

MPA Immersion Course - Fall 2018

Collaborative Governance and Collective Impact

Professors Rick Morse and John Stephens

Asynchronous work: September 4 – October 22

On-campus Immersion: October 25 – 27

Final paper: November 12

Why this topic?

Collaborative governance has emerged over the past decade as a dominant framework within the field of public administration. The term has come to represent a broad framework or lens for understanding how collective action occurs outside of the narrow confines of implementation of public policy via public agencies and/or government contractors. It is somewhat of an umbrella term that captures large swaths of what is actually done in the public sector, and concurrent research literatures that seek to explain and provide guidance for practice. These literatures include those on public networks (or network governance), intergovernmental collaboration, and collaborative problem-solving and consensus-building.

The basic premise is that the majority of public action around so-called “wicked problems” occurs not simply within public organizations, but across public organizations, across jurisdictions, and across sectors. This kind of boundary-crossing governance is usually called collaborative (i.e., to co-labor) governance to emphasize the coordinated or collaborative nature of the boundary-crossing work. The leadership literature in public administration has similarly evolved so that there is as much discussion of leadership across boundaries now as there is discussion of leading within a particular public agency.

Even more recently the notion of collective impact has been used to describe the outcome (or impact) of collaborative governance, or in other words, collective efforts across boundaries. A cottage industry has grown around the idea of collective impact to the point that it has coalesced into what we might think of as a predominant technology or system for approaching collaborative, boundary-crossing work for the common good.

So, what? Just because a lot of people are studying and talking about collaborative governance and collective impact in our field doesn't mean it is worth our time to take a somewhat deep dive into it. Maybe it is just a fad, a passing fancy. That doesn't appear to be the case. Rather, we submit that collaborative governance is going beyond being *a* frame, or even a predominant frame, within the field of public administration. It is becoming *the* frame.

It is hard to think about creating public value or accomplishing relevant public purposes without thinking about collaboration across boundaries. It is hard to think about public service leadership without thinking about the boundary-crossing dimensions of leadership. In other words, understanding collaborative governance is essential (we would argue) to being a competent

Master of Public Administration. This is why you have been exposed to some of the literature on collaboration, collective impact, and collaborative leadership in several core courses of the program.

The intent of this class is to build on those introductions to this topic, and to do a deeper dive: examining some of the seminal literature, critically analyzing case studies, and developing process competency.

Asynchronous Preparation/Assignments

We provide your initial study of the collaborative governance and collective impact topics through readings, a summary of your experience with a current or past group seeking to collaborate on a public matter, and an assignment to compare readings from two different streams of literature. There are short quizzes as you work through units to reinforce your comprehension of the material.

Collaborative governance has developed from many kinds of practical and theoretical views from public administration and other fields. We orient you through these streams of thinking/practice:

- a) Theoretical Framework for Collaborative Governance Regimes
- b) Inter-Local and Regional Collaboration
- c) Networked Governance
- d) Private Sector Roles in Collaborative Governance
- e) Collaborative/Integrative Public Leadership
- f) Collective Impact

Case studies are included at the end of several units, as well as in the readings of the topics listed.

Assigned and recommended readings and graded assignments are specified on the platform. The grading scheme for the course is below.

In-person instruction and group work

As shown below, our “in-class” time is devoted to individuals and panels presenting their experience with collaborative governance (CG) and collective impact, case study analysis, class discussion of key questions, and a “students as consultants” collaborative governance case-in-progress.

Subject to change, the class time plan is:

- Lecture and Discussion: Overview of trends, concepts and areas of study which contribute to collaborative governance and collective impact.
- Case study analysis, including a “phased-case” reading and analysis which crosses between asynchronous and in-class assignments.

- Individual and panel presentations, student small-group formulated questions, and full-class discussion.

Topics for Panels and Individual presenters (subject to change):

- a) Jordan Lake Partnership – TBD
- b) Durham’s Collaborative to End Family Homelessness – Ryan Fehrman (and others)
- c) Triangle Funders Collaborative (Libby Richards, and others)
- d) Collective Impact – applied to Durham’s Collaborative to End Family Homelessness and other cases (Stan Holt and Dr. Maureen Berner, SOG)
- e) NC Mobile Home Forum – students and consultants exercise– Brian Dabson, SOG

Assignments and grading

The asynchronous (pre-work) course assignments and grading are designed to:

- a) Emphasize the importance of reading assignments, per short “knowledge check” quizzes on reading and other material.
- b) Prepare students to make the most of the face-to-face time through reporting on their collaboration experience and
- c) Provide appropriate weight to a pre-class, in-class and post-class learning activities.

Assignments and Points

Course Segment	Points	Notes
Advance work, September 4 -October 22	60	30 points - Quiz/Knowledge checks <ul style="list-style-type: none"> ○ Usually 4-5 questions for each unit’s reading ○ Short Answer 15 points – Student experience with a collaborative group - Due October 22, 7 a.m. EST 15 points – Cross-Unit Comparison of Readings - Due October 22, 7 a.m. EST
In-class, Oct. 25-27*	20	a) In advance: Literature-grounded questions for a Panel or Individual presenter. Students are assigned to small groups by October 5 th to a Panel/Individual presenter. (Questions submitted to instructors via the platform) b) Results of small groups to combine and select questions for their Panel or Individual presenter (The group’s questions are submitted to instructors) c) Cabarrus Food Policy Council case: submit responses to Phase 1 and Phase 2 via platform (Phases 3 and 4 will be completed in class)

		d) On-time attendance, respectful attention and participation; contributions to full group discussion
Post-class, due Nov. 12**	20	Reflection Paper

*In-class preparation, attendance and participation (20 points)

- Attendance. On-time arrival for the four main class sessions (Friday a.m. and p.m.; Saturday a.m. and p.m.) and respectful attention is important. If you have a medical, family or other urgent matter/emergency inform an instructor as soon as possible and accommodations will be determined.
- Preparation elements for this segment of your grade include Literature-grounded questions for a Panel or Individual presenters (individual and small group work) and the Cabarrus Food Policy Council case (which crosses pre-class and in-class work)

**Reflective Paper (20 points)

- To make the most of the asynchronous and in-person instruction parts of the course, you are assigned a reflective paper to synthesize your thinking around a theme or central question that is meaningful to you.
- Further guidance is provided on the platform. The paper is due Monday, November 12.

Calendar of Assignments

Due Date	Assignments
4-Sept through 17-Oct	Recommended: early start and steady progress on readings and other preparation, Units 1-7
19-Oct	Complete Knowledge Checks – per Units 2- 7
22-Oct	Student experience with a collaborative group
22-Oct	Cross-Unit comparison of readings
26-27 -Oct	Class Participation (includes individual contributions and small group work)
12-Nov	Reflection Paper

General Course and University Policies

Code of Conduct - Students are required to adhere to [UNC’s code of student conduct \(http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf\)](http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf) for academic integrity and during class are to conduct themselves as professionals in a workplace.

Students with Disabilities - The University of North Carolina is committed to providing reasonable accommodations for all persons with documented disabilities or accessibility concerns in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have a medical condition, disability, or accessibility concern that may affect your ability to meet the academic demands or requirements of the course, please contact [Accessibility Resources and Services](http://accessibility.unc.edu) (<http://accessibility.unc.edu>)