

THE UNIVERSITY OF MEMPHIS
DIVISION OF PUBLIC AND NONPROFIT ADMINISTRATION
SCHOOL OF URBAN AFFAIRS & PUBLIC POLICY
Spring Semester 2007

PADM 7614– Interagency Collaboration and Administration

Instructor: Joy A. Clay, Ph.D.
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Office Hours: Wednesdays, 2-4 PM or by appointment
Electronic Office Hours: Tuesdays and Thursdays, 1:30-2:30 PM
Class Schedule: Wednesdays, 5:30 p.m. – 8:30 p.m.
Class Location: McCord Hall, Room 100

COURSE DESCRIPTION

In today's environment of constrained public funding and increasing societal complexity, new public policy vehicles and administrative structures are emerging. This has resulted in the creation of myriad processes, programs, and networks to address community needs and implement public policies. To be effective, future public administrators must become familiar with such concepts as governance; contractual creation of innovative structures and management processes; the critical role of communication in sustaining or derailing alliances and collaborations; facilitation and negotiation of change through political and organizational processes; and accountability in a complex, often highly charged, political environment. While the formation of partnerships and networks, among government levels and/or with the private for-profit and nonprofit sectors, offers exciting new opportunities, this emerging public policy reality requires new public management knowledge, understandings, skills, and abilities.

The purpose of this course is to help students understand the forces for change in the delivery of public services; the potential for conflict among the interagency/cross-sector collaborators and allies; the increased complexity related to articulating expectations, monitoring performance and fiscal accountability; and, the potential for ethical and democratic pitfalls. In this seminar, students will analyze newly developing administrative processes, policy tools, and the informal/formal public service partnerships that are emerging across the nation.

PREREQUISITE: PADM 7600, Administrative Theory or permission of instructor.

COURSE OBJECTIVES

1. Develop understanding of the wide diversity of administrative structures and techniques that have evolved to deliver public services.
2. Develop understanding of the role of interagency networks and collaboration in the United States and government/nonprofit administration's various roles and responsibilities in these arrangements.
3. Develop specific knowledge of diverse theories and tools of interagency communication, coordination, collaboration, and control.
4. Develop detailed knowledge of one collaborative network.

5. Develop awareness of the complex web of relationships between political actors, institutions, and constituencies, and the challenges associated with fostering successful collaboration.

REQUIRED TEXTS

Salamon, Lester M., ed. 2002. *The Tools of Government: A Guide to the New Governance*. New York: Oxford University Press (ISBN: 0-19-513665-9)

Boris, Elizabeth T. and Steuerle, C. Eugene, eds. 2006. *Nonprofits & Government: Collaboration and Conflict*. Second Edition. Washington, D.C.: Urban Institute Press. (ISBN 1-87766-732-2, paper) **(B&S)**

Goldsmith, Stephen and Eggers, William. 2004. *Governing by Network: The New Shape of the Public Sector*. Washington, D.C.: Brookings Institution Press. (ISBN 0-8157-3129-9, paper)

Decker, Lance. 2005. *Over My Dead Body! A Workbook for Community Involvement*. Second Edition. Phoenix, AZ: Lindworth Press

Public Administration Review, Special Issue on Collaborative Public Management. Supplement to Volume 66, December 2006. See electronic databases through the U of M library to access articles. **(PAR)**

New York Times or *Wall Street Journal*

Additional readings as assigned.

COURSE REQUIREMENTS

- Mastery of the material will require a significant weekly time commitment on the part of students. Read all assigned materials prior to each class session. Attendance and active engagement and participation help create a dynamic learning environment.
- Students are expected to attend all in-class sessions. I will record attendance in each class. Your overall grade will not be affected by the first absence. Three "tardies" or "early exits" equal one absence. On the second absence from class, your grade will be lowered by one grade level. According to division policy, any student missing three or more classes must be given an "F" in the course. I encourage you to withdraw from the course if attendance becomes an issue.
- Participation is not the same thing as attendance. In a graduate level seminar, students are expected to complete reading assignments and demonstrate understanding of topics, adding personal insight and examples appropriately. Your reflective comments are essential. Please come to class prepared to discuss what you learned from assigned readings and to present relevant philosophical, theoretical or practical questions for class consideration. Although students vary in their comfort levels about participating in class, effective communication (verbal and written) skills are important characteristics of professional public administrators. For each in-class session, an "A" on class participation will be based on the student's full and thoughtful participation in the class and team discussions.

