

Course Dates

Summer 2020: May 10 to June 4, 2021

Instructor Information

Dr. Shannon K. Vaughan

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Office: Grise Hall 315

Office Hours: *by appointment*

If you have questions or concerns about the course, please contact me via email. You can generally expect to receive a response from email or voicemail messages within 24 hours, except for weekends or holidays. If you do not receive a response to an email message within 2 business days, please resend the message. Please be sure to check your campus email account on a regular basis; that is how I will communicate with you.

Course Description

This course explores the importance of cross-sectoral relationships (between the public, nonprofit, and for-profit sectors) to good public governance.

Course Objectives

After completing this course, you should be able to:

1. Analyze and discuss the importance of cross-sectoral relationships to good public governance;
2. Discuss the ways in which public, nonprofit, and for-profit organizations interact to address public problems;
3. Compare and contrast how the three sectors engage in formulation and implementation of public policy;
4. Describe and discuss how cross-sector relationships promote and/or inhibit the effective, efficient, and equitable provision of public goods and services; and
5. Demonstrate improvement in your written communication skills through fewer grammatical errors and enhanced clarity of statements.

Texts

The following texts are required for the course and are available through the WKU bookstore or can be purchased from the source of your choice:

Public Policymaking by Private Organizations: Challenges to Democratic Governance (PPPO), Catherine E. Rudder, A. Lee Fritschler, and Yon Jung Choi, ISBN 978-0-8157-2898-6, copyright 2016

In addition to the texts, supplemental readings will be assigned. These will be available on the course site on Blackboard or put on my [Pinterest board](https://www.pinterest.com/shannon3666/collaborative-governance/) (<https://www.pinterest.com/shannon3666/collaborative-governance/>).

Grade Scale

The Grade Scale for the course is:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Graded Elements

Your grade in the course will be calculated as follows:

Assignments	50%
Interactive Video Participation	20%
Research Project/Paper	30%

Assignments (50%)

There are 10 topics to be covered in this course. You are required to complete short papers on three of the topics; you can choose the specific topics, but must complete one paper from topics 1-3, one paper from topics 4-7, and one paper from topics 8-10. Papers should be 1000 to 1250 words (about 3 to 5 pages, typed, double-spaced, with 1-inch margins and 12-point font, with **appropriate and consistent citing of sources**), in which you identify the main points and critique the assigned readings, noting any questions you have and/or points about which you need further clarification.

Assignments should be submitted via Blackboard by the due date indicated on the course Blackboard site. I prefer that you upload your papers as a Word document; if this is a problem, please let me know. In addition to the topic-level learning objectives for the topics chosen, completion of these assignments and incorporation of instructor feedback into subsequent assignments should result in student progress with respect to Course Learning Objective (LO) #5.

Interactive Video Participation via Zoom (20%)

WKU supports the use of Zoom which enables us to enhance the experience of online courses through interactive video. I will host 3 interactive video sessions during the term to allow us to virtually meet together in real time to discuss the course materials. This is an interactive, web-based course, so you are expected to engage in discussion with me and your fellow students via these Interactive Video Zoom sessions; your active participation in these sessions will constitute 20% of your grade. You will be responsible for contributing to the overall discussion by providing your insights and interpretations of the material and by commenting on others' input during the three scheduled Zoom sessions. Check the course schedule for tentative dates for the synchronous class Zoom sessions. I am open to the possibility of rescheduling the sessions to make them more convenient. Students have provided positive feedback on the use of these sessions with a past online course; I hope we make it a useful experience again.

Interactive Video Participation via Zoom (cont.)

- The first interactive video session will be on May 18th (5:30 to 8:00p.m. CDT); we will discuss concepts, issues, and our perceptions related to the assigned materials for Topics 1-3.
- The second interactive video session will be on May 26th (5:30 to 8:00p.m. CDT); we will discuss concepts, issues, and our perceptions related to the assigned materials for Topics 4-7.
- The third interactive video session will be on June 3rd (5:30 to 8:00p.m. CDT); we will discuss concepts, issues, and our perceptions related to the assigned materials for Topics 8-10.

Zoom Etiquette

Please review the “Using Zoom” PowerPoint presentation posted in the Content section of the course Blackboard site as well as the following best practices for Zoom that were shared with PS faculty by Dr. Ardrey:

- the best device to use is a desktop computer, laptop, or tablet; try to avoid having to use a phone;
- the best way to enter a Zoom session is through Blackboard (see “Using Zoom” PowerPoint on Blackboard);
- make every effort to put yourself in a professional environment, i.e. a quiet place, at a desk or table, free from distractions, and where your Wi-Fi signal is the strongest;
- turn off television and music, and keep your phone out of sight (unless it is your Zoom device), so that you are not tempted to text, chat, or otherwise engage with your phone instead of the class;
- type in your full name when you sign in to the session and use video whenever possible.

