

USC
Price

Sol Price School
of Public Policy

TRANS

University of
Southern California

FORMATION

International Public Policy
and Management Program

celebrating

20
YEARS OF
IPPAM





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Come, celebrate with us!

*With gratitude for the journey thus far
and optimism for what lies ahead,
we invite you, our alumni, our students,
our faculty partners,
and every friend of the program
to join us in the celebration of yet another milestone,
the 20th Anniversary of USC IPPAM!*

*Transformation is this year's theme,
and we are delighted to share a few IPPAM stories
from the individuals who have come alongside our students,
and the students themselves,
who with new tools and new insights and new friendships,
encouragement and love,
have stepped forth with confidence and vision
to make the world a better place.*

this is **IPPAM**



IPPAM, International Public Policy and Management, is a master's degree program for international professionals interested in an immersive experience working cross-culturally and cross-sectorally with colleagues from other countries. Led by faculty conversant in international policy arenas, the curriculum addresses issues of relevance in students' home countries.

Drawn from 12-15 countries each year, students at IPPAM are immersed in a global environment enriched and informed by the diverse perspectives of their classmates. This program is a unique opportunity for students to gain insight into how to influence policy and manage programs within and across various sectors. Working together on course projects, tackling the vexing issues that challenge governments, business leaders, and broader society, students at IPPAM forge global connections that endure well beyond their time in the program. IPPAM now has over 700 alumni from more than 35 countries.

In its aim to provide a multi-disciplinary learning environment where work on public policy issues can be informed by the perspectives of people from different professions, IPPAM encompasses a broad set of expanded concentrations including:

- International Development
- Nonprofit Management
- Urban Planning
- Transportation Planning
- Environmental Policy
- Communications & Media
- Education Policy & Management
- Business Management & Policy
- Social Entrepreneurship

Emphasizing a practical approach, each student's individualized study plan blends academic knowledge with real-world applications. In addition, IPPAM continues to serve as a meeting place for distinguished scholars and policy makers from throughout the world. Every year we host distinguished visitors that hold special lectures for our students and provide an academic forum for in-depth discussion of timely public policy issues.

In this era of globalization, IPPAM is committed to fostering international collaboration and intercultural understanding through training policy planners and managers to think critically about the challenges they will face upon returning to their home countries. We are hopeful that enlightened thinking and policies will emerge to address each nation's challenges. We continue to believe that programs such as IPPAM offer part of the solution to a more peaceful and secure world. The IPPAM mission of bringing together professionals from throughout the world—to study together and have fun together—can help to build a better world.



FAITHFUL

SCHOLARLY

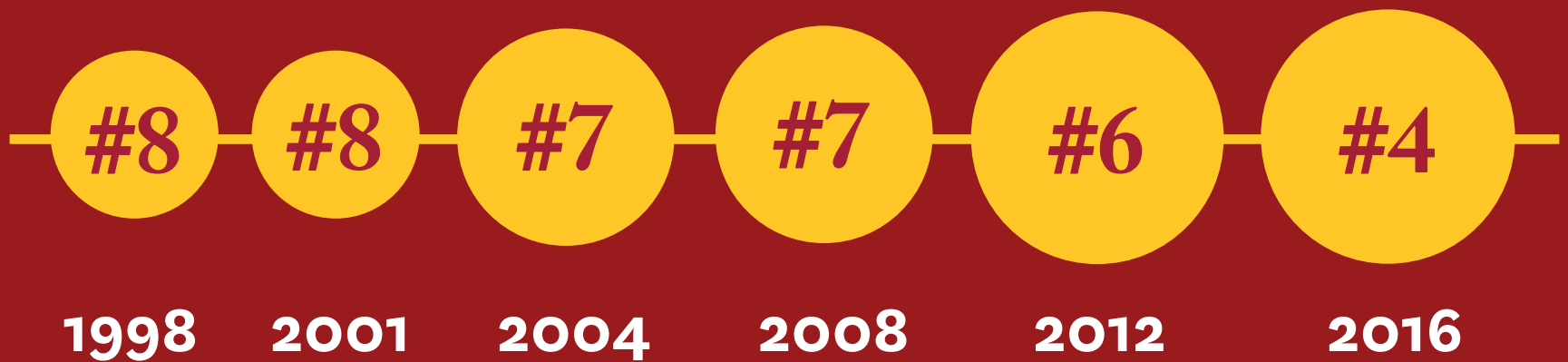
AMBITION

COURAGEOUS

SERVANT

FAITHFUL

Sol Price School Ranking



The Sol Price School of Public Policy ranks 4th among 272 schools of public affairs nationwide, according to the list of “Best Graduate Schools for Public Affairs,” published by U.S. News & World Report, in 2016.

IPPAM ALUMNI STATISTICS

CURRENT STUDENTS

88%

Are International

12%

Are Local

AGE & WORK EXPERIENCE

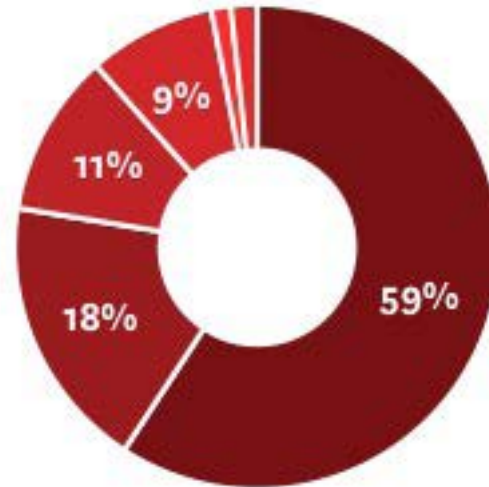
29

Average Age of Current Students

5

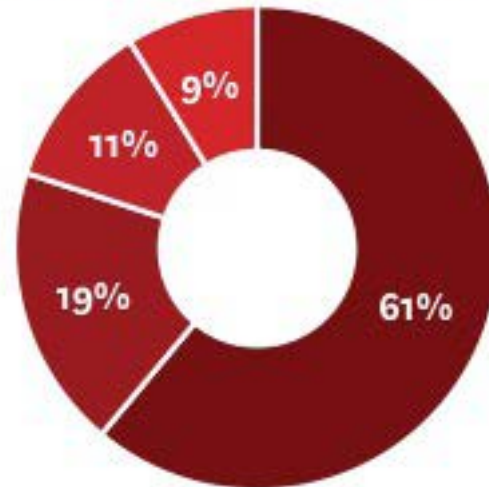
Average Years of
Work Experience Prior to IPPAM

ALUMNI NATIONALITIES



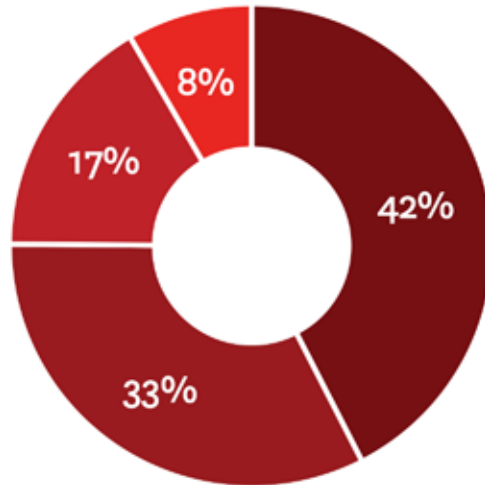
59% East Asia 18% South Asia / Southeast Asia
11% Middle East / Central Asia 9% United States
1% Latin America 2% Others

CURRENT STUDENT NATIONALITIES



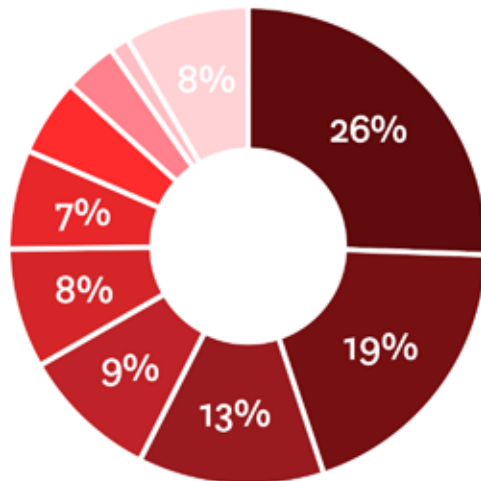
61% East Asia 19% South / Southeast Asia
11% Middle East / Central Asia 9% United States

EDUCATION



42% Humanities / Social Science 33% Economics / Business
17% STEM 8% Professions

INDUSTRY



26% Government 19% Entrepreneurial 13% Finance & Real Estate
9% Education 8% Healthcare 4% Consulting 7% NGO
5% Media 1% Urban Planning 8% Other

STUDENT DATA AS OF 2016-2017 ACADEMIC YEAR

843

Alumni in Total

38

Nationalities

76

Current Enrollment

95%

Currently Enrolled Full Time

IPPAM is committed to advancing USC's global initiatives and has 843 alumni from 38 countries. The program enjoys key educational partnerships with institutions and government agencies worldwide.

pillars of
IPPAM

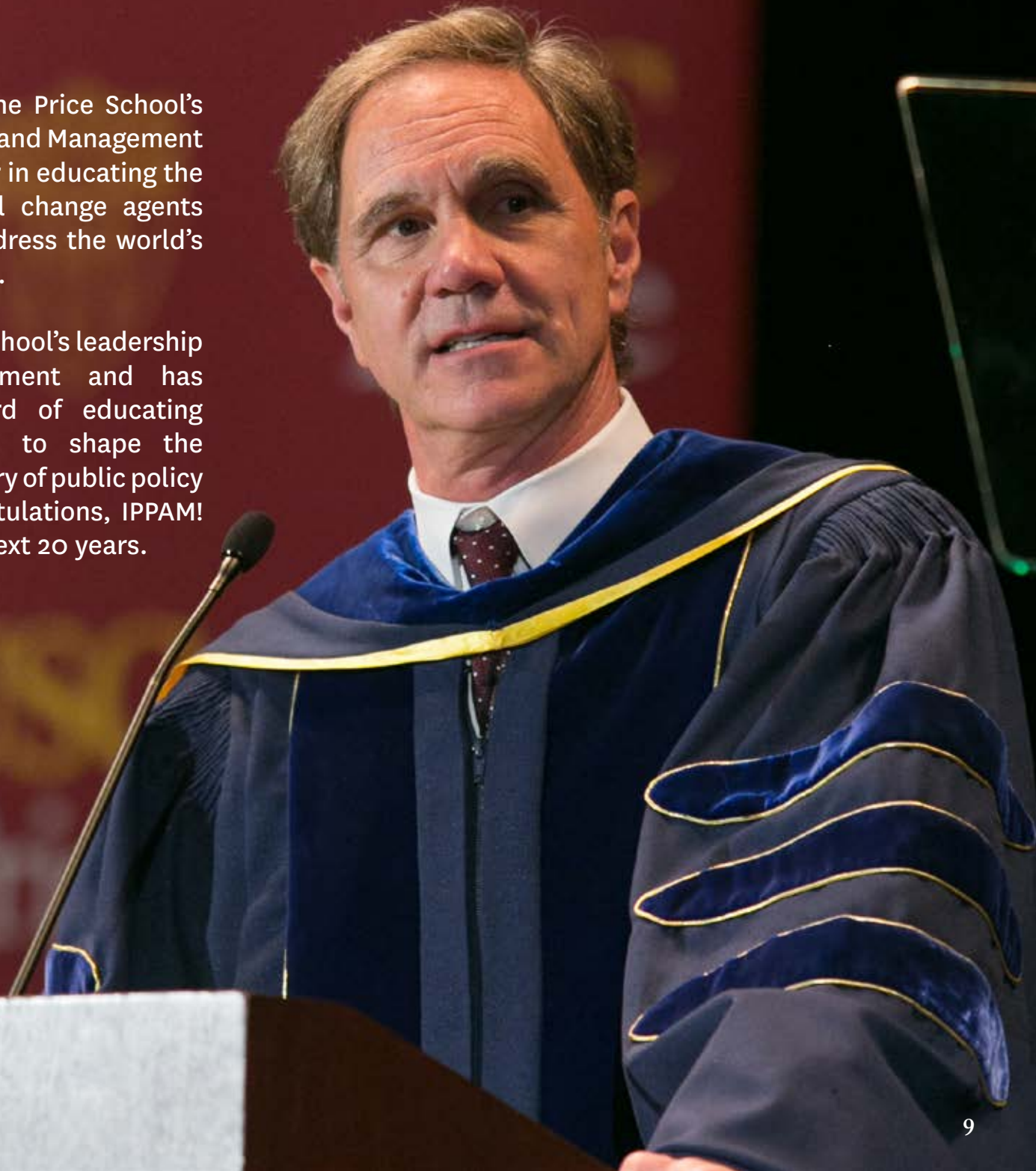


Jack H. Knott

Dean, USC Sol Price School of Public Policy

For the past 20 years, the Price School's International Public Policy and Management program has been a leader in educating the next generation of global change agents and prepared them to address the world's toughest social challenges.

IPPAM is essential to our school's leadership in international engagement and has a respected track record of educating students and executives to shape the current and future trajectory of public policy around the globe. Congratulations, IPPAM! Let's look forward to the next 20 years.



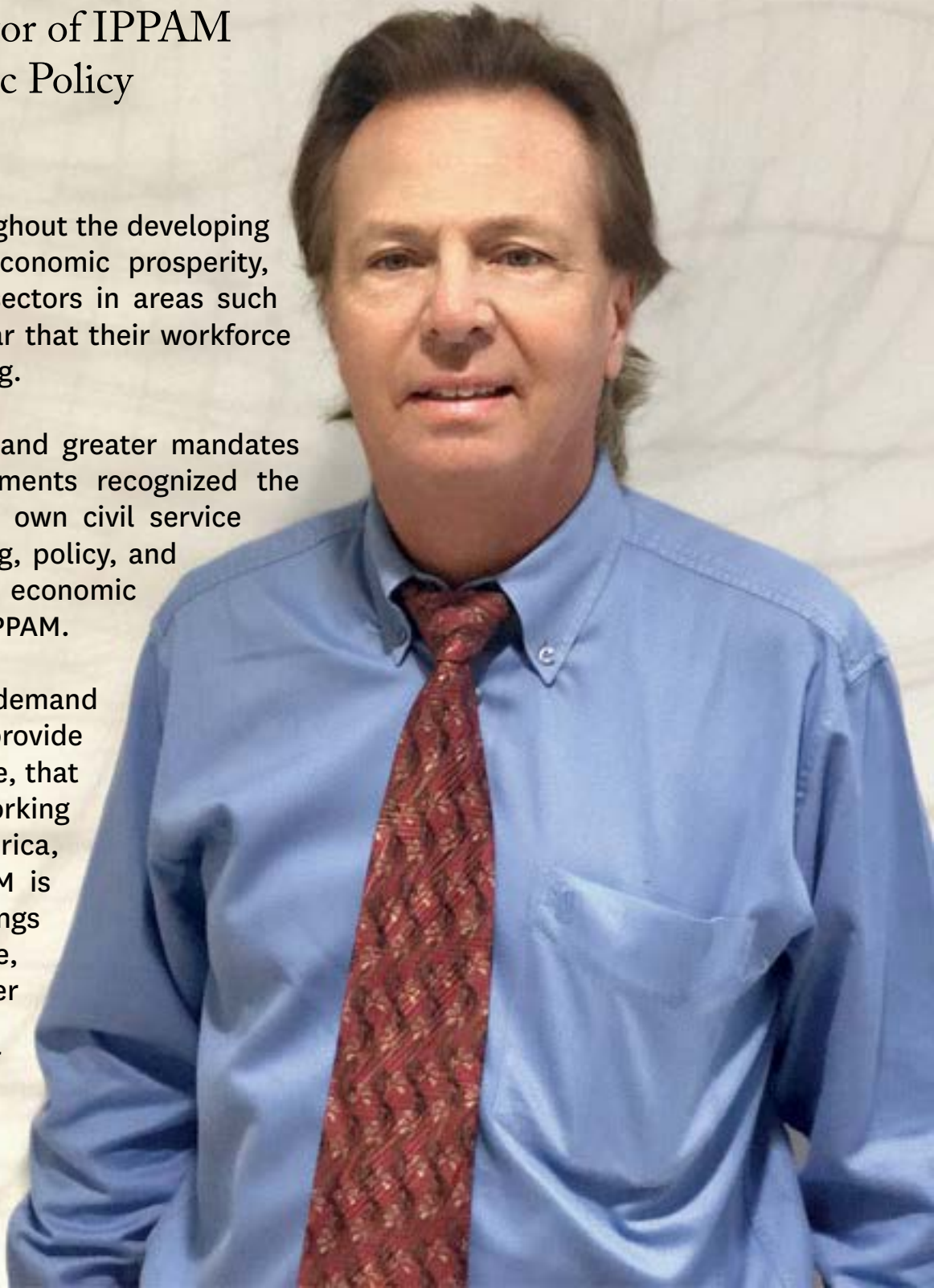
Glenn Melnick

Professor and Founding Director of IPPAM
USC Sol Price School of Public Policy

Twenty five years ago as countries throughout the developing world began to experience growing economic prosperity, enabling them to invest in the social sectors in areas such as health and education, it became clear that their workforce needs were rapidly and radically changing.

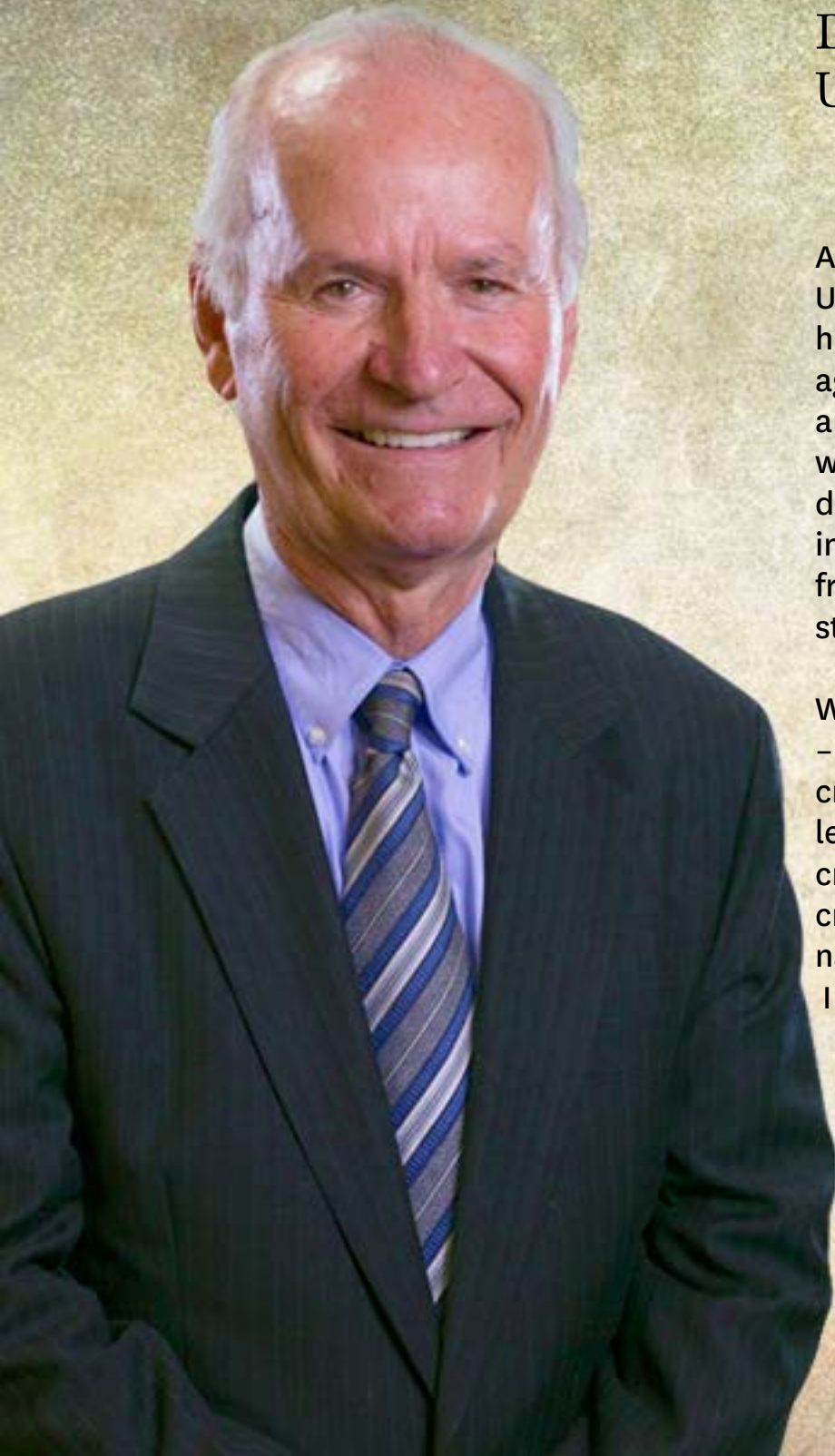
With more resources at their disposal and greater mandates to better serve their citizens, governments recognized the need for capacity building within their own civil service sector to strengthen planning, budgeting, policy, and management skills. These social and economic forces created the nexus that launched IPPAM.

We knew that there was a growing global demand for the type of education that we could provide at the Price School, and at the same time, that our school had a storied history in working with governments in Asia, Latin America, the Middle East and elsewhere. IPPAM is building on this legacy and now brings together students from the public, private, and nonprofit sectors to work together collaboratively to address the vexing policy issues of our time. I am proud of its achievements.



Richard Drobnick

Director, IBEAR MBA Program
USC Marshall School of Business



As the former Vice Provost for International Affairs at USC, I strongly supported Professor Glenn Melnick in his efforts to establish the IPPAM Program twenty years ago. The IPPAM Masters in International Public Policy and Management does for the public and social sectors what the Marshall School's IBEAR MBA Program has been doing for Pacific Rim business executives since 1978. By immersing students in an international cohort drawn from 12-15 countries, IPPAM and IBEAR imbue their students with a global and comparative perspective.

With the pace of change accelerating on multiple fronts – technological, political, and social-strengthening cross-cultural understanding is ever more important. By learning from each other and working together to address critical policy challenges, students in IPPAM build strong cross-country networks, enabling them to more adeptly navigate tomorrow's even-more interconnected world. I applaud IPPAM on its 20th anniversary!

Joyce Mann

Director, IPPAM Program
USC Sol Price School of Public Policy



For twenty years IPPAM has been infused with the pioneering spirit of students who leave the safety and security of home, often in far away places, to embark on an adventure of learning. They come filled with hopes about how a global education will enhance them. They leave with even bigger dreams about how they will enhance their communities, countries, and perhaps even the world.

The faculty of IPPAM, anchored by their own global experiences and imbued with a dedication to empowering students, are the remarkable catalysts that fuel this transformation.

All of this is nurtured by the devoted staff of IPPAM and many others in the Price School and elsewhere on campus who serve students with compassion, caring and sagacity.

faculty &
STAFF

USC Price

Sol Price School of Public Policy



Joanna C. Yu

Academic Director, IPPAM Program
USC Sol Price School of Public Policy

Trained in pharmacology and having received my license at the age of 20, I was young, full of energy, and bold, but extremely simple minded and a bit naïve. This provided me with plenty of courage to try various careers and jobs. Working for the Public Health Bureau in the Taipei government as a district pharmacy administrator was a high profile position, but the loose and non-challenging governmental system did not motivate me to put my entire effort into the work. At same time, I ran a drug store with my pharmacy classmates in one of the most affluent areas of Taipei City and in addition worked as a consultant for a pharmaceutical company, in order to tap all my capacity.

Since childhood, I was always eager to find a way to honor what my mother would tell my three siblings and me. She said, “Be like the fish that swims upstream. Set the standard higher every day. Only the giant can make the society different.” This idea battled within me all the time, but I did not know how to direct myself in order to make life more significant and meaningful. I did realize that making good money wasn’t hard and that material things were definitely not enough for a BIG life, so with a fat amount of money in my bank account (compared with my other classmates), I quit all of my jobs and came to the US for my master’s degree in community health service and management. Never had I realized that studying in the American university was way beyond my endurance.


As the first international student in entire school, it wasn’t only professors didn’t know how to teach me, but I also had no idea how to deal with the culture and language barriers. Management classes were so different from chemistry and pharmaceutical classes. I struggled so hard and felt this study would destroy me completely. One of my American classmates rescued me, besides solving my language problems, helped with culture adjustment, style of paper writing, etc. I got my master’s degree and even found a job in New York City. It sounded like the great American dream was being fulfilled, however, I wasn’t fulfilled, and I wasn’t even sure what my real dream was.



At the age of 40, I came to USC for my doctoral degree. I couldn't settle in a national government job located in Taiwan, because my heart was still searching for something. In the year of 1997, I joined IPPAM as a teaching assistant while working on my doctorate. After receiving my PhD, I became a full-time employee in the program. I recall having had a dialogue with Professor Melnick two years after I started at IPPAM. He asked me whether I was thinking to change jobs again, because he saw the pattern of my career record, switching jobs every three years on average. He is definitely a great researcher, able to grasp the trend of a staff's resume. I told him, "Yes, I am thinking of changing my path again, due to the urgency of improving myself, however, I do like this kind of job more than others." I could tell immediately he was pleased to hear the second part of my answer, and this encouraged me to think more about staying and not be quick to move on.

Actually, I watched each IPPAM cohort, consisting of 40 international students. It was just like seeing 40 of me, struggling, as I had, with the culture, values, language, and serious homesickness in a challenging and competitive academic environment. I realized I could help them profoundly, not only academically, but also psychologically and emotionally. After three very tough years of constant self-inquiry passed, I knew for certain that this job would be my commitment for life. Someone said, talent is like the salt on the table, but passion is the true pearl. For the first time, I had found my passion. It is in international education. Pertinent to the educator, besides the demands of preparation on the academic side, the caring and loving mind is the most important element.

Equipping a group of highly qualified students who are the cream from their country, but are still looking for growth in their career and rewarding work. IPPAM students every year



come from five different continents, and it is much harder than educating a group of homogeneous students, but I love the challenges and enjoy overcoming the obstacles for every single one of them. Each student carries high expectations from their family and country, and I could tell that some of them could easily receive their degree and contribute to their society with resounding triumph, but at same time, a handful of students couldn't cross over the many hurdles. They needed help desperately, however, some of them would just keep silent until we found them. The major achievement in my career is that I found them and carried them over the hurdles. Many of them came back after several years, with much success in their lives. I felt my life was fulfilled totally when I heard their stories.

