

PUAD 5130: Collaboration Across Sectors

*School of Public Affairs
University of Colorado Denver*

COURSE SYLLABUS

Professor: John C. Ronquillo, Ph.D.
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Student/Office Hours: By appointment

Term: Spring 2018
Class Meeting Day: Wednesday
Class Meeting Hours: 6:30-9:15 p.m.
Class Location: LSC 500

Welcome: This course is designed to help students examine and better understand organizations' increasing reliance on collaborations and networks as they respond to complex problems in the social sphere. Managing collaborations and networks is often as complex as the problems they address, and as such, this course will introduce students to the various challenges and opportunities of working through inter-organizational partnerships and networks.

University Course Catalog Description: The blurring of the three economic sectors—government, business, and nonprofits—continues to increase as more partnerships are developed across these sectors. This course focuses on collaboration and partnerships, involving public, nonprofit, and for-profit organizations. Additionally, students are expected to gain an understanding of the issues and policies associated with the bidding, contracting, program delivery, and reporting processes when nonprofit organizations are contracted to achieve public sector goals and/or private sector objectives.

Course Goals and Learning Objectives: This course is designed to increase students' theoretical and practical understanding of collaborations and networks, and will be carried out by employing the following MPA target competencies (and subsequent related course activities):

- Understand the unique context of public and nonprofit management
- Be able to effectively allocate and manage financial, human, and programmatic resources
- Use appropriate criteria and processes to select and make decisions, and resolve ethical conflicts
- Identify public service values and public integrity
- Apply a professional code of ethics to governance issues, especially those involving value conflict
- Be able to recognize and manage the ethics of competing values
- Be able to partner effectively, work in teams, and incorporate citizen participation to accomplish goals
- Be able to communicate effectively in writing for diverse audiences
- Be able to communicate effectively in spoken format to diverse audiences

REQUIRED TEXTS AND MATERIALS

The required texts for this course are:

- Donahue, J. D. and Zeckhauser, R. J. (2011). *Collaborative Governance: Private Roles for Public Goals in Turbulent Times*. Princeton, NJ: Princeton University Press.
- Linden, R. M. (2010). *Leading Across Boundaries: Creating Collaborative Agencies in a Networked World*. San Francisco: Jossey-Bass.
- A book of your choosing, related to partnerships or networks, that will be used for your final book review assignment

The remaining readings for the course will be provided in the form of journal articles and selected scanned book chapters via Canvas.

CLASS SCHEDULE

| (Week #) Date | Topics | Readings | Due |
|------------------------|---|---|-----------------------|
| (1) January 17 | Introduction to the class and each other | | |
| (2) January 24 | The Present and Future of Organizing | Donahue & Zeckhauser, Chs. 1-3 Frumkin & Andre-Clark, 2000 Todeva & Knoke, 2005 Kania & Kramer, 2011 Austin, 2000 | |
| (3) January 31 | The “Why” of Networks and Collaboration <i>Guest Speaker:</i> Mr. Nolbert Chavez, Chief of External Initiatives, CU Denver | Donahue & Zeckhauser, Chs. 4-7 Najam, 2000 Granovetter, 1983 Burt, 2004 | |
| (4) February 7 | Network Analysis <i>Guest Speaker:</i> Dr. Danielle Varda, Associate Professor, CU Denver School of Public Affairs | Varda et al., 2008 Borgatti et al., 2009 Krackhardt & Hanson, 1993 | Media Analysis |
| (5) February 14 | Network Challenges | Linden, Ch. 1 Varda (NPQ), 2018 | |
| (6) February 21 | Fostering Collaboration | Linden, Chs. 6-10 | |

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| | <p><i>Guest Speaker:</i> Mr. Carlton Underwood, Healthcare Compliance Officer, Northern Arapaho Tribe (Wyoming)</p> | <p>Ansell & Gash, 2007 Johnston et al. 2011</p> | |
| (7) February 28 | <p>The Technology of Collaboration</p> <p><i>Guest Speakers:</i> Ms. Makayla Allison, Founder & CEO, Some 1 Like You L3C; Mr. Will Raash, Founder & CEO, WeHealth; Ms. Lana Clay, Advocacy Chief, WeHealth; Mr. Mahrads Saeedi, Business Chief, WeHealth</p> | <p>Scearce, Kasper, & Grant, 2010</p> | |
| (8) March 7 | <p>Negotiation and Conflict Resolution</p> <p><i>Guest Speaker:</i> Mr. Trevor Bron, Culture Architect and Executive Advisor, TAG Consulting</p> | <p>O’Leary & Bingham, 2007 Mohr & Spekman, 1994</p> | <p><i>Midterm Exam Questions Distributed</i></p> |
| (9) March 14 | <p>Network Governance</p> <p><i>Guest Speaker:</i> Ms. Maureen Johnson Ediger, Executive Director, Second Wind Fund, Inc.</p> | <p>Provan & Kenis, 2008 Gerlak & Heikkila, 2011</p> | <p>Midterm Exam Due</p> |
| (10) March 21 | SPRING BREAK—No Class | | |
| (11) March 28 | <p>Collaborative Leadership</p> <p><i>Guest Speaker:</i> Ms. Lisa VanRaemdonck, Executive Director, School of Public Affairs Institute</p> | <p>Linden, Chs. 5 & 14 Ospina & Foldy, 2010 Page, 2011</p> | |

