

PADM 537

Cross-boundary Leadership and Governance (Future Name: Collaborative Governance and Leadership)

Meeting time: Online Max

Location: UNM Canvas

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Office hours: TR 1:00-2:00 Other times by appointment. Meetings are in the office or by web conferencing	
Course CRN: 80626	

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Statement Acknowledging the Labor and Sacrifices of Black Americans

At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.

Inclusivity

UNM campuses – from classrooms to communal spaces, from events to ethos – are inherently inclusive, accessible and readily accommodating to all students, staff, faculty, administration, and community members, inclusive of race, ethnicity, gender, sexual orientation, gender identity and expression (SOGIE), religion, first-generation college status, ability/disability status, and all other categories/identities.

Subject to Change Notice

All material, assignments, and deadlines are subject to change with prior notice. It is the student's responsibility to stay in touch with the instructor, review the course site regularly, or communicate with other students to adjust as needed if assignments or due dates change.

Course Information

Collaborative Governance focuses on how leadership styles and organizational frameworks interact when the public, not-for-profit, and for-profit institutions collaborate to address society's challenges. Students will acquire skills and insights into competition and conflicts that emerge when problems require networks of organizations to collaborate. Over time, these arrangements develop unique and often complex cultures that respond to leaders with high interpersonal competencies. Students will synthesize critical thinking about policy with process and implementation realities.

Students will acquire critical knowledge and skills that will help them address ethical, equity, and managerial challenges in the complex and diverse world of collaborative governance. This is an applied, experiential course that prepares students to lead productively. Additionally, this course introduces students to collaborative governance skills through active learning practices and developing public service-related communication skills. Those skills include critical reading of various texts, analyzing solutions to problems with no easy answers and tremendous tradeoffs, evaluating and synthesizing information in data reports, and practicing compromise and synthesis of ideas to move projects forward.

This course reinforces the need for service leaders to work across sectors with a focus on integrity, teamwork, and data integration in decision-making. In such a context, leaders must have a deep understanding of institutional complexity, the ability to resolve conflict and seek collaborative solutions. The course also surveys the necessary skills for effective intersectoral policy development, planning, and management. Students will examine and practice the collaborative governance knowledge and skills needed to design, lead negotiate, and evaluate programs and policies that have collaborative governance dimensions.

Learning Objectives:

1. Connect effective collaborative governance practices with public administration theory.
2. Compare and contrast the intensity of collaborative governance needed for a range of complex real-world problems.
3. Compare contexts, procedures, and goals of advisory committees, various governance board types, and partnerships.
4. Design a collaborative governance strategy that uses productive, efficient, and fair collaborative governance processes.
5. Classify and practice skills needed for consensus building in networked, problem-solving contexts.
6. Explore the parallels between constitutional democracy and collaborative administration and planning.
7. Reanalyze and synthesize data from multiple sources that provide insights on public issues.
8. Design and implement performance and procedural measures that form the basis for organizational continual improvement.
9. React to and design negotiation simulations.
10. Increase capacity to write and speak in ways that include multiple audiences.

Textbook: Greenwood, S., Singer, L., & Willis, W. (2021). *Collaborative governance. Principles, processes, and practical tools*. NY. Routledge.

<https://www.asanet.org/publications/journals/journal-of-health-and-social-behavior-policy-briefs/>

Articles: The textbook will be supplemented with articles representing case studies and discussions of collaborative governance theory. These articles will be posted online.

Assignments and Evaluation Procedures

Grading

Writing as a Process. The learning goals of this course include students' developing values and skills that produce positive social change and demonstrating how they can apply those values and skills. Course assignments represent evidence of where students are in their leadership development, as framed by the context of this course. As a public service skill, effective writing is essential. Many smaller assignments serve

as practice steps leading to larger assignments. For key assignments, I will provide the opportunity to turn in some drafts early for review. However, I will not allow “do-overs” after I have graded papers--unless some unusual event has occurred.

To some degree, all public servants are leaders. A primary method that leaders communicate their ideas and start the implementation process is through their writing. Additionally, it is through writing that we all can see our developing ideas and skills. Students will write a good deal in this course. These major writing assignments will be judged based on this fundamental performance rubric: Exceptional (grade A), exceeds expectations (grade B), meets expectations (grade C), needs improvement (grade D), and unsatisfactory performance (grade F). Each assignment will fall within one of three domains: public service understanding, 7C values and skills representations, and social change plan development as part of a team. Each assignment prompt will include performance indicators most relevant to the assignment. Essentially, the grading of written assignments is holistic.

