talking about the ethics that urban planning students are expected to practice it in everyday life.

UWM and I have an expectation of the highest level of ethical conduct by students. Offenses such as plagiarism, cheating and lying are viewed as serious violations of standards of student academic conduct. Instructor and institutional responses to such conduct will be appropriate and severe. For UWM's official policies on academic misconduct, see:
<http://uwm.edu/graduateschool/academic-misconduct/>

Specific UWM Student Policies

1. Students with disabilities: Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following:
2. <http://www4.uwm.edu/sac/SACltr.pdf>
3. Religious observances: Policies regarding accommodations for absences due to religious observance are found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
4. Students called to active military duty: Accommodations for absences due to call-up of reserves to active military duty should be noted: <http://uwm.edu/active-duty-military/>
5. Incompletes: The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
6. Discriminatory conduct (such as sexual harassment): Definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following: <http://www4.uwm.edu/secu/docs/other/S47.pdf>
7. Academic misconduct: Policies for addressing students cheating on exams or plagiarism can be found at the following: <http://uwm.edu/graduateschool/academic-misconduct/>
8. Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
9. Grade appeal procedures: Procedures for student grade appeal appear at the following:
<http://www4.uwm.edu/secu/docs/other/S28.htm>
10. Uniform syllabus policy: <http://uwm.edu/secu/wp-content/uploads/sites/122/2014/08/1895R3-Uniform-Syllabus-Policy-1.pdf>

Investment of time by the average student necessary to achieve the learning goals of the course

UWM's guidelines are that the student's investment of time may not exceed 48 hours per credit, so 144 hours for such a three-credit course. My estimate for this course:

- Time in classroom (face-to-face, including student I presentations): 14 class sessions x 2 hours, 40 minutes = 37.24 hours

- Time in discussions (online): D2L announcements and discussion boards, about 30 minutes between class sessions: 7 hours
- Time taking exam: 2.66 hours
- Time for completing assignments: 20 for Project 1 + 35 for Project 2 = 55 hours
- Time for reading assignments: 14 class sessions x 3 hours = 42 hours

Total: 143.9 hours

Project 1: Oral Report on a Government Agency's Current PR and Advocacy Activities (20% of semester grade)

Make an oral report (of 10-15 minutes) about the current public relations and advocacy activities of a relatively large and multi-program government agency.

I strongly urge that you *not* pick an urban planning agency, even though this is an urban planning course. Here's why: as a rough generalization, urban planning agencies in Wisconsin tend to be relatively small in size and their PR programs are – understandably -- relatively small, too. I want you to be exposed to the multiplicity of the kinds and types of PR programs that are conducted by government agencies in general. Therefore, the agency you select must have more than one product/service, typically represented by having several divisions/bureaus, with each focusing on delivering a slightly different product/service. As a result, each product/service might possibly need a different PR/outreach program than other bureaus in the same agency.

The cabinet departments of state government would likely qualify; as might some within the larger counties or municipalities, or a large special purpose district. (For the latter, MMSD, MATC, and WCTC come to mind. I'm sure there are more.) I recommend against studying a federal agency, given that it operates on a national level and its headquarters are outside Wisconsin. But if you think it's doable, feel free. I also *strongly* recommend that you pick a line agency that "does" something, as opposed to a staff agency that only provides internal services to that level of government (such as an audit bureau, a department of administration, a budget office, etc.) Whatever agency you pick, choose carefully! The day before your presentation is not a good time to realize that you've got too small an agency in terms of multiple PR and advocacy activities.

To maximize the learning experience, the agency you select cannot be the one where you currently work. Every presentation must be about a different agency, so students need to coordinate with each other to be sure that the same agency is not being examined by two groups.

There are six presentation slots, so depending on the final enrollment, each presentation will be made by individual students or by pairs of students. The reports will be made during three class sessions, with one or two reports on each day: September 27, October 4 and 11. A sign-up sheet will be circulated during the September 13 class.

Your assignment is to brief the class on all the PR and advocacy activities of the agency -- again, based on the definition used in this course. That means there may be PR and advocacy activities that the agency does not *call* PR. This is a crucial detail. For example, based on the course's definition, some public relations activities might not be under the purview of the agency's formal PR office (whether called public information, external liaison, whatever). PR and advocacy may be occurring in many places within the agency.

You are strongly encouraged to add other material to your presentation from other public sources, scholarly literature, professional publications, daily newspapers, etc.

As an initial step, seek out publicly available information and documents (such as annual reports, agency publications, newspaper coverage, etc.) that provide as much information about the agency as can be obtained from third-party sources. A visit to the agency and an interview with a

professional staff member most involved in PR and advocacy are strongly encouraged. That's why you should start early. These are busy people and so are you. Collect as much information as you can *before* your meeting.

