PADM/5700-002 (PADM6710-002)
Public and Nonprofit Partnerships
SPRING 2015
Professor: Hee Soun Jang. Ph.D.
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Office hours: T 12:00-4:00 and by appointment
Class hours: Th 6:00-8:50 @ WH 118

A. Course Description
The public sector recognizes the value of relationships with nonprofit organizations. The key is that these collaborations must be mutually beneficial, strategic, and well thought out. This course is designed for nonprofit organizations and public agencies to address the increasingly important topic of partnerships. This course provides an understanding of public- nonprofit partnership theories, management functions, ethical dilemmas and leadership skills that are necessary for successful collaboration initiatives. Case studies, experiential exercises, and other projects are used to help expose students to theoretical and common practices. Upon successful completion of this course, students should demonstrate a range of knowledge and skill competencies. The course will be conducted as a seminar, though there will be some lecturing by the professor. Class participation is important; each student should come to class prepared to participate in discussions.

B. Text Books and On-line Articles
Required texts
      1. *Nonprofits & Government,* 2nd Edition 2006, Elizabeth T. Boris and C. Eugene Steuerle, The Urban Institute Press.
      2. *Collaborative Public Manager*. 2009*.* O'Leary and Bingham George Town University Press.
Online Articles
      Many of the articles can be downloaded from class blackboard. It is your responsibility to bring every readings to the class.

C. Grading
The grading for the semester is based on the following criteria:

Exams 30%*2	60%
Service Learning Project: Nonprofit Partnership Analysis	20%
Weekly response	10%
Class participation	10%

D. Exams
The examination will be based on lectures, reading assignments, class activities, and discussions in class. Exam will be in class and closed book, requiring essays and short answers- predominantly essays. **Final exam will be cumulative in nature.** The exam provides students the opportunity to express their knowledge of the material, covered readings and lectures supplemented by their own real-world experiences. Exam cannot be made up unless you notify

the professor before the time of an exam that you cannot take the exam and you have to have an official and reasonable excuse.

Service Learning Project: Strengthening Nonprofit Collaborative Capacity
This project will prepare a structured guide for managing collaboration and preparing tools to evaluate collaboration success for nonprofit organizations. Student will choose a nonprofit organization that you want to work with over the course of this class (Do not choose following nonprofits: United Way Denton County, Communities in School, and Serve Denton; they will be reviewed in the class discussion as examples). Student will develop management tools to be used by nonprofit organizations as a part of this service learning project. Students will conduct interviews with the nonprofit manager who is in charge in collaborations with other organizations.

General Organization Assessment (Due: March 12)
In a two page narrative,
- o Identify mission and vision of the organization
- o Provide general organization information regarding its workforce, revenue, board, service coverage etc.
- o Identify whether the organization currently have any types of partnerships with other organizations. Describe the nature of partnership in terms of membership, formality, resource sharing etc.

Final Paper (Due: May 7)
In a five to seven page assessment,
- o Conduct an interview and analyze the data
- o Define and outline the partnership- benefits to both parties; the benefit to end user/clients/constituents; strengths and weaknesses of the partnership; challenges experienced and expected.
- o Recommendation: Using your own analytical skills, answer the question "what could be done to make this partnership stronger or more effective?" Envision a successful partnership; use mission, vision and values to guide the development of a successful partnership. How can you achieve sustainable partnership?
- o Prepare a 10 minute Powerpoint presentation

G. Weekly response
Students will prepare a weekly response that summarizes the key points covered in the assigned readings (articles and chapters) for that week as noted on the syllabus. They should be clearly written, concise. To do well on this, you should read carefully, think about what was included in the readings, and then provide following key points that would help a busy professional get the gist of what the author wanted his or her reader to know.

- o Main theme about (150 words)

- Two questions to be discussed and prepare potential response to them (about 150 words for each of questions). You can refer to the articles and books but still it has to be your own.
- Format: MS word

The weekly response has to be posted on Blackboard by 9 am on every Thursday. No late assignment will be accepted. If you know you must miss a class that has a due, read early and turn it in the week before.