Analytic Scoring. For students’ major assignments, students will get scores based on the presence and quality of indicators associated with the assignment. For example, an assignment that requires that students reflect on good citizenship could have expectations that students define citizenship, discuss how they have demonstrated it in the past, speculate on how they see themselves being a public servant with good citizenship, and do this writing task with good writing skill, grammar, and mechanics. Each of these four aspects of the project could represent an equal portion of the final grade for this reflection paper. If a student does extremely well on three of the paper requirements but leaves out one, that student could lose up to 25 points (25%), making the best possible grade on the assignment a 75.

Final Grades. The course goals reflect students' perceived growth and development as informed and skilled public servants. I determine final grades by relying on your evaluated work, examining the improvement in your assigned work, reviewing the feedback from your teammates on your assigned work, and reviewing your self-evaluations and reflections throughout the course. The assignments have been arranged so that efforts near the end of the course weigh heavier. I reserve the right to change grades as appropriate.

Submitting Assignments and Late Work

All assignments, unless otherwise announced, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Course Deadlines

Unless otherwise noted, due dates are final. No exceptions will be provided without the instructor’s written approval or as university policy allows (see below). All assignments are due **before 11:59 pm** on the date listed. This requirement means you should plan on turning in your assignment **before 11:59 pm**, as Canvas takes a few minutes to upload documents. Plan accordingly.

Late work. Students should turn in all work. If you know that you will have an issue preventing you from meeting a specific deadline, please get in touch with me before the deadline. If appropriate, I will consider making an accommodation.

Extra Credit: Extra credit may be offered to those who find errors in the quizzes and those who can attend collaborative governance events and report back to class. Extra credit work will be available only to the whole class. There is no individual extra credit work; so please, do not ask for individual extra credit work.

SPECIAL NOTE: This is my first time teaching this class, and it is also the first time this class has been taught online in an asynchronous mode. I am experimenting and learning a good deal. Some of the “experiments” may not work or require that I redo or drop something altogether. While I am not afraid of

failure and the need to retry, I will not allow my experimenting to affect your grade negatively. I welcome your suggestions, insights, and advice.

Grading Guidelines

Final Grade Breakdown	
Final grades will reflect students' combined performance on assignments. The major assignments carry the heaviest weight. Here is that percentage breakdown.	
Grade	Percent (%) Range:
A+	98 to 100
A	93 to 97
A-	90 to 92
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D	60 to 69
F	Below 60
<p>Note: I will round grades up to .5 on the above scale. For example, a total grade of 92.5 is a grade of A, while a grade of 92.4 is a grade of A-.</p> <p>The percentages of grades for assignments act like weights. I will first average grades in each category, weight them by the category percentage (average times decimal), then add the parts together to get the final grade.</p>	

Final grades will not be curved to reflect the standard normal distribution. Course operations can be affected by unanticipated course artifacts, technology issues, and external influences. In such a case, I may adjust whole class grades in students' favor to account for that event and ensure that the event does not negatively affect students' grades.

All assignments must be submitted in Canvas. Online meetings will occur through Canvas or an assessable third-party system like Zoom.

Assignment Descriptions

Reading Quizzes. (10%) Students will take 10 reading quizzes based on the chapters of the textbook.

Discussions (10%). Students will write five (5) discussion statements that analyze the utility and usability of the knowledge and perspectives presented by assigned reading. These discussions will be presented in a Canvas course discussion thread. Students will respond to at least two peers' essays with comments that provide supporting or counter information and analysis. Each should be a minimum of 250 words. Responses should be a minimum of 100 words.

Annotated Bibliography (20%). The student will complete an annotated bibliography of peer-reviewed research articles and policy briefs on a topic where they have deep interest or experience. These entries should include an APA reference. The bibliography should serve as the research foundation for the case study.

Case Study (20%). Each student will create a case study based on lessons learned from a collaborative governance example in which they have either a deep interest or experience. The case study must include information from peer-reviewed research and credible news sources. It should serve as the foundation for the policy brief.