However, you are not *required* to interview anyone from the agency. In general, a researcher should only ask for an interview if it is absolutely necessary. You might not be able to interview the PR and advocacy director or a similarly placed person. Beggars can't be choosy, so take what you can get with good grace and appreciation. An interview is most fruitful (if needed at all) when it's done near the end of the field research. You don't want to waste someone's time asking questions that you could have found answers to on, for example, the agency's website, in its annual report, etc. That puts you in a bad light. The interviewee would think you're a lazy and unprofessional researcher. I'd suggest, during the course of your research, that you maintain a running list of unanswered questions (perhaps based on your outline of information you need to present in the oral report). Then, towards the end of the process, when you absolutely, positively can't find the information, put that question on your final list for the interview.

For the presentation itself, your goal is to make it interesting to the audience (and your grade will partly be based on this expectation). So, for example, handouts are welcome. Relatedly, if you want to use any IT equipment (such as PowerPoint) or a table podium, please notify me *no later than one week* before your presentation of your needs so that I can order it.

Content of Presentation

1. *Very brief* overview: Basic information about the agency: level of government; programs and services it delivers; structure; budget (including sources of funding); staffing; physical plant; contextual information (for example in comparison to other agencies within the same level of government and/or other agencies engaged in the same policy area in other geographic locations); current leadership, etc.
2. Based on the categories of the purposes of government PR and advocacy that this course uses, provide a general overview of the agency's PR and advocacy program.
3. Based on the categories of the purposes of government PR and advocacy that this course uses, provide a description of the agency's PR and advocacy activities in each category that is applicable. Be sure to include information about PR and advocacy activities that the agency funds, but does not deliver (such as contracts with private or nonprofit entities to conduct them).
4. Analyze and evaluate the PR and advocacy activities of the agency. Of the different purposes of government PR, what does it do vs. not do? What does it do well or not well? Explain your answers.
5. In summary, what letter grade do you give the agency for its PR and advocacy and why?

Presentation Length

No more than 15 minutes. Questions from students after you have concluded your presentation do not count against the 15-minute limit.

Grading

1. Content (per guidelines above): quality, scope, comprehensiveness. Specifically, did the presentation cover all the points that it was supposed to cover? Did it cover those points well?
2. Content: Used information other than from the agency's publications and publicly available information? Used information from the academic literature?
3. How interesting was the presentation to the audience? Was the audience engaged in it? Or, was it a boring, plodding forced march through dull facts and statistics? The purpose of this grading criterion is to help students learn how to make interesting and engaging presentations. (Message from students who have taken my courses before: "This criterion is a very important aspect of the project and of the grade you'll get. Be sure to think through how to make this presentation *informative*, *interesting* and *understandable* to your audience.")
4. Did the presentation start on time? Specifically, was the first presentation ready to go the moment class began? Was the second presentation ready to go as soon as the first presentation was over?
5. Was the presentation concluded within the time limit?
6. Was the presentation by the team well integrated and seamless? Or, poorly coordinated and implemented?
7. Were the handouts easy to understand and well connected to the presentation?
8. If IT was used: Was the use of technology well-conceived, appropriate to the topic and connected to the presentation? Also, assume that Murphy's Law will be in effect. ("If something can go wrong, it will.") So, be sure to have a fallback plan ready just in case, for example, the IT equipment doesn't work or isn't delivered on time, etc.
9. If IT was not used: Would the presentation have been more effective if IT had been used?
10. All members of a group will receive the same grade.
11. It would be unreasonable for me to expect the presentations in the first week to be at the same level as the second week. Ibid for the third week versus the second, etc. As a class, you will be on a steep learning curve regarding what contributes to a quality presentation and what detracts from it. The presenters in the second week will have learned some lessons from the presentations during the first week, etc. So, my lowest expectations (which aren't actually that low) are for the first round, my medium expectations for the second and my highest for the third and fourth. In other words, a presentation in the second week that is identical in quality to a presentation in the first week would get a lower grade, etc. It is up to you to learn from the experience of preceding presenters.
12. Grades will be posted only after all presentations have been made.

Project 2: Redesign the PR and Advocacy Program of a Government Agency (35% of semester grade)

Let's assume that the agency that you had studied for Project 1 (or a similar size/type agency) now has a new director. She is aware that public relations and advocacy can be used as a tool to enhance an agency's programmatic and democratic roles. As the new administrator, she wants to wipe the PR and advocacy slate clean and start from scratch. She hires you as a consultant with the assignment of redesigning the agency's entire PR and advocacy program, including relations with elected officials.

This is a "from square one" perspective. In other words, if you could design the agency's program *from scratch* (rather than just tinkering with the status quo), what would your PR and advocacy program look like? The fancy Latin term is "de novo," generally meaning afresh, anew or beginning again. This redesign approach would likely encompass such details as purposes, specific operations and orientations, organizational placement and structure, etc. Furthermore, *why* are you suggesting that this wholly new approach would be a good idea? Justify each component. Explain to her your thinking that led to this re-design plan.

Write her a report (not an essay, not a term paper) containing your proposals for reconstituting the agency's PR and advocacy program (and any concomitant restructuring of the entire agency). Her and your goal is to maximize the benefits that good PR and advocacy can bring to all aspects of urban planning.

But, she has not handed you a blank check either. Your plan must reflect realistic assumptions about the future budget and staffing of the agency. As a general rule of thumb, she has granted you the ability to plan around the assumption of increasing staffing of the agency by 1 FTE and increasing non-personnel spending by \$50,000 a year.