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| (12) April 4 | Managing Through Grants and Contracts <i>Guest Speaker:</i> Mr. Jeff Burton, Director of Program Support, HUD/FHA | Smith & Smyth, 1996 Van Slyke, 2007 McNamara & Morris, 2008 | |
| (13) April 11 | Network Management | Provan & Milward, 2006, pp. 18-25 | |
| (14) April 18 | Performance Evaluation of Collaboration and Networks | Provan & Milward, 2006, pp. 1-17 Kapucu & Demiroz, 2011 Provan & Milward, 1995 Frey et al. 2006 | |
| (15) April 25 | Sustaining Collaboration <i>Guest Speaker:</i> Mr. D.J. Close, Corporate Social Responsibility Manager, DaVita Kidney Care | Donahue & Zeckhauser, Chs. 8-10 Linden, Chs. 11-13 Gajda, 2004 | |
| (16) May 2 | FINAL PAPER/BOOK REVIEW DUE—No Class | | |

ASSIGNMENTS AND GRADING

The following list details each of the assignments for the course. *I will provide you with additional instructions for each of these assignments approximately two weeks in advance via Canvas.*

- **Analytical Summary (2-3 pages).** Each student will be responsible for writing an in-depth analysis of two of the readings during the semester *and will lead the discussion for that reading.* Students may choose to summarize assigned book chapters or the journal article readings available through Canvas online. The summary should present a *brief synopsis* of the reading, but most of the content should focus on *analyzing content.* For example students should assess the logic and reason behind the content of the chapter or article and present the pros, cons, trade-offs, or alternatives relative to the argument. Students will be asked to sign up for their chapters or articles on the first day of class. Since there are more readings than there are students, there will be a wide range of readings to choose from. **DUE DATES: Variable**
- **Media Analysis (2-3 pages).** Students will be responsible for writing a media analysis that will review and critique a current event that involves organizations of differing sectors working with each other in a collaborative or network arrangement. The analysis must be covered in at least one media outlet, being a newspaper, blog, website, trade publication, academic journal, professional association publication, etc, either currently

or within the past five years. If the student is aware of an exceptionally current event that fits this profile and that has not been covered by any media, the student need only approach me to propose the topic for analysis in advance. Like the analytical summary, students should assess the logic and reason behind the content of the article and present the pros, cons, trade-offs, or alternatives relative to the argument. Please cite all sources. **DUE DATE: February 7**

- **Midterm Exam (6-8 pages).** The exam will be a take-home, comprehensive exam style test covering the first half of the course. A week before the due date, I will distribute a list of seven questions in class. You must respond to any three (and only three) of the questions in essay format and are free to use your books, notes, and any other scholarly materials available to you. Additional directions will be provided in advance of the exam. **DUE DATE: March 14**

- **Final/Book Review (5-6 pages).** Students are asked to choose a substantive book that gives treatment to a collaboration or network theme and read it over the duration of the semester. The final paper should consist of a review of the book similar in nature to the analytical summary, while juxtaposing its theme against the content of the entire course. That is, areas of comparison, overlap, or contrast from assigned book chapters, journal articles, and guest speakers, if applicable, should be consulted and addressed in the final review. **DUE DATE: May 2**

- **Engagement and In-class exercises.** As we only meet once a week, continuing dialogue is important to facilitate the knowledge and processing of various topics and materials. You will be graded, in part, on your overall contributions to in-class discussions and exercises, and will be worth 15% of your final grade.