Via my personal experience, I would like students to know themselves as early as possible, so that they may find their true passion in the early stage of their education, which is the reason I organized the critical thinking workshop, and then offered Personal Leadership Development in the Globalized World with Prof. Bob Myrtle. The emphasis of this class was to help students explore their personal tendencies, strengths, weaknesses, emotional intelligence, leadership styles, etc., and then, to become aware of cultural and human differences, so that they might reach their full capacity in global leadership. Life consists of plenty of challenges, but at the same time, it is full of pleasantness. I am thankful to those at IPPAM who gave me this opportunity, starting 20 years ago, where I found my lifework, my passion, because I have found that helping others on their journey, over the hurdles, is the pearl. My hope for each of our students is that they too can find their lifework, their passion. I hope they will be the strong fish that swims against the stream, sets their moral standard high every day, and uses what they have learned here to transcend obstacles and to be the giant. Fight on!



Ann Abrahamyan

Business Manager, IPPAM Program
USC Sol Price School of Public Policy

It is impossible to talk about IPPAM without telling my life story. My name is Ann Gayane Abrahamyan. I was born and raised in Armenia, a small, landlocked, mountainous country situated at the crossroads of Europe and Asia. I came to the United States right after the Soviet Union had collapsed and Armenia was in a war with the neighboring country.

It was a search for security and peace. At that time I did not think what else besides safety the new country could offer, I only knew that I should be working hard, harder than anybody else should, since everyone else had been living or moved to America long before I arrived here. I had neither marketable skills nor spoke English. Due to the Communist regime restrictions, I had never traveled outside of USSR borders, had very limited exposure to other cultures, and never had even one non-Armenian friend before.

True, I got a degree in Armenian language and literature, specializing in classical Armenian language “Grabar,” first written down in the beginning of the 5th century; but as I realized and was told many times, the degree I had was useless and couldn’t help me to survive in the new country.

Before getting hired by IPPAM, I had changed jobs nine times in a 4-year period. Learning through different work place experiences became a new hobby for me. I easily got bored and jumped to the next new position; it gave me much needed new skills and income to support myself and my 5-year old son. There was no attachment, no passion for what I did; I just worked my hours every day and

went home. Life was still good, full of hope and optimism. But this was Ann before IPPAM...

I got hired in Feb 1999, during the spring semester of IPPAM's very first cohort. It was a temporary, part-time position that was expected to end in 4 months. The IPPAM office didn't impress me much at first. The place was full of old, recycled furniture; it was obvious that the Program was in its early stages, and it was being run on a very low budget.

But everything changed once I met with the program students. All the students were international and most of them came to study at IPPAM from Indonesia, traveling abroad for the first time in their lives. They were warm, genuine people who just trusted me enough to share their everyday challenges, expectations, hopes and inspirations.

That trust was a precious gift motivating me to be my best self, and the reason for that trust may be because I was just one of them—their journey was my journey, their day to day challenge trying to navigate an unfamiliar environment was my challenge too.

Some of the students held important government positions in their home countries, but were extremely down to earth. But most of all, they surprised me by their amazing curiosity and willingness to learn anything and everything new, while being proud and sharing stories about their fascinating



country and culture. Our students helped me to realize that people transform as much as they allow themselves to be transformed.

For me IPPAM has a much higher task than providing a solid education to its students. IPPAM has helped me to understand that no matter who we are and where we come from, we all are interconnected, and life gives us opportunities every single day to do something meaningful, to demonstrate care for someone else even with a small act of kindness, a smile, an encouraging word, some simple advice, or just with our presence. It was life changing to understand that IPPAM is not just a job or career for the people working here, it is a lifestyle, it is a commitment to serve, willingness to give and not to expect anything in return. Yes, everyday hard work can make us tired sometimes, but it never drains our energy when we are motivated by Love.

I am grateful for the opportunity to serve IPPAM by adding a touch of my Armenian American heritage to IPPAM's magnificent weaving of a multicultural tapestry. I feel blessed to be part of this amazing team of such talented, brave, enthusiastic, and selfless people, who have the same life mission and message of spreading cross cultural solidarity and love. Congratulations to each member of the IPPAM Amazing Family!

Tom D'Agnes

Distinguished Practitioner,
IPPAM Program

When Professor Glenn Melnick came to Laos in 1997 to ask me to teach in IPPAM, I questioned his sanity. I was living in Laos, fully employed with the Asian Development Bank, and had no teaching experience. “Just try it,” he said. “You have so much relevant, real world experience in international public policy. It would be great for the students.”

In 1999, I spent one week at IPPAM with the first group of students. It was exhilarating to interact with young, inquisitive intellectuals from different countries who were thirsty for knowledge. I had spent my entire career negotiating with hard-nosed government bureaucrats from Thailand, Indonesia, the Philippines, and Laos whose principal objective seemed to be protecting their own fiefdoms and stifling innovation and change. IPPAM introduced me to the unshackled world of academia. And it showed me that I could make a contribution by preparing the next generation for careers in public policy.

Because of IPPAM, I approached the Asian Development Bank, a stodgy and moribund bureaucracy, and the Government of Laos, an impenetrable monolith, to request some flexibility in my schedule to accommodate several weeks per year for teaching at IPPAM. Unexpectedly, they agreed. Incredibly, they saw synergies and complementarities that teaching at IPPAM could bring to my work in international development. I participated in IPPAM as a faculty member from 1999 to 2011 – from IPPAM 1 to IPPAM 13 lecturing in the policy analysis course. I met hundreds of young, intellectually aggressive students from countries all over the world.



Together we analyzed policy issues of topical relevance as diverse as ageing populations in Japan and South Korea to child obesity in the US; from malaria in Africa to human trafficking in Asia; from caesarian sections in Brazil to the Euro Crisis in Europe. At the Asian Development Bank my focus was one sector in one country. IPPAM gave me the opportunity to explore policy issues in multiple sectors in many countries.

IPPAM also gave me the opportunity to learn about teaching and the acquisition of knowledge. For this I am grateful to Prof. Melnick. He advised me on how to engage students, to capture their attention, to maintain their interest and to transmit knowledge. From the IPPAM students I discovered that all students learn differently, and that students could learn more from each other than from a lecturer standing in front of a class dispensing a monologue of knowledge. As I quickly learned, the role of the teacher is to create a flexible and dynamic learning environment where students can learn in their own way and where the students can learn from each other.

Conversely, teaching at IPPAM had a salutary effect on my work at ADB. Prior to my involvement with IPPAM, my focus at ADB was to maximize the impact of our loans and grants. IPPAM taught me that I could simultaneously contribute to the growth and intellectual development of young Lao and ADB staff using the same principles I used in the classroom at IPPAM. I nurtured and mentored young staff as protégés, found graduate study opportunities for them, and worked with them as colleagues when they returned.

When I became the USAID Country Director at the US Embassy in Laos in 2011, human resource development was at the vanguard of everything I did. The most noteworthy personal transformation from my involvement with IPPAM was an appreciation for the importance of developing the next generation of public policy professionals. For 13 IPPAM classes, I observed young students from diverse backgrounds as they mastered the technical intricacies of public policy. I met many of them as alumni — former students who had evolved into mature public policy professionals and leaders in their fields. It made me realize the integral role IPPAM plays in preparing that next generation, and gave me immense personal and professional satisfaction to have been able to contribute to the process.





Gayla Kraetsch Hartsough

Adjunct Associate Professor, IPPAM Program
USC Sol Price School of Public Policy

President, KH Consulting Group

IPPAM's 20th Anniversary is a major milestone! I first learned about IPPAM more than a decade ago through Dr. Joanna Yu, when she invited me to one of the graduation luncheons. I was impressed with the caliber of the student body, but the students' passion to tackle major societal issues in their home countries or elsewhere was the most compelling.

I have had the privilege to teach IPPAM students since 2013. I began by first team-teaching with Drs. Jeanne Ringel and Jeff Wasserman. My role was to bring examples of the application of public policy theory in the real world. Shortly after that, I became an Associate Adjunct Faculty member at USC. In the last few years, IPPAM has allowed me to involve KH Consulting Group's Vice Presidents - Charlotte Maure, Bob Schilling, and Heather Sims - to further reinforce the nuts-and-bolts of applying public policy in bureaucracies, domestically and abroad.

At the start of each semester, I am intrigued with the diverse backgrounds of the students. I've had students from as many as 9 countries in a class I taught. Some students have had extensive civil service careers - others are new to the field of public policy. During the course of the semester, I watch the students explore and debate world issues from different perspectives



- those of their home countries, as well as those of other stakeholders. By collaboratively exploring the challenges, options, and potential impacts, I find a convergence of thinking, rooted in shared values reinforced through IPPAM's mission. Those values relate to making the lives of others' better, whether through a program initiative that helps a few or major transformational efforts that affects many.

I have found these discussions and diverse perspectives transforming. I've encouraged my students to open their minds to think more broadly about policy issues. In turn, I've asked my students to alert me if my viewpoints are too one-sided - too U.S.-centric. I'm pleased when my students challenge me. It is through such dialogue and debate that we gain a global perspective.


My family has also cherished being a part of the IPPAM family. My husband Jeffrey and even my son Jeff have joined me at various IPPAM events - Thanksgiving, Chinese New Year, Halloween, Homecoming, graduation luncheons, dinners in homes, wonton making parties... the list goes on. Because of IPPAM including us, we feel even more a part of the IPPAM family.

I always value the opportunity to visit people in their homes when I travel. It demonstrates how much we are alike, while experiencing cultural differences. Therefore, with each class I teach, I have the final class in my home - a means of sharing my American home with my students. This class finale is one of my special times, watching the students socialize with each other and then later collaborate in fictitious

countries to tackle simulated world problems after lunch. I discover some of my quiet students in class are tough negotiators when seeking better trade deals during the simulation. I observe the students put their leadership skills to practice as they build consensus around solutions to the problems posed - whether the aftermath of a devastating hurricane, the threat of war, or the desire for more universities to be built in their countries to transition to knowledge-based economies.

I believe in a teaching-learning approach, based on experiential learning. I want students to grapple with issues and not just passively listen to lectures. I believe with this approach students assimilate the lessons learned better and ideally can apply their learnings in real-world situations. My reward is when I witness my students pursuing their dreams, molded by the IPPAM experience - whether it's building a general aviation business in China, pursuing a business or law degree, obtaining a job in local government, promoting positive female role models in the media in Kazakhstan, or playing women's soccer on top of Mt. Kilimanjaro (and being cited in the Guinness Book of Records). This is when I know IPPAM has made a difference because our students are making a difference.

Thank you, IPPAM for letting me come along for the ride!



Rym A. Kaki

Adjunct Associate Professor, IPPAM Program
USC Sol Price School of Public Policy

In 2009, after a rewarding overseas professional experience in global social finance and development with assignments taking me to places from North Africa to South Asia, came the time to return to Los Angeles and USC-Sol Price School of Public Policy, landing precisely at IPPAM's door. Not knowing much about IPPAM goals, target student population and organizational culture, I soon realized after a semester-long coaching students on their Master's Project and regular conversations with IPPAM program executives, that the latter pride themselves on enabling a safe and comfortable space for transformative learning and journeys of self-growth for international students, all carried out with simplicity, humility, creativity, and an entrenched sense of mission.

I felt immediately drawn to the possibility of making a difference at IPPAM. I myself was once an "international student" hailing from native North Africa to my adoptive California thanks to a Fulbright scholarship to pursue higher education. I naturally see myself in every incoming IPPAM student as I relate almost viscerally to their early experiences of disorientation and discomfort being away from their familiar environments. Going global is an act of courage; smoothly sailing through a foreign academic environment requires a number of vital competencies, character resilience but most of all practice. Observing IPPAM student performance and transformation for the past eight years of close association, I came to realize, in addition to its academic offerings, that IPPAM's main comparative advantage resides in its collective ability to provide a safe place for learning in a zone of high turbulence for an international student freshly landing into US academia.

I am not sure if IPPAM executives and staff closely follow the script of a particular global education blueprint. What I can safely attest to is that this program knows how to effectively rally the school administrators, faculty associates and students around the shared vision of supporting a safe place for transformative academic learning and authentic cross-cultural exchange.

I have not had the privilege to be part of the IPPAM founding team as I joined a decade later since the program inception. I have, nonetheless, been very fortunate to be offered the instruction of a foundational "signature" course, aka 571, that annually brings together all members of a new IPPAM cohort to explore not just the

principles and analytics of public policy and management, but more importantly to form research and policy analysis teams pondering solutions to the world's problems.

In doing so, I get to witness firsthand the challenges of multi-cultural collaboration and the merits of practicing empathy without which functional relationships are difficult to come by. Three main takeaways sum up my transformative teaching experience with IPPAM program and its students: there is NO ROOM for binary thinking, long-held (unchecked) assumptions and complacency. Each year's new IPPAM cohort invites me to ponder new ideas and possibilities on how to push the frontiers of global education curriculum design and method of instruction within the discipline of public policy and management.

Helping students recognize perspectives beyond their own cultural lenses can be a daunting affair. As a public policy and management instructor to international students the real task goes beyond the mere communication of the ABCs of American public policy and management. It rather involves additional areas of competencies to channel student "cultural" discomfort into growth while simultaneously helping them grapple with the gray areas of comparative policy analysis, implementation and evaluation. Encouraging a global mindset and using the comparative method to engage over global governance and policy themes is what we get to practice together both as IPPAM students and faculty. IPPAM students have constantly engaged me over the years in a vital inquiry process that no instructional design program could prepare me for.

Global education does not only impact students and

the program administrators! It certainly transforms faculty teaching practice altogether. I came to IPPAM with academic teaching credentials in the area of comparative public policy and management and a professional experience in international development only to find myself picking up cross-cultural facilitation skills and the exercise of empathy. Each new Fall semester IPPAM students keep me on my toes. I like the thrill of it; it keeps me intellectually engaged and instructionally innovating! Since 2009, my instructional approach and thinking about comparative governance and policy issues was never put to rest thanks to IPPAM students.

Last but not least, IPPAM's "physical" office may not resemble the "glamorous office" I once held in corporate microfinance but the international students, program administrators, and faculty colleagues I get to work with on a routine basis are simply golden gems, with unparalleled authenticity and full of humanity. Thanks to this program's passionate mission to serve global education ideals I find myself fulfilling my ideal professional dream: practicing global diplomacy via global education!w



Jeff Kealing & Shelly Westebbe

U.S. Consular Officer
U.S. Foreign Service Officer

We'd like to take this opportunity to share how we became part of the IPPAM family and how it has positively shaped our lives. In early 2002, during our Ph.D. studies at the USC Rossier School of Education, we made contact with a dynamic Taiwanese woman named Joanna Yu, herself a recent PhD graduate from the USC School of Policy, Planning and Development. Dr. Yu had been hired by the fairly new IPPAM program. IPPAM had been quite successful in recruiting public officials from Indonesia and East Asia to come to USC for its creative 13-month-long Executive Master's Degree program. A cohort of 40 students would arrive in June each year and thanks to IPPAM's well-organized curriculum, that same cohort would graduate the following July with their Master's degrees in Public Policy.

We had enjoyed teaching these dynamic students during their first semester at the USC Language Academy, the intensive English and academic skills program where we had been teaching part-time during our Ph.D. program.

Joanna told us that IPPAM was looking for U.S. graduate students like us because we had prior experience living and working in Asian cultures. She and the director, Dr. Joyce Mann, thought our backgrounds would help our works as foreign student advisors for the IPPAM students and as IPPAM teaching assistants in project planning and evaluation.

We were working on our own dissertation-related project evaluations at that time, so it was a good match all the way around. leadership team fully understood how hard we were working on studies. They listened to our plans and actively supported our own research efforts, providing us with a degree of flexibility in our working hours that we really appreciated Over the years we appreciated the vision, patience and unflagging hard work of Joyce, Joanna, Ann, the faculty, teaching assistants, students and interns who worked with IPPAM. It was exciting to work with the enthusiastic and



hard working Indonesian government officials who comprised the early backbone of the student body and later we appreciated the benefits of the diversifying student population's impact upon the program offerings and the students themselves.

In 2002 Dr. Mann and Dr. Yu led the program in recruiting a dynamic contingent of government officials and private-sector students from China and Taiwan. It was fascinating to participate in the increasing cross-cultural interactions between students, staff and faculty and wonderful to enjoy the variety of holidays we celebrated together. These interactions could have been difficult due to the very different belief systems, economic realities and societies, but this was not a problem for IPPAM.

An important reason for the growth of the strong positive IPPAM group identity and mutual cooperation was the way the program was managed by Academic Director Dr. Joyce Mann and her able project coordinator, Ann Abrahamyan. Dr. Mann was one of those very rare individuals who was not only a first-rate researcher and writer but maintained a wonderful sense of humor, huge stores of patience, and zest for different cultures and cuisine. She served as an excellent role model for all of us showing us how leaders could be both extremely competent and very personable at the same time.

Dr. Mann and Dr. Yu believed that visiting student delegations should enjoy an authentically American experience during their stay at USC. They turned to us to help coordinate American holiday events so we could share our stories, myths and history. Later on, IPPAM students started sharing their own holidays and stories with us and we learned a lot about each other.

We had several memorable 4th of July cookout feasts at Joanna's lovely home. At Halloween, Joyce and Anne typically had the office decorated in creepy décor and encouraged all students and staff to show up in costumes, which we celebrated with small prizes and photo opportunities. At Thanksgiving, all students were invited to celebrate a potluck dinner. This was true at Christmas as well. In these special moments, large and small, the IPPAM community was created, and strengthened. Students became friends, staff and faculty got to know each other and our students as people

and as an academic family. This familial approach to program management resonated with the students, many of who were far from home for an extended period of time for the first time in their lives. Over the course of the year, the change in how they felt about themselves, USC and American culture overall was striking. Whatever reticence or trepidation the students might have felt had largely vanished by midyear. Every year, we made trips to the L.A. Memorial Coliseum for USC Trojan football games, did walking tours of Hollywood or Santa Monica, and celebrated Chinese New Year together over a banquet at Empress Pavilion in Chinatown, one of L.A.'s very best Chinese restaurants at the time. The most memorable event ever for us was the group ski trips to Big Bear Mountain. We had rented out eight or ten cabins for use by our students and participating staff members and had all carpooled out to the resort from LA. Mother Nature had cooperated nicely, providing a scenic display of snowfall. The next morning, everyone was eager to get to the slopes early for their first attempts at skiing. In fact, for the majority of the students it was their first time ever to witness snowfall!

Naturally, some of the students and their families hadn't come equipped with the latest skiwear, so they bundled up in layer upon layer of clothing. Before any skiing could be done, there were snowball fights, snowmen to build, and many group photos to be taken for the folks back home. In this kind of outing, the process of taking photos involved bringing all our participants together for a kind of group validation of all the fun we were all having. In this case, the fun was genuine and the laughter was continual all the way to the ski slopes.

Many of our novice skiers could barely remain upright, having never experienced an icy surface before. No matter, they just kept on trying to get up and eventually made it upright and after a mighty effort arrived to the top of the smallest slopes. Finally, their all-too-quick downhill slide was mostly one long tumble. Fortunately their laughter drowned out any yelps from the falls. This was a metaphor for the whole IPPAM community experience. Mutual support, hard work, and much laughter served as a powerful recipe for personal and academic growth and success, lifelong friendships and a source of pride to the University of Southern California.



Robert C. Myrtle

Emeritus Professor
USC Sol Price School of Public Policy

My IPPAM journey began in Jakarta, Indonesia in the summer of 1997. I had been working in Malaysia and Singapore when Professor Glenn Melnick asked if I could join him and Dr. Joyce Mann in Jakarta to discuss the development and design of a new and innovative executive program for senior leaders in Indonesia and elsewhere in Asia. Since I had been working with different organizations in Asia to design and create executive and management development programs this was an opportunity that I just could not turn down. As it has turned out, that was one of the best decisions I made that year and probably for many years to come.

So why is something that began 20 years ago seen as one of my better decisions? It wasn't just the opportunity to develop something new or different. I can think of three degree programs that I played a key role in designing or revising that continue to be seen as innovative and different. Nor is it just because it has lasted so long in this ever changing educational marketplace. Other programs that I played a role in creating have lasted this long and longer. So longevity, while important, is only part of the explanation. Certainly it wasn't the number of students who have successfully become alumni of the program.

The other degree programs that I have been involved with have produced many more graduates. Like those in the IPPAM program, they have gone on to become senior leaders in a variety of major organization or have held other elective or appointed offices. So the success of our graduates only tells part of the story. All those things matter and certainly have been part of the reason I say this was one of the better decisions of my academic career.



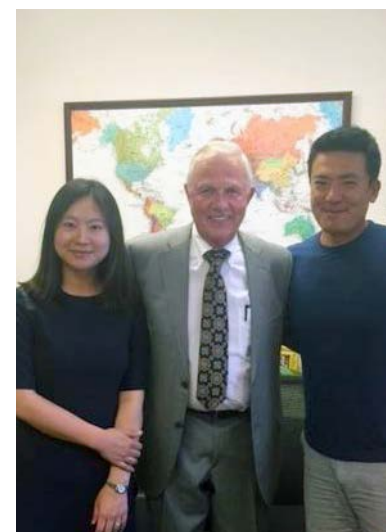
As a professor you strive to achieve an impact on people and institutions. You do it through your research, your writing and your teaching. To me it has been this ability to have an impact here and abroad that has made my years with IPPAM so meaningful. Sure, some of the graduates from the programs I have led or taught in have found success internationally. But most have found their success in this country, having an impact on people who live and visit here.

IPPAM graduates differ both in the significance and the spillover effects of the impact they have had in countries around the world. Not too long ago I learned how one of our IPPAM students took a leave from a major government position to work with the World Bank to disseminate the policies he had developed to improve the functioning of other governments in the region. Later he returned home to assume a senior cabinet officer role. Of course, there are as many and equally inspiring stories like this that underscore the impact that IPPAM graduates have had and are having world-wide. Indeed, some of those stories are captured in this book. Not surprisingly, I cannot think of a country that I have worked in that I have not encountered an IPPAM graduate holding a significant leadership position—either in that country’s government, public or private sector organizations or in the constellation of NGO’s that seek to make our world a better place for everyone.

These touchpoints provide insights why I believe that being part of IPPAM for all of these years has been one of my better decisions. As I reflect on these two decades with IPPAM and its students, the explanation is simple—I just enjoy sharing what I know with people who will continue to make this world a little

better for everyone. To me it is the stories of our graduates, their passion, their achievements and their love for being a difference that is making a difference that makes these last twenty years so important to me.

It has been a journey of transformation—of transformation of our students, of the transformation of different parts of their organizations and of the organizations themselves. But also it has been a part of my personal transformation. And in the final analysis, as my students will attest to, the power of learning is the greatest power any of us can have. IPPAM has been as instrumental in my education, growth and personal development and in the continued shaping of my world view, as it has for those who graduate. And when you step back and think of it—can anything be better than that?



Susan Sinclair

Adjunct Associate Professor
IPPAM and MHA Program
USC Sol Price School of Public Policy

Congratulations IPPAM! What an impact you have made on so many people! Having travelled much of the world as an executive in both the high tech and aerospace industries, I meticulously attended USC's Asia Pacific Outlook Conference annually. It was at one of these conferences about 15 years ago, that I was fortunate enough to be seated at a luncheon with directors from the IPPAM program.

That is how my IPPAM journey began. The description and concept of the IPPAM Program was mesmerizing – bringing together a global group of students and executives in a personalized, highly focused program focused on international policy, planning, and management. Having headed up two corporate groups within Oracle and Lockheed Martin that were focused on global services and global government in Asia, The Middle East, Europe, and Latin America, the IPPAM idea was highly innovative. The concept of a highly focused program for global government agencies, NGOs, regulated industries, and public private enterprises was then a missing gap in higher education.

The IPPAM student body is and was diverse. While Asia – specifically Indonesia and Taiwan – began as the primary focus, the Program slowly expanded to reflect a worldwide student body which included not only Asia Pacific but also the Middle East, Latin America, and Europe. The strength of the Program grew as the participants' diversity grew.

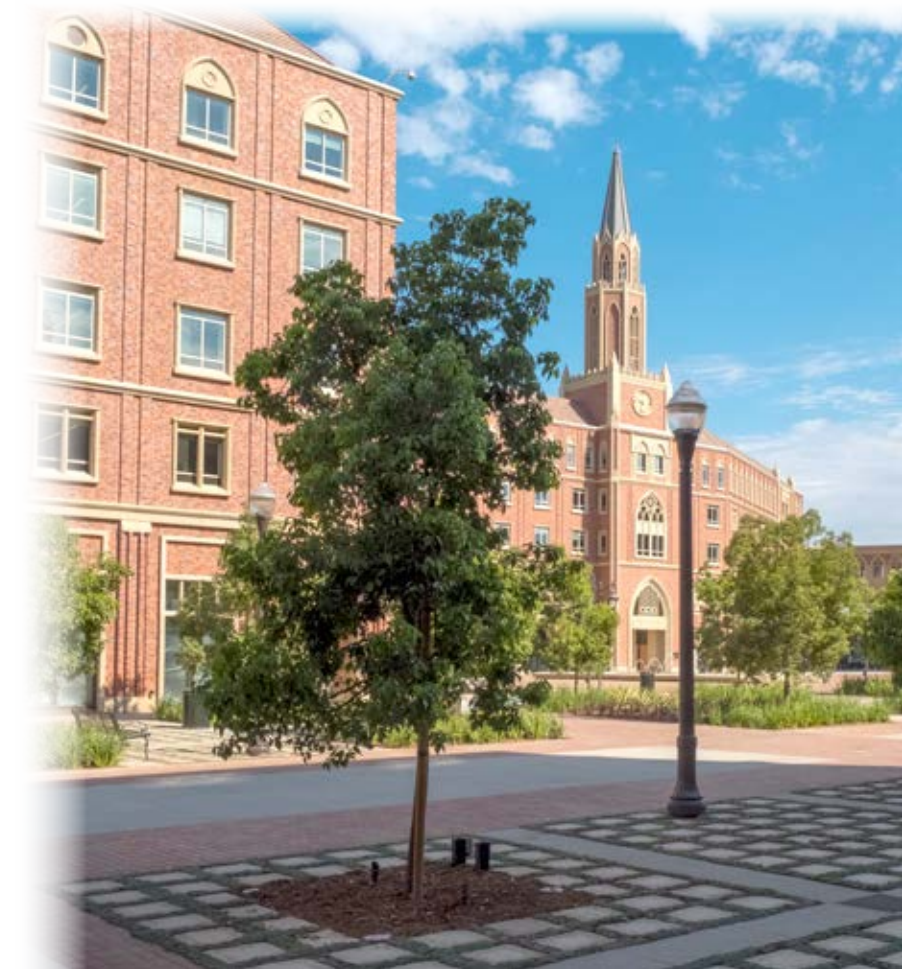
Ironically, the Program and its participants were reminiscent of my education and passions. With an international background – Italian on the maternal side; British on the paternal side; educated in Europe (Madrid and Geneva); married to an Iranian; and with a son residing in Hong Kong for over a decade, the Program seemed to parallel the journey of my life. In addition, having also served on the faculty at USC's Marshall School of Business, the IPPAM Program enhanced, expanded, and complemented Marshall's approach by uniquely focusing on government agencies and NGOs. The mesmerizing story

of my 'sister-in-law,' her migration to the US in the 1950's, and attendance at USC as one of the first Iranian students in USC's history also added to the attraction and mystique of being part of IPPAM. Her autobiography "Daughter of Persia: A Woman's Journey from Her Father's Harem through the Islamic Revolution" and its description of being an international student at USC in the early days of academic globalization further added to the charisma of the IPPAM Program. Her journey, USC's role, and the academic rigor that allowed her to create an independent life were fascinating.

