Collaborative Governance Process and Systems
Winter 2016 - Online
PA 510/610 (3 Credits)

*Portland State University * College of Urban & Public Affairs*
*Hatfield School of Government * Division of Public Administration*

Instructors

Lead instructor: Laurel Singer is currently the Director of the National Policy Consensus Center within the Hatfield School of Government at Portland State University. Since coming to the Center in 2006, Laurel has served in various capacities including as Program Manager, the Director of Training, and the Director of the Oregon Programs. In her work, Laurel draws on nearly 25 years of experience as a facilitator, mediator and trainer in public service and private practice. She has worked extensively in the human service arena at both the treatment and management level. As part of this work. she helped pioneer the first Parent-Adolescent Mediation program in the Northwest Region. In 2011, she received the Oregon Mediation Association's Bryan Johnston Award in recognition of outstanding service in the public policy mediation field. Laurel holds an M.S. degree in Counseling Psychology from the University of Oregon and is currently enrolled in the Public Affairs and Policy PhD program at Portland State University. *Contact information: laurels@pdx.edu, 503-725-8224. Office hours: By appointment*

Peter Harkema has been working on collaborative policy development and conflict resolution processes for more than a decade focusing on natural resource policy, community development, and transportation. He previously worked as a senior associate for Kearns and West mediation firm in Portland. He served in Tegucigalpa, Honduras, as program developer for the Association for a More Just Society, and taught at the International School. Peter earned an M.S. in international development from Tulane University in New Orleans and a B.A. in environmental studies and international development with a minor in Spanish from Calvin College in Grand Rapids, MI. *Contact information: pharkema@pdx.edu Office hours: By appointment*

Turner Odell currently serves as the Natural Resources Program Manager for the Oregon Consensus Program and has been with the Center for over a decade. Prior to his work at OC, Turner worked as senior mediator for RESOLVE in Portland focusing on public policy mediation. He served as senior attorney with the Environmental Law Institute in Washington, D.C., counsel to the Chesapeake Bay Foundation, senior project attorney for the Natural Resources Defense Council and as an associate with the Fried Frank law firm in New York. Turner earned a J.D. from the Rutgers School of Law in Newark, and a B.S. in resource economics from Cornell University. *Contact information: todell@pdx.edu Office hours: By appointment*

Wendy Willis is the founder of Oregon's Kitchen Table at the National Policy Consensus Center and the Executive Director of Kitchen Table Democracy, a national non-profit devoted to collaborative and democratic governance. Prior to joining KTD/NPCC, Wendy was the Executive Director for City Club of Portland, one of the oldest and most venerable civic organizations in the country. She also served as an Assistant Public Defender for the District of Oregon and a law clerk to Chief Justice Wallace P. Carson, Jr. of the Oregon Supreme Court. Wendy is also a widely published poet and essayist. Her first book of poems, *Blood Sisters of the Republic*, was released in 2012. She graduated magna cum laude from Georgetown Law

Center and holds a B.A. from Willamette University and an M.F.A. from the Rainier Writing Workshop at Pacific Lutheran University. ***Contact information:*** [***wwillis@pdx.edu***](mailto:wwillis@pdx.edu) ***Office hours: By appointment***

Kristen Wright serves as the teaching assistant for the certificate program. Her interests include social-ecological systems and collaborative governance. Kristen has researched stakeholder engagement in forest collaboratives, and contributed to governance research of watershed collaboratives. She currently serves as a facilitator and mediator for various community groups. Kristen holds a Masters in Public Administration from Portland State University with a specialization in natural resource policy and governance, and a B.A. in Geography from Portland State University. ***Contact information:*** [***kjwright@pdx.edu***](mailto:kjwright@pdx.edu)

Course Description:

Collaborative Governance is a term used to describe a variety of processes in which representatives of multiple sectors—public, private and non-profit—are convened to work together to achieve solutions to public problems that go beyond what any one sector or party could achieve on its own. There is increasing recognition that creating sustainable solutions to some of the most complex and critical issues confronting our communities is dependent on implementing these collaborative approaches. This highly participatory online course provides students with a framework for the practice of collaborative governance and an introduction to the fundamentals of the collaborative process.

Course Objectives:

- Increase students' broad understanding of the collaborative process, the context for using this approach in governance, and how the diversity of perspectives among stakeholder groups can be an asset when developing effective, sustainable solutions to community problems using a consensus-based approach.

- Increase student knowledge about how collaboration is distinct from other decision making processes and public engagement strategies, how to assess when a collaborative approach should be used, the critical roles within a collaborative process, and the essential steps from convening to implementation.

- Introduce students to the skills required to guide and participate in a collaborative process including charting, note taking, facilitation, and tools for consensus.

Cases Used in this Course

To contribute to your learning experience, this course will use the following three different types of cases:

- **Example Case**: This is a real case that will allow you to see example outputs from a collaborative agreement-seeking process.