H. Participation
Students will be expected to be full participants in shaping the character of the *seminar*; that requires all students to come to class prepared to discuss the readings for each session. Some of the assigned readings are in the form of cases. To prepare for case discussions, you should carefully read and thoroughly analyze the case. The instructor would provide a brief lecture to the topic of each class sessions. In order to earn a high grade for participation, students should:
- Attend every class
- Arrive at class on time and stay for the entire class
- Read all the assigned readings and come to class with questions about and thoughts on the readings
- Consistently take an active part in class discussions
- Participate in small group and class discussions of readings and in-class activities

I. Blackboard
Blackboard will be used to supplement work in this course (learn.unt.edu). Checking blackboard frequently is advised in order to stay abreast of any and all announcements, and changes. On occasion, the instructor will send emails to the entire class via UNT student assigned email accounts.

J. Academic Dishonesty : POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.
Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism "as the use of unauthorized books, notes, or otherwise securing help in a test; copying other's tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty."
Penalties
Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the assignment. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.
Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree

Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

K. Special Needs
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters.

M. Policy on laptops and cell phones in the classroom
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

L. Student Behavior in the Classroom:
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

M. Course Schedule and Assignments

Week 1 (Jan 22) Course Introduction and Syllabus Review
- Discussion: Public sector and private (business and nonprofit) sector organizations.
- What are their purposes, what are their similarities, what are their differences?
- What needs and roles do they fill in American Society?

Week 2 (Jan 29) Nonprofits and Civil Society: Mapping Collective Action
- Boris and Steuerle. 2006. Introduction. In *Nonprofits & Government.* pp.1-35.
- Ch. 4. "A Nonprofit Organization." *Leadership in Nonprofit Organizations: A Reference Handbook.* (Blackboard)
- Frumkin. 2002. In *On Being Nonprofit*. (Blackboard)

Week 3 (February 5) Government and Nonprofits: Blurred Boundaries
- Ott and Dicke. 2011. Chapters. 28, 29, 30. In *The Nature of Nonprofit Sector*.
- Boris and Steuerle. 2006. Chapters. 4, 6. In *Nonprofits & Government*.
- Guest speaker: Ann Pape. Communities in Schools of North Texas.

Week 4 (February 12) Defining Government and Nonprofit Relationship
- Ott and Dicke. 2011. Chapters. 12, 13, 14, 15. In *The Nature of Nonprofit Sector*.
- Boris and Steuerle. 2006. Chapters. 1, 2.   In *Nonprofits & Government*.

Week 5 (February 19) Managing Under Government Contracts, Through Networks, and in Collaborations
- Ott and Dicke. 2011. Chapters. 18, 19, 20. In Understanding Nonprofit Organizations.
- Shaw. 2003. "Successful Collaboration Between the Nonprofit and Public Sectors." Nonprofit Management & Leadership. 14 (1).
- Feiock and Jang. 2009. "Nonprofits as Local Government Service Contractors." *Public Administration Review*. 69 (4).

Week 6 (February 26) Dark Side of Government Funding
- Gazley and Brudney. 2007. "The Purpose (and Perils) of Government-Nonprofit Partnership." *Nonprofit and Voluntary Sector Quarterly*. 36 (3).
- Guo. 2007. "When Government Becomes the Principal Philanthropist; The Effect of Public Funding on Patterns of Nonprofit Governance." Public Administration Review.
- O'Regan and Oster. 2002. "Does government funding alter nonprofit governance? Evidence from New York City nonprofit contractors." *Journal of Policy Analysis and Management* 21(3): 359-379.
- Brooks. 2000. "Is There a Dark Side to Government Support for Nonprofits?" Public Administration Review. 60 (3).