The IPPAM students, faculty, and staff form a family representing the best of the best from both an academic and personal point of view. Friendships and loyalty to the Program are lifelong with deep, long lasting relationships and friendships that know no geographic bounds. The highly individualized nature of the Program and the personal support given to the students is unique.

The IPPAM curriculum is unique, diverse and deep. Students are encouraged to explore interests, expand their knowledge, and get exposure to new disciplines. The practical focus on students developing extensive skills in public presentations, writing, and critical thinking enhances the educational depth of the Program and the global success of its graduates. The opportunities and mentoring with local organizations, internships, and international opportunities add even more to the IPPAM experience.

As faculty, the students are seen as a family that grow with each passing year. Their successes both during the Program and as graduates worldwide create a tremendous sense of pride as their deeds and accomplishments expand. 'Homecoming' is not a yearly event at IPPAM but rather an ongoing monthly reunion of the best and the brightest of the IPPAM family that continually return to campus and the Program to continue the connection.





Prastuti Becky Soewondo

Emeritus Professor, School of Public Health
University of Indonesia

More than 20 years ago, Prof. Glenn Melnick asked me to assist him in searching for potential candidates for the International Public Policy and Management Program, then a brand new program in USC. It was not an easy task since we had to match master's degree funding availability with qualified candidates. Identification of funding budgeted for capacity building in existing health projects was crucial to successfully convince the decision-makers in the designated ministries. This was pre-decentralization in Indonesia, where the majority of decisions were still managed at the central level, despite the majority of candidates coming from various provinces.

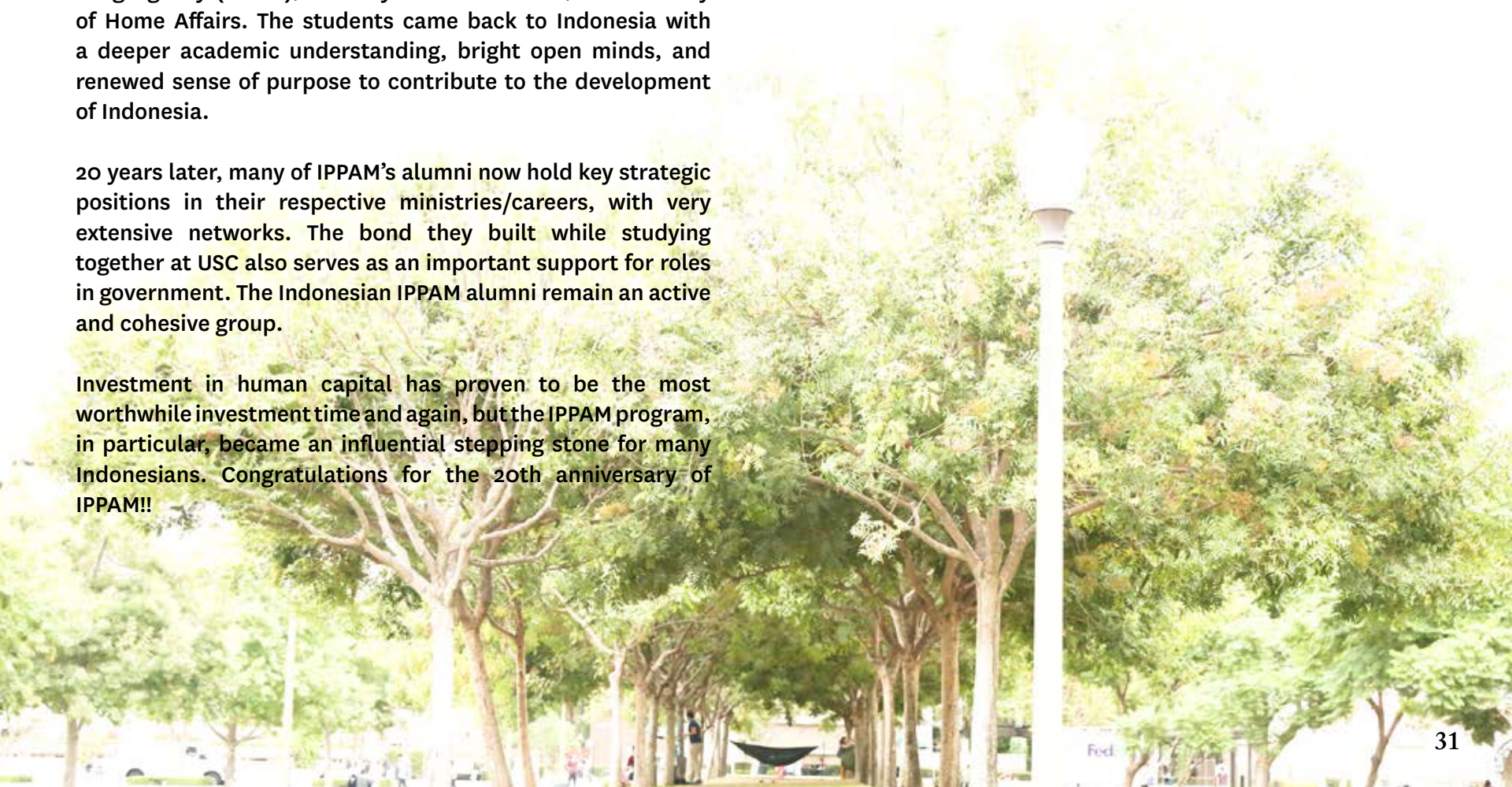
Finding potential candidates with sufficient English was equally challenging, but with the support of related ministries and institutions, I individually interviewed candidates from central as well as local offices. After going through the multiple selection processes and boosting their English proficiency with an academic program in Jakarta, the first batch departed in 1998 for a 13-month program. For almost all of these students, this was their first time traveling and/or studying abroad. Thus, the effect of broadening of perspective and knowledge through this experience was immediately visible.



My involvement in IPPAM continued to grow and develop, sending students every year for the next five cohorts, totaling more than 100 students. Students were academicians as well as civil employees from Indonesia's Ministry of Health, Food and Drug Agency (BPOM), Ministry of Public Works, and Ministry of Home Affairs. The students came back to Indonesia with a deeper academic understanding, bright open minds, and renewed sense of purpose to contribute to the development of Indonesia.

20 years later, many of IPPAM's alumni now hold key strategic positions in their respective ministries/careers, with very extensive networks. The bond they built while studying together at USC also serves as an important support for roles in government. The Indonesian IPPAM alumni remain an active and cohesive group.

Investment in human capital has proven to be the most worthwhile investment time and again, but the IPPAM program, in particular, became an influential stepping stone for many Indonesians. Congratulations for the 20th anniversary of IPPAM!!



A portrait of Melissa Lopez, a woman with shoulder-length brown hair and bangs, smiling warmly. She is wearing a black blazer over a purple top and a necklace with a small pendant. The background is a blurred indoor setting with windows.

Melissa Lopez

Adjunct Associate Professor, IPPAM Program
USC Sol Price School of Public Policy

I have thoroughly enjoyed working with the IPPAM team since 2002 (cohort 4). IPPAM's goals to educate and empower future public policy and business leaders continue to inspire me. The exceptional team of faculty and staff working to create an innovative and applied learning environment have created a program that changes the world for the better. IPPAM alumni continue to add value in our complex world – serving in senior positions directly influencing policy, starting new companies, and introducing innovative practices in a broad range of industries. These success stories offer strong proof of the far-reaching and powerful impact of IPPAM alumni.

Working with the IPPAM program has offered me so many wonderful memories. Some memories involve the rigorous learning process where students have crafted outstanding policy analysis reports and beautifully defended their presentations before a panel of experts. Other memories involve the powerful learning environment at IPPAM where fun is a key ingredient – students preparing for a talent show, playing an intensive staff vs student basketball game, traveling with new friends, and enjoying many meals together. This unique environment creates life-long friendships and the strong ties that unite the IPPAM Family.

I am a better professional and person because of IPPAM. Our global economy moves quickly. By learning from so many outstanding faculty, staff, and students, I possess a more informed and appreciative understanding of pressing issues and contribute better to critical conversations. I am grateful to the IPPAM family. Fight On.



Robert Schilling & Charlotte Maure

Senior Consultants,
KH Consulting Group

We are constantly grateful for the opportunity to be members of the IPPAM community. We've seen students grow their skills, confidence, and capacity. We've watched students develop friendships that overcome national, religious and gender differences and persist over time. We've supported students as they design ways to change their organizations, their cities, their governments, and their countries. We've celebrated hearing that those ideas and analyses are actually being implemented in countries around the world. IPPAM is truly a program that transforms people and worlds. As the wise woman Margaret Mead said,

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

IPPAM is proof of that. The hopeful future of our world is more certain because of IPPAM.

And if that were not enough, we've personally grown as well. Few people are fortunate enough to be able to see their own cities' and countries' strengths and deficiencies through the eyes of smart, thoughtful, and analytic people from dozens of countries. IPPAM students challenge our assumptions and beliefs, and demand the best from us. IPPAM faculty stand as role models in expecting and getting the very best from their students. And most importantly, Joanna and Joyce are the embodiment of inviting everyone around them to meet the highest standards of excellence in a way that celebrates difference, creativity, and rigor.

Here's to the next 20 years!

Michael Ke Ye

Adjunct Associate Professor, IPPAM Program
USC Sol Price School of Public Policy

I have the honor of working in IPPAM as a teaching associate since the first year the program was established and later as a faculty. In the past 20 years, I have always been touched by the dedication, passion and care the faculty and staff have for this program. I have been also amazed by the energy, diligence, talents and leadership our IPPAM students possess. I feel so fortunate to work in such an excellent program.

It is not just a great place for me to share my knowledge obtained through my education at USC and a great environment for students to learn, but teaching also contributes greatly to my own personal and professional growth. Interacting with students from so many countries and with such diverse cultural and ethnic backgrounds brings a precious intellectual growth opportunity, extremely valuable global perspectives, and enables us to come out with new collaborative and creative solutions that are much needed in today's world.

Witnessing the 20-year-journey of IPPAM, I am very proud to be part of it. I really love the culture here. We support each other, learn from each other and work together. This is a team, a family, and a troupe. We learn, we live, we grow, and we transform. I am very happy to see IPPAM students grow and make significant progress in their professional career or personal life. I am so proud of them.

20 years would still be young for a person, but for IPPAM, the program is mature now. I have no doubt it will continue to attract talented students, take new adventures, and make bigger contributions in education, policy making and global partnership. Congratulations IPPAM!



Frank Zerunyan

Professor, Practice of Governance
USC Sol Price School of Public Policy

I congratulate IPPAM, and my colleagues, who administer and teach at IPPAM, on this remarkable historic milestone. The mission of USC Price is to improve the quality of life for people and their communities, here and abroad. IPPAM implements this mission very successfully and particularly for communities overseas. I have the honor and the pleasure to teach and mentor international students in this very special graduate program for our school.

We continue to recruit the best and the brightest around the world to join us for a solid USC Price education. Our lives at USC are enriched by them as they contribute to this beautiful mosaic of cultures that constitute our Trojan Family. I was an international student once. I, therefore, have a special admiration and respect for these students who work extra hard to compete in one of the best research universities in the world. Fight on IPPAM!

A portrait of Joyce Mann, a woman with long white hair and glasses, smiling. She is wearing a patterned top and a grey cardigan. The background is a blurred outdoor setting with green foliage.

Joyce Mann

Director, IPPAM Program
USC Sol Price School of Public Policy

My story is linked inextricably to that of IPPAM. The people, places and policies that shaped the creation of IPPAM were the same forces that shaped my professional growth and world view. When Glenn Melnick captivated me with the idea of joining him to create a masters degree for civil servants from countries grappling with governmental reform, I was embedded in the dual worlds of policy research and international development at RAND and UCLA's School of Public Health. RAND's robust program of health policy gave new researchers, such as myself, a chance to develop expertise in health financing. Expertise in US health care policy led to opportunities for international engagement.

My first international experience was in Indonesia in 1989 on a health sector financing project. At that time the goal was to assist the country in developing a national health expenditures data base that would assist in planning and managing the growing health sector. Out of this work evolved a plan to design a social experiment to answer policy questions on how to generate resources for improving health in developing countries. With World Bank funding, RAND worked with the Ministry of Health to test two key strategies – raising user fees at government facilities or better targeting of existing resources to the poor – using a randomized controlled experiment and fielding a survey to collect data at both the household and facility level. I was part of the team that wrote the proposal. Once the project was awarded, RAND established a team of researchers in Jakarta.

While this and subsequent projects in other countries led to interesting research, we also had a goal of using the projects to provide lasting benefits to the countries involved. We started by developing Capacity-building efforts in Indonesia entailed bringing multiple cohorts of staff from the largest insurer, PT Askes, to spend three months at UCLA and RAND learning about all aspects of insurance. Consultants, such as Dr. Paramita Sudharto (who later went on to work for the World Bank and WHO), were brought to RAND to contribute to the research and data collection design of projects. And of most lasting impact, Tom D'Agnes in his work with USAID referred three promising Indonesians, including Prastuti Soewondo, to earn their doctorates in LA.

By working with these individuals, we designed a curriculum focused on the issues of relevance to people from outside the



US. In building strong relationships, we were able to gain entry to senior leadership in government to convince them of the value of this degree. Paramita was instrumental in gauging which projects had financial resources for capacity building and in identifying key individuals whose support was crucial. Prastuti scoured the country to recruit candidates and brought them to Jakarta for six months of English training and academic preparation under her direction as a professor at the University of Indonesia.

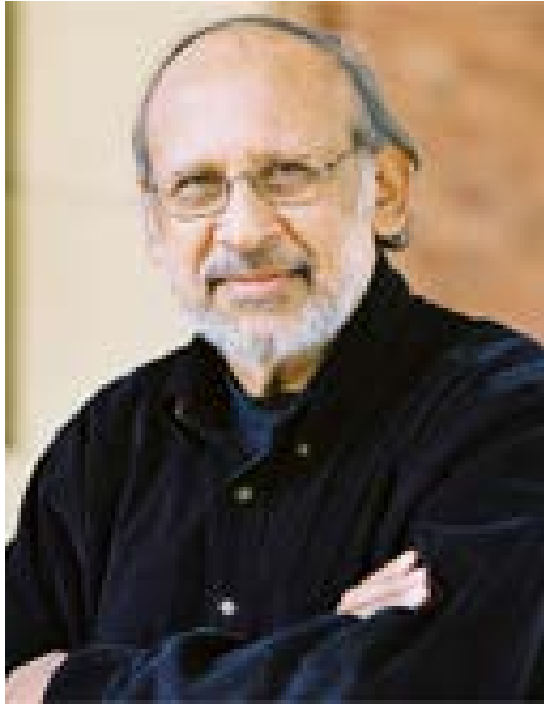
Support on the USC side was also instrumental. Jane Pisano, then Dean of the Price School's forerunner, strongly supported the creation of an international masters degree. And, financial and intellectual support from USC was instrumental in launching IPPAM. Then Vice Provost for International Affairs, Richard Drobnick, had long-standing connections in Indonesia. His work in bringing the USC President and Trustees to Jakarta in 1997, enabled them to think about the strategic role of the world's fourth largest country, and this laid the groundwork that made the launch of IPPAM possible. Drobnick had the experience to know that having a critical mass of government-sponsored students from a single country would provide a strong base from which IPPAM could grow. Professors, such as Robert Myrtle, with years of experience in educating senior civil servants, helped in the design of the program and accompanied us in Jakarta.

We launched in 1998 in the middle of an Asian economic crisis that had such far-reaching effects that it led to the toppling of Indonesia's President of 31 years. That the country was still able to send a cohort of 28 government officials speaks to the perseverance of Prastuti and Paramita, the leadership of the Ministry of Health, and in particular the administrators, such as NasIrah Bahaudin, Farida Djoko, Sri Hartini, and Atika, who made sure funding was in place for the students.

IPPAM has evolved from our first cohort of governmental officials from 4 countries to cohorts that represent anywhere from 11 to 15 countries with students drawn from a diverse array of professions (health care, education, urban planning, social innovation, news media, economic development, business entrepreneurship, and international trade) that span public, private and nonprofit sectors.

With each passing year as I get to know incoming students and as I hear from alumni, I am enlivened by the energy and passion they bring to IPPAM. Hearing about their visions for the future expands my own horizons in imagining what is possible. Seeing them build bridges across their cultures and disparate backgrounds gives me great hope. Their dreams fuel my dreams about working towards a better world. I also draw great inspiration from the dedication of the faculty and seeing how much of themselves they give to their students, both in and out of the classroom. The discussions they spark give students the academic space to engage in the debate of ideas that is so important to tackling long-term policy challenges and in recognizing the nuances of how they play out in different countries.

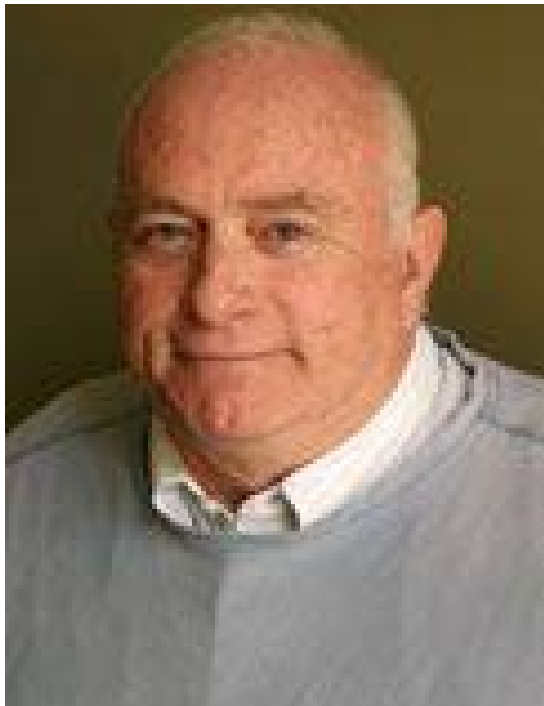
Prior to IPPAM I believed that my contributions would come in the form of carefully conducted policy research, but through IPPAM I have learned that the greatest contribution I can make is to foster the intellectual and professional growth of succeeding generations. Those of us who work in IPPAM strive to create a welcoming and caring academic environment in which students can build bonds with their classmates that last well beyond their time at USC. I firmly believe that the collective experience of all who are involved in IPPAM will reverberate throughout many countries for years to come.



Tridib Banerjee



Grace Cheng Braun



Michael Cody



Nasreen Dhanani



Yann Duzert



James Ferris



Elizabeth Graddy



Michael Lin



Doe Mayer



James E. Moore



Peter Robertson



Jeanne Ringel



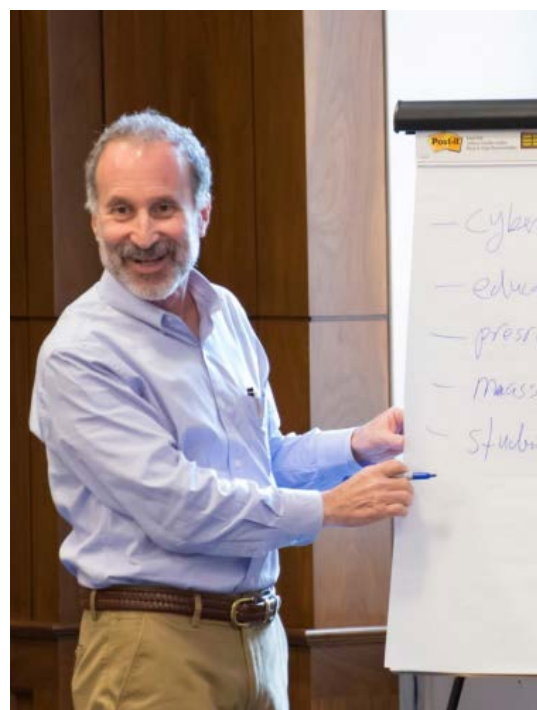
Stuart Schweitzer



Shui Yan Tang



Mark Velez



Jeffrey Wasserman



alumni
TESTIMONIALS

ACHMAD DJAELI

 **INDONESIA**
IPPAM 01



I received my medical degree from the University of Airlangga, East Java, in 1983. After that I worked for 14 years for the Ministry of Health, where my post before coming to IPPAM was Section Head of Disease Control in Public Health of East Java Province.

Then I came to Los Angeles, California in 1999 to be part of the very first IPPAM cohort.

After completing my master's degree at IPPAM USC, I returned to my work in Indonesia. In 2008 I received a promotion to Echelon 3, as Head of Surabaya Public Health Eye Care Center (Balai Kesehatan Mata Surabaya, BKMM/CeHC).

In 2011 I started my work as Head of the Department of Disease Control and Environmental Health at Public Health of East Java Province. From there I was promoted in 2013 to Echelon 2 as Deputy Director of Haji Hospital at Surabaya. Last year I was named Director of Haji Hospital at Surabaya.



FAURIZAL MAWARDI

 **INDONESIA**
IPPAM 01



Before my studies and experience at USC in the IPPAM program, I was a general practitioner and the Head of Community Health Center. I mostly approached my work as an individual, and I had great distaste for the insurance system. Now, after receiving a master's degree in the IPPAM program, I am the Head of District Public Health. A big change for me is that I today approach my career with teamwork in mind. I have built a family practice clinic named "Mediatama," and I am feeling comfortable working with social insurance, "BPJS Kesehatan."



Faurizal Mawardi (Rizal) comes to IPPAM program for fourteen years with Ministry of Health. He is a Head of Puskesmas in District Level, Sungai Sarik, West Sumatra. He is responsible for managing the Puskesmas and also provided health services both in his Puskesmas and at the community level in sub-district and village areas. Dr. Mawardi earned his medical degree from University of Andalas, West Sumatra in 1984.

SRI PANGASTUTI

 **INDONESIA**
IPPAM 01



Congratulations IPPAM on your 20th Anniversary! I was fortunate to be among your very first graduating class!

I am happy to share with you my journey. In 1981 I graduated from the Faculty of Dentistry in University of Indonesia in Jakarta

and then worked in the Health Centre in Bangka Island—at that time part of South Sumatra—until 1985. In 1985 I went back to Jakarta and worked as a civil servant in Directorate of Community Participation until 1989.

In 1989 the Ministry of Health in conjunction with the Ministry of Role of Women sent me to Canada University to get the Pearson Fellowship to learn about Public Policy. I was the only one from Indonesia, and I met people from 17 different countries. In 1990 I graduated from the University of Ottawa and Carleton, where I had spent one year of my life to learn public policy and everything in life there.

In 1990 they were beginning to reorganize the ministries in Indonesia, and in 1999, 18 of us from several provinces and district health offices got a fellowship at USC as IPPAM students. We were in the first graduating class at IPPAM.

I returned to Indonesia, and in 2003 my director wanted me to get a promotion, so she sent me to the Ministry Of Women Empowerment (MOWE), and my position became Head of Division in Child Rights until 2005. Then in 2005 and again in 2007, MOWE sent me to take courses about Gender Mainstreaming and Human Rights. I worked in MOWE until I retired in 2010. Even now in retirement, I still have the opportunity to work with MOWE and NGOs concerning Violence Against Women and Children and conflict and natural disasters.

I am grateful for my time in IPPAM USC, where a lot of the valuable things I learned were very up-to-date and modern. Also, during IPPAM I gained confidence and greater ease in meeting people from all over the world.

The most valuable thing that I got from IPPAM was the opportunity to study many different kinds of systems. For example, we were able to work with many students from many different countries and governments about things such as the health care system.

DONALD PARDEDE

 **INDONESIA**
IPPAM 01



My name is Dr. Donald Pardede and I am from Indonesia. I am a graduate of IPPAM SPPD USC batch-1 in 1999. I graduated from the School of Medicine, North Sumatra University, in 1985 with a medical degree. At that time in Indonesia there was a prevailing policy that every new doctor after



completing his/her education should perform mandatory work at a community health center, especially in remote areas. The more difficult the location, the shorter the mandatory period of work. After completing his/her service period, the physician would have the opportunity to continue his/her education as a specialist or continue his/her career as a doctor at a health care center, hospital, or as a manager at a district or provincial health office.

At that time, I was assigned to work in a community health center in the interior of the eastern province of Borneo, a remote part of Indonesia's border with Malaysia's state of Sabah, where health services were still very lagging. Working in the border area helped hone my sensitivity, and I realized that the health service inequality must be addressed by specific policies and in accordance with the characteristics of remote and border areas. I served in a difficult area for almost three years and then moved to a community health center in an urban area.

During my work in community health centers in urban areas, the Ministry of Health opened the opportunity for health workers to obtain educational scholarships

in America through selection in different provinces. At that time health financing became a new policy, so that required preparation of human resources. IPPAM programs were specifically prepared to address those needs as they are designed for students from Asian-Pacific countries. Programmers such as professor Glen Melnick and Professor Joyce Mann were people who had extensive experience working in Asian countries, including Indonesia. They understood how to develop programs for Indonesian students who were generally government employees. In preparation for departure of my group, there was a reform movement in Indonesia that resulted in chaos that almost made the first batch of IPPAM students not able to leave because of the government's instability. Eventually, the prospective students for IPPAM 1 were able to depart. I have forgotten exactly how many IPPAM 1 students from Indonesia there were, but they were scattered from several different provinces in Indonesia, and they left for America in several different stages.

In the first few months of our education we faced several shocks at the same time, the culture shock and the educational shock. In the first few months, students from Indonesia were required to attend language education at the Language Academy in addition to taking classes in the IPPAM program. The Language academy, in my opinion, teaches many things more than just vocabulary and grammar. In the Language Academy we learned how to think and write from the other side, as taught by Professor Mark Watson, the writing lecturer. In the Language Academy we also learned how to deliver good public speeches. Professor Dana taught at least three important components in public speech; the



hook, the main message, and the kicker. At the same time, the lecture on the USC IPPAM program began with health information systems. Stata is honestly a relatively new thing, but fortunately professor Jack Mollyneaux (we called him Djoko Mulyono) really understood our situation.