Class sessions will be audio/video recorded for educational use by students in this course; the purpose of recording the class sessions is so students in the course (and only students in the course) can watch or re-watch past class sessions. Links to the recordings will be provided on the course Blackboard site, so if you miss class because of illness or other reasons, you will have access to the missed material.

Research Project/Paper (30%)

You are required to complete a research project/paper that explores one of the course topics in greater depth. I recommend that you identify a specific instance of cross-sector collaboration or conflict in your community or region and develop a case study in which you apply the concepts and literature related to the topic to a real situation. However, if you prefer to prepare a more traditional review and discussion of the literature to answer a specific research question related to your topic, that is also acceptable. Either way, I will need to approve your topic, so please submit a brief summary (no more than one page, typed) of your area of research interest. Your summary must include a brief description of your topic/case study, an explicitly stated research question, and correctly formatted citations for at least five (5) peer-reviewed sources that you will use in your paper (NOT websites). It must be submitted via Blackboard **by 11:59p.m. on May 16th**.

I encourage each of you to contact me for assistance with choosing a topic, conducting your research, and/or writing the paper. In addition, the WKU library faculty and staff are an excellent resource for assistance with research.

Papers should be typed, double-spaced, with 1-inch margins and 12-point font, 10 to 15 pages (minimum of 3,500 words) in length, and use appropriate and consistent citations (APA citation style preferred) where necessary. The paper must be uploaded to Blackboard by **11:59p.m. on Friday, June 4th**. Late papers will be accepted only with a valid excuse and will be subject to a penalty of 5 points per day late, including weekend days and/or holidays. If you have technical difficulties in submitting the paper that cannot be resolved by contacting the IT helpdesk, you must send the paper to me via email by the due date but also submit it via Blackboard as soon as possible. In addition to facilitating one (or more) of Course LO 1-4, completion of the proposal and incorporation of instructor feedback into the research project/paper, as well as completion of the project/paper itself are expected to result in student progress with respect to Course Learning Objective (LO) #5.

Academic Integrity

Plagiarism is completely unacceptable and will result in a grade of F on the assignment in question and may result in a grade of F for the course. The following statement is taken directly from the WKU Graduate Catalog:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

I encourage you to read the entire statement regarding academic offenses in the [Graduate Catalog](http://www.wku.edu/graduate/prospective_students/catalog.php) (available online at: http://www.wku.edu/graduate/prospective_students/catalog.php).

WKU Center for Literacy Assistance

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help **reading/studying to learn** and **writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>

WKU Writing Center

The Writing Center on the Bowling Green campus is offering only remote assistance to writers during the COVID-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

Accommodations for Students with Disabilities

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX, Discrimination, Harassment and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and the Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.pdf>.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.



Tentative Course Outline & Reading Schedule (readings may change)**Introductions**

- Please introduce yourself with a discussion board (DB) post. Include where you are from and/or where you live now, your previous degree(s) and where earned, your current degree program and why you are pursuing that degree, something about your professional experience and/or career aspirations, and how you think this class might fit with those goals.

Topic 1 – Why Study Collaborative Governance?

Topic 1 Learning Objective: After reading the assigned materials, students should be able to describe the differences between the three economic sectors, discuss ways in which the three sectors interact with regard to public policy, and explain why it is important to understand collaborative governance. (Course LO 2, 3)

- Collaboration and Conflict between the Public, Nonprofit, and For-Profit Sectors, in *Managing Nonprofit Organizations in a Policy World*, 2nd edition, pp. 51-76.
- Collaboration in Public Service Delivery: What, When and How, by Anka Kekez, Michael Howlett and M Ramesh, in *Collaboration in Public Service Delivery: Promise and Pitfalls* edited by Anka Kekez, Michael Howlett and M Ramesh
- An Integrated Framework of Inter-Sectorality: Nonprofitness and Its Influence on Society and Public Administration Programs, by Robbie Waters Robichau, Kandyce Fernandez, and Patsy Kraeger *Journal of Public Affairs Education (JPAE)*, 21(3): 315-336.