The grading breakdown for the course is as follows:

| Assignment | Possible Points | Percent of Final Grade |
|-----------------------------------|-----------------|------------------------|
| Analytical Summaries (2) | 100 each | 15% |
| Media Analysis | 100 | 10% |
| Engagement and in-class exercises | 100 | 15% |
| Midterm Exam | 100 | 30% |
| Final/Book Review | 100 | 30% |
| TOTAL | 600 | 100% |

Course Grading Scale (%)

| | | |
|------------|------------|---------------|
| 95-100 A | 84-86.9 B | 74-76.9 C |
| 90-94.9 A- | 80-83.9 B- | 70-73.9 C- |
| 87-89.9 B+ | 77-79.9 C+ | 70 and less F |

Course Grading Criteria

The A paper reflects excellent performance in the assignment that exceeds expectations for a graduate student. It is original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. It often includes unique or unusual perspectives.

The B paper reflects very good performance in the assignment that meets expectations for a graduate student. However, it falls short of an A paper usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually few; or it has some awkward phrases--but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

The C paper reflects fair performance in the assignment, which however falls below expectations for a graduate student. It addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense of individuality of the author or a sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

The D paper reflects poor performance in the assignment. It is available for students who completely miss the specific requirements or submit incomplete or vague responses.

The F paper reflects very poor performance in the assignment. It is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

Grade Dissemination: I try to grade quickly so that students know how well they are performing. Grades from your assignments will be posted on Canvas as soon as I am able to complete them. However, the multifaceted job of a professor does not always allow me to be as fast as I'd like (i.e. quick responses and thorough feedback are not always simultaneously possible), so if at any time you are curious about your grade or performance, please feel free to inquire.

Written Work: Please use a standard Microsoft-style font (e.g. Times New Roman, Cambria, Calibri or similar) on each written assignment, with one-inch margins on each page. Please be sure to include your name and paginate accordingly. Also, please use Chicago or APA-style

citations for your written work. I do not care which style you use, so long as it is consistent throughout your work.

COURSE POLICIES: GRADES

Attendance Policy: Students are solely responsible for obtaining the information necessary to succeed in this class, and that comes primarily from class attendance. I do not repeat lectures in person, or via email, so if you miss a class, please make sure to consult a fellow student and stay current on the readings.

Late Work Policy: Late work is accepted with a grade penalty of no less than 10%. No exceptions.

Grades of "Incomplete": Per university policy, incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. You should be earning a grade in the range of 80-100% on assignments prior to the Final Exam to be given consideration. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Grade Challenges: I would ask that you allow at least 24 hours to pass before contacting me about a grade inquiry. I do not discuss grades at length over email, and would therefore encourage you to set up a meeting. Any challenges to final grades should be handled through the appropriate formal procedures. *Final grades are indeed final. I do not round up to the next letter grade.*

COURSE POLICIES

Email: The primary communication method for this course will be via email. Please check your university email often, or the address to which you forward your email. All official university communications will only be delivered to your university email address. I am typically quick with emails, though I would ask that you allow me at least 48 hours to respond. Responses on weekends are not always guaranteed, so please plan accordingly. If you need to discuss a complex issue, I would suggest arranging a phone conversation or scheduling a time to meet with me in person or via Zoom.

Canvas: All non-textbook readings will be distributed via Canvas. All assignments should also be submitted there on the respective due dates. In the event there is a technical glitch, please email your assignment to me, noting the course name and assignment in the subject heading (e.g. PUAD 5180 Article Review)

COURSE POLICIES: STUDENT EXPECTATIONS

Professionalism: All participants are expected to act with professionalism and civility in the classroom and when communicating with one another and with me. Please be courteous and respect the time and efforts of those contributing to group discussions and work.

Auraria Library: Students are expected to be familiar with the suite of services offered to them through the Auraria Library. A listing of subject specialist librarians by topic can be viewed here: <http://library.auraria.edu/services/researchhelp/specialists>

Writing Center: If you find that you might need some additional support in your written work, I would encourage you to take advantage of the services offered by The Writing Center at CU Denver. Online consulting is available for both day and evening hours. <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

Disability Access: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter.

Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged. **NOTE:** TurnItIn plagiarism detection software is used for all written assignments.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one’s needs in an experiment or academic exercise.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor’s authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student’s notes or materials; unauthorized possession of another student’s notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another’s act(s) of academic dishonesty.

If students are found to be in violation of any of the above, I reserve the right to fail you for the course. Should you have any questions about violations of academic integrity, I would encourage you to take the online module “Academic Integrity for Students,” accessible here: <https://cuonline.catalog.instructure.com/browse/student/courses/academic-integrity>

IMPORTANT DATES TO REMEMBER

CU Denver’s Academic Calendar for the Spring 2018 Semester can be found here:

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/Documents/AcademicCalendars/AcademicCalendarSpring2018.pdf>