We received many positive things as we learned aspects regarding public policy analysis. In short we learned how to bring the evidence into policy recommendation. One thing that was also very important and contextual were courses on health insurance and managed care. Why was it so relevant? Because at that time, time Indonesia was developing a national health insurance system. Public policy courses with the concentration of health insurance and managed care were very important capital for Indonesian students. I still remember the eyes of Professor Susan Maerki, the managed care lecturer, glazed over when the IPPAM 1 student described the group's final task of creating a health plan with various benefits and premium simulations. Although it was slightly different because health insurance in the United States is commercial based insurance, while in Indonesia it is social health insurance, the knowledge and skills about managed care that we learned were very valuable for later application in the national health insurance in Indonesia

On my return to Indonesia after my education, I moved to the health ministry office in Jakarta from my original job in the district. At that time a new health financing unit was formed to develop health insurance and recruit those with appropriate backgrounds, such as alumni of the IPPAM program. In this health ministry health financing unit, I then

pursued a career and became the director of the center for health financing and health security. In those days Indonesia started to implement the national health insurance system. The start of the national system was in 2014, and currently, in May 2017, the national health insurance coverage, the world's largest single payer, has reached almost 70% of the population.

Indonesia has a great goal to achieve universal coverage in 2019. Currently my position is senior advisor for health economics. My responsibility is to give advice and consideration to the Minister of Health on various aspects of the health economy, including national health insurance

In the long journey of my post-educational career, I feel there are many changes happening in me even though the changes are not happening all at once. The changes are through experience and self-maturation. What I feel is the most important change is the transformation to my way of thinking. Lessons from public policy science have taught me to formulate policies based on evidence and then to construct them into viable policy options to choose from. I am also now in the habit of seeing problems from the broad perspective and ensuring that my mental attitude is truly positive. This positive attitude also shows up in my way of thinking and acting. I have learned to be always optimistic. When many people doubt, and think that Indonesia is too ambitious, and that it will be too difficult to achieve universal health coverage in 2019, we remain optimistic.

ANI RAHARDJO

 **INDONESIA**
IPPAM 01



Nineteen years ago, before I attended IPPAM at USC, I worked in Puskesmas (Public Health Center) in Kabupaten Demak, Central Java Province, Indonesia. For eleven years, I had worked as a manager with limited knowledge and skill in management. I was trapped in routine activities with no innovation, creativity, or enthusiasm.

Attending IPPAM at USC totally changed my life academically, professionally, and personally. Although I focused on Managed Care when I joined IPPAM, I found many valuable general lessons which I can adopt and apply to improve the quality of services I perform as a civil servant. I learned the importance of data, how to use it for the decision making process, especially in Public Policy. My position now is a public health policy maker at the district level.

I also learned that discipline is the important key to success. As an IPPAM alumnus, with everything I received from my alma mater, I can add knowledge and do better for my country.



“I found many valuable general lessons which I can adopt and apply to improve the quality of services I perform as a civil servant.”

ERLYANA

INDONESIA

IPPAM 03



After seven years working as a physician in the public health center in Indonesia, I went back to campus life through attending the USC IPPAM Program. It was not an easy transition. In my previous life, I was not used to sitting in the classroom discussing policies and doing endless amounts of homework, papers, and group projects. Doing all those in a language that was quite foreign to me was extremely difficult.

As a non-native English speaker and a mother of two small children, I had to work harder, manage my culture shock, and manage my time wisely. Thirteen months of intensive classes felt like a blink of an eye as I enjoyed every second of it. I retained tremendous amounts of new knowledge and I was able to greatly expand my vocabulary. I got to know American culture through many events IPPAM organized for us, including watching the USC Homecoming football game. I had a new network of colleagues and friends. I built a lifelong friendship and I created a new direction for my life.

Every time I look back, I don't know how I did it. I believe the program's design and administrative support were the key to my success. I cherished people in IPPAM who were

tirelessly helping, directing, and assisting me. Without them I could not accomplish what I have accomplished now. IPPAM is truly a unique and special program. The faculty members were exceptional and the teaching assistants were kind and very supportive. They motivated and made me proud of my accomplishments.

That was over 17 years ago. Today, I am currently an associate professor at California State University Long Beach (CSULB). After finishing IPPAM, I continued to get my PhD in Public Administration at USC. Five years later, I started my teaching career in the Health Care Administration Department at CSULB. I am so grateful to what IPPAM has trained and taught me. It prepared me to do something that I love. I will never forget and I will always cherish my time at IPPAM. I am proud to be a Trojan and an IPPAM graduate.

"I cherished people in IPPAM who were tirelessly helping, directing, and assisting me."



ERNI KOLOPAKING

INDONESIA

IPPAM 02



I was born and raised in Surabaya, the capital city of East Java, Indonesia. I spent my childhood and education up to the high school level in Surabaya too. Then I continued my undergraduate education at the School of Pharmacy, at the Institute of Technology Bandung (ITB).

In January 1980, after having graduated as a pharmacist, I began to work at Dr. Soetomo Teaching Hospital – Airlangga University. Nowadays DSTHS is the biggest hospital in Eastern Indonesia, has 1,750 beds, complete medical specialties and sub specialties, and is one of the central referral-hospitals in Indonesia. Being a staff member of a top referral teaching and public hospital, I also served as a lecturer in the Faculty of Pharmacy of Airlangga University, Gadjah Mada University, and Ahmad Dahlan University in Yogyakarta, as well as an adjunct lecturer in several schools of pharmacy in Java, Sumatra, Bali, and Sulawesi islands, from 1980 - 2010.

In 1988 I was also appointed as one of the WHO temporary consultants to discuss the Role of the Pharmacists in the Health Care System, in New Delhi, India. Since 1993, I worked together with the College of Pharmacy, University of Arizona, in Tucson, Arizona, USA, to improve the education of clinical pharmacy in Indonesia, and then I became the Head of Clinical Pharmacy Unit at Dr. Soetomo Teaching Hospital. Furthermore I led and organized three International Conferences on

Clinical Pharmacy in Jakarta (1994), and in Bali (1997 and 2003). Because of my active involvement in clinical pharmacy education and services in Indonesia, I was awarded The Donald C. Brodie Award in June 2003, given by the Board of Directors of International Foundation for Pharmacy Education (IFPE) in recognition of “The accomplishments in the development of exemplary educational programming and pharmacy services which have benefited pharmacy on a national and international Basis.”

Throughout my career, I was active in the Association of Indonesian Hospital Pharmacists (HISFARSI, up to now), and the Association of Indonesian Pharmacists (IAI, up to now), as well as member of the Society of Hospital Pharmacists of Australia (SHPA, in 1990-1995), and the American Society of Health-System Pharmacists (ASHP, in 1995-2000).

I was very glad and grateful that I took IPPAM, since it gave me a more structured learning process to implement projects and programs. As I had done many projects and programs before I joined IPPAM, I would be able to correlate all my experiences with the theories given by our lecturers in IPPAM. The most important lesson I learned was: “We need to evaluate our project from the first minute we implement it.”

At that time our purpose to study in IPPAM was to gain knowledge of how to plan and implement a universal coverage health insurance in Indonesia in the near future. We learned two things: the first was how to collect money, and second was how to use this money wisely. When we made our thesis, we



faced difficulties in how to collect money effectively, since in Indonesia, there are more people working in informal sectors. On top of that, to use money efficiently was another challenge because we need to standardize and to improve the quality of our medical care from Community Health Centers (Puskesmas) to the top referral hospitals in Indonesia. As we know, not every health care institution or provider had diagnostic and therapeutic guidelines, lists of covered drugs, standard operating procedures, etc. I realize that all of my projects and programs that I did before was very useful to enhance the capability of health care providers. So my work was not in vain to contribute to the development of health insurance system in Indonesia.

When we finished our study in IPPAM in 2000, Indonesia was still in the situation of financial crisis, just like the other Asian countries in 1998; therefore we could not implement the knowledge and experience we gained from IPPAM immediately. To make the story short, finally the Indonesian Government managed to implement universal health care for all Indonesians in January 2014, under Undang-Undang Sistem Jaminan Sosial Nasional (National Social Security System Law).

Therefore, after I came back from IPPAM in 2000, we started to do the AMRIN Study immediately, and it was completed in 2006. It was a large study involving 10,000 samples, and it was the first of its kind: to study resistant bacteria pattern and antibiotic prescribing patterns of our doctors in two teaching hospitals (Dr. Karyadi Hospital in Semarang City, Central Java and Dr. Soetomo Hospital), and three Puskesmas (Puskesmas Pucang Sewu and Puskesmas Mojo in Surabaya City, and Puskesmas Mijen in the

rural area outside of Semarang City).

In conclusion, I gained lots and lots of lessons as the results of my education in IPPAM, both for career and personal developments. My career development: I became more skillful in managing my tasks, even those that are not in the health insurance field. The policy analysis, policy planning, and policy evaluation subjects were very useful.

My personal development is: my life experiences with my son in the USA, especially to understand the US education system, were very beneficial for deciding my son's further education in the classical music field. My friendships with colleagues of the first, second, and third batch of IPPAM students was wonderful. We always shared our activities together, inside and outside our classes, and enjoyed every moment we lived in Los Angeles. It was an amazing life journey for me!

Finally, I would like to express my gratitude to All Big Family Members of IPPAM in USC: your sincere efforts allowed us to get to this level and they will not be forgotten. God bless you eternally. Here and Hereafter. Amen.



ZHENG-YU DIXON ZHANG



CHINA
IPPAM 04



Even before I came to America, I was an investor. Our portfolio mainly focused on the Internet and technology field. I have led many investments, including China Pages, the first Internet service company in China; Xiaolong Network, the top network software and devices distributor and service provider; Topsec, the largest network security software company in China, etc. In fact, it was the arrival of the Internet in the winter of 2000 that made me embark on a journey to study in the United States, and so I joined the IPPAM program at the University of Southern California.

This experience at USC has brought many changes to my life. I really enjoyed the atmosphere of freedom and equality in the United States; I got a wider global field of vision from my classmates and mentors; and the IPPAM program provided me with a good platform to improve my abilities in management and leadership. This also led to a comprehensive transformation after I returned to China to start my own business, Lianlian Group.

I founded Lianlian Group in Hangzhou, China, in 2004. The initial core business of the company was the mobile phone top-up service with new technologies and new models. Based on our innovative call fee recharge model, the company became the largest

independent third-party call fee provider, in addition to the three major operators, as of 2005. But with the advent of the mobile wave and the rise of the BAT Internet giants in China, the top-up service had not brought us great profits, and we had to reconsider our road again. In 2011, we received a third-party payment license granted by PBOC, so we resolutely shifted our business direction and turned to third-party payment.

Our payment business has developed rapidly, and it currently ranks fourth in mobile payments nationwide. At present the company provides mobile payment services for over 140 million consumers, and the transaction amount per year is expected to exceed 800 billion yuan. We also provide a variety of convenient and reliable cross-border payment services for lots of Chinese small and medium-sized cross-border merchants; for international, well-known e-commerce platforms; as well as for individuals who seek convenient and cheap cross-border remittance service.

Furthermore, Lianlian is setting up rep offices and joint venture companies globally, with local partners, to better share our payment experience for the products and technology of China with an open attitude, and to achieve the win-win results with our local partners.

LianLian's development path is not simply smooth sailing, since every transformation brings us



challenges, but at every turn we have found a way to conquer the fear of desperation and, instead, find inspiration. We always have faith, and we are not afraid of the uncertain future; we roll with the punches and change the plan to fit the new situation.

In 2007, I became a venture partner of NEA, a prominent US fund. Because of my involvement, I also witnessed the significant development of this era. In recent years, the development of new finance (Fintech) and new technology (AI) has been constantly turning in the world. The rise of mobile Internet, big data application, AI technology, cloud computing, and block chain technology have made the financial industry shift from “mode-driven” to “technology-driven.” Fintech companies are reshaping the way Chinese consumers pay, borrow and invest. Innovators have muscled in to the financial sector and are offering everything from easier and faster ways to pay, with just a swipe of a smartphone, to creating attractive online savings products and loans. With consumers’ financial needs unmet by traditional banking and the help of cutting-edge technology, vast new profit pools are being created.

Every second that we live now is torn between the old and new ideas, the past and the future. As the distance between the milestones of social progress being created have become shorter and shorter, the frequency of this tearing has reached unprecedented levels. We need to keep learning

and keep innovating to keep up with the era. The experience of studying in the United States was a very important transformation in my life, because it was there that I learned the value of transformation.

The new world is like a wild animal that will not just stay in a cage. And the only thing that remains unchanged is that everything will change. I think to embrace transformation is the most precious talisman of this era.



“And the only thing that remains unchanged is that everything will change.”

JUI-YUH RANNY FANG

 TAIWAN
IPPAM 05



I am Ranny Fang, an alumnus of IPPAM 5. I am now the general manager and founder of an international trading company of lab equipment.

I attended IPPAM right after I received my college degree from Taiwan. I chose IPPAM, not only because of the nice weather of Southern California, but also because the program itself has a diverse choice of majors. I chose public policy and public sector management as my main major. I learned a lot during the time when I was in the IPPAM program. I improved my language skills, I learned how to resolve problems by myself, I met my BFF, and most important of all, during my time at IPPAM I established an international perspective.

My first job when I went back to my country, Taiwan, was as an account executive in a conference organizing company. In this job I was required to communicate with a lot of foreign scholars, which meant I needed to use my new language skills all of the time. The ability to analyze the questionnaires that we got from the conference attendees was also needed, so I used the knowledge that I learned from my quantitative analysis class to design questionnaires and to analyze the data. Cooperating with NGOs and a lot of public sectors from Taiwan was an important aspect of my work, and the

knowledge that I received from IPPAM classes gave me the skills to negotiate with my customers.

I have become a member of the IPPAM Taiwan Committee, and the committee has tried to connect and to build up strong relationships between all IPPAMers in Taiwan.

Through this strong network of IPPAMers, I have gained a lot of business resources, and I am able to help out other IPPAMers as well. Every year we host a dinner, and the turnout is so great, and I am happy to see my old friends and meet new friends ever year.

Last year I set up my own company, focusing on the Middle East market. I would like to give a special thanks to Dr. Joanna Yu and IPPAM students, Suhail and Mohamed. Our IPPAM 18 students were really nice and friendly and helped me out a lot and gave me a lot of information when I was in Dubai. I am going to Saudi Arabia this year, and I hope to meet more IPPAM students from the Middle East. Maybe we can hold a small reunion at Dubai someday!

“I established an international perspective during the time I was at IPPAM.”



XIA CLARE TIAN

 CHINA
IPPAM 05



As a Senior Government Affairs Manager with Eli Lilly & Company China, based in Beijing, I was involved in government policy issues related to the healthcare and pharmaceutical industry. In 2001, I was fortunate to meet and host Professor Joanna Yu, while she was invited by Lilly to give a talk about the US healthcare system. Dr. Yu recruited me to IPPAM right at the conference, and the rest is history.

During my time at IPPAM 5, the most memorable courses I took were statistics and policy evaluation. As of today, I still have those books, and I reference them when I have questions related to my projects. IPPAM also assisted in arranging a part-time internship program with L.A. Care Health Plan, which landed me a full-time permanent position six months later.

Today, as a Senior Data Consultant at Kaiser Permanente Baldwin Park Medical Center, I'm responsible for data mining and data analytics for the most innovative projects. These projects involve multidisciplinary clinical pathways within the medical center, with publications presented at several conferences/societies in the health care industry. I'm grateful to IPPAM as it has equipped me with highly marketable skills to embark on a successful professional career.



“I'm grateful to IPPAM as it has equipped me with highly marketable skills to embark on a successful professional career.”

DULCINEA HONEY REYES



PHILIPPINES
IPPAM 05



Once I was a 22-year-old who had no idea what to do with my life or career. I had a BA in Social Science and was in my second job in the banking and finance industry. My supervisor asked me, “Where do you see yourself in 5 years?” I replied that I wanted to pursue further studies.

Looking back, I didn’t know what I wanted to do, let alone what graduate degree to pursue.

As that job was coming to a close, I began to mull over the next step. Was I going to continue working in the banking and financial industry or go onto further studies? My father’s career had a big influence on me. My father had a long illustrious career working for various international organizations. If I were to choose a similar path, I needed a graduate degree.

Shortly thereafter, my Aunt Jocelyn Pick who was visiting Manila, Philippines, and a graduate of USC’s IBEAR program, encouraged me to check out IPPAM. It had everything I was looking for. When I got the letter of acceptance, I was ecstatic!

My first day at USC, I felt anxious and a bit left out, since most of my classmates already knew each other from having started in the summer. It was

also my first time being in a class with people from different nationalities. However, everyone was very friendly and welcoming, making me immediately feel a part of the IPPAM family.

I truly enjoyed the IPPAM experience. Compared to my Philippine education, it was very hands-on. The classes and assignments were practical and reflected real-life situations. The IPPAM program also encouraged critical thinking and discussions, which I gladly participated in!

Throughout my life, there were three teachers who have greatly inspired me. My fifth-grade English teacher, Ms. Lourdes Orduna, who encouraged me academically; my taekwondo instructor, Mr. Elmer Pato, who instilled the importance of doing well in all things; and my IPPAM professor, Mr. Thomas D’ Agnes.

Professor Tom was inspiring and motivational. His course was not only practical, but the lessons he taught continue to serve as a guide for my work. At the bottom of my computer screen is a small note listing Eugene Bardach’s Eight-Fold Path to Policy Analysis. This note has been at every job I have had, and it guides me through tough processes. It was taught to me by none other than Professor Tom. He also served as a mentor for me at the Asian Development Bank.

The IPPAM program has helped pave the way to my envisioned career path. After I graduated the IPPAM program, I got accepted to the World Bank's Junior Professional Associate (JPA) program in Washington DC. After that I worked for other international organizations, like Conservation International, the Research Triangle Institute, and like Professor Tom, I even made it to the Asian Development Bank where I worked for nearly six years.

To date, I am working at the Asian Infrastructure Investment Bank (AIIB) in Beijing, China. Since AIIB is a newly opened International Financial Institution, I look to the Eight-Fold Path as guidance to my work more than ever. In addition, there is a strong IPPAM alumni community in Beijing, and I appreciate how helpful my fellow IPPAM alumni have been. IPPAM fostered a sense of family and community, and that spirit lives on within the alumni community.

As IPPAM celebrates its 20th year, I look back as an IPPAM alumna on how much I learned from the program and how instrumental it was to where I am now. I am truly grateful for the experience. If I could talk to my 22-year-old self, one thing is for sure, I would say without a doubt: "Take the IPPAM program! It will be one of the best decisions of your life!"



"Take the IPPAM program! It will be one of the best decisions of your life!"



TAKASHI KAMISHIRO



While working for the Japanese government in Ecuador, I met many people who were working in international development and humanitarian affairs. Their projects had tangible outcomes, and their enthusiasm to work for those in need and to make the world better for the future, appealed to me greatly.

Although my work was also designed to help those in need, I felt that my approach was just not enough to make the impact I was hoping for. I lacked knowledge, expertise, and the ability gather and analyze data. I became more and more interested in the field of the humanities, development, and peace, wanting to work directly in the field, to make a clearer difference in the lives of people, and to bring about tangible results. With that goal in mind, I decided to go back to graduate school.

In 2003, I happened to find the IPPAM program at USC. A few days after my initial inquiry, I received a response from IPPAM and Dr. Yu. I eagerly applied and was accepted for IPPAM 7. My studies at USC in IPPAM were very demanding in terms of both time and academic content. There was so much information to take in and analyze. The information and the constructive policy recommendations enhanced my communication skills as a policy conveyer. The intensity of IPPAM made 13 months go by quickly. I spent much time studying at home and at the university library, all while I participated in volunteer activities to support street children in El Salvador. This experience became the base of my policy course assignment and my IPPAM master's project. A few years after completing the IPPAM program in 2005, my professional endeavors seriously started to bloom. I was assigned to work for the disaster risk management plans with the United Nations Development

Programme (UNDP) in Ecuador. In the following year, I encountered a life changing opportunity to serve in the United Nations Peacekeeping Operations, such as the United Nations Mission in Sudan.

On these assignments, by working very close to the combat front line, I gained invaluable experiences in humanitarian issues and peacekeeping in conflict situations. A few years later, my geographic area expanded to Asia. Serving in the humanitarian missions of the International Committee of the Red Cross (ICRC), I worked in Rakhine State of Myanmar, where peace and human rights, political dialogues, and humanitarian affairs formed very complex webs and heavily impacted the life of people. Later in Afghanistan, I was part of a team who spoke with the government institutions, former Taliban combatants, and vulnerable prisoners to assist in the improvement of life and the human rights standard. I have seen the immediate impacts of the actions, such as psychological and physical relief from fear and hunger, and the reunification of families searching for those whom they love.

Now, back in the United Nations, I am serving in the Special Political Mission in Colombia to monitor and verify the ceasefire and the disarmament, demobilization, and reintegration of the former guerrilla soldiers (FARC). In my work, although the context of the assignments varies greatly from country to country, my approach in each situation is to weigh the course of action in order to fulfill my responsibility and to deliver a beneficial outcome. I owe my accomplishments to what I learned in IPPAM, and my professional life would not be possible without the opportunity and experience I gained there. The transformation of my work and life may not have happened overnight, but what I learned in IPPAM will certainly give me a chance to change my life. Our life is in our own hands, and USC IPPAM is always there to support us.

PADTHONGTEW KEN DAMAPONG

 **THAILAND**
IPPAM 08



Before my studies at IPPAM, I was a graduate with a bachelor's degree in economics from Thammasat University, Thailand. My work was as a Police Captain of the Royal Thai Police in the anti-narcotics unit. I was introduced to USC from a Thai-USC alum, who was working in the government. He suggested a degree from USC would excel my future and career.

The first thing I noticed upon arrival on campus was the USC energy, spirit and inspiration to greatness in its students. I was surprised and impressed by the diverse mix of students from all over the world. Also, being with a very diverse set of students in IPPAM gives one a rare opportunity to learn and grow with unique individuals from different backgrounds, to view different opinions from other standpoints, and to learn to integrate this variety of information into one's own knowledge and understanding of the world.

Now I have a master's degree from USC and am a Deputy Superintendent of the Royal Thai Police, and I have lot of challenges with my new position while managing a family of four wonderful children at home.

IPPAM transformed my perception of the world from a limited mind set to an international awareness of the world, seeing links and connections from one country to another, for example, understanding how China's economic policy could impact the real estate market in the US. This expands how you perceive the world.

Because of my time at the IPPAM Program, I have become a more focused learner, and never stop educating myself at an international level. I have been fortunate to:

- Study Chinese language for six months in Xiamen, China
- Train with the US FBI for two weeks with fellow AEC+3 members
- Be chosen for the FBI National academy in Quantico, Virginia in 2018
- Take many courses at the International Law Enforcement Academy
- Travel to countries I had never been before, like Belgium, China, Cambodia, Germany, and Taiwan to name a few

I value IPPAM because it helped me understand that the world is more connected than I had ever realized before, and that the action of even one person can create change. I also learned to grow from both success and failure, seeing that each result brings a valuable lesson.



CHEONG JENNY LAU



CHINA
IPPAM 08



“Ladies and gentlemen, flight XYZ from Hong Kong to Geneva is now boarding.” Almost daily I am trying to get from point A to point B for meetings with international offices, vendors, clients, manufactures... you name it. Is it tiring? Yeah, sometimes. Is it hard? Yes! At least it was in the very beginning. Is it fulfilling? You bet! And it’s all worth it. Many people

may think it’s too much for a girl to run a business like this, especially in a male dominated industry, but I was trained to do it. When I first started Sino Jet, I had no idea what was I getting into. Managing airplanes, pilots, maintenance engineers, ground handlers...etc. It is all very complicated and challenging, but not impossible if you are mentally prepared and strategically trained to do so.

Six years ago, I asked myself, can you do it? And my answer was “How hard can it be? If I can survive IPPAM, I can do this.” It was my one year intensive study at IPPAM that transformed me to be a better person. Before I came to IPPAM, I was shy, I was lost, my grades were mediocre. I didn’t know what my goals were, or which career direction I should take. It was hard to live like that, a hollow person with no soul or purpose in her life. I wanted to take a break, make a change, and hoped that going back to school would give me the opportunity to find myself.

At that time, I saw IPPAM as a shelter for me. As it turned out, a group of inspirational professors lead by Joanna and Joyce, gave me a home, a family, and a place to learn about setting goals, making the right decisions, improving my analytical skills, to be a team player, be a leader, and much

more. The inspirational spirit you get from the professors and classmates are priceless. In that summer of 2005, my goals were to ace all the classes and be the president of the student body. Not only did I accomplish all of that, I was also elected as the president of the Chinese Student Association where we had more than 2000 members. It was so fulfilling and the work load was beyond my imagination. From that point on, I kept on “running” like Forest Gump, and by the way, that’s my favorite movie.

Twenty-four hours a day is fair game to everyone on this planet. But how you spend your time efficiently and effectively is an art and science. During my 13 months at IPPAM, if I was not hosting student activities or volunteering, I used my weekends to host weddings as a MC. Don’t laugh, this side job supported my living and trained me to be a better public speaker. Guess where that inspiration came from? IPPAM professors! Many of them have jobs other than teaching at USC; they are research scientists at institutions, or company executives who wear different hats at multiple locations. I was amazed by how many things they can do with excellence during a day! Not to mention, some of the students are doing the same, taking care of business, going to classes, participating at school and social activities, and feeding a family. These IPPAMers inspired me!

Now you may think, she’s bragging about herself, and you are right! I am proud to be part of the IPPAM family! It truly has changed me from an introvert to an extrovert. It has transformed me from a “go with the flow” type of person to a leader of a company who takes responsibilities and initiative. IPPAM welcomes people who strive for excellence from all over the world, and it is a big multinational family that made me feel at home! I’m proud to be an IPPAMer!

MITSUHARU VINCE OKADA



Since the 9/11 terror attacks, I had been trying to make sense of what was going on in the world. I lost one of my friends in the attacks, and many of my friends remained affected by the terror.

I was born and raised in suburban Tokyo, but left my home country, when I was a teen and have lived in the U.S. since then, as I did not like life in Japan very much. However, the longer I was away from home, the more I started looking at my roots and no longer wanted to avoid what was uncomfortable about life there anymore. I was seeking ways to give back to Japan, my country, society, and the community where I grew up – and make it a better place. I wanted to tackle issues and problems in the Asia Pacific region.

This is why I sought further education in public policy and decided to enroll in the IPPAM program. The IPPAM program not only helped me strengthen my logic, critical-thinking, and problem-solving skills, but also taught me how to organize thoughts, as well as to write and speak better. Moreover, I started seeing the world through a broader perspective. Our beloved professor, Dr. Tom D'Agnes, once told us that “the more knowledge and experience you gain, the more flexible your brain should become.” I started to expand my knowledge base and started to think from various new perspectives.

Having studied public policy with classmates from all over Asia and the US, I started placing more intellectual emphasis on respect for diversity and the importance of social connections in the local community, personal roots, self-identity, and communal knowledge. When we studied policy analysis, I started learning more about these aspects, which bring balance to society. After finishing the IPPAM program in 2006, I moved back to Hawaii to participate in the Asia Pacific Leadership Program at the East-

West Center and completed a doctoral degree in social welfare at the University of Hawaii at Mānoa.