Additional Suggested (not required) Reading:

- Collaborations and Partnerships Across Sectors: Preparing the Next Generation for Governance, by Ruth Hoogland DeHoog, *JPAE*, 21(3): 401-416
- Policymaking in the Global Context: Training Students to Build Effective Strategic Partnerships With Nongovernmental Organizations, by Cristina M. Balboa and Maryam Z. Deloffre, *JPAE*, 21(3): 417-434

Topic 2 – Collaborative Governance Regimes

Topic 2 Learning Objective: After reading the assigned materials, students should be able to describe devolution, globalization, and hyperpluralism and discuss how these concepts affect the need for collaboration and also contribute to cross-sector conflict. Students should also be able to define and explain the relevance of collaborative governance regimes. (Course LO 1, 4)

- Administration and Governance, Chapter 6 in *the Transformation of Governance* by Donald F. Kettl, 2015, Johns Hopkins University Press, pp. 115-146.
- Introduction and Chapter 1 of *Collaborative Governance Regimes* by Kirk Emerson and Tina Nabatchi (2015) pp. 3-35

Tentative Course Outline & Reading Schedule (cont.)**Topic 3 – Collaborative Governance Frameworks**

Topic 3 Learning Objective: After reading the assigned materials, students should be able to describe the elements of the CGR framework and discuss their relevance to understanding cross-sector collaboration and conflict. (Course LO 1, 2)

- An Integrative Framework for Collaborative Governance by Kirk Emerson, Tina Nabatchi, and Stephen Balogh in *Journal of Public Administration Research and Theory* (2012) 36(1): 47-67
- Collaborating in the Absence of Trust? What Collaborative Governance Theory and Practice Can Learn from the Literatures of Conflict Resolution, Psychology, and Law by Heather Getha-Taylor, Misty J. Grayer, Robin J. Kempf, Rosemary O'Leary in *American Review of Public Administration* (2019) 49(1): 51-64.
- Modeling Alternative Collaborative Governance Network Designs: An Agent-Based Model of Water Governance in the Lake Champlain Basin, Vermont by Patrick Bitterman and Christopher J. Koliba in *Journal of Public Administration Research and Theory* (2020) 30(4): 636-655

Topic 4 – Case Studies on Collaborative Governance

Topic 4 Learning Objective: After reading the assigned materials, students should be able to analyze the case studies presented in the readings and discuss their assessment of the relevant attributes of the collaborative governance regimes identified. (Course LO 2, 3, 4)

- Coordinating for Integrated Youth Care: The Need for Smart Metagovernance by Joris Voets, Koen Verhoest, Astrid Molenveld in *Public Management Review* (2015) 17(7): 981-1001
- Tourism Collaborative Governance and Rural Community Development in Finland: The Case of Vuonismaa by Parhad Keyim in *Journal of Travel Research* (2018) 57(4): 483-494
- (Re)Defining the Disarticulated Municipality: Budget Accountability for Networked Governance by David Mitchell and Kurt Thurmaier in *Public Budgeting & Finance* (2016) 36(1): 47-67

Tentative Course Outline & Reading Schedule (cont.)**Topic 5 – Types & Assessment of Collaborative Governance**

Topic 5 Learning Objective: After reading the assigned materials, students should be able to describe the challenges associated with assessment of CGR and offer strategies for overcoming conflict in collaborative governance. (Course LO 1, 4)

- Does Collaboration Make Any Difference? Linking Collaborative Governance to Environmental Outcomes by Tyler Scott in *Journal of Policy Analysis & Management* (2015) 334(3): 537-566
- Evaluating the Productivity of Collaborative Governance Regimes: A Performance Matrix by Kirk Emerson and Tina Nabatchi in *Public Performance & Management Review* (2015) 38(4): 717-747
- Winners and Losers in the Ecology of Games: Network Position, Connectivity, and the Benefits of Collaborative Governance Regimes by Tyler A. Scott, Craig W. Thomas in *Journal of Public Administration Research and Theory* (2017) 27(4): 647-660

Topic 6 – Private Governance

Topic 6 Learning Objective: After reading the assigned materials, students should be able to define what the authors mean by private governance and discuss challenges and opportunities associated with public policymaking by private organizations. (Course LO 2, 3, 4)

- PP Introduction – Chapter 3, pp. 1-59

Topic 7 – Examples of Private Governance

Topic 7 Learning Objective: After reading the assigned materials, students should be able to analyze the examples of private governance and discuss their assessment of the collaboration and conflict displayed in the examples and how it affects public policy. (Course LO 2, 3, 4)

- PP Chapters 4-6, pp. 61-156

Tentative Course Outline & Reading Schedule (cont.)**Topic 8 – Traditional Funding and Philanthropy**

Topic 8 Learning Objective: After reading the assigned materials, students should be able to describe the shifts that have occurred in funding relationships across the sectors. Students should also be able to discuss how the shifts in funding cause and/or are the result of cross-sector collaboration and conflict in the development and implementation of public policy. (Course LO 2, 3, 4)

- The Filer Commission, Chp. 39 in *Making the Nonprofit Sector in the United States* by David C. Hammack, pp. 439-453
- Cross-Sector Nonprofit-Government Financing, Chp. 3 in *Nonprofits and Government: Collaboration and Conflict*, Edited by Elizabeth T. Boris and C. Eugene Steuerle, pp. 103-132

Additional Suggested (not required) Reading:

- Philanthropy: Shaping and Being Shaped by Public Policy, Chp. 8 in *Nonprofits and Government: Collaboration and Conflict*, Edited by Elizabeth T. Boris and C. Eugene Steuerle, pp. 237-261

Topic 9 – New Philanthropy Actors & Tools

Topic 9 Learning Objective: After reading the assigned materials, students should be able to describe how the actors involved and the tools of philanthropy have changed. Students should also be able to discuss the implications for public policy of the changes to philanthropic activity. (Course LO 2, 3)

- The New Philanthropy Movement Raises New Questions (October 7, 2016) by Saunji D. Fyffe, Ph.D., The Urban Institute, available at: <https://independentsector.org/resource/the-new-philanthropy-movement-raises-new-questions/>
- The New Forbes Philanthropy Score: How We Ranked Each Forbes 400 Billionaire Based On Their Giving (September 8, 2020) by Jennifer Wang, *Forbes*, available at: <https://www.forbes.com/sites/jenniferwang/2020/09/08/the-new-forbes-philanthropy-score-how-we-ranked-each-forbes-400-billionaire-based-on-their-giving/?sh=21fb7c369eba>

Additional Suggested (not required) Reading:

- The Effective Altruist's Political Problem by Theodore M. Lechterman in *Polity* (2020) 52(1): 88-115
- Philanthropy and Economic Development: New Roles and Strategies by Robert Giloth in *Economic Development Quarterly* (2019) 33(3): 159-169

Tentative Course Outline & Reading Schedule (cont.)**Topic 10 – Frontiers of Social Investment**

Topic 10 Learning Objective: After reading the assigned materials, students should be able to describe social impact investing and discuss the ways in which it promotes collaboration and conflict in the development and implementation of public policy. (Course LO 1, 2, 3, 4)

- Inching to Impact: The Demand Side of Social Impact Investing by Susan D. Phillips & Bernadette Johnson in *Journal of Business Ethics* (2021) 168: 615-629
- Challenges and Boundaries in Implementing Social Return on Investment: An Inquiry into its Situational Appropriateness by Janni Grouleff Nielsen, Rainer Lueg, and Dennis Van Liempd in *Nonprofit Management & Leadership* (2021) 31(3): 413-435
- Using Relationships as Resources in Social Impact Investing: Examining a Local Food Movement in Appalachia by Kathryn Webb Farley and Carrie Blanchard Bush in *Journal of Appalachian Studies* 22(2): 224-244
- Editorial: Measuring Social Impact Investment by Mark Abrahams and Sibongile Walaza in *African Evaluation Journal* (2018) 6(2), a357.
<https://doi.org/10.4102/aej.v6i2.357>

Additional Suggested (not required) Reading:

- The Nature of the Social Firm: Alternative Organizational Forms for Social Value Creation and Appropriation by Sergio G. Lazzarini in *Academy of Management Review* (2020) 45(3): 620-645
- Putting the “Impact” in Impact Investing: The Rising Demand for Data and Evidence of Social Outcomes by Jane Reisman, Veronica Olazabal, and Shawna Hoffman in *American Journal of Evaluation* (2018) 39(3): 389-395
- Social Impact Bonds and Institutional Investors: An Empirical Analysis of a Complicated Relationship by Alfonso Del Giudice and Milena Migliavacca in *Nonprofit and Voluntary Sector Quarterly* (2019) 48(1): 50-70.

Class Schedule & Assignment Due Dates

Due Date	Time	Description of Items to be Submitted
Monday, May 10	8:00 a.m.	Class begins
Tuesday, May 11	11:59 p.m.	Introduction Discussion Board post
Thursday, May 13	11:59 p.m.	Topic 1 Short Paper
Saturday, May 15	11:59 p.m.	Topic 2 Short Paper
Sunday, May 16	11:59 p.m.	Research Project/Paper Topic Summary
Monday, May 17	11:59 p.m.	Topic 3 Short Paper
Tuesday, May 18	5:30-8 CDT	Interactive Zoom session
Thursday, May 20	11:59 p.m.	Topic 4 Short Paper
Saturday, May 22	11:59 p.m.	Topic 5 Short Paper
Monday, May 24	11:59 p.m.	Topic 6 Short Paper
Wednesday, May 26	5:30-8 CDT	Interactive Zoom session
Thursday, May 27	11:59 p.m.	Topic 7 Short Paper
Saturday, May 29	11:59 p.m.	Topic 8 Short Paper
Monday, May 31	11:59 p.m.	Topic 9 Short Paper
Wednesday, June 2	11:59 p.m.	Topic 10 Short Paper
Thursday, June 3	5:30-8 CDT	Interactive Zoom session
Friday, June 4	11:59 p.m.	Research Project/Paper
Friday, June 4	11:59 p.m.	Class ends