- **Principal Case:** This is the case you choose to take through the course (and possibly the certificate program), where you will practice applying your learning.

- **Practice Scenario**: This is a dramatized case used to provide you with practice of new concepts, skills, and tools.

Learning Competencies

The following competencies associated with the Public Administration division are listed below. Among the ten divisional competencies, we have **highlighted** those that are achieved through this course:

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.
2. Identify and apply economic, financial, legal, organizational, political, social, and ethical theories and frameworks to the practice of public service leadership, management and policy.
3. **Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.**
4. **Identify and engage with the key elements of the public policy process.**
5. **Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage human, fiscal, technological, information, physical, and other resource use.**
6. **Create and manage systems and processes to assess and improve organizational performance.**
7. **Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public policy, leadership and management.**
8. **Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.**
9. **Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.**
10. **Think critically and self-reflectively about emerging issues concerning public service management and policy.**

Communication

If you have questions regarding the course or technology used in this course, please first post them in the general and technology discussion boards so other students can contribute to, or benefit from the answers posted. Contact the teaching assistant, Kristen Wright if you have additional questions. You can contact instructors at any time with issues specific to you or for content related questions. Contact information is

included with the bios above. Email is always the best and quickest way to communicate with us. We will respond within 48 hours in most cases (including weekends). Please put PA 510/610 into the subject line for a faster response.

Netiquette

Netiquette is a set of reminders for how to behave constructively in online environments. Here are the basics (*Adapted from "Netiquette" from Virginia Shea):*

1. Even though you are looking at a computer screen, remember you are interacting with humans and need to be respectful at all times. Avoid personalized conflict.

2. Be respectful of other participant' time and bandwidth. Of course, we want lots of online engagement. Just be aware that you should always be thoughtful with your posts and comments. People will be taking time to read through them and you should see your online posts as "your brand", a brand that is valuable to you and to others.

3. Share your expertise. Be sure you share your experience and knowledge when it is relevant to the course content. You bring a great deal of knowledge to the course. The learning community counts on student ideas as part of the benefit of online coursework. Wherever possible support your ideas with course material.

4. Be forgiving of other people's mistakes.

Course Requirements

Course Readings
The below textbook can be purchased online and either shipped to you directly for ordered for pick up on campus at the National Policy Consensus Center , 720 Urban Center. To order to go: http://www.policyconsensus.org/publications/order/order.html All other course readings will be provided in electronic format online.

Carlson, Chris. *A Practical Guide to Collaborative Governance*. Portland: Policy Consensus Initiative, 2007. Print.

Assessment and Grading

In this course, in addition to reading and reflection, learning is promoted through participating in exercises and applying key concepts to the Principal Case. Therefore students will be graded on the following:

- Participation 40%
- Assignments 40%
- Final Presentation 20%

There will be no late work accepted without prior approval from instructors. As participation is essential to learning in this course, failure to complete two participatory exercises will automatically result in the loss of half a grade point.

Schedule

Modules will be released each week on Friday. Exercises and assignments will be due the second Monday following the Friday release, giving you an additional weekend to complete assignment work. If any exercises or assignments fall outside this schedule, the due dates will be noted in D2L.

Written Assignment Formatting

Written assignments should be double spaced, Times New Roman font, size 12, and left aligned.

Disability Information

Students with disabilities should register with the PSU Disability Resource Center ((Phone: 503-725-4150, email: drc@pdx.edu) to document their need for accommodations and obtain support services. We can provide many online services and our current courses are generally suited for most accommodations. But do ask for support immediately so that we are sure we are providing what you need.

Incompletes

If circumstances arise to prevent you from completing the course this term, come speak with me as soon as possible. A written agreement will be required before an "I" grade will be awarded.

Academic Integrity at PSU and in our Online Programs

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

All forms of academic dishonesty, cheating, and fraud, including but not limited to:

- plagiarism,
- the buying and selling of course assignments and research papers,

- performing academic assignments (including tests and examinations) for other persons,
- unauthorized disclosure and receipt of academic information and
- falsification of research data.

See PSU Student Code of Conduct (http://www.pdx.edu/dos/codeofconduct) for a complete list of policies related to student conduct at PSU.

Course Outline/Schedule: This is a draft schedule and is subject to change.