My research focused on Ainu, an indigenous group of Japan, and the well-being of minority groups, education, and policy. I also stayed connected with communities in Hawaii and Japan. I started realizing that there are many values to be learned from indigenous and ancestral knowledge. I visited Japan, Aotearoa (New Zealand), Southeast Asia, and South America to learn about indigenous people and related policies and education systems. I heard stories from communities concerning their societal issues. These experiences introduced me to holistic views of public policy and community building.

I currently work at the University of Hawaii Kapi'olani Community College as an international program coordinator. I also am a co-founder and vice president of a 501(c)(3) nonprofit organization, the Lōkahi Foundation. I work with college and high school students mainly from Japan, coordinating educational and life-learning experiences in Hawaii to foster their leadership skills and motivate them to take positive action in their home communities. My coordination approach is hands-on, project-based learning, team building, and cross-cultural dialogue that I learned from IPPAM.

I remember sitting in the IPPAM computer room with classmates very late at night to finish assignments. We frequently discussed why the world is not perfect and what we, as advocates, community builders, and change makers, could do to make the world a better place. Inexperience and frustration motivated us back then and stirred our passion to make a difference. The time I spent and the experiences and connections I made through IPPAM are invaluable, and this passion remains strong in my academic and life pursuits.

TAKAKO TAKAHASHI



My life after IPPAM has been very eventful. I went back to my government job, then temporarily transferred to a nongovernment job, and I also experienced the most delightful but exhausted days as a mother of two kids.

I knew that IPPAM experience would help me with public policy issues (and it really does!), but I didn't know how much it would affect my life as a whole. All that I have gained from IPPAM, such as analytical skills for problem solving and strategies for seeing the wide and long term perspective of things, has been helpful even in child raising and in the nongovernmental sector.

My temporary assignment will end this month. The new section that I am assigned to transfer to is the International Economic Affairs Division. I don't know what is waiting for me, but I do know that I can manage it. This positive self-esteem and feeling of confidence may be the most valuable asset that I gained from my IPPAM experience.



CORI CRANE

 USA
IPPAM 09

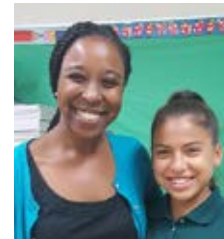


My life certainly changed after my experience in IPPAM. Being involved in IPPAM showed me the importance of relationship building, patience, and collaboration at all levels, no matter how challenging it could be. Prior to the IPPAM program, I was a secondary social science teacher, focusing on delivering basic content standards.

Post IPPAM, my perspective on teaching and incorporating an international perspective has become my goal, and consequently, has changed the dynamic of my classroom. For example, when students use data to support their statements, students are more likely to verbally participate in class and are more likely to have empathy for others and even offer solutions to what is currently being discussed. For example, when I introduce historical and modern day scenarios or dilemmas, students are eager to speak up and share their personal experience, and they often suggest feasible solutions on either how to solve the issue or what could have been done differently.

It was through the IPPAM program where I learned the tools on how to analyze scenarios in a group setting, therefore, now I'm able to teach and support students on how to analyze the world around them. The most valuable gift that I took away from IPPAM was a greater appreciation for diversity and collaboration, because these are skills necessary to operate in the twenty-first century.

“It was through the IPPAM program where I learned the tools on how to analyze scenarios in a group setting.”



ERIKO KOBAYASHI



I joined IPPAM after finishing a B.A in law in Japan in 2006. It was my dream to study and work in the US. Since I did not have any study abroad experience, there was a language barrier, and it was tough to catch up with classes at first. Additionally, the program was intense, but it was a great experience for me to study

professional skills and obtain knowledge before starting my career. IPPAM gave me not only technical study skills such as statistics and evaluation, but presentation and negotiation skills also. In addition, I enjoyed learning with classmates from different countries and backgrounds. This was one of the biggest advantages of joining IPPAM.

The most impressive experience during my time in IPPAM was the international lab in Brazil. I spent two weeks in Rio de Janeiro to study urban planning. After class, we hung out and enjoyed the famous landmarks and activities. It was a precious memory to watch a soccer game in Brazil. After the lab, I also travel through Brazil and Peru.

After IPPAM, I wanted to remain in the US to leverage what I had learned in school. However, it was difficult to get a job as an international student. Therefore, in 2007 I decided to return to Japan and start my career at Honda Motor Co. to gain work experience. I was in the sales division for Middle East and Africa, and I was in charge of marketing, advertising, and market research for 4 years. While I enjoyed my job in the Tokyo office, I was still eager to return to the US and make a career there. I kept applying for a position in the American Honda Motor Co. in Los Angeles. Finally, I reached my goal and landed a job in the PR division 2012.

There I was assigned as PR coordinator. My role was creating PR strategies, communicating with media, arranging press conferences, and implementing media drive events to make news about Honda in North America. I traveled all over the US, for auto shows, racing, and media events. Also, since Honda has many PR offices around the globe, I headed the PR connections between offices in US, Japan, Asia, Oceania, Europe, and South Africa as well. It was very exciting to experience communicating with associates who worked in other countries on a global scale. That was exactly what I wanted to do in my career. Sometimes global communications were difficult because each region's priorities conflicted. But IPPAM taught me how to come up with strategies, solutions, and how to enhance my presentation and negotiation skills. All were very helpful in my career.

I had been in this PR role in American Honda for 5 years. When this assignment was completed this past February, I left Honda. Now, I'm preparing for a new chapter in my life and will start a new career in the US soon.

I believe IPPAM provided a lot of opportunities in my life. Honda gave me a chance to work in LA because I was educated at USC and because I had learned how to create a logical strategy based on analyzing data and making excellent communications with people globally.

IPPAM completely changed my perspectives in life. One professor always said "Have confidence!" I think about this encouragement every time I face difficulties in life. The experience and knowledge I received from IPPAM have encouraged me and have given me great confidence.

KENNETH CHANG



Humanity has a never ended their thirst for growth. Through collaboration, commerce, or conquest, whether beneficial or malignant, humanity has voluntarily or involuntarily instilled governance to spearhead, regulate, and influence these endeavors.

Creativity can also be seen even in governance. As western education hails the supremacy of democracy, yet, many of us have recently been disappointed by the results of a system we upheld so highly. More so, many have also witnessed the drawbacks of democracy - stagnant growth, due to non-valuable political activity. While comparing it to China, the “evil” communist regime, whom ruthlessly focus’ on the overall growth of a nation, has created opportunities and wealth the west has a hard time grappling with. How does one reconcile these differences? How ought a conclusion be deduced by a graduate from a public policy program?

As students in the International Public Policy and Management (IPPAM) program at USC, with an international cohort, we are given the opportunity to compare, contrast, discuss, and evaluate governance differences. Whichever form of governance we end up living in, or influencing, may the question: “Is the focus of governance on living up to the ‘role’ of governance or living up to the ‘expectations’ of governance?”, be asked and evaluated.

Through IPPAM, we have learned fundamentally that governance through policy creates the framework of

conduct within a nation and amongst nations. By having this foundation, our experiences build upon this to create the fabric of one’s journey.

Since graduating a decade ago, I have had the opportunity to work in numerous industries: defense contracts, energy, aviation, education, and hospitality. I have worked in numerous cities such as Los Angeles, Lima, Beijing and Hong Kong. Through the foundation that was established at IPPAM, from knowledge to network, it has allowed me to thrive in these industries and locations. It continues to be the foundation that has allowed me to grow and develop my story.

“By having this foundation, our experiences build upon this to create the fabric of one’s journey.”



KONGIAT ANDY VARAKORNKARN

 THAILAND
IPPAM 10



Dear IPPAM Family,
I'm pleased to write my testimony about my time with IPPAM at USC. It has meant a lot to me to be part of this. I once mentioned in the IPPAM graduation ceremony in 2008: "This is the best year of my life!" I meant every word I said on that day.

I was once an undergrad student in the Marshall School of Business class of 2003, and then I went back to my country, Thailand, for an internship before I pursued my master's degree. When the time came around 2005-2006, I had to decide where I will go for my master degree. I picked some schools from around the world; MIT, NYU, LSE, and of course USC. Then one day by chance I was working out in the Hyatt Hotel, Bangkok, and I met one student who was wearing a USC t-shirt that said "Trojan." I walked over to her and said hello and asked her why she was here. So she said she's here for the conference with the Marshall School of Business and that Jim Ellis was also there.

Jim Ellis was my favorite marketing teacher in the Marshall School, and now he has become the dean of the Marshall School. I was so happy to see him again. I went down to see him, and in the meantime Dr. Yu was also in town for this conference. We all got to meet together. I did not realize that was the day in which I would soon be a part of the IPPAM family. Both Dr. Yu and Jim Ellis, invited my father to join them for lunch to convince him why I should go back to

school to get my master's degree. That is when I stopped applying to other schools and made my sole focus IPPAM, because I realized that IPPAM was the best choice for me.

Throughout my year in IPPAM, I enjoyed the time in and outside of class. I enjoyed my time during intensive sessions with Tom, my favorite professor, who is also the best basketball player in the school. I enjoyed my time with Grace Chang, who taught me how to speak in public, and I am extremely grateful for that because now I know where to put my hand properly when I speak. These are just the little things I can say about our professors, but there's a lot more to say about IPPAM which I do not think I can fit in one page. One of the most important things I have to mention about IPPAM is, "friendship." It's the most valuable thing, you cannot get anywhere without it. We students came from all over the world, but we were joined in the same classes together, helped each other out, ate together, played together, and finished school together. That's why I said that was the best year of my life. I never wanted school to end because I knew that it would be time to say good bye to my friends and hello to the real world.

After IPPAM, I came straight back to Thailand and worked for my family business. A lot of things I learned from IPPAM have taught me how to be a great leader and how to deal with lots of people. I have to admit that I still miss the old days in IPPAM, and I miss my friends a lot. I travel around the world to visit some of our friends whenever I have the chance. It has been a pleasure to be a part of the IPPAM family and to be part of IPPAM 10.

LONG WEN



CHINA
IPPAM 10



I have served for the China Police force for early 30 years. I am one of the Chinese police peacekeeping pioneers, and in 2000 I joined my first UN peacekeeping mission in East Timor. In 2002 and 2006 I was deployed to East Timor and Liberia twice, each time for the duration of about one year. In the

UN missions, I was the police station commander, Police Academy instructor, investigator, and information analyst.

From the time of January 2008 to December 2009, I studied at IPPAM within the University of Southern California, for a master degree of Public Policy and Management. It was an amazing and memorable experience where the academic training was brand new from my previous university study. I met with many outstanding professors and wonderful IPPAM peers who have demonstrated the diversity of the students from all over the world, and have widened my thinking and strengthened my expertise of analysis and management.

In 2012, I was deployed to the UN mission in South Sudan (UNMISS), as a security information analyst in the Joint Mission Analysis Center. Together with my colleagues, we have overcome many challenges in many critical events.

From September 2015 I gained a UN professional position in UNMISS as the UNPOL Protection of Civilians (POC) Coordinator. My responsibilities are the protection of

civilians especially those in UN POC sites, by implemented various police duties in the UN POC sites and country wide area. There are about 150 UN Police Advisers and hundreds of Formed Police Units under my command. Tens of thousands Internal Displaced Persons (IDP) are seeking UN protection. It is extremely difficult to coordinate with various UN working partners and tens of International and national NGOs.

The political and military situation in South Sudan is very complicated, we face all kinds of threats and risks in our daily work. From 2012 to 2017, the peace-building and peacekeeping processes were up and down all the time, nowadays we can still read all sorts of atrocities on the front pages of South Sudan media. It may be very frustrating, but I will never give up, as a USC Trojan's motto is to always Fight On. For me, peacekeeping sometimes is just like lightening a candle in a dark, cold forest, it cannot give much light, or much warmth, but it can give a direction, a hope, to the desperate people.

Facing so many difficulties in South Sudan, I feel exhaustive every day, but I have fulfilled my assignments and tasks so far. My knowledge from IPPAM has contributed to my achievements, which I can proudly speak about, and my knowledge attained from IPPAM will continually guide the rest of my tour of duty in UNMISS.

QING-YU FRANKY HE

 CHINA
IPPAM 11



As a fellow of the International Fellowship Program (IFP), I was sponsored by the Ford Foundation to receive an advanced education in America. Of two or three offers, I chose IPPAM of USC in the summer 2008.

I often compare my present career, a global level senior leader at GSK (top 500 multinational company) with the previous one, and I believe significant changes have taken place since attending USC. Additionally, my previous policemen colleagues often state that I'd made a smart choice, and they hope to follow my steps for a similar path.

Right when I started at IPPAM, I took a critical thinking test called CCTDI, and my total score was 321. In the analysis of my scores with Dr. Yu, she recommended that I improve open-mindedness and cautioned that a person with high self-confidence (my score was a full 60) might be inflexible to accept others' opinions. I asked how I could improve myself, and Dr. Yu stated: EDUCATION, which started to take root in my heart.

Time flew. In 2010, before the commencement, we received a 2nd evaluation. I received a much higher CCTDI score of 366, and most of the individual categories were above 50. I shared this good news with Dr. Yu, stating that education has worked for me.

When I first joined IPPAM, I often debated with teammates emotionally during group projects. One instance was when we had to evaluate the effectiveness of a kindergarten curriculum. In the 4th assignment,

our team debate escalated to very serious levels. Some of us thought that to complete the project individually might be much easier than to work as a team. We had two versions of results and were unable to reach an agreement. After many long discussions, we submitted one version.

The assignment was turned back to us, and of course, the final team score was not ideal. I realized that I had not been a good leader. Even though we had no official team leader, I should have forwarded the issue to the professor, instead of hiding the other genuine voices in the team. From this case, I realized that debating was actually a good method for learning, since anyone who hopes to persuade another must first incorporate the knowledge from the textbook and from the professors' lectures into his/her own knowledge.

Before graduation, I noticed that I could debate peacefully instead of emotionally. In spring semester of 2010, for the "Policy Analysis" (PPD 571) group project, I was elected as the team leader, and our study topic was "Prison Reform in California: A Case for Reducing Recidivism." Seven teammates were from four nations with diverse viewpoints and cultural backgrounds. In the team I also debated, but our debates were limited within the meeting room; leaving there we became closer friends, and we enjoyed hosting dinner parties for the teammates after the project. I probably became more popular after the project, and I learned to be a quiet listener and to respect diversity through debating. My purpose of debate was to widen individuals' horizon instead of to argue.

Studying at the IPPAM program, its mission "to ensure



professional and intellectual growth” has improved my interpersonal style of being “interested in working cross-culturally and cross-sectorally with colleagues from around the globe in an immersive environment.” Therefore, when I graduated from IPPAM and joined international companies, it was a seamless transition. I have been working in the field of Global Ethics and Compliance (GEC). I worked for Otis Elevator (under United Technology Corporate) as CIO (Compliance Investigation Officer) for 15 months. Due to a career plan, in February 2012, I joined GSK (pharmaceutical) as regional GEC security adviser.

IPPAM taught me to respect diversity. Joining GSK, I am very willing to accept its value of respect for people. I always have harmonious working relationships with colleagues from various backgrounds. Sometimes in meetings or during presentations, I am unable to distinguish whether my audience is my work colleagues or my IPPAM classmates, as they are so similar.

As a regional security adviser, I am responsible for 13 countries and areas in Asia Pacific South East. I asked my line manager, John Barlow, if my recruitment was related to my master’s degree. He thought it over and stated that he greatly valued my communication skills, openness, and professionalism, and asked me in return if those characteristics are related to USC’s education. I said yes. Because open-mindedness is closely related to IPPAM’s education.

In my department of GEC, my analyzing methodology cultivated by IPPAM is always useful for my work, both in my investigations and crisis management. These steps often come to mind: problem statements, determinants

of the issue, policy environment, policy options, and policy recommendations.

I had a dream to serve the community, to make people feel better. Therefore, I started my career in 1991 as a police officer. I worked on different positions for 18 years in PSB (Public Security Bureau), and serious crime investigations were always my major responsibilities. Due to outstanding performance in resolving cases, I was awarded many medals. The greatest one was a first class merit for a murder case investigation.

During the period as a police officer, I had even worked for the United Nations as a peacekeeper as a special advisor for more than two years, the first time was in East Timor and the second time was in the Sudan. When I returned from the UN to my motherland in 2006, I decided it would be beneficial to get advanced education in America. During the preparation process, fortunately I won full a scholarship from the Ford Foundation, but unfortunately I had to quit my beloved job before I went abroad. I joined IPPAM in June 2008 and graduated in the summer of 2010. My thesis was also awarded outstanding project by IPPAM.

To sum up my experiences, I may say confidently that my investigation skills, security management, international personality, and academic level are all valuable assets that both police and international companies can capitalize on. My positive attitude determines who I am. By performing my responsibilities well, I hope to benefit society by helping people “do more, feel better, and live longer.”

MONG-KAI KAISER HUNG



TAIWAN
IPPAM 11



In the final analysis, when one reflects upon one's life, there must be a period of time that acts as a turning point—much like a caterpillar's quiet transformation inside the cocoon before it starts dancing as a butterfly. I believe most IPPAM alumni would agree that our time at IPPAM was the catalyst for that transforming period in our lives.

First of all, IPPAM emphasizes practical work. Many students are mid to high ranking government officials back home, and they expect to bring back what they learn in order to contribute to and serve their home countries. These students usually know exactly what their goals and directions are. Therefore, IPPAM balances its curriculum to put equal emphasis on both theory and practice, instead of mere empty talk. These courses seemed especially applicable for me, as I could always reflect upon past work experience and thereby gain even more out of them. After I returned to Taiwan, the IPPAM lessons allowed me to sail through rough waters at work with incredible flexibility and ease.

Since IPPAM, I have been working as a public servant for eight years already. My time in the public sector helped me realize that IPPAM faculty gave us not only answers in the classrooms, but also tools to find those answers. These are skills that no one can ever take away from us. And whenever I encounter hurdles, it is these skills that help me look inward into myself, explore outward into the core of the problem, and then find solutions to issues at hand. I believe this is why people say, "Teach a man to fish rather than give a man a fish." IPPAM put in my hand not just a fishing pole, but the ability to fish. As a result, no matter how poor the work environment, no matter how meager the resources, I am

able to make my own fishing pole and fishing net and always bring home a boatload of fish.

Lastly, the Trojan network is of course another benefit of attending USC and IPPAM. Ties among IPPAMers are definitely more than just acquaintances or party buddies. We are a tight-knit family. The IPPAM family. Of course we have Professor Joanna to thank for diligently planning the reunions every year. But the mutual respect among IPPAM alumni is also the reason that we stay connected after all these years, and I am certain such relationships are something we all hold dear to our heart.

It's been almost a decade since graduation. Every time I close my eyes, I vividly see moments of my time at IPPAM as if it was just yesterday. The time at IPPAM has been driving me to leap forward constantly. In the past 20 years, IPPAM has incubated an elite group of alumni across sectors all around the world. I wish IPPAM would have many more "20 years" to come, and that its alumni will keep glowing for IPPAM, so the program can continue to cultivate more talent for all nations in the world.

"Everything I learned from IPPAM has been driving me to constantly take big leaps forward."



JING-WEN CECELIA MA

 CHINA
IPPAM 11



Times flies when you're young. Looking back at my time as a student at IPPAM, it feels as if it were just yesterday. I am proud to be a Trojan. I am proud to be an IPPAMer. IPPAM has left an indelible mark on my journey of life. To this day it propels me forward through the ebbs and flows of life.

Days in IPPAM were busy and enriching. Returning from the US to China, I transformed from a student to a professional in the society, and I can still see the influence from IPPAM in every step I took. After high school, I became one of the countless Chinese students who decided to pursue the rest of their education overseas. After obtaining my bachelor's in Thailand, I recognized how education in another country broadens one's perspective. Of course I am not saying studying abroad is always better; there are equal opportunities for people who receive education domestically. Nevertheless, after I was accepted by USC and became a member of the IPPAM family, I was more certain, determined, and driven than ever before that I wanted to study hard and learn not just from books, but also from life.

We gain not only knowledge, but also capability. When you think of Los Angeles, CA, the first things that come to mind are usually the pleasant weather, sunshine, beaches, friendly people, and pop culture. USC sits in the heart of downtown LA and embodies all those Californian elements. Also, as a hub for excellent academic endeavors, USC has created a positive educational environment that encourages diligence and self-motivation. Never cease to apply what you learn. USC teaches not merely theory, but fosters applying the knowledge to real life situations. Taking a page from all my professors and classmates, I give myself the goal to always have a hands-on approach in everything I do.

When there's a room full of extraordinary people, everyone becomes ordinary. Only when you hear about their past academic and professional experiences, then you realize you know nothing compared to them. I remember for our final project we had to solve the water access problem in the Middle East. It was not only a real issue, but also a huge issue, which made it difficult to grasp how to scale our project. Our professor at the time was active in the United Nations, and he provided in-depth analysis and real world cases for each of our projects. The comprehensive study made us realize that no decision is 100% correct. It was such an educational experience! To this day, whenever I need to make a business decision, I always remember to access the problem with a multi-angle and multi-dimensional approach.

IPPAM teaches in small groups, which facilitates deep learning through interaction among the classmates. There are no more than 20 students in each class, and many students come with years of professional experience. Some of my classmates are children of high ranking officials in China, Head of the Department of Finance in Japan, and offspring of important politicians in African countries. There is so much I could learn from them, and through studying together and daily interactions, I'm able to view issues from a more global perspective. This ability has now become a part of me, which helped me stay tolerant as I built my career later in life. I've found this quality to be indispensable when it comes to team building in an organization.

It's been 7 years since I graduated from IPPAM. As I drafted this testimonial, I took the opportunity to do some reflection. I met my best friend at IPPAM. I also met my husband during my time in Los Angeles. We now reside in China. He is in finance and real estate, while I run a high-end fruit and jewelry business. We also have a very handsome son. Even now, we still remain close with IPPAM and have regular reunions with classmates. It is a big family. I love this family. I am proud to be an IPPAMer.

AFTON PORTER



When I made the decision to go back to school and pursue a degree in Public Policy, I knew it would be a tough road. I left my comfy job as the Business Development Manager for a hospital and my apartment in the quiet suburbs, and I let go of my financial independence. When I got accepted into the IPPAM program, I had to make some sacrifices to make my goal of obtaining a Master's Degree in Public Policy a reality. I moved to an area just 30 miles from campus, dealt with the LA traffic that took 2 hours to drive 30 miles to campus, found a local job, then lost that job due to the economic crisis of 2008, lost my financial independence, and some days questioned what I was still doing at USC. Little did I know that the lessons learned both inside and outside of the classroom would transform my life and lead me to where I am today.

After graduation, I accepted a job with one of the "Big Four" consulting firms and I moved to Northern California. I recall during the interview for the role, they asked me how I would approach a client case and solve their people-related business issues. I immediately reflected on the Evaluation course with Jeanne Ringel and how we identified stakeholders on a project and developed plans to engage stakeholders; this knowledge proved to be advantageous as I recall the interviewers nodding in agreement when I answered their question.

I have been with the consulting firm for almost 8 years, and I am currently a manager in their Human Capital function. For the past 8 years, I have helped the States of California and Oregon in their Health and Human Services Agencies and Higher Education Institutions with their people-related business issues (Organizational Change Management, Training and Business Process Reengineering).

I am also a new mom! My son was born on 11/10/16 and is the light of my life; my husband and I could not ask for a bigger blessing than our son.

Also, I am grateful to God for blessing me with the opportunity to be a part of the USC family and tap into this incredible alumni network as I can find a fellow Trojan in almost any city. It is because of this foundation at USC and the degree I earned, that I am awarded opportunities to continue to climb this corporate ladder or pursue other interests. Through all of my struggles to get my degree, I feel blessed to say that I came from USC. The lessons of sacrifice and stepping out on faith coupled with the financial challenges and hurdles I endured while earning my degree were invaluable as they have led me to my new mantra that I share with my son, "Anything worth having is worth working hard for."

"Anything worth having is worth working hard for."



TSO-JEN ANDERSON WANG



Dear IPPAMers,

I am so excited to learn that IPPAM is celebrating its 20th Anniversary this year! I am so proud to be one of the IPPAM 11 members.

I was the director of Department of Psychiatry, Tsaotun Psychiatric Center, Department of Health, Nan-Tou, Taiwan, R.O.C. I just finished my Ph.D. program about medical science in 2007. In the meanwhile, I was also one of two sponsored to study abroad by the Department of Health in Taiwan. I decided to learn more about medical policy formulation and implementation, and I was lucky to learn from Dr. Joanna Yu that there was a medical policy subgroup in the IPPAM program. So I applied to become a freshman of IPPAM 11 in 2008. That's where I started to transform from a medical doctor to an IPPAMer.

It was a great time to learn about cross-cultural diversity from classmates and professors in the IPPAM program, especially in policy formulation and implementation. With great help from Dr. Joanna Yu, Dr. Joyce Mann, Dr. Erlyana, Dr. Lopez, Prof. Melnick, Dr. Jeanne Ringel, and Dr. Jeffrey Wasserman, I was able to learn more about Drug court/DUI court policy formulation and implementation. I was even able to learn how it worked in Los Angeles and Philadelphia. After graduation in 2009, I shared the experiences about Drug court/DUI court in USA in the forum about Policy Formulation against Illicit Drug in Taiwan in 2010. We are still in progress to encourage local policy formulation and implementation of Drug court/DUI court in Taiwan now.

After graduation from the IPPAM program, I am more competent to implement medical policy into medical management in our Tsaotun Psychiatric Center. I was also certified to be an Assistant Professor, Graduate Institute of Rehabilitation Counseling, National Chunghua University of Education, Chunghua, Taiwan, R.O.C. in 2009. Later on, I was promoted to be the Vice-Superintendent, Jianan Psychiatric center, Tainan, Taiwan, R.O.C. from 2012 to date. I had been elected to be one of the outstanding medical doctors of Ministry of Health and Welfare in 2014. I am now an International Fellow of American Psychiatric Association since 2016.

Dare to dream, dare to make it happen! Fight on, Trojans!

PAULINA VELASCO



IPPAM in many ways has defined my professional career and perhaps my adulthood. It is because of the academic foundation I developed during IPPAM that I was able to confidently take on new challenges successfully and push myself past my own glass ceilings.

Currently, I serve as the Senior Political Officer for the Consulate General of Malaysia in Los Angeles. In this role, I liaise with elected officials, government departments, and agencies on behalf of Malaysia. I also analyze political and economic events within the Western United States and Mexico to target and develop policy options regarding trade and regional diplomatic issues for the consideration of the Consul General.

IPPAM exposed me to issues that I grew to care very deeply about and honed my leadership skills. The topics covered throughout the program allowed me to gain intimate knowledge of the consequences of public policy locally and globally and how to continue or remediate its impact.

Being in the IPPAM cohort allowed me to develop and cultivate a strong network of relationships with decision makers, diplomats, and political leaders across the city, state, and globally. This is meaningful because I work within the public and private sectors to develop engagement plans to educate officials, business leaders, and the diplomatic corps to achieve public policy objectives.