Policy Brief (20%). Based on previous work, the student will construct a policy brief summarizing the salient literature and contextual issues surrounding a complex issue. It should suggest multiple possible policy options with defensible logic and evidence, and it may argue for a particular course of action. The policy brief must include information from peer-reviewed research and credible news sources. Since complex problems typically require multiple agencies and groups to work together to achieve effective implementation, the policy brief serves as the foundation of the negotiation narrative.

Negotiation Narrative (20%). The negotiation narrative is a story of how a policy was negotiated in ways that affected implementation. It includes a summary of the case and the policy (including the problem, setting, and stakeholders), a report on the positives and negatives revealed in policy implementation, and an evaluation of policy implementation after it was changed because of the group negotiation.

Student Learning Objectives and Assessments	
SLO	Assessments
Connect effective collaborative governance practices with public administration theory.	Discussions/
Compare and contrast the intensity of collaborative governance needed for a range of complex real-world problems.	Discussions/ Annotated Bibliography
Compare contexts, procedures, and goals of advisory committees, various governance board types, and partnerships.	Discussions/ Annotated Bibliography Case Study
Design a collaborative governance strategy that uses productive, efficient, and fair collaborative governance processes.	Case Study
Classify and practice skills needed for consensus building in networked, problem-solving contexts.	Annotated Bibliography Case Study

Explore the parallels between constitutional democracy and collaborative administration and planning.	Discussions Policy Brief
Reanalyze and synthesize data from multiple sources that provide insights on public issues.	Discussions/Policy Brief
Designing and implementing performance and procedural measures that form the basis for organizational continual improvement.	Negotiation Narrative
React to and design negotiation simulations.	Discussions/ Narrative
Increase capacity to write and speak in ways that include multiple audiences.	Discussions Case Study Negotiation Narrative

Proposed Collaborative Governance Weekly Schedule				
Week	Topic	Lecture/Reading	Assignment	Due Date
Module 1				
1	Introduction to the course	Ch. 1 CG‡		Jan. 21
2	Collaborative governance theory	Ansell†	Quiz 1	Jan. 29
3	Collaborative governance in a Constitutional context	Ch. 2 CG‡	Quiz 2 Discussion 1	Feb. 4 Feb. 11
4	Typologies	Ch. 3	Quiz 3	Feb. 15 Sat.
5	Fundamental dynamics of collaboration	Ch. 4 CG	Quiz 4 Annotated Bibliography	Feb. 18 Feb. 22 Sat.
Module 2				
6	Public-private partnerships	Zerunyan	Discussion 2	Feb. 24
7	Public participation	Innes	Discussion 3	Feb. 28
8	Assessment	Ch. 5 CG	Quiz 5	Mar. 4
9	Design and Organization	Ch. 6 CG	Quiz 6 Case Study	Mar. 8 Sat. Mar. 15
Module 3				
10	Deliberation and decision-making	Ch. 7 CG	Quiz 7	Mar. 26 Sat.
11	Negotiation	Ury	Discussion 4	Mar. 29
12	Implementation and adaption	Ch. 8 CG	Quiz 8 Policy Brief	Apr. 1 Apr. 8
Module 4				
13	Strengthening Collaborative Governance groups	Ch. 9 CG	Quiz 9	Apr. 15
14	Individual leadership tools	Ch.10 CG	Quiz 10	Apr. 19 Sat.
15	Facilitator's role	Kanner	Discussion 5	Apr. 22
		Makeup week Drafts Workshop	Turn in a draft of final assignment	Apr. 23-29 TBA Apr. 30-May7
16	Brief presentations		Negotiation Narrative	May 10 Sat.
† see References for readings by authors' last name				
‡ from <i>Collaborative Governance</i> textbook				

Other Course Policies

Accessibility Statement

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for accommodation. You must take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students requiring assistance in emergency evacuations should contact the instructor regarding the most appropriate procedures. Contact Accessibility Resource Center at 277-3506 for additional information.

If students need approved course accommodations, they should contact the instructor to arrange an appointment as soon as possible. At the appointment, we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If students have accommodation needs and have not previously contacted them, I encourage you to do so. Students must take this step to make sure we can apply accommodations.

Finally, online lectures will come with text scripts.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. The course instructor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM, as an institution, has committed to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website. You can access this information by clicking on this link: <http://undocumented.unm.edu/>.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-titleix.pdf>). This designation requires that any report of gender discrimination, which includes sexual harassment, sexual misconduct, and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, please click on this link: <https://policy.unm.edu/university-policies/2000/2740.html>

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video recording, audio recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work unless the students first comply with all applicable copyright laws. Sharing of assignment submissions and results to websites advertising themselves as "study sites" (e.g. Course Hero) or other similar

course information-sharing sites is expressly prohibited. Copyright violations may subject students to disciplinary charges for academic integrity violations.