- Submit the formal written assignments on time. All assignments are due at the beginning of class on the date scheduled in the syllabus. Late assignments will not be accepted without prior consent from the instructor and will be subject to a grade reduction (one letter grade for every 24 hours that the assignment is late). Assignments later than two days will not be accepted. Papers are expected to be thoughtful, well written and error free. Unless otherwise noted, narratives/papers must be typed and use the American Psychological Association (APA) style (see www.apastyle.org). The use of a computer word processing package is required. Although assignments could build on the student's work from prior or concurrent classes, the work for this class should be original.
- Present the results of assignments in the designated class session.

Student Conduct

Policies regarding **incomplete grades, plagiarism and grievance procedures** are available in the current *University of Memphis Code of Student Rights and Responsibilities* (found at www.people.memphis.edu/~jaffairs/csc/CSRR.pdf). As outlined in the *UM Code of Student Rights and Responsibilities*, "cheating" and "plagiarism" will result in severe disciplinary action on the part of the instructor. Either offense will be grounds for receiving an "F" on the assignment or examination and possibly an "F" for the course, depending on the severity of the offense. Please contact the instructor if you have any questions about these topics.

Student Expectations for Professor

High quality learning results from a partnership between professor and student. Consequently, standards that I will apply to myself include the following:

- Design a well-organized and thoughtful course. Specify clear learning objectives.
- Effectively guide discussions and encourage and stimulate student participation.
- Treat students with dignity and respect, supporting a variety of opinions
- Provide clear and specific feedback on assignments. Be available to provide more detailed feedback upon request.
- Grade assignments in a timely manner, i.e., returned within two weeks
- Return student phone calls and e-mails within 24-48 hours (regular work week)

WRITTEN ASSIGNMENTS/GRADING

The four assignments encourage students to develop their understanding of the wide range of public policy tools available to government, complexities of interagency and cross-sector collaboration, and the communication, critical thinking, and facilitation skills necessary to effectively manage collaborative processes. APA style should be used consistently for citations and references. All written essay assignments must be word-processed utilizing 12 point type and double spacing for readability. Please provide a cover page with a title of the assignment, your name, and the date. Be sure to include the group/team members' names if applicable. I will be using the "plus and minus grading system.

1. UNDERSTANDING COLLABORATION

(Grading Weight: 25%)

This assignment consists of reading summaries and key concept definitions to assure that students are becoming knowledgeable about collaboration from the research and disciplinary

literature. Appendix A provides information about requirements and expectations. This assignment is due on February 28.

2. **NETWORK MAPPING CASE STUDY** (Grading Weight: 45%)

The network collaboration case study will enable students to gain insights from real world policy choices and collaborative ventures. Students, in a team of two, will work to conduct the research analyzing a public policy network of their choosing (to assure feasibility and acceptability of the chosen network, approval of the instructor is required). The case study and oral presentation is scheduled on April 18. The presentation will reflect awareness of the administrative implications if the network is to be successful in achieving its stated mission and goals, identify partners/collaborators that play important roles in the network, and identify network interrelationships. Each student will maintain a log of his/her respective activities. A detailed discussion of this assignment is provided in Appendix B.

3. **INTERPERSONAL/GROUP DYNAMICS** (Grading Weight: 5%)

This in-class exercise will further student understanding of the role of interpersonal and group dynamics in fostering, mediating, or blocking collaboration. The group dynamics logs will serve as the data for the class discussion. Appendix C provides fuller information about the exercise. This in-class exercise is scheduled on April 25.

4. **CASE STUDY ANALYSIS** (Grading Weight: 25%)

The case analysis requires students to think through ethical and strategic challenges presented by the politics of shifting alliances. The interaction among stakeholders around a highly controversial policy issue requires leadership, attention to ethical issues, and respect for the policy process. Appendix D details the assignment which will be due NLT May 1.

INCLEMENT WEATHER

In the event that inclement weather requires the cancellation of class at The University of Memphis, local radio and television news media will be immediately notified for dissemination as they deem appropriate. Additionally, The University has established an Inclement Weather Hotline: 678-0888.

STUDENTS WITH DISABILITIES

The University encourages the full participation of students with disabilities. Students with disabilities are encouraged to contact the University Office of Student Disability Services and to meet individually with the instructor to discuss special accommodations that may be needed for successful participation in this course.