This program also redefined the meaning of global community and togetherness for me. I am grateful and very fortunate to be part of this intelligent, committed, ambitious, and extraordinary group of people that has given me hope for the world and hope for humanity. IPPAM is a place where trust, reciprocity, camaraderie, and diversity is celebrated and thrives.

IPPAM marked a turning point in my life and my cohort's lives before we launched into, or returned to, illustrious careers.

AIYING LUCY ZHANG

 CHINA
IPPAM 12



It was good fortune for me transformed by the journey of studying at IPPAM for a year and half. Before the IPPAM program, I had worked 10 years in China for a large international NGO, but even with such expertise, I felt that it was a struggle to work effectively and have a marked impact for the people served in our program.

Then I chose to stop working for a while and looked for a new direction through further education.

The time at IPPAM may have seemed short, but I benefited greatly from many new concepts such as social capital, externalities, decision trees, public and private partnerships, and so much more. In China, a saying goes “He that travels far knows much.” And though I spent the months studying in California, I feel as though I had journeyed to Chile, Japan, Korea, Kuwait, Mexico, Nigeria, Taiwan, and Thailand through the vision and voices of my friends throughout the program.

Upon completion of the program, I returned to China in 2011. Since then I have taken different roles in a private foundation on raising funds and allocating resources to support programs, such as a domestic NGO to design and deliver child-focused programs. I am often fortunate to actually see positive changes for the people we have served, and for this I thank IPPAM. Below I would like to share with you a story about a young lady who was served by our program in rural China.

Caiye is an 18-year old girl, and she lives in a small mountainous village in north-west China. Her father never married because of family poverty and adopted baby Caiye when he was 36-years old. Caiye was raised by her grandma, and her father had a part-time job in a small town near their village. Their life was not

easy, but the little family was very happy. Unfortunately, her father died from an accident, and Caiye became an orphan at 15-years old.

Caiye had no choice but to drop out of school and leave home for the city as a waitress in a small restaurant. I knew Caiye from a candidate name list referred by our local partner for our vocational training program, which is to recruit young adults from impoverished families and support them to receive vocational training. I visited Caiye’s family and had a long interview with her. During our talk, she was quiet and had very short replies to my questions.

Though she was very eager to take the training, she was afraid of taking the opportunity due to her lack of education and family’s financial condition. Upon the evaluation, she started a one-year training program on French baking in Shanghai last summer. Since then, we keep in contact, and I have received news about her study and life with pictures from time to time. I also get news about her through the program newsletter from the training school. It is inspiring that I have seen Caiye’s progress and change, especially as she becomes more and more confident. She also has a plan to become a baker in a large hotel upon completing the training program.

I believe she will have a decent life in the future. I feel happy to see the change on Caiye’s life, and similar stories often happen to the people we serve in our program. Besides finding solutions to solve the issues of vulnerable children in our program, we also try to involve decision making from governmental departments in our pilot, so that the best practices will be adopted. Then more children can benefit in the long-term through government policy. This approach is another valued legacy I brought away from IPPAM, a legacy that has impacted me so much.

YEN-YING IRENE CHEN

 TAIWAN
IPPAM 13



Here is a story of a Taiwanese journalist who had reached the most powerful center on earth.

I was a Taiwanese journalist before I studied in IPPAM. In my five-years of work experience as a local political reporter, I had experienced many different kinds of news scenarios,

like covering the 2009 disaster in Southern Taiwan caused by typhoon Morakot, interviewing the current Taiwanese president, Ma Ying-Jeou, traveling with chairman of the KMT party to cover the cross-strait stories, and daily reporting the important issues from parliament.

But for me, that was not enough. I wanted to try for more, to reach the deeper and most powerful political center of the world—Washington, DC in the United States of America. Therefore, I halted my career as a journalist in Taiwan, and seeking to enhance my knowledge and skills and broaden my global perspectives, I decided to apply to IPPAM and begin my journey in the US from there.

It is important to expand your views in this competitive market. IPPAM recruits its students from all over the world, which means in IPPAM you have contact with classmates from many different countries. When you analyze policies in class discussions, you can learn what the real situations are in other countries. You can also get updates on the latest policies from others, learn from their perspectives, and revise your own. Cultural diversities and cultural changes here make you gain a better understanding for others.

Besides theoretical education, IPPAM also focuses on practical classes. Some professors have worked in the government before, some are experts on policy evaluation, some work

with the United Nations, helping with field research. These professors really are vital assets of IPPAM. Taking their classes will allow you to have more information on how to form policy. To me, the most important thing is understanding the logic behind their thinking. It will help make interviews with officials easier.

After I graduated from IPPAM, I got an offer in Washington DC as a correspondent with HK Phoenix TV. There I was in charge of Capital and Pentagon News. I covered the news of China's leader Xi Jinping's first formal visit to the US, Israeli prime minister Benjamin Netanyahu's visit to the Capital to have a news conference with Congress, and Chairman of the Joint Chiefs of Staff's press conference after RIMPAC.

Being a foreign correspondent in the US, it was not easy to deal with every kind of news in a limited time frame. The logic training and policy analyzing ability I was able to build in IPPAM transformed me to work more effectively than ever before. Moreover, some connections from IPPAM also helped me check my news information, making sure it was correct.

Due to family responsibilities, I moved back to Taiwan after one year, and started my new career as a news presenter in Taiwan with Cti News. Based on my experience in DC, I now understand news from a global perspective and merge it with local views when I delivery messages to my audience. Taiwan is a small island; it is quite important to have substantial information. To me, my job is to collect the right information, ask the crucial questions, analyze the answers that I have, and send the correct messages. That was exactly what IPPAM had taught me in my time there.

Thank you IPPAM for transforming me from a local journalist to a journalist with global view. I will keep trying my best to honor my fellow Trojans. Fight On!

YANNING LI



CHINA
IPPAM 13



It's been 6 years since I left USC. I still remember the exciting moments of the commencement, listening to the enthusiastic speeches from our dear supervisors and the Dean of Price School. How I wish that moment could be frozen so I could forever enjoy my last day on campus. Even now, I can never forget the

meaningful and wonderful time at USC and IPPAM. It's as if it just happened yesterday.

Writing this article brings memories flooding back to me. I arrived USC in the summer of 2009 with big ambitions and even bigger uncertainties. I struggled in the beginning because I wasn't able to adapt to a totally different culture and lifestyle. This period made me learn a lot in every aspect. More and more after graduating from USC, my career promotion proves that my decision to choose IPPAM USC was a wise one.

Through IPPAM, I found what I truly love. What I stumbled into by following my curiosity and intuition turned out to be priceless later, which laid a solid foundation for my career development. I selected urban design as my orientation at IPPAM, and sometime I joined some filmmaking classes at the School of Cinematic Arts. With big passion in these fields, I soon clearly realized what I wanted to be my lifetime pursuit – the crossing fields of design and filmmaking. Thanks to those years in Urban Design and Filming, I've made achievements in both areas and have just finished my first film, *The Kiss Addict*, which will be released nationwide in fall of 2017.

During IPPAM, I met interesting and outstanding people from diverse cultural backgrounds, which widened my horizon. I loved the open and inclusive academic environment at USC. Benefiting from the knowledgeable faculty and friends,

I shaped my study abroad experiences not just as a foreign student, but also as a true member of this diverse community. It enriched my life. In addition, I also started to understand my own Chinese culture deeply, because I realized one could not fully understand one's own culture until having the opportunity to compare with others.

From USC campus, I developed values I never considered before – to challenge authority, to think differently, and to pursue opportunity with an uncomplacent attitude. I became more optimistic. Therefore, no matter what difficulties I encounter since, I have been driven by optimism. It has fueled my every accomplishment, allowing me to redefine possibility time after time. I trust everything is possible if we fight on. I can thus steadfastly pursue future endeavors with the same optimism, which has been part of my company's value that pushes me and my employees forward.

Education from USC changed my personal characters a lot. I used to be an introvert who was always afraid of making mistakes, which caused many lost opportunities. My fair level English was a barrier that isolated myself from communication with others. Later I came to realize that if I didn't try to be more courageous and march forward, I would never make progress. Finally, I've become more confident. I had been my biggest enemy all along.

Recalling my time at IPPAM, I have so many people to thank. My supervisors Joanna and Joyce – I'm honored to be one of your students. My best friends Franky, Claire, Phibe -- thanks for your help in my daily life. I often think of the happy, lonely and tough time we spent together, and the time we talked to each other so openly. All of these have turned me into a better person.

I love you, USC, I love you, IPPAM!

ZHONG-LIANG LEON WANG

 CHINA
IPPAM 13



Experiences shape our lives. In August 2010, I was given a grant by the International Fellowship Program (IFP) of the Ford Foundation, and so I began my graduate education in IPPAM. I completed it in December 2011. Time flies, and five years have now passed, but every moment in the US is still lingering in my mind, and

the experience has wielded long-lasting impacts on my life. I categorize them with two perspectives: It opened up my eyes and enlarged my notions of the world, and it upgraded my cognition and started up a new phase of my life.

The international ambience gave me unique experiences. I did not think the academic performance mattered mostly, but living there in person, and experiencing local culture and getting to know local people were the most valuable. I felt awesome when I saw the human civilization and achievement of a developed country like the US. There were many things Bigger Than Myself, and the pluralism and inclusiveness was just such a thing; IPPAM was a miniature of American culture. In my class, IPPAM13, besides American students, there were quite a few students from different countries and regions, including China, India, Korea, Japan, Malaysia, Sri Lanka, as well as Hong Kong and Taiwan. We were from different places, spoke different languages, and had different religions and cultures; it was amazing for us to assemble in IPPAM. Being with my classmates all day and being aware of what they were thinking and doing was a special experience, let alone the fact that they enriched

my intellect. Through interaction with them, I got an insight: many issues of the world, including political and cultural confrontations between different nations, can be attributed to inadequate true understanding of each other.

For example, quite a few of my classmates, including Americans, were acquainted with China (Mainland) only via public media, and they had never been to China in person. It was about the same as the way I had seen the US, Korea, and Japan. As we know, the information fed by the media is filtered, is not complete, and has countless biases. If people of different nations and races would have a chance to experience each other's lives in their own environment, and get in-depth understanding of mutual culture and reality, I wonder, wouldn't the world have much more peace? The IPPAM experience enlightened me: the so called international vision means not only experience and knowledge, but also suggests a kind of mindset: Be ready to face unexpected things, because the world always has something beyond our past experience; keep revering the diversity of cultures and values, then the communication and understanding will follow.

IPPAM helped me get in-depth understanding of the US. During spring break of March of 2010, Joanna and Joyce encouraged us to go around to see more of the country, so more than ten students got together and went to visit the East Coast. During that time, by visiting Washington DC, Boston, Buffalo, Toronto, etc., we appreciated local natural landscapes and cultural customs, reinforced mutual friendships between classmates, and we got many other benefits from the trip. On the weekends and holidays, I used to invite classmates and friends to



hang out and visit different cities and national parks. Wandering and seeing is better than any other way to know the real US.

When I returned to China, after graduating from IPPAM, I came back to my hometown and previous government agency. Now, my job involves investment promotion. Due to my experience in the US and IPPAM, when I make contact with companies of America, Britain, etc., I can deal with them with great confidence and without any strange feeling and disorientation. Take one recent program for instance. In the middle of 2016, we began contact with Johnson Controls, Inc. (JCI), a private American company, and it was looking for a site to place a new manufacturing factory that would cost \$200 million.

My hometown, Jiyuan City in Henan Province, wanted to attract this program to settle in. At the very beginning, we did not think we could be successful. Then unexpectedly, in January 2017, my city and JCI formally signed an agreement. Now the factory will start up the construction. During that time, I took part in the whole communication and negotiation with JCI, and my job also involved compiling the English version of the investment guide brochure for JCI, playing the role of interpreter when foreign teams (i.e., the President of JCI's Global Energy) visited my city, communicating and coordinating for environmental protection issues, agreement revising, etc. As a participant and witness, I got a sense of accomplishment: Nothing is more wonderful than accomplishing a job that was thought to be unachievable.

Actually, the most significant impact of the IPPAM experience is that it still pushes me to give serious thought to my life and professional career. Most of my classmates had been in employment before they came to IPPAM for further education, and the oldest student was upwards of 10 years older than the youngest one. Everyone had a unique experience. Keeping in contact with them, I knew their past and their plan for the future. It was a great opportunity to observe the possibilities of others' lives, and I got some wisdom. I had thought, if I were them, how should I plan for the future? In recent years, I often remember my classmates, and I really want to know whether they are doing well right now. I am thinking of the possibilities of one's life and career. Many times, I ask myself: How could I be better? Did my achievement deserve the grant of IFP? What contribution have I made to the society? If I quit the present position, could I be more valuable? All these questions have haunted me and pressured me with a sense of crisis, and they have been transformed into my philosophy: Love wisdom and pursue truth, maintain curiosity and acquire extensive knowledge; be a lifelong learner. I need to synchronize my competence, wisdom, and personal values, and I have a voracious goal: Grow into a super individual--possess expertise as well as general skills, gain extensive knowledge and insights of life; live for now and plan for tomorrow, achieve financial freedom and give back to society.

I do not know what is in the future, but I am eager to grow and to learn non-stop. The experience in IPPAM is one milestone in my life; it is not the terminal of growth, but a new beginning. I will cherish it forever.

YASSER ALI

 EGYPT
IPPAM 14



I was born in Egypt and there I received all my education until the age of 40. Five years ago luck came to me in the form of a scholarship from the Ford Foundation to pursue my master's degree in the United States. It was a dream come true; it was an answer to my prayers.

My objective for studying abroad was to have close and direct contact to the main source of knowledge. Since nowadays English is the language of science and technology, and because the West, especially the United States, is leading the world's civilization in all aspects, I made a decision to choose the United States as my destination. I was lucky to get accepted into the IPPAM program as it was the right place to study leadership and management. I was so excited and thrilled.

My excitement and joy had no limits. However, my fear was also limitless. The excitement was the chance to live the American lifestyle, especially in the city of Los Angeles. The fear was due to knowing no one there--no relatives, no acquaintances, no friends. Working as a high school teacher in Cairo, I had not had the chance to travel abroad before. Taking all this into consideration, my fears were greater than my joys.

Crossing the Atlantic Ocean with all expectations, wishes, dreams, and doubts, my head was boiling with thoughts of how and where I would spend the first night in a metropolitan city like Los Angeles. I knew that the city was similar to my city of Cairo. Both cities are

fast-paced, overcrowded, and multicultural. I left LAX anxiously, picked up by two of my future international friends, but IPPAM had set up and arranged everything so well that all my fear vanished; suddenly I started to feel the joy.

Coming to USC and the IPPAM office the second day, smiles and lovely faces were there to give me the most warming welcome you can have in America. Actually, before IPPAM my impression about Americans as hosts was that they were slightly arrogant and selfish. The warm reception I had in the office the first day changed all my prejudice about America and Americans. I am quite sure that all IPPAMERS have such warm welcomes. Later, I discovered that this is one of the IPPAM secrets of success. They make you feel immediately welcome and that you are a member in the IPPAM family. The IPPAM office had become my second home. Comfort and relaxation ran through my body, and I was enthusiastic to start my studies.

In Fall 2011, IPPAM 14 had started and they surrounded and supported us with the best American and international atmosphere we could possibly have. All IPPAM staff and faculty showed their talent and courtesy in dealing with students coming from more than 20 different countries. If it were not for those talents and wisdom, we would not have made it. We wouldn't have been able to fulfill our tasks and assignments without the tremendous help and effort of the IPPAM staff and faculty. All of our normal problems such as language barriers, homesickness, depression, work intensity, housing, and even where to find our favorite foods were all subjects to be solved by IPPAM. They taught us how



we could change adversity into an opportunity. We later found ourselves enjoying solving problems and dilemmas for students in the next year's class, IMMAP 15.

Time flew and 18 months passed like the blink of an eye, so fast and so fruitful. Academically, I now have my master's, and with all modesty, I have become a specialist in problem solving, leadership, and management. What I had gained in those 18 months was equivalent to what I had spent all my life learning. Personally, I have dramatically changed.

My way of thinking is now so different. With increasing knowledge and experience, my perspective on life, people, and things have crucially changed. I have become a better Yasser! A highly modified version of me has come to exist as I have become a global person. My horizon has been widened. The Earth is now my country, and all people on it are my fellows. Now, because of IPPAM my list of friends covers almost all nationalities on Earth. The IPPAM experience has helped me to rediscover myself, enlightened my path to see the better good inside me, and to use my experiences to influence peoples' lives. "You only reach your happiness by helping others reach theirs," is a wise saying that was amongst the many things I learned at IPPAM.

I had known the saying before, but I never had the skills or abilities to apply it. There is another saying that says, "When the student is ready, the master appears." It happened to me as I had the honor to be the IPPAM 14 senate president. I was well taught by Joyce, Joanna, and Ann to be a good servant as well as a leader to my fellows. For me and my personal life, that was the most important teaching I had ever had.

In December 2012 my journey to IPPAM had come to an end. With tears in my eyes, sorrow in my heart, and thankfulness in my mind, I left IPPAM to go back to Cairo. I went back with one intention, to apply the teaching I had received during the last 18 months and to prove that I deserved to be an IPPAM representative wherever I go. With full enthusiasm I went back to my old school. I worked as a deputy, and in less than 3 years I have become the principal of a high school in Cairo. In addition, I have established a small NGO to deliver development, something which I had learned in our great professor Rym Kaki's classes. I continue to work hard and I have founded a small company for educational services called "New Minds" with the same concept that I had learned in IPPAM: changing people's life through better education.

All I have accomplished since I came back from America in 2013 and what I will achieve in the future is something I truly owe to my Lord and to the IPPAM experience. I want IPPAM to know how much I appreciate your taking care of me and teaching me.

In the IPPAM 20th Anniversary I want to express my true and deep appreciation and thankfulness. To the IPPAM staff, faculty, friends, and alumni, all of the words in all of the languages on Earth cannot express how much I love you.

YILI LIAO

 CHINA
IPPAM 14



I will never forget when I spent a super wonderful time at USC in the IPPAM program. While writing this, many good memories come to mind: the first day I met Joyce, Joanna, Ann and my IPPAM 14 classmates, our family classroom in VKC, the beach party, class presentations, etc. Then I realize that I miss IPPAM

so much! And these golden days are definitely one of the most important milestones in my 40 years of life. Besides the happiness, IPPAM also changed me a lot.

Before 2011, I had been a physics teacher, a tour guide, and a NGO worker in China, without any overseas travel experience. In 2011, I won the Ford Foundation International Scholarship, which covered the tuition and living cost for my master's degree in IPPAM. Even though I was 35 at that time, everything in the USA was new to me. It opened my eyes widely. I spoke with people from all over the world to understand their ideas, backgrounds, religions and even their love stories. I also learned a lot in different IPPAM courses. Economics, Statistics, and Project Evaluation are my three favorite courses. With 11 years of work experience, I understood that this study opportunity would be very valuable to me.

Though my English is not perfect, I tried to ask questions for each class. Compared to a Chinese teacher, an American teacher is more open and encourages critical thinking. I still remember I felt ignored in the beginning of my summer class, Human Behavior in Organizations, because most students were natives. When native students were having discussions, the four foreign students in the class, including me, had to keep silent because the topics were unfamiliar, and we could not speak English as fluently. I went to talk with the professor about my frustration. To my surprise, she apologized to me in

the next class! She said it was her fault for forgetting there were four foreign students in her class with different backgrounds. Since then, in each class discussion, she remembered to arrange time for us foreign students. When we shared our examples from Japan and China, our American classmates were so interested in us. They asked many questions because we provided a completely new angle for them to consider. This professor impressed me deeply for her humbleness and open mind. I also learned to understand people from different backgrounds and think from different angles. This benefitted me a lot in my latter career.

Now I live in China. After graduation, I went back to China and worked for IFRC (International Federation of Red Cross and Red Crescent), Plan International, and Save the Children sequentially. I have been in earthquake-affected areas one day after the shock, setting up tents and evacuating victims. I have written proposals for applying funds for NGO's disaster management capacity building in China. I also have been managing national programs for migrant and minority children in China. What I learned in IPPAM helped me to be a more effective NGO worker. I feel I now have more power to work for vulnerable people in China.

My personal life has also benefited a lot from IPPAM. Before I started my study in IPPAM, I had a failed marriage. I lost self-confidence and felt unhappy. Then I discovered IPPAM was such a warm family. Joyce, Joanna, and Ann were just like parents to me. They gave me a lot of care and encouragement. I also made many great friends with classmates. From them I received trust, friendship and love. Now I have a sweet family and just delivered a cute daughter 3 months ago. My time in IPPAM not only helped me to recover from my failed marriage, but also taught me the most important thing: life is controlled by myself. Thank you IPPAM, to help me find myself!

TORY DAMANTORO

 **INDONESIA**
IPPAM 14



As an NGO activist for more than 10 years, 2011 was my time to reshape and restructure my worldview and strengthen my education foundation. After obtaining a Fulbright scholarship in 2010, I was desperately looking for the right university to pursue higher education in transportation policy. It was challenging to find a good combination of a master's degree program between

transport engineering, which is my academic background, and public policy, which is my professional NGO work. Finding an institution where the faculty members facilitate academic research topics that are suitable to my study objective was even harder.

Then I met Dr. Joyce Mann, the director of IPPAM. She was so helpful and had a great interest in my study objective and personal plan. Most importantly, she showed me benefits of having the academic prominence of the USC Price School and Viterbi School that come with an IPPAM degree. She also introduced me to some of the faculty members who share similar academic interests, and promised that she would personally assist and facilitate my study.

My 18 months' experience in IPPAM proved to be very challenging. I got acquainted for the first time with the American academic culture that highly emphasizes on originality, free thinking, and innovation. Courses on public policy and academic writing were tough, as I had to restructure my way of thinking and writing, not to mention my language barrier. I once spent more than a week writing and rewriting a single paragraph just so it could be concise, original, and correct.

However, these were such fulfilling and rewarding experiences. The public policy assignments were beneficial for my work, because as transport expert in the Jokowi-JK Transitional team, I had to prepare transport environmental policy recommendations for the newly

elected president of 2014. I served as a transportation expert in the preparation team of Indonesian Intended Nationally Determined Contributions (INDC) for Global Green House Gas Mitigation, and since 2017, as a member of Jakarta Transportation City Council, preparing policy recommendations to the Jakarta Governor.

In the professional field, my work as transport policy consultant for UNEP, WB, ADB, Australian DFAT, or GIZ benefited so much because trainings at IPPAM transformed my policy consulting abilities. IPPAM's program and project evaluation course was very useful for planning, monitoring, and evaluating development programs by many international donors.

Studying with friends from so many different countries also enhanced my social skills in a multi-cultural environment and helped broaden my perspective on global issues in the public policy realm. Discussions about the Arab Spring, Egypt's political succession, China's economy policy, Libyan political unrest, and much more, were day-to-day conversations over shared meals. Many of my IPPAM colleagues were government officers, or associates. The friendships and the Trojan bond that I got from USC continues beyond my time at IPPAM. The global perspective supports my work and as the learning specialist in the UCLG ASPAC. Many insights and concerns that I got from my local government fellows were so instrumental for me in articulating the importance and urgency of the local government role and the stake on the global agenda in international events. Such events were good opportunities to reunite with my IPPAM friends, which is a very nice escape from a busy conference day.

My most valuable lesson was the worldview and how it reshaped my way of thinking, analyzing, and writing. It established for me a global network and an enriched academic environment.

HYUNG-IL KIM



SOUTH KOREA
IPPAM 14



I am a civil servant at the Daegu Metropolitan City Government, Republic of Korea. I have a busy schedule packed with meetings and reports. As there's so much to do, I often end up putting in extra hours after the office has closed. Additionally, there's an important networking aspect to what I do; I occasionally go for a drink with local

journalists, aides for the National Assembly members, and city councilors. After a full day that often carries on until late at night, I only get a sense of relief that my day is over when I get to my apartment's elevator. One of the greatest pleasures for me to get some down time from my busy schedule is tuning into NPR on my smartphone or listening to music, lectures, and documentaries on YouTube.

Frequently tuning into NPR or Classical KUSC is one of the small changes that I've made since I attended the USC's IPPAM program. The greatest benefit of the IPPAM program was that it enabled me to make friends all over the world. I have so many unforgettable memories of doing team projects with other students from various nationalities, and going on a picnic to Santa Monica and to Dodger Stadium with them, too. Thanksgiving parties and Lunar New Year parties were always made memorable by the warm and welcoming IPPAM Team. Although it is impossible to meet up with my friends in person, we can keep in touch online whenever we want. These friendships, and knowing that these amazing people are out there, is inspiring for me.

It was such a blessing to be able to spend 'enough' time with my wife and children in the States during the course of IPPAM since, before then, I'd had too little quality time with them due to South Korea's lack of work-life balance: working long hours and after-work drinks. It was so good

to feel that I was finally able to be 'a real husband and father' by spending this very special time with my wife and children, who were generally more accustomed to 'busy husband, busy dad.' I was assured that the emphasis placed on the value of family life isn't just what you see portrayed in the American movies, but I saw that this really is true in their daily lives. It led me to think that a fundamental change is needed in the Korea's attitude towards work culture and work/life balance. This discovery is another positive cultural difference that I learned through my time in the US.

When I submitted my IPPAM application back in 2011, I quoted an American poem entitled 'What is Success?' and stated that the goal of my life as a civil servant is 'to leave the world a bit better.' The IPPAM program has been a great help for me to make my dream become a reality by broadening my outlook towards the world, with great lectures provided by an outstanding faculty, lots of discussions with fellow students from all over the world, and friendship with the loving IPPAM staff. Being able to travel across and explore the beautiful and vast American continent was another unique and exciting opportunity for me.

Now I am living here in Korea again with my busy daily schedule. However, I now feel that I am much more connected to the world: what happens somewhere else impacts my global friends and me. In other words, their issues are my issues. I miss all of my IPPAM friends! My dream of contributing in making the world a better place remains unchanged. Based on the precious experiences I gained from the IPPAM program, I will live every single moment of my life with the aim of realizing my hopes and dreams.

CHIE KONDO

 JAPAN
IPPAM 14



IPPAM is a wedge which split my life in to two sections: before and after IPPAM. Before joining IPPAM, I lived in Japan. It has four seasons and a mild climate. People there enjoy cuisines from all over the world. We can visit anywhere by safe public transportation, which is rarely late. Now, I live in Tamil Nadu, India.

It has only three seasons, “Hot, hotter and hottest.” There are many restaurants in the city, but they are almost all for vegetarians. It is difficult to buy to buy alcohol. When I want to visit somewhere, and I have to use public transportation, I need some courage because unexpected things may happen. I live in very different circumstances from my homeland. Sometimes, even I cannot believe it. What made me come here? My experience through IPPAM is what brought me here. IPPAM taught me there are many people with various thoughts and different sets of values in the world, and that it is impossible to completely understand all of them. However, everyone can still respect each other and cultivate friendship through the differences.