Student Conduct

Students are expected to adhere to the guidelines provided in Pathfinder, which also lay out the rights and responsibilities of UNM students. Students are expected to create a learning environment where all students collaborate to build a community that embraces the diversity of its members and is free from any form of harassment, intimidation, violence, and exploitation. Free expression and thought are encouraged, but hate speech, disruptive behavior, and other forms of disrespectful conduct are not tolerated. Students may be subject to disciplinary action if their acts violate the student code of conduct, either in-person or online. Click on this link to access the student code of conduct: <https://pathfinder.unm.edu/code-of-conduct.html>.

Support for Students and Academic Integrity

Students should feel empowered during their UNM journey and find success as they grow and develop new skills, knowledge, and passion. I encourage students to become familiar with the services and policies set forth by UNM that will enable them to succeed at UNM, academically and otherwise. All students are advised to follow the guidelines **in the student handbook (Student Pathfinder)**, which can be accessed by visiting this link: <https://pathfinder.unm.edu>. Visit this website to learn more about the many services available to help UNM students be successful: <https://students.unm.edu>.

One important expectation for students is academic integrity. Understanding and avoiding violating academic integrity, including plagiarism, can be tricky. If you have questions, please talk with me **before the assignment is due** so we can resolve the issue and you can avoid serious disciplinary consequences. I expect all students to act with integrity by submitting original work for all class assignments. Failure to submit original work in any way can lead to grade penalties and course failure along with other consequences. While many students unintentionally commit acts of academic dishonesty, ignorance is not an excuse. To promote academic integrity practices, students are required to take the tutorial presented by the Graduate College. Students should also review this reference on avoiding plagiarism by clicking on this link: https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html.

Here are practices that will help students succeed:

1. If unsure about providing a citation, please ask!
2. Always provide a citation for direct quotations and paraphrases or summaries of someone else's work.
3. Acknowledge the people you collaborate with on any assignments.
4. It is considered cheating to change, alter, or revise someone else's work and submit it as your own. It is also considered cheating to let someone else change and submit your work as their own. Honor system request: I ask you not to submit prior work from other classes for this course.

Working with Difficult Content

This class works with content and material that some may find difficult. The course could deal with many controversial social issues, just like real-life work and leadership in the public sphere. Some media, texts, readings, and topics discussed could be seen as racist, sexist, homophobic, transphobic, misogynistic, or otherwise disagreeable. The instructor's intent is not to sanction a particular view. Instead, I champion reasonable, knowledgeable, and respectful discussion and debate about issues, often from multiple perspectives. If something goes too far for you, see me about strategies for coping with that moment, discussion, or assignment. Students should feel free to remove themselves from class or discussions where

they anticipate discomfort. Students are responsible for any material missed. Much like the Civility in the Classroom statement's purpose, this policy aims to maintain an environment that helps students learn. I hope all students can benefit from this policy when our discussions push past comfort zones. This policy covers our course-related meetings and activities, whether face-to-face or online.

Course Recordings

Policies concerning recordings must follow university guidelines posted at this site: <https://at.unm.edu/legal-and-compliance/ferpa-considerations.html>. Additional information and policies can be found at <https://catalog.unm.edu/catalogs/2021-2022/student-services-information.html>.

In short, those who record course learning activities risk violating several university, state, and federal privacy regulations and guidelines. Prior to any recordings, the correct paperwork must be filed, permissions obtained, and processes followed.

References

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- Kania, J. & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*.
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- Lewicki, R. J., Saunders, D.M., & Barry, B. (2009). *Negotiation: Readings, Exercises and Cases*. 6th Ed. Columbus, OH: McGraw-Hill. Readings 1.2 Selecting a Strategy and 6.1 Resolving Differences.
- Musso, J. (2017). Social Capital and Community Representation: How multiform networks promote local democracy in Los Angeles. *Urban Studies*, 54(11), 2521-2539.
- Nesbit, P. (2012). The Role of self-Reflection, emotional management of feedback, and self-regulation processes in self-directed leadership development. *Human Resource Development Review*, 11(2), 203-226.
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