- Gazley. 2010. "Why Not Partner with Local Government? Nonprofit Managerial Perceptions of Collaborative Disadvantage." *Nonprofit and Voluntary Sector Quarterly*. 39(51).
- Guest speaker: Barbara Ross. City of Denton Fair Housing Administrator

Week 7 (March 5) Public Managers in Collaboration
- O'Leary and Bingham. 2009. *The Collaborative Public Manager*. Pp. 1-114.
- Guest speaker: Allison M. Harris. Grant Services and Resource Development. Dallas County Juvenile Department

Week 8 (Mar 12) Public Managers in Collaboration
- O'Leary and Bingham. 2009. *The Collaborative Public Manager*. Pp. 115-269.

Week 9 (Mar 19) SPRING BREAK

Week 10 (March 26) Midterm
Exam will be at Sage Hall Testing Center

Week 11 (April 2) Accountability Challenges in Government and Nonprofit Partnerships
- Koliba and Zia. 2011. "Accountability in Governance Networks." *Public Administration Review*.
- Page. 2004. "Measuring Accountability for Results in Interagency Collaboratives." *Public Administration Review*. 64 (5).
- Posner. 2004. "Accountability Challenges of Third Party Government."
- Acar, Guo and Yang. 2008. "Accountability When Hierarchical Authority is Absent." American Review of Public Administration. 38 (1).
- Bardach and Lesser. 1996. "Accountability in Human Services Collaboratives- For What? And Whom?" *Journal of Public Administration Research and Theory*. 6 (2).

Week 12 (April 9) Social Entrepreneurship, Innovative Approach for Dealing with Social Issues
- Ott and Dicke. 2011. Chapter 14, 16, 17. In Understanding Nonprofit Organizations.
- Dart. 2004. "The Legitimacy of Social Enterprise."
- Light. 2005. "Searching for Social Entrepreneurs: Who They Might Be, Where They Be Found. Paper presented at ARNOVA 2005.
- Guest speaker: Gary Henderson. CEO of United Way Denton County

Week 13 (April 16) Faith-Based Organizations, Government Funding and Policy Implications
- Kennedy and Bielefeld. 2002. "Government Shekels without Government Shackles?" *Public Administration Review*. 62 (1). 4-11.
- Stritt. 2008. "Estimating the Value of the Social Services Provided by Faith-Based Organizations in the United States." *Nonprofit and Voluntary Sector Quarterly. 37.*

- Amirkhanyan, Kim and Lambright. 2008. "Faith-Based Assumptions About Performance: Does Church Affiliation Matter for Service Quality and Access?" *Nonprofit and Voluntary Sector Quarterly.* 38.
- Chaves and Wineburg. 2010. "Did the Faith-Based Initiative Change Congregations?" *Nonprofit and Voluntary Sector Quarterly*. 39.

Week 14 (April 23) NGOs and Government
- Boris and Steuerle. 2006. Chapter. 11. 12 In *Nonprofits & Government*.
- Kerlin and Thanasombat. 2006. "The International Charitable Nonprofit Subsector: Scope, Size and Revenue." The Urban Institute
- Schmitz, Raggo and Vijfeiken. 2012. "Accountability of Transnational NGOs: Aspirations vs. Practice. *Nonprofit and Voluntary Sector Quarterly.* 41 (6).

Week 15 (April 30) Service Learning Project Workshop
- Partnerships: Frameworks for Working Together: Capacity Builder's Nonprofit Resources.
- Linden, R. M. (2009). Leading Across Boundaries: Creating Collaborative Agencies in a Networked World. Jossey-Bass. San Francisco.

Week 16 (May 7) Service Learning Project Presentation
- Partnerships: Frameworks for Working Together: Capacity Builder's Nonprofit Resources.
- Linden, R. M. (2009). Leading Across Boundaries: Creating Collaborative Agencies in a Networked World. Jossey-Bass. San Francisco.

Week 17 (May 7) Service Learning Project presentation and paper turn in (Digital submission only via BLACKBOARD)

Week 18 (May 14) Final exam
Exam will be at Sage Hall Testing Center

Note: The schedule and assignments may be revised as the course progresses and new material becomes available.