My first impression of IPPAM was a sense of confusion. My classmates, some of them 12 years younger than I, were from countries I knew only by name. In addition, we all had our own culture, language, and history. I thought we might not be able to form a friendship. My younger classmates were frank, active, and friendly. At first, it embarrassed me because some of my classmates followed their feelings too honestly. Due to their frankness, they talked only about what they were interested in and rushed into what they wanted to do. It seemed childish, untrustworthy, and immature. On the other hand, due to their honesty, they valued friendship and helped their friends at any time. They are always there for their friends, and in fact, they also helped me. Also, I will never forget our small

talk after class. Our countries may have delicate political relationships, but at that time, we found a lot of things in common, such as shared values and diverse customs. We were surprised to find out more about one another, and we really enjoyed it. It roused my interest in their countries and other areas of the world. I was given something important and special through this experience. That said, I didn’t have only wonderful memories. Though it was the United States of America, a melting pot of many races, I had some very difficult experiences, unfortunately. I could not understand why that was, and I wondered what made people have such an attitude. That experience showed problems which the USA holds and left a deep impression on me. Both experiences of friendship from IPPAM and unhappy episodes motivated me to visit different countries with different cultures rather than to come back to Japan.

I may have to say sorry to our professors and staff of IPPAM because I don’t think I can provide a good story which they might want. Comparing before and after IPPAM, I cannot say things like: “My salary has increased, thanks to IPPAM!” “I have been promoted in my career thanks to knowledge given by IPPAM,” or “I have influence on the world.” Instead, my current salary is less than half what I earned in Japan, and I work as an annual contract worker in India. I don’t think the world being changed by me. Actually, I was not a good student for IPPAM. However, I was given a gift that I would never have imagined. It is the self-confidence to be able to get on well with any person anywhere. That moved me to India. My current life could exist without the experience from IPPAM. It proved that we can be together without perfect understanding, and we do not need to be afraid of differences. That is why I could come and enjoy this exciting daily life in India. My life was transformed damatically by IPPAM. It divided my life into two parts, before IPPAM and after IPPAM. It was not a wedge. It was a fateful ax.

TAI-FU MICHAEL KUO

 TAIWAN
IPPAM 14



After graduating from the Central Police University, I started my fire fighter career at New Taipei City Fire Department. During my 8-year fire fighter life, I spent most of my time saving people's lives. Of course it's a meaningful job with challenges, but with promotion of the Government, politics and network became more and more important, and I knew that is not what I want for the rest of my life. I want to change and I want to develop a different career.

So, I made the most important decision in my life, to temporarily stop my fire fighter work and to join USC IPPAM program. IPPAM provided me a great opportunity to get to know more about the public policy process, to meet with the best classmates from all over the world, and also to earn life-long friendship so that I can get familiar with different countries and cultures. To prepare myself with the academic knowledge of real work, I applied for an internship position at the Los Angeles City Fire Department Fire Chiefs Office and helped coordinate the succession project. These experiences are much more important than the master degree itself. I decided to go back to New Taipei City Fire Department when I finished IPPAM and was devoted to disaster management.

With my experience at USC, I helped connected with IAEM, one of the best disaster management associations in the US, and I developed disaster management education and certification for New Taipei City. However, I still wanted to figure out how far I could go, so I quit my fire fighter job and transferred to Google in Taiwan. After 2 years at Google, I was recruited by Amazon in China and went to Beijing City afterwards. It was not easy to leave my comfort zone as a Government person and join a for-profit company, but IPPAM granted me not only a master degree, but also a great experience and lots of courage. Without IPPAM, I would still be a fire fighter and struggling in the Government bureaucracy. I really appreciate IPPAM and Dr. Yu for making me capable to face incoming changes and challenges.

YESICA CRUZ

 **HONDURAS**
IPPAM 14



Before IPPAM, I had a bachelor's degree in Social Work from my country, Honduras. I was looking for a program that would allow me to influence the public policies that help to reduce poverty in Honduras, because 65% of the population in my country is impoverished. When I learned about the Master's of Public Policy and Management of IPPAM and what they offered, I knew this was exactly the program I was looking for.

After I finished my master's, I worked as the Faculty Professor at the Universidad Nacional Autonoma de Honduras, teaching public policy courses. As a professor, I had to work as policy maker, writing public policy briefs about many different topics. Through my work, I was contributing to paving a path to reduce the poverty in Honduras. As a person, I felt I was participating in an important transformation in my country.

IPPAM taught me that with effort and dedication you can achieve whatever you set your mind to. IPPAM made me feel that I have a family no matter where I am. They make you feel at home no matter who you are or where are you from. They are always there for you.

“It was through the IPPAM program where I learned the tools on how to analyze scenarios in a group setting.”



SURACHART RATCHAJANDA

 **THAILAND**
IPPAM 14



My name is Surachart Ratchajanda, A.K.A. Chart. Born in 1979, I grew up in a small town about 3 hours from Bangkok. My childhood was much like that of other kids. Unfortunately, I lost my eye sight due to an explosion when I was 15. The explosion

happened while I was adding a flat wheel as a young mechanic, and the accident took away my sight. It seemed that my future was gone. However, with strong support from my family, teachers, and friends, I found light in the darkness again. I began to learn braille, to utilize screen reading computer software, and I took orientation and mobility lessons to learn how to get around on my own. I learned to use a white cane at the Bangkok School for the Blind in Thailand.

I graduated from Rajabhat University with a bachelor's degree in Humanities and Social Science in 2003. After that, I worked as a lottery seller while volunteering for the Educational Service Center for the Blind in Thailand, due to a lack of job opportunities for people with disabilities, as well as shortage of facilities and accommodations for the blind. People with disabilities in Thailand often live in rural areas without access to higher education. They are on welfare, unemployed, and discriminated against. They receive an allowance of only \$25 per month from the government.

I traveled to the US to get a Master's Degree in International Public Policy and Management from USC with full support from the Ford Foundation's

International Fellowships Program in 2011. Besides that, IPPAM provided extra time and private rooms for tests, orientation and mobility lessons on campus, textbooks, articles, and slides in an accessible digitalized format, as well as a note-taker supplied by the Disability Service Program. I was greeted with a warm welcome, and treated as a family member. It was hard to live alone, far away from home in a different country with different cultures, especially with a disability. But every time I encountered a problem, the IPPAM family helped and encouraged me. It felt like I was still with my family in Thailand.

Now, I have dedicated myself to working with initiatives that bring the same opportunities and resources to people with disabilities in Thailand. I spent a few years as a director at the Benyalai Library, the digital library for the blind in Thailand. I realized that accessibility to resources was incredibly important to people with disabilities. It could enhance their study and develop a higher quality of life in the future, just like what I had at IPPAM. In the meantime, modeling after the Paratransit I used in the US, I started my own initiative to bring the first accessible public transit service for people with disabilities to Thailand.



KATHERINE HENNIGAN

 USA
IPPAM 15



When I applied for the IPPAM program I was working as a Senior Policy Director for then Los Angeles Mayor Antonio Villaraigosa. I had always wanted to go back to school for a graduate degree, but kept putting it off until I discovered IPPAM. The curriculum itself was perfectly tailored to my career; each class covered content that was directly relevant to actual issues I was dealing with in my career in the public sector (and now in my career as a public affairs consultant). Moreover, the program gave me a tremendous opportunity to expand my horizons, both by getting to know my international classmates, and by giving me the chance to travel extensively through China and Taiwan.

After a twelve-year stint working for the City of Los Angeles (in various City Council offices as well as in the Mayor's office), I entered the private sector as a public affairs consultant and lobbyist. In July 2017, my business partner and I formed our own public affairs firm, called Collaborate. We represent clients in a wide range of industries, including real estate development, waste management, private security and others.

The most valuable lessons and skills I developed during my time in the IPPAM program were through my leadership and negotiation classes. I use the principles taught to me by Dr. Joanna Yu, in my everyday life.

The largest transformation I see in myself since graduating with my degree from USC is my ability to understand the importance of listening and practicing patience before making decisions which can affect my clients, family and friends.



LU-XI TANYA WU



CHINA
IPPAM 14



My name is Tanya Luxi Wu. I was born in Wuhu, China, a beautiful city within 2.5 hours by high-speed rail from Shanghai. I had most of my education in Shanghai before coming to USC's International Public Policy and Management (IPPAM) in June of 2011. Right now I work as a Reinsurance Associate Broker at EWI Re, Inc.

in Dallas, Texas. My path of transformation from IPPAM to starting my life's journey in Dallas and embarking on my professional career in the reinsurance industry is probably unlike many of my IPPAM contemporaries.

My generation of Chinese Millennials is unique; I am a product of the so-called "one child policy." Thankfully, that has now ended. I now realize that I was part of a rather unique generation that will undoubtedly be highly studied for years to come. Like some of my IPPAM contemporaries, I studied and lived away from my hometown starting at a young age. I went to a boarding school 200 miles away from my hometown at the age of nine. Because it is common for us to live and study away from home as children, we continue to do so for the rest of our lives, pursuing educational goals and careers that will often take us back and forth between China, the United States, and many points in between.

For me, I obtained my undergraduate degree in Accounting from Shanghai University in 2011. Immediately upon completing college in China, despite having never visited the US, I came to the US to pursue

my master's degree in IPPAM at USC in June 2011, which in retrospect was the most wonderful time in my life. It became the starting point of my unique life journey in the US. I then moved to another new city, Dallas, Texas, to work as a financial analyst at EWI Re in January 2013, my first job right after I finished my graduate school studies at IPPAM.

In addition to attending classes, I started my IPPAM journey as a student worker on campus in both the Coffee Bean at USC School of Cinematic Arts and USC US-China Institute, as well as a human resource department intern at the Los Angeles Fire Department (LAFD). My excitement and curiosity about the unknown future in the US, inspired me to take initiatives to embrace all the positive new experiences the US has to offer. While I was interning at the LAFD, my boss Norma Gutierrez took me to see many places of interests and exhibitions in LA whenever she had time. As a local, she thoughtfully integrated US culture and history in all our intellectual and joyful conversations which, in retrospect, were an invaluable addition to my journey in American life. While at USC, I used connectSC to connect to my USC Alumni mentor Susan Pfof in Washington DC, who obtained her MPA degree in USC back in 1990s and has very genuine passion to coach USC students. Later she invited me to stay with her family in DC for a whole week before my summer internship at EWI Re in 2012.

In my second semester, IPPAM invited a guest speaker to our Policy Evaluation class. That guest speaker promoted Asian Pacific Business Outlook (APBO) during the lecture. APBO is USC's premier conference for business leaders



focused on expanding their trade and investment in the Asia/Pacific region. Later I received an email from USC US-China Institute, and learned APBO was recruiting student workers for the conference. Without hesitation, I applied for the volunteer opportunity hoping to discover more opportunities through the conference.

I happened to sit next to a USC alumnus (a rather fanatical USC fan at that), Steve McElhiney, the President of EWI at the APBO luncheon. I would never have expected an hour conversation at a luncheon to turn into an internship opportunity at EWI in 2012 during my summer break. I had no intention to ask for any job opportunity from Steve, because I did not even know what reinsurance was back then. Later, after working for Steve several years, he told me that he had been impressed during that luncheon conversation by my critical thinking skills and global vision, which I would definitely attribute to all the trainings I received from IPPAM.

Dr. Joanna Yu introduced me the idea of critical thinking at the IPPAM orientation through letting us students take an Insight Assessment test. She emphasized how important critical thinking is in American academia and in work professions. After the internship, I was encouraged and mentored by Steve when writing my IPPAM master's degree thesis on "Managing Thailand Flood Risk Using Non-Structural Risk Mitigation" during my last semester at USC. It was the first time in my life I realized insurance is a multi-disciplinary subject and could be perfectly integrated with my background of accounting and public policy analysis. I began to see insurance and reinsurance as a cornerstone to a well-functioning society, helping

to maintain a reliable foundation for the economy and creating stability.

My affiliation with IPPAM never stopped after I moved to Dallas in January 2013. With the progression of my career at EWI, the training I received from IPPAM began to play a more prominent role. Reinsurance is a global business. When I analyze the counter-party risks of reinsurers, I need not only to assess financial risk, but also to assess political and geographic risk associated with reinsurers worldwide. In the past few years, I was very thankful to be able to represent my company to attend APBO at USC to visit IPPAM family each year. I was assigned by my company to travel to Seoul, Hong Kong, and Shanghai so that I had the opportunities to connect with IPPAM Alumni. To me, IPPAM is definitely not merely a graduate program; it is a family where I always feel welcome. IPPAM is a place where I can seek advice from faculty even many years after I graduated from the program, and a place where I can meet my fellow IPPAM alumni throughout the world.



RASHA ALKHAMIS

SAUDI ARABIA
IPPAM 16



“People with passion can change the world for the better.” This quote has a deep meaning for me since I feel that I have much passion and determination, and I was blessed to have found my aspirations at a young age.

My goal and desire are to expand my perspective through opportunities in sports development projects to support youths and adults to participate in all kinds of sports. I am also passionate to expand my data-driven insight into sports policies through opportunities in public policy, particularly those relevant to my mission of improving and changing the lives of future generations in Saudi Arabia.

The IPPAM Program has paved the way and helped me strategize the path to achieve my dreams in pursuing a career in international organizations and to build a roadmap to implement a project named Female Sports City Center. It is my aim to persuade the Saudi Culture to accept this project. I believe the faculty at USC is instrumental in helping me gain insight into policies and management. Dr. Gayla Kraetsch Hartsough’s classes shaped my perspective on how to tackle a subject that is very dear to my heart – “Sports Facilities for Women in Saudi Arabia.” Gaining insight into creating new policies is the key in developing my own management and strategy skills necessary for the Female Sport City Center.

In 2014, my IPPAM colleagues elected me as the public relations associate in the student senate. The senate and I organized multiple events during the year. One

of the events that I have co-founded, organized and raised funds for was a soccer tournament between three International graduate programs – IBEAR, LLM and IPPAM. I am honored that the soccer tournament event was rewarded 3rd Place among IPPAM’s numerous annual event of the year. The soccer tournament has since become an annual tradition and still takes place at the Brittingham Intramural Field in April every year.

Right After Graduating from USC, I worked for AECOM in Los Angeles. As the communication associate within the Government Affairs Department, I have developed business strategies, including geo-political overviews, for Key LA metro projects (LACCD, LAWA, LADWP and LAMTA). I have also tracked legislative issues and bills important to AECOM’s scope of business. My colleagues elected me as the finance associate at GP2W (Good Place to work) to control the budget of our social and corporate events. I have also co-founded and coached AECOM soccer team to participate in the Los Angeles Annually Corporate Soccer Charity Tournament that took place at the StubHub Center, home to the LA Galaxy soccer team.



Arabia. It is the world's largest sponsorship consulting firm and a pioneer and leader in athlete and personality representation and management. We deliver different mass participation sport events and roadshows under the General Sports Authority umbrella, while also supporting GSA to implement its Vision 2030 mandate to increase the participation levels to 40%.

In 2008, I co-founded one of the first female Saudi Football Clubs called "Amoria." I currently play for Alyamamah Female Football Club and coach Soccer in a Youth Program which is one of the first soccer academies that intends to train young females and males between age 7 and 14. Our vision and goal for the next five years is to build a solid foundation through not only increasing the number of coaches and referees, but also the number of indoor and outdoor female soccer facilities. We are very keen to establish and recognize the Riyadh Soccer League through the soccer federation.

I had a remarkable experience June, 2017. I was part of a group of women who are involved in a documentary film called Equal Playing Field. We made it into the Guinness Book of World Records by playing the highest altitude game of soccer. The group of women climbed Mt. Kilimanjaro for 9 days and played soccer in a crater at the top of the mountain. It was definitely one of the most challenging, yet rewarding experience I have ever engaged in, one that had taught me resilience, acceptance and equality.

My path will be full of obstacles, and it will be challenging, but I never back away from challenges because playing sports gives me that strength. Just as I have the hunger to pave the way for future female athletes in Saudi Arabia

to win Olympic gold medals, I want to overcome gender barriers, not only to create opportunities for Saudi women, but also to create more active roles for women on the global arena. I want to show everyone around the world that women can lead.



PARIYA B. TEHRANI



Before joining IPPAM, I was working as an account assistant and not quite sure what to do with my life. I liked my work and my colleagues, but I wanted more from life. I started looking into policy programs. Once I found IPPAM, I decided to apply for it!

My transformation started from the first day I joined IPPAM. Every day in class, I learned something fascinating about the world! In Policy Analysis, we discussed many topics ranging from environmental issues in Japan and China to nuclear arms policies of the Middle East. We would talk about policy issues I had never heard before, and I was fascinated every day. There was never a boring or repetitive day at IPPAM! I was very excited to be working on real world problems and not simply theories, as it is a more practical approach to learning.

My academic performance was the highest I had ever achieved. While I studied for my Master's, I was able to maintain a 3.9 GPA while working full-time as an account assistant. The supportive environment of IPPAM (and my employer at the time) was my fortitude and my motivation.

Personally, I was acquainted with so many cultures from around the world! I learned about my fellow IPPAMers and their cultures every single day. It was as if the world had been shrunk into a small globe, all within a classroom. I consider myself fortunate for knowing many people from around the world. Even today, when I travel, I can see how this personal transformation has positively affected me.

After I graduated from IPPAM, I was fortunate to work as a Teaching Assistant for Dr. Rym Kaki and also at the IPPAM office. I worked with strong women who were mentors and friends to me: Dr. Joyce Mann, Dr. Joanna Yu, Ann Abrahamyan, and Dr. Rym Kaki. They taught me perseverance, inquisitiveness, and honesty with diplomacy.

I also worked at a Nonprofit Foundation promoting Iranian arts and culture to the community at large. I was in charge of fundraising strategies, donor relations, and managing over 54 events in one year. I developed outstanding organizational and managerial skills. While gaining more firsthand experience, I could see that the nonprofit courses I had taken at USC had built a great foundation for me to learn faster and to apply what I had already learned.

Today, I am more motivated to advance in my field, learn new skills, and even advance my education to a higher level.

My most memorable days are the days I spent at on campus at VKC, RGL, and VPD. Some days I would work and study and learn in all three buildings. The days I traveled with my program directors, classmates, and professors to Washington DC for the ASPA conference to attend educational lectures on policy, were times I will never forget (not to mention the snowball fights after a serious day at the conference!).

Though we may not see each other every day like we used to, the memories will live with me forever.

“My transformation started from the first day I joined IPPAM.”



BELEM LAMAS

 USA
IPPAM 16



Congratulations IPPAM on your 20th Anniversary! I cannot thank this program enough for the transformations it brought to my life. Before being admitted into IPPAM I had worked with the UCLA Community Programs Office while completing my undergraduate studies in Political Science and specializing in International Relations. I had a special interest in the East Asian region and was immediately attracted to the IPPAM curriculum.

During my year and a half in IPPAM I made a lot of international friends and my passion for working in the international community grew. I realized that I shared many beliefs with people from different countries and cultures. We all had one common goal, which was to pursue policies that strive to create a better world. I enjoyed working with a team of individuals from multiple countries and cultures to design creative policy solutions. It was an incredible experience to work with ethnically diverse colleagues to find a common solution to the problems in our world. The program built a stronger passion in me to work overseas. Hence, I am currently in China working as an educational ambassador, and I am enjoying every step of the way!

IPPAM helped cultivate my leadership and critical analytical skills. In addition, the program taught me that our global interdependence grows every day with new expectations and new policies on a daily basis. IPPAM emphasized the importance in fostering and fortifying strong international bridges by creating lifelong friendships with our colleagues in order to build a better future for our future generations. We are in a world that needs creative policy solutions that are designed by international experts like IPPAM students and Alumni. The IPPAM program builds international skills that are essential in helping all nations across the globe. Most importantly, these skills are key components that set IPPAM students apart from the crowd.

Overall, I want to let Joanna, Joyce, and the rest of IPPAM staff and faculty including: Rym Kaki, Gayla Kraetsch Hartsough, Mark Velez, and Frank V. Zerunyan know that I am thankful for all the support they gave me, and that they continue to give to IPPAM students. I really appreciate all the lessons and wonderful learning experiences they developed for IPPAM students like me. I wish IPPAM a prosperous year and a successful future! I will always be grateful for my experience as an IPPAM student, and I will never forget the wonderful memories!

NAOTO OKURA

 JAPAN
IPPAM 16



IPPAM is a bridge to the goal.

I had been hoping to work globally since I was a high school student, but before I graduated from IPPAM in 2014, I had little confidence in myself and my ability to play an active role internationally. I had not stayed in a foreign country prior to this, and my English was not good enough for me to venture out of my country. However, the various opportunities provided in IPPAM built for me a bridge to the world and a great foundation for my career.

Many challenges in IPPAM helped me to improve step-by-step. The program aggressively provided me with interesting opportunities to play uneasy roles, including as a candidate of student senate and its president, a cultural event organizer, and a speaker in front of more than 200 people. And at each moment, the program office gave me a very friendly hand. I feel that my achievements in IPPAM were helping to gradually improve myself and my confidence.

Now I'm facing a new challenge: working abroad. Because of my experience studying in the US and my former work performance, the organization I worked for gave me a chance to work in Indonesia as a member of Mission of Japan to ASEAN for three years. To create my career, I have used three steps. Studying abroad, IPPAM itself, was the very first step and the step that helped me to move up to the second step. Using the English I learned while at IPPAM was the second step. I used English while working abroad in a Japanese organization. When it comes to facing the third step, which will be working in international organizations, I think that the experiences I encountered in IPPAM will work as a solid foundation to achieve my goal.

In addition to all that I have learned and achieved in IPPAM, I believe that the international network of the program is a great advantage. I am sure that I will keep in touch with IPPAM and keep saying, "Thank you, IPPAM!" for the rest of my life.

MOOKSIM JEAN SONG



SOUTH KOREA
IPPAM 16



I am a local government official of the Republic of Korea. Luckily, my former mayor provided me with the opportunity to study abroad. I cannot forget the excitement I had then. It was not easy to pass through the gateway, however. Due to my lack of knowledge in English, my life of studying in the USA was very difficult, but when I look back, I feel

proud of myself and how I grew through this process. It is true that my life has changed very much since studying abroad, even though changes may not be apparent from the outside.

Above all, through my time at IPPAM I learned a new way of life, one that respects diversity and tries to be considerate of and respect others. Los Angeles has a variety of cultures that are all able to coexist, such as Koreatown, Little Tokyo, Chinatown, and Olvera Street. Even the USC classrooms have professors from different backgrounds, teaching the students to have respect for others. Within IPPAM there were classmates from Indonesia and Saudi Arabia who kept their Islamic religious observance, Ramadan. Through this interaction with others from different backgrounds and cultures I learned the generous attitude of understanding and respecting others. After returning home, I felt that it was much easier to respect others and to maintain horizontal relations with many colleagues.

For an example, a few days ago I held a high school reunion workshop. As former students, we live scattered all over the country and there was disagreement about where to meet, but I was able to handle this conflict successfully, and we democratically determined the place of the event.

In addition, I learned important values of administration from IPPAM. All policies should have the right direction,

and the administration should maintain a balance among various stakeholders. It is important to define the problems first, and then to develop the policy that will solve the problem. Before I studied abroad, I worked hard. Now I work hard to make sure that the policy is headed in the right direction, and I am striving to balance my policies with the various stakeholders. Currently, I am the director of the arts team, which is responsible for supporting local artists and art groups. Resources are limited, and there can be disagreement about who gets what portion, however, I have been trying to maintain equity between the organizations and have recently reduced a lot of complaints.

Finally, through studying abroad, I had time to think deeply about the value and mission of my life. What am I living for? It was a question that I had not thought of before in my everyday routine. Through the study abroad program, I learned the slogan of the IPPAM graduates, "Make the world a better place." This idea made my heart breathe again. I am still wondering how to make this mission real.

Through study, I had the opportunity to learn and experience many things. I got a broader perspective, learned professional theory, and felt a real sense of life, but it seemed that my life had never been happy, because the great difference between the ideal and reality is troublesome. And compared to the well-established social systems and policies of developed countries, those in our country show such a great difference. Sometimes I get tired and my shoulders become heavy. However, when we ponder it, we can fill in that big gap through the process of gradually filling in smaller gaps. It is the time when each individual's awakening and efforts are urgently needed. I believe that if we try to make positive changes wherever we are, the world will be changed for the better. I have been elected to public office in my twenties. In this my work, I want to live a life that contributes to the slogan "Make the world a better place!"

KHARAAM SHARIFPOUR



IRAN
IPPAM 16



When I applied to IPPAM, I had no idea that this program would have such a profound impact on my life. I could only vaguely imagine the differences between my home country and the United States, but I didn't believe how powerful the transformation could be. My experience with IPPAM made me believe that with all cultural,

communication, and language differences, we are the same human beings in our hearts. This realization does not come easily though. Foreign students will be shocked, depressed, confused, bewildered, and outraged at times, and then, very slowly, begins understanding, acceptance, and acculturation. During this roller coaster of feelings, I experienced nothing but warm welcome and support from my IPPAM family. That is why I strongly believe that IPPAM makes a unique environment for international students and professionals to learn a better way of thinking analytically in the face of international issues as well as a better way to communicate and work along with people of other cultures.

I would like to share two ways IPPAM has helped me transform into a better version of myself, but before that let me share a little bit more information about before I started at IPPAM. I have a Bachelor's in Agricultural Engineering-Water and Hydraulics, and a Master's in Natural Disaster Management-Flood Management. I had a wide range of experience from designing under-pressure irrigation systems, training firefighters on basics of disaster management, and teaching English.

During my studies for Disaster Management Policies, I encountered Public Policy articles from the United States, and I thought that Public Policy analysis is the answer to our Disaster Management Issues. Besides, I was also interested in flood and drought incidents shared by multiple countries. So I chose International Public Policy to learn how we can make countries talk in a more productive way.

When I first started at IPPAM, I was a 28-year-old Iranian girl who did not have much experience outside my culture and country. Always being in the majority, I have never felt discriminated against, pushed out, or threatened. I always felt I belong, have all possible rights, and that I know well enough to act properly. The discrimination against women didn't feel like such a big deal, it seemed so normal. Discrimination against minority religious groups seemed justified. As citizens, we had almost no right to criticize the government, and I used to think it was the same all over the world. There were some cultural issues I couldn't understand and would question, but I had never thought how fundamentally wrong a society's norms could be.