How Long Must the Paper Be?

There is no guideline as to the minimum and maximum length of the paper. I'd refer you to the movie *Amadeus*. The Austrian Emperor told Mozart he liked Mozart's new opera, but that it had "too many notes." Mozart, totally flustered, replied by assuring the emperor that the opera had not one note too many nor one note too few. Just the exact number needed to accomplish his musical plan. Same here: write a paper that is precisely the number of words necessary to accomplish the assignment. Not one word more nor one word less.

Guidance on Topics and Groups

1. If you wish, you may write Project 2 on an agency other than the one that you studied for Project 1.
2. If you were in a pair that presented Project 1, you do not have to partner with the same student for Project 2. For example, two students who presented Project 1 jointly may decide to submit individual reports. Conversely, if you presented Project 1 by yourself, you do not have to write Project 2 on that agency. For example, you may pair up with someone else who made a Project 1 presentation about a different agency. And all variations of above.

3. Similar to Project 1, I do not want any duplication in the agencies selected for these reports. So, please coordinate with each other as appropriate.
4. My preference is that your study be for a real agency. However, I might approve doing it for a fictional agency depending on the circumstances.
5. For what it is worth, I recommend doing this project in groups, i.e. at least two people.
6. There is no limit on group size. It can be as large as the entire class.
7. Choose your teammate(s) carefully. Be sure everyone understands his/her obligations and deadlines. Be sure everyone can work well together.
8. I recommend trying to start thinking about and planning Project 2 as early in the semester as possible.
9. Purely a suggestion, not a requirement: LN&S Chaps. 8 & 12 are not required reading for any class sessions. However, you might find them helpful as you begin to think about designing your project, such as what should be embedded in your plans, etc. After sketching out your first draft, you might find them useful for a second time as de facto checklists for the kinds of issues that you want to be sure you will have included in the submission version.

Grading

- I grade on a curve in the sense that my expectations for a report by a pair of students is discernibly higher than a sole-authored report (but not twice as high); for a report by a trio of students higher than for a pair (but not 50% better), etc.
- All members of a group will receive the same grade.
- Is the report informed by the contents of the course (i.e. readings, discussions, etc.)?
- Is the report further informed by other sources and independent research, such as academic lit, professional lit, other agencies' activities, news coverage, etc.?
- Is it relevant and applicable to real life?
- Is it simultaneously at a grad school level?
- Is it comprehensive and accurate?
- Is it readable, well organized, and nicely formatted?
- How creative and original is it?

Stages and Due Dates

- a. Optional (but strongly recommended): Present to the class for discussion and feedback your potential topic and (as appropriate) invitation for more group members (October 18)
- b. Student teams discuss their final topic and membership (October 25)
- c. Prepare initial draft of the paper (four weeks)
- d. Optional (but strongly recommended): Seek constructive feedback from classmates regarding problems and obstacles (November 1, 8 & 15)
- e. Submit to the instructor for comment and initial grade (November 29)
- f. Instructor returns report to students with initial grade (December 6)

g. Re-grading option (December 13): Hand in both versions of the paper (rubber-banded together) for re-grading (including my grading sheet from the first version)

Expected Content (I will be using this as my grading/scoring sheet)

- Cover: Containing all the necessary information so that this is not a fugitive document
- Table of Contents (TOC): Give each chapter a number; start every chapter on a new page; list only the number of the first page of the chapter in the TOC
- Executive summary: One page limit; not numbered as a chapter; summarize contents of entire report (this is not an introduction); no citations.
- Chap. 1: Introduction, context, purpose of report, etc.
- Chap. 2: Brief overview of current agency PR and advocacy in general; then by purpose (and easy to relate to subsequent chapters with recommendations for changes by purpose).
- Chap. 3: General rationale for report's recommendations: sources, theories, assumptions, etc.
- Chaps. 4-11: Recommendations for improving the agency's PR, on a purpose-by-purpose basis. A separate chapter for each purpose (or combination of two or more purposes). Note that Purpose #3 (Responsiveness) is subdivided in LNS into two components (to the citizenry; to customers), so each should be treated distinctly, whether in separate chapters or a single 2-part chapter. Suggested structure of each purpose-centered chapter:
 - Subchapter A: Detailed description of current activities (i.e. with more detail than Chap. 2)
 - Subchapter B: Are they fulfilling the potential of this purpose? If yes, how so? If not, what is it that is not being accomplished?
 - Subchapter C: How would you suggest revising agency activities relating to this purpose?
 - Subchapter D: What is the rationale for your recommendation(s)?
 - Subchapter E: Would these recommendations entail any increases in staffing and/or budgets? Are these recommendations consistent with the constraint given you by the new agency head of not significantly increasing the agency's staffing and budget?
 - Subchapter F: Outline of steps and timeline to implement your recommendations relating to this purpose
- Chap. 12: Summary and Conclusions
- Sources, Bibliography, etc.
- Appendices: As a general rule, I'd suggest trying to avoid having any appendices. If the information is important, then it probably should be in the text. If it is unimportant, then it probably should not be in the report at all.