Week/Date	Readings	Videos	Exercises and Assignments
Week 1: Welcome and Orientation to the Course (Laurel) Jan. 4	● Syllabus ● Technology Expectations ● Principal Case Guidelines ● P. 1-19 in Carlson textbook	Watch: ● Instructor's' bio videos ● Course intro video ● D2L orientation video ● Laurel's Finland Presentation (Supplementary video)	● Test Blackboard Collaborate ● Principal Case discussion ● Self intro
Week 2: Introduction to Collaborative Governance (Laurel) Jan. 8	● Malheur Wildlife background ● Blomgren chapter	Watch: ● Introduction to Collaboration and Collaborative Governance ● Guidelines for Creating Introductions ● Malheur Collaboration video	● Eye chart exercise ● Introduction exercise ● Elements/factors of collaboration successful" exercise in Google docs ● Participate online discussion: "Malheur Wildlife Refuge"
Week 3: Introduction to the Framework of Collaborative Agreement-Seeking (Laurel) Jan. 15	● Framework of Collaborative Agreement-Seeking ● Spectrum of Public Participation ● Ta-Nehesi Coates on Reparations ● Supreme Court Case	Watch: ● Introduction of Spectrum of Public Participation ● Introduction to Collaborative Decision-Making Framework and Structure ● PCI Transportation video	● *Where to go to Conference* Exercise conducted with video conferencing tool. ● Equity reflection paper (2-3pgs) ● Dropbox: Background to your Principal Case ● Elements of collaboration Part 2

		● Introduction to readings on Institutional structures and equity ● Collaborative governance as a tool for inclusion – Addressing equity	
Week 4: Introduction to Convening Phase I – Stage I: Assessment (Turner) Jan. 22	● Conflict Assessment Process and Approach ● Read p. 20-37 in your textbook ● Assessment Interview Question/Topic Checklist ● Sample Interview Protocol (West Hayden Island) ● Key Factors Supporting Successful Collaborative Processes ● ODOT Example case assessment ● Example assessment report: Sebastian Shores ● Assessment narrative summary ● November Pew data on trust in government ● Supplemental readings: False Killer Whale Assessment	Watch ● Assessment lecture ● Assessment Analysis	● Develop stakeholder and interview questions ● Mt. Shadow case analysis paper (1-2pg). ● Discussion: Assessment of Principal Case
Week 5: Phase I: Convening – Stage II: Organization (Peter) Jan 29	● p. 38-49 in your textbook ● Working on common cross-cultural communication challenges ● Facilitator and Recorder Roles ● Roles of the Convener ● Gladwell ch1 and 2	Watch ● Roles Lecture ● Process Mapping and Design Lecture ● Framing Lecture	● Discussion: Either Gladwell or the Power Assessment reading ● Connector exercise ● Discussion: equity/diversity issues in Principal Case ● Mountain Shadow issue framing statement.

	• Collaborative Governance Power Assessment Framework • Transportation example case working agreements and convener letter Optional reading: • Opportunity Eugene • Mid-Coast TMDL		• Develop facilitator responsibilities list in Google docs
Week 6: Phase II: Seek Agreement – Stage III: Education (Peter, Laurel) Feb. 5	• Humble Inquiry: Joint Fact Finding • Social learning in collaborative setting (for PhD. students) • Example case reading • Supplemental reading: Divergent facilitation • Review Oregon Solutions Moist Mixed Conifer Science Policy Workshop • Review ODOT Example Case	Watch • Educational Phase	• Joint Fact Finding written assignment (200-500wds) • Principal Case written assignment (2-3pgs)
Week 7: Phase II: Seek Agreement – Stage IV: Negotiation/Resolution Facilitation for Consensus (Turner) Feb 12	• p. 50-62 in your textbook *A Practical Guide to Collaborative Governance*	Watch • Negotiation/ Resolution • Decision-making • Decision-making example video	• Find and post convergent process example • Discussion: challenges to reaching consensus in your Principal Case • Discussion: Reflection on decision-making example • Final presentation proposal

Week 8: Phase III: Implement – Stage V: Implementation (Laurel) Feb. 19	• OS framework for implementation • Example OS projects: implementation • Assessment • ODOT example	Watch • Video lecture Implementation • Charting video	• Update facilitator duties document (Google Docs) • Charting exercise • Discussion: Comparing meeting notes. • Written reflection on meeting notes (1pg)
Week 9: Facilitation Feb. 26	• Facilitator and recorder roles • Kaner (2007), divergent processes • Kaner (2007),Groan Zone • Kaner (2007), convergent processes • The work of facilitating. • Facilitator's Checklist • Facilities Reservation Checklist • Meeting Logistics Checklist • Tips for running a good meeting	Watch • Facilitation lecture • Fallbrook Festival scenarios- Facilitator challenges (3 videos)	• Plan meeting agenda and process for Principal Case. • Discussion: Suggestions for how to deal with facilitation challenges.
Week 10: The Public in Collaborative Processes (Wendy) Mar. 4	• IAP2 Model & Application at EPA • Re-read/review: November Pew data on trust in government • Elinor Ostrom: The Role of Culture in Solving Social Dilemmas • Harry Boyt: Constructive Politics as Public Work: Organizing the Literature	Watch • Introduction to Public Involvement video	• Written reflection on how Ostrom's & Boyte's concept of citizenship might be different than IAP2 in the CG context (3-5pgs). • Discussion: Public engagement. • Discussion: Apply this week's concepts to Principal Case.
Week 11 Finals Week Mar. 14			Final Presentations