You might be wondering how this all could happen by just living in the United States without any help from IPPAM. I want to tell you that learning about all of these differences, and understanding, accepting, and adjusting to them could not be possible without IPPAM. There are at least two reasons for that. One, is the variety of countries IPPAM students come from. I had classmates from, China, Japan, Saudi Arabia, Indonesia, United Arab Emirates, Taiwan, the United States, and



even Iran. It might sound overwhelming to have to know these many cultural differences at once, but it was proven to me that it is the best way to approach cultural differences. The more different cultures are around, the easier it gets to see and understand the variety. During IPPAM classes and projects, you would have the chance to see these differences and use your understanding of them to reach your shared goals. You would struggle communicating, making yourself understood in a language that is a second language to almost all group members, getting information about your teammates' motivation and approach to issues. All that would require you to be creative to find a way to adapt to some and change other differences to be successful in a win-win situation.

I have had classes with non-IPPAM students at USC, but none of them were as enlightening and exciting as the ones I had with my IPPAM cohort. The diversity of the classes and the curriculum designed with international students' unique challenges in mind is what cannot be found in any other program across USC. IPPAM directors were considerate of each student's cultural, religious, and personal needs. As an IPPAM student, you would be encouraged to dress as you would at home, share what you eat at home, and practice your religion freely. By doing this, students did not feel they had to change completely. They could choose to follow their cultural habits and norms while being considerate of the new society's accepted norms such as not cross-walking streets, holding the door for the person coming out after you, and not asking personal questions! My whole mindset around people with a different culture had

transformed during my years at IPPAM. I am way more open to learn what and how people think before I react or judge in any way. I first try to keep in mind that I don't know where this person and the actions or behaviors are coming from. I learned to be respectful, accepting, understanding, and considerate of others.

The second transformation was of my understanding of my own culture. Each time I noticed a difference, I would look at both sides, why are they different, and why are we (people of my culture) different? Insisting to find the answers to the second question, I learned more and more about myself, my country, and my culture. I discovered annoying and disappointing differences as well as marvelous and noble ones.

And finally the second reason I was able to understand and accept and embrace our many differences is the fabulous professors we had. They were all passionate about knowing other cultures and they were deeply interested in international issues. The way we were treated in the classroom was remarkable. All professors knew the students' struggle to understand the topics in a different language and that cultural differences make group projects dramatic, and they would patiently tolerate and mediate the situations. They would lead by example: respecting and accepting others.



ALEJANDRO BECERRA FAJARDO

 COLOMBIA
IPPAM 17



“And if you can’t shape your life the way you want, at least try as much as you can...” - C.P. Cavafy

Constantine P. Cavafy, one of the greatest Greek poets of the twentieth century, wrote a beautiful poem entitled *As Much As You Can*. This poem suggests something that I follow as my

personal principle: in life we have to do those things that we love, and love what we do. In that sense, this poem invites us to draw our world, and seize the main freedom that we have: invest our working hours in what we love. My entire academic curriculum and professional experience have focused on something that I love: public policy analysis. I have invested my time in studying the main development problems, where the public policy analysis could offer solutions.

My passion for public policy analysis started when I was in high school. When I was finishing high school, Colombia was in the middle of the worst economic crisis in its history, and two things that happened in this crisis were: 1) many households lost their housing, and 2) the small and medium enterprises (MSMEs) suffered heavy financial constraints, which made many of these firms disappear because of the crisis. This economic emergency influenced my decision to try to understand the reasons behind why many families, including my family, had economic and financial difficulties, and it also guided me in the decision of my undergraduate field.

My high score in the high school national examination opened the door to study at one of the best universities in Colombia, Universidad de los Andes. I decided to study a bachelor’s in Economics with a minor in History because it is a good combination between social sciences and applied mathematics, and this mix makes every social analysis stronger. During my studies in economics, I always took elective courses related to finance, entrepreneurship’s public policy, agricultural economics, and housing policy. Additionally, when I was finishing my bachelor’s degree, the university offered me an opportunity to continue with a master’s degree in Economics. In June 2008, when I was in the middle of my master’s research thesis, my advisor offered me a job position as a research assistant in Fedesarrollo.

With respect to my professional experience, I worked for six years as a research assistant at Fedesarrollo, a top research think tank in Latin America. There I learned to use impact evaluation methods to capture information about the effect produced by a program or a public policy intervention in Colombia. One of my main achievements in Fedesarrollo was that the final reports of my research projects were published by well renowned institutions, such as Inter-American Development Bank (IADB), Development Bank of Latin America (DBLA) and the Colombian Central Bank, and their results and policies recommendations were well received by the policy makers in the country.

To acquire analytical and managerial skills needed to evaluate public policies in international settings, in 2014 I decided to do a master’s degree in International Public



Policy Analysis and Management at the University of Southern California (USC), which I finished in December 2015. This academic experience in the U.S. enriched me in professional and personal terms. First of all, as a graduate student at the Price School, I noticed that the quality of the education of Price's programs is impressive. IPPAM is part of the Price School, which is a top Public Policy school in the U.S., and this school emphasizes rigorous analytical tools that are necessary for academic research. One of the most attractive features of the Price School at USC is the research interests of the members of the faculty in topics related to economics of aging, health economics, as well as topics related with urban planning. This academic experience gave me more instruments and enhanced my skills to find better public policies solutions to address complex social issues.

On the other hand, something I really appreciated from my experience at IPPAM was that I got to share my time with people from different cultures. That enriched me professionally and, above all, personally because there are diverse ways of looking at reality, and people experience these realities in different ways. In that sense, analyzing public policy is a complex activity, and this gives to every policy analyst a valuable experience as well as an obligation for hard work.

After I finished my studies at USC, I came back to Colombia and accepted the challenge to work again at Fedesarrollo as a junior researcher, where I am currently leading a consulting project to extend the coverage of the pension system in Colombia. This experience has increased my interest in gaining more in-depth knowledge of labor and

financial markets and their long-term effects on older adult retirement plans. The reason why I am interested in this topic is because Colombia will face an important social challenge related to the demographic change and the aging of its population. Between 2017 and 2050, the Colombian Census Bureau projects that the fraction of the Colombian population over the age of 65 will grow from 6 to 17 percent of the total population. The impact of these various demographic trends will affect the financial asset returns and the household demand for various financial assets and products.

Under this scenario, I know that I really want to study very rigorously what the impact of aging on household portfolios will be in my country and which public policies the Colombian Government can implement in order to improve the return of the household savings. To achieve this professional goal, nowadays, I am starting my PhD studies in Business and Finances at Universidad Carlos III in Madrid, Spain. I am completely sure that the knowledge that I acquired at the IPPAM program and the support that the IPPAM faculty has given me helped me to attain my destination in this exciting journey of the economics and public policy analysis and, as Cavafy tells us, on this journey I want to at least try as much as I can.



FITSUM FANTA



I am Fitsum Fanta, born and raised in Ethiopia. I got my undergraduate degree from Addis Ababa University and began my career as a high school teacher. Soon after, I got my dream job of community development in an NGO. This opened the door for me to better understand development projects and their intersection with the realities of peoples' living

conditions. It sharpened my understanding of the intricate interaction of work, partners, and government bureaucracy. As much success as there is, there are also limitations in bringing positive changes. Mostly, I became very curious as to why strategies and frameworks, which are sound on paper, fail in reality, or bring minimum impact, after investing in so many resources.

With that in mind, I moved to the USA to start a new life. I flew to Los Angeles, California in 2013. From the first day I landed, every single thing became a brand new experience, from my way of living, to navigating to different locations, to the diversity of people, food, communication, etc. It was a lot to embrace and be acquainted with all at one time.

I was introduced to IPPAM while I was in an advanced language school for graduate students at USC. During the informational meeting about IPPAM, I was intrigued! Its program captured my interests and was everything I was looking for. I liked that the program taught public policy from international perspectives with the inclusion of the non-profit sector. In addition, I liked that students from different countries of the world would be together in one classroom. IPPAM was the ideal fit for me, and it played a major part in shaping my new beginning in the USA.

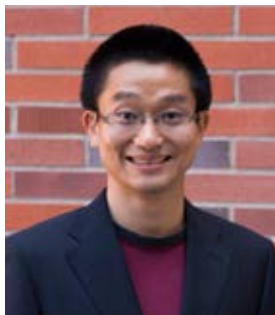
The academic courses of IPPAM challenged my knowledge, helped me to understand myself, and helped improve my

understanding of public policies at the global level. Through my various assignments, both in theory and practice, I was able to learn what policy processes are and their role within politics. On a personal level, my communication skills improved, and I became a better leader. The professors had a lot to give from their knowledge and practical experiences.

Above all, IPPAM gives to its students the opportunity to utilize its wide array of resources and networks from its alumni, public, and private institutions. It allows its students to have the best tangible experiences during the months of study. I saw directly how a city municipality and its mayor's office function to the best interest of its constituencies. Also, with much support from my professor, I was able to take my thesis and start actually putting it into practice. IPPAM supported and showed me that I can make an impact on Ethiopia through innovative practices, using the resources I have, and looking into my own potential. One thing that helped me grow through IPPAM was the diversity of its students. Learning public policy with students from many countries around the world enriched my knowledge. Our views of a particular policy during classroom discussions were quite diverse, influenced and shaped by each student's country, culture, political systems, and geopolitical context. This was always fascinating to me.

Finally, IPPAM has shaped my life in the USA. IPPAM is a rich and cultural experience that provides you with a family. The faculty and staff are close not only to our academics, but also to our personal lives. They are always there in the good and challenging times, to celebrate our happiness or to support us in our difficulties. Their office or home doors are always open to welcome their present or past students because they consider us all as members of the big IPPAM family. It is really a very rare gift to be part of such a program.

KAZUO FUETA



Kazuo Fueta has specialized in technology transfers during his extensive career in government and national institutes. Kazuo currently works for the Research Center for Computational Design of Advanced Functional Material at the National Institute of Advanced Industrial Science and Technology (AIST).

Prior to IPPAM at USC, Kazuo worked for AIST, the Ministry of Economy, and Trade and Industry (METI). He formulated policy on industrial clusters, regional resources, and comprehensive economic zones at METI from 2012 to 2014. He also led global and domestic cooperation for generating regional innovation through synergy. From 2005 to 2012, he accumulated a plethora of skills and perspectives at AIST. For instance, he planned a strategy for AIST as a member of a cross-functional team, planned a generation of venture companies based on the research outcomes of AIST, and negotiated comprehensive agreements and new research projects with foreign and domestic organizations.

In 2014, Kazuo obtained the opportunity to study at IPPAM, supported by his organization. At IPPAM, he chose his elective classes mainly related to the interdisciplinary fields among policy, business, and technology. Because of the current advancement of technology, the importance of social needs based research projects is evident. In this sense, the flexible system of IPPAM enabled him to grasp in-depth and cutting-edge knowledge to generate innovation and analyze social needs.

Aside from academic matters, the human network of the IPPAM program, which spans the globe, is an asset of unparalleled value. Thanks to diverse classmates, Kazuo was able to tackle various group projects with members from multiple countries and backgrounds. In addition to this, he got the chance to work as President of Student Senate, the first of Japanese students to serve in this role. Through first-hand academic and social collaborative events, he learned many things, like other countries' social issues and policy formation mechanisms, which became his life-long assets.

After returning to work in Japan in 2015, he has been utilizing policy skills and global mindsets for work and life. For instance, he contributed as a translator for the G7 Science & Technology Ministers' Meeting in Tsukuba, Ibaraki and won the International Promotion Award of Ibaraki Prefecture. Based on the knowledge and global human network gained at IPPAM, he seeks to play a key role in promoting internationalization for generating further innovations.

“The flexible system of IPPAM enabled him to grasp in-depth and cutting-edge knowledge to generate innovation and analyze social needs.”



TOMOKO TAKAMI



I would like to congratulate IPPAM on its 20th Anniversary. I'm really glad to be a member of the IPPAM family.

I got the precious opportunity to join IPPAM as a company sponsored student in 2014. I work in JFE Steel Corporation, one of the largest steel manufacturers in Japan, and as a sales person, I export our steel products all over the world. When

I applied to IPPAM, I didn't have any confidence in my English. The application was a huge challenge for me, so I remember that I was very happy when I got accepted.

Our classmates came from 15 countries, and the IPPAM program was much more diversified than I had imagined. Since I had concentrated on my work for thirteen years in Japan, I didn't know what I could do without my daily work. But I realized that what I did naturally in my work was sometimes my strong point, and I could help my classmates. On the other hand, my buddies helped me with my weak points.

One of my reasons for selecting the IPPAM program was a flexible curriculum where IPPAM students could choose from other program's classes, such as MBA and Law. In the autumn, when my English skills had improved, I joined an MBA class about effective corporate alliances. I had no friends in the class and my classmates looked like very professional people, so I always had a sense of inferiority. The final assignment was a group project. I settled in with the students, but I didn't find what I could do. However, my group members understood my anxiety and gave me a role that I could do. We completed the project with success.

My classes were very useful in learning how to deal with organizations that are made of distinctive characteristics. Now I have more subordinates than before, and I manage our section by taking advantage of skills learned at USC.

In addition, although many serious problems happen between countries, and some people may have different opinions, students at IPPAM can build strong personal relationships in an atmosphere of equality in an academic environment regardless of their political situation and conditions. Although I really wanted to ask their opinions frankly, I was afraid that my questions would show that I only understood things from a Japanese viewpoint. By listening to other students first, I could understand their background and opinions, and after that, I could exchange ideas with them directly and understand that there are many diverse views and opinions. Since I have many business relationships in China and Korea, I'm able to analyze and view from different angles and to respect their opinions and customs.

After my graduation, I undertook steel business in Central and South America in addition to Asia. Here, I was very fortunate to be able to carry out my responsibilities by utilizing the communication skills and personal relationships which I acquired at IPPAM. Now, as a manager, I'm being stimulated by new fields and environments – just as I had hoped when I entered IPPAM. Now I sincerely hope that the younger generation will want to live and study in other countries to improve their international business sense. For that purpose, I arrange for them to have the opportunity to meet and listen to people who have various experiences. When they want to change themselves, I'm pleased to help them and support as much as possible. The other day, a newspaper wrote about my career. They described me as an internationally-minded person. My friends and former bosses must not have believed the great growth and change that I experienced there.

I would like to thank IPPAM, my friends who I met in USC, and my family. I am certain that the IPPAM program will continue to produce many globally-leading people.

BAGDAGUL ZHAPARALINA



KAZAKHSTAN
IPPAM 17



My name is Bagdagul Zhaparalina, and I was born in Aktobe, Kazakhstan. After receiving a bachelor's degree in Economics, I worked for the Regional Department of Treasury. There I did logistical coordination, collected data about employee performance, and offered analytical support for higher public agencies. During this work

experience, I realized my need to develop academic skills in public policy. I needed to be able to participate in public policy formulation and implementation and learn from the experiences of other developed countries. That is why I chose IPPAM for my master's degree.

By living and studying in the US, I gained a new appreciation of my own values and culture. I became more self-confident and independent. Since my government sent me abroad to study, I felt a lot of responsibility for my attitude. I loved to present all the best things of my country, and I became more patriotic. And just as important, IPPAM gave me a chance to meet and interact with students from many different countries, to broaden my worldview, gain greater respect for other cultures, diversify my thoughts and values, and strengthen my network.

For example, I spent most of my class time working on projects with very diverse teams, and while it was sometimes difficult to initially agree, in the end we got strong solutions. IPPAM often organized cultural days, and every international student could present the traditions, music, dances, clothes, and food from their country. I also found many friends at IPPAM with whom I am still connected.

IPPAM gave me the opportunity to gain my master's degree and helped me expand my academic knowledge. Courses such as International Public Policy and Analysis and Management,

Public Policy Formulation and Implementation, and Public Policy Evaluation broadened my knowledge of policy creation. The Applied International Policy Analysis and Management course, where I conducted research on employee performance and developed policy recommendations with Professor Gayla Kraetsch Hartsough, impacted me the most. I am currently using those policy recommendations, strategies and evaluations to improve appraisal programs at my new job.

Thanks to IPPAM, I was lucky enough to attend the ASPA conference twice, where I had additional opportunities to increase my awareness of what was happening in my area of study and to review new methodologies and publications.

After graduating from IPPAM, I went back to my previous work and continued there for six months. However, the desire to use my academic knowledge on public policy formulation, implementation, and evaluation motivated me to change my work. I was then assigned as a Head of the Human Resources Division at the Ministry of Information and Communication in Astana, Kazakhstan. Because my new workplace is a central organization, we often analyze, formulate and evaluate policies. I use recommendations from our classes to make recommendations stronger, sometimes utilizing the SMART method of analyzing.

Moreover, currently I am working on improving the appraisal program at my work, utilizing policy recommendations from my IPPAM master's thesis.

The lesson I got is that people need to stay focused on their goals and never stop learning. We must be proactive in changing our lives. IPPAM staff cares about each student so much, which helps us forget we are far away from home. I highly recommend this program for every person who cares about their present and future.

DARKHAN ZHIYENBAY



KAZAKHSTAN
IPPAM 17



Let me tell you a story. Once there lived a young boy who was caring for sheep in one of the villages in central Asia. It was a really hot summer's day, and he was sitting and thinking about the meaning of life. At that time he had a dream in which he heard an inner voice, "There is no time to

be sad, just follow me." He smiled and said he would. One day he woke up and saw himself and that he had graduated from high school. He continued to follow the dream, and he graduated from law school at Almaty State University, named after Abai in Kazakhstan. After the university study, he then started working as a lawyer. He gained valuable working experience at the National Channel TV of Kazakhstan, where he set up contracts regarding the emoluments of Kazakh celebrities appearing on the National Channel. Working with the National Channel for the first time, he witnessed the power of media. In addition to working for the TV station, he also dealt with ordinary lawsuits in courts.

After two years, he resumed his career at the department of culture at the mayor's office of Almaty, the biggest city in Kazakhstan. During that period of time, he devoted himself to experiencing the entire system of government. As a young lawyer he had passion in being a professional, so he transferred to the city's court where he later gained more experience in dealing with lawsuits. Part of his job was to run tests for the district courts. While working in the judicial system, he figured out that being a governor is closer to his soul than being a judge. Nevertheless, not only did he learn hundreds of legal provisions, but he also experienced the power of the law when it is used properly. Years later, he was promoted to be the head of the legal department at the Zhetysu district of the mayor's

office of Almaty. His job included analyzing the crime situation in the district and reporting on the situation to the mayor every week. Additionally, he started in the role of lawyer as a representative of the state in the courts. He gave legal advice to his colleagues and to the citizens of the city. He also assisted the mayor with his legal expertise during mayor's meetings with the fellow citizens three times a month. Those meetings were set up to improve the communication between the mayor and the citizens.

While working in the Governor's office, he dealt with several social problems, including corruption and unemployment. They were the two most severe impediments that hold back the economic development of a society. One example was, when bidding for public procurement contracts, some potential suppliers gave the first portion of their bribes to the organizer of Public Procurement. After having won the contract, they provided the rest of the bribe. As a result, public schools, hospitals, libraries and other facilities were at the risk of bad quality. He was thinking about how to prevent this type of impediment to economic development. His goal to pursue a master's degree from one of the top universities in the United States was based on his previous work experience in Kazakhstan, which is very much a developing country.

Kazakhstan has begun its growth only two decades ago. This former shepherd boy planned to bring what he learned from the world's top universities back to his country after graduation. He had a desire that he could contribute to his society by developing governmental or business systems. He believed that he could work at the local government office to fulfill the program of manufacturing growth in his area. The gained knowledge would increase the economy while reducing the rate of unemployment, and as a result, the crime rate would plummet as well. That strategy would ease the nation's dependence on the exploitation of natural



resources. Thinking about several strategies and following his dream, he had decided to earn a master's degree. It was challenging to pass the tests and to win the president's scholarship "Bolashak," but his belief to achieve his dream was as strong as the beat of his heart, which motivated him go through obstacles and risks. He did some research of the top universities in the USA. First, he went to Indiana University where the climate and program requirements were unsuitable to his health and standards. Instead he chose the IPPAM program in the Sol Price School of Public Policy at the University of Southern California.

The Price School at USC gave him the full spectrum of knowledge of governance and projects that would pave his way toward the position of chief governor or project manager in some of the regions in Kazakhstan. While gaining a master's degree at IPPAM, he took the "Local Economic Development" class. In that class, he ambitiously asked a professor, "How do you change the government system, so that its economic system would boost?" The professor who had had forty years working and teaching experience gave him some wise advice: "If you want the economic system to grow in your region, run a small project successfully."

IPPAM wasn't just a program he took classes in, but also the place he experienced diverse culture and history. There were about forty students from ten different countries. However, more than that, at USC there were students from each part of the world. Every weekend he was learning different nations' cultures, visions, and beliefs. One of his passions was to find a human point of view on this planet which harmonically balances waves of peace and love in the universe. IPPAM opened the door to the world and to endless opportunities, so that he had a chance to see most of the places he wanted to see. He had never before experienced such diversity in life as there was in California. He was fascinated when he looked at the world from an

American's eyes, from their feelings, and from their mind. One day he found himself chanting in the Buddhist temple. One day he was singing with Christians. One day he was dancing in waves coming from South Africa. One day he was meditating with Indians. To experience this life, he lived with people from different backgrounds and histories. He joined clubs and attended as many meetings as he could; meanwhile his main work was earning a master's degree. A Masters of Public Policy was his objective.

Studying at IPPAM was pleasantly painful. He was the first student at IPPAM from Kazakhstan. He was a pilot project. First semester it was difficult to understand professors as they were speaking very fast. Thanks to IPPAM faculty, depression was in balance with enjoyment. IPPAM faculty members weren't just helpful to him in difficult situations, but they were like parents to him. When he returned home, three years of life at USC had passed like a movie. He had knowledge that could change society. He knew that it was not that easy to change, however, he felt happy that he had a mission and believed that he would be working to make it happen.

Now, he is working as a Project Manager of Sponge Iron Plant in South Kazakhstan. It is the first project of its kind in Kazakhstan. In South Kazakhstan, there are some iron ore resources, but Kazakh entrepreneurs hadn't yet taken the challenge and risks to bring the new and innovative technology necessary to build an Iron Ore Beneficiation, Sponge Iron Plant. That project has been working in India for several years. Now eighty meter kiln furnaces, Indian technology, and Chinese technology are all being combined to build a plant in South Kazakhstan. That is his job so far.



RONALD TUTOR CAMPUS CENTER

STEVEN AND KATHRYN SAMPLE HALL

NO SMOKING,
BICYCLES,
ROLLERBLADES
OR SKATEBOARD
RIDING
PERMITTED

life at
IUPUI



HOMECOMING TAILGATE PARTY & FOOTBALL GAME



HALLOWEEN COSTUME PARTY



LUNAR NEW YEAR BANQUET



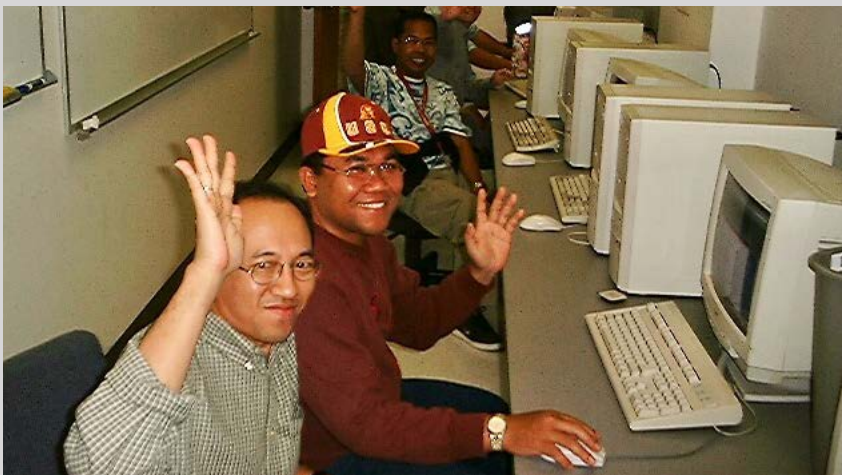
THANKSGIVING CELEBRATION



ANNUAL TALENT SHOW



STUDENTS HARD AT WORK



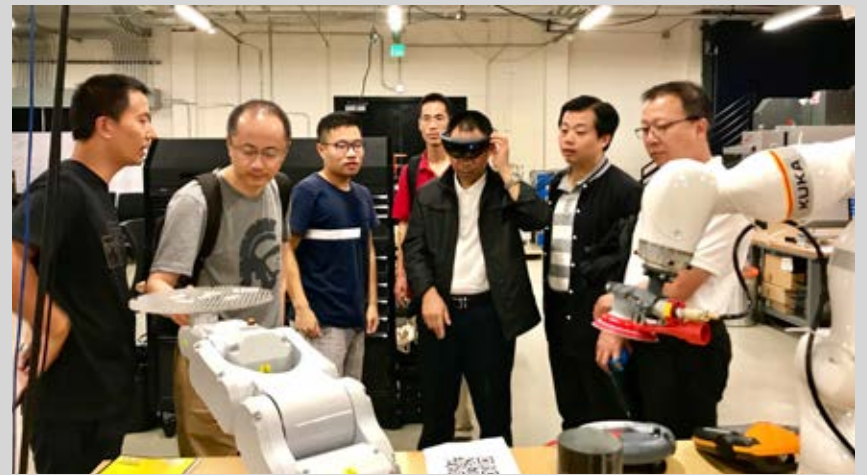


OUTDOOR ADVENTURES





ACADEMIC TRIPS





CAMPUS EVENTS

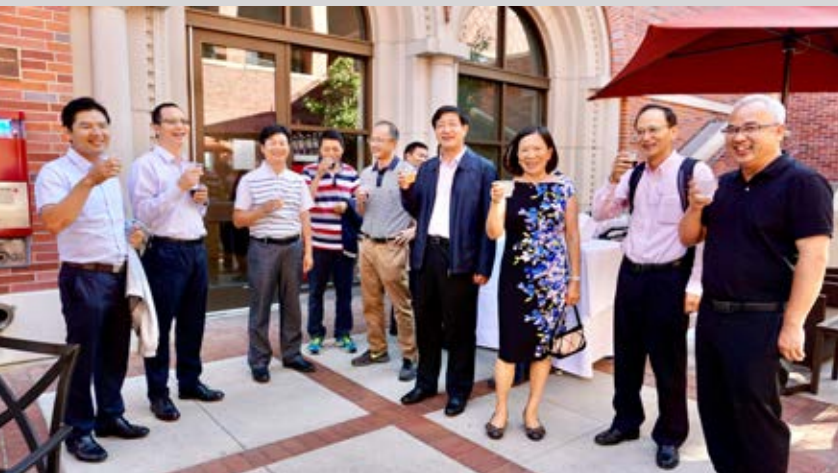




PHOTO DAY





COMMENCEMENT





15TH ANNIVERSARY CELEBRATION



A WALK DOWN MEMORY LANE



IPPAM 1 & 2





IPPAM 5, 6, 7





IPPAM 10 , 11, 12



IPPAM 13, 14, 15



IPPAM 16, 17, 18



“At **USC Price**, faculty and students alike share a common concern for the public good and a vision of a better tomorrow.”

Jack H. Knott
Dean, USC Price







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