

PADM/5700-002
Public and Nonprofit Partnerships
SPRING 2016
Professor: Hee Soun Jang. Ph.D.
Phone: 940-369-7844 / Office : Chilton Hall 204 B / Email: HeeSoun.Jang@unt.edu
Office hours: Th 12:00-4:00 and by appointment
Class hours: Th 6:00-8:50 @ Gab 438

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

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	30%
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. SPECIAL NOTE: **Exam will be held at CHILTON 255 Back lab**

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, Interfaith 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.

1st assignment: Email me name and web address of the organization (Preferably, this is an organization for whom you would like to work or volunteer) **(Due: March 10)**

2nd assignment: General Organization Assessment (Due: March 31)

In a two page narrative,

- Identify mission and vision of the organization
- Provide general organization information regarding its workforce, revenue, board, service coverage etc.
- 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.

3rd assignment (in-class activity): Stakeholder analysis: Analyze current and potential stakeholders of your chosen organization and work on assessment of the partnerships that help achieve strategic objectives. **(Due: April 7)**

Class Powerpoint presentation: Prepare a 10 minute professional presentation to board members of your organization. The presentation will evaluated based on:

- Are the analyses and recommendations sound?
- Are they persuasively presented?
- Are they presented confidently, clearly, concisely, and energetically?

Final Paper (Due: May 12)

In a five to seven page assessment,

- Conduct an interview and analyze the data
- 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.
- 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?

Assignments and points attached to them are as follows:

	Points	Due
1 st assignment	20	March 10
2 nd assignment	50	March 31
3 rd assignment	30	April 7
Presentation	50	May 5
Final paper	150	May 12
Total points 300		

E. 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

F. 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.

G. 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.

H. 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.

I. 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.

J. 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

K. Course Schedule and Assignments

Week 1 (Jan 21) 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 28) Nonprofits and Civil Society: Mapping Collective Action

- Ch. 4. "A Nonprofit Organization." *Leadership in Nonprofit Organizations: A Reference Handbook*. (Blackboard)
- Frumkin. The Idea of a Nonprofit and Voluntary Sector (Blackboard)

Week 3 (February 4) Government and Nonprofits: Blurred Boundaries

- Ott and Dicke. 2015. Chapters. 28, 29, 30. In *The Nature of Nonprofit Sector*.
- Brody and Cordes. "Tax Treatments of Nonprofit Organizations."

Week 4 (February 11) Defining Government and Nonprofit Relationship

- Ott and Dicke. 2015. Chapters. 12, 13, 14, 15. In *The Nature of Nonprofit Sector*.
- Dennis Young. "Complementary, Supplementary, Or Adversarial? Nonprofit and Government Relations."

Week 5 (February 18) Managing Under Government Contracts, Through Networks, and in Collaborations

- Ott and Dicke. 2015. Chapters. 18, 19, 20. In *Understanding Nonprofit Organizations*.
- Shaw. 2003. "Successful Collaboration Between the Nonprofit and Public Sectors." *Nonprofit Management & Leadership*. 14 (1).

Week 6 (February 25) 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 3) Public Managers in Collaboration

- O'Leary and Bingham. 2009. *The Collaborative Public Manager*. Pp. 1-114.

Week 8 (Mar 10) Public Managers in Collaboration

- O'Leary and Bingham. 2009. *The Collaborative Public Manager*. Pp. 115-269.

Week 9 (Mar 17) SPRING BREAK

Week 10 (March 24) Midterm : Exam will be held at CHILTON 255 Back lab

Week 11 (March 31) 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).
- 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).
- Guest speaker: Leslie Wisenbaker, Program Director, Solution of North Texas

Week 12 (April 7) Collaborations between Nonprofits and Businesses

- Selsky and Parker. 2005. Cross-Sector Partnerships to Address Social Issues: Challenges to Theory and Practice. *Journal of Management*. Vol. 31 (6).
- Schiller and Almog-Bar. 2013. Revisiting Collaborations Between Nonprofits and Businesses: An NPO-Centric View and Typology.
- Seitanidi and Crane. "Implementing CSR through Partnerships: Understanding the Selection, Design and Institutionalization of Nonprofit-Business Partnerships." *Journal of Business Ethics*. Vol. 85 (2).
- Seitanidi and Ryan. 2007. A Critical Review of Forms of Corporate Community Involvement: From Philanthropy to Partnerships. *Voluntas*.

Week 13 (April 14) Faith-Based Organizations, Government Funding and Policy Implications

- Kennedy and Bielefeld. 2002. "Government Shekels without Government Shackles?" *Public Administration Review*. 62 (1). 4-11.

- Bielefeld, W. & Cleveland, W.S. 2013. Faith-based organizations as service providers and their relationship to government. *Nonprofit and Voluntary Sector Quarterly*, 42(3), 468-494.
- Stritt. 2008. "Estimating the Value of the Social Services Provided by Faith-Based Organizations in the United States." *Nonprofit and Voluntary Sector Quarterly*. 37.
- Littlefield, M. B. (2010). Social-services, faith-based organizations, and the poor. *Nonprofit and Voluntary Sector Quarterly*, 39(6), 1014-1026.
- Chaves and Wineburg. 2010. "Did the Faith-Based Initiative Change Congregations?" *Nonprofit and Voluntary Sector Quarterly*. 39.

Week 14 (April 21) NGOs and Government

- Boris and Steuerle. 2006. Chapter. 11 In *Nonprofits & Government*.
- Kerlin and Thanasombat. 2006. "The International Charitable Nonprofit Subsector: Scope, Size and Revenue." The Urban Institute
- Schmitz, Raggo and Vijeiken. 2012. "Accountability of Transnational NGOs: Aspirations vs. Practice. *Nonprofit and Voluntary Sector Quarterly*. 41 (6).
- The NGO Handbook, Chapter 6, "Partnerships with Other NGOs and Government." <http://iipdigital.usembassy.gov/st/english/publication/2012/09/20120925136559.html>

Week 15 (April 28) Final exam : Exam will be held at CHILTON 255 Back lab

Week 16 (May 5) Service Learning Project

- 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 12) Service Learning Project

- 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.

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