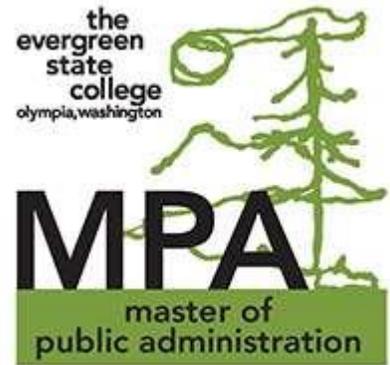


The Context of Public Administration
 Winter 2018 First Year Core
 Public and Nonprofit Administration and
 Public Policy Concentrations



Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. *We think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Faculty	Email	Office Hours
Melissa Beard, PhD	beardm@evergreen.edu	By appointment
Amy Leneker, MPA	lenekera@evergreen.edu	By appointment
Eric S Trevan, PhD	trevane@evergreen.edu	By appointment

Time and Location

Thursdays 6pm-10pm PST

Seminar II E1105

Seminar Rooms: E2105, E2107, E2109

Final Group Presentations: March 10, 2018, 9a-5p, TBD

Course Description

This quarter we explore what it takes to administer for the public good in a democracy. This quarter is in part a “Public Administration-Management 101” survey of the challenges faced by administrators in the public, nonprofit or private sectors, and the knowledge and skills needed to administer/manage in diverse organizations that work toward the public good. Although our emphasis is on the public sector, we will also consider the particular challenges of nonprofit organizations, collectives and social movements. Our focus is on doing administration with an emphasis on democratic processes and systems thinking, particularly the roles and relationships of administrators and citizens in the complex web of our democratic system. Important themes of the quarter include how to manage strategically and sustainably, how to apply a variety of metaphors and frameworks for making sense of organizational phenomena, and how to diagnose what is happening in an organization and, if necessary, craft and implement a strategy for organizational change in a world where Everything is Different.

Key Questions

1. What are the different ways in which we organize ourselves?
2. How do we understand and adapt to an organization's culture, biases, and resistance to change?

Learning objectives

1. Examine, place in context, and evaluate contemporary ideas about, and practices in, democratically administering for the public good in a world facing fundamental paradigm shifts.
2. Understand the special role of public administrators within the complex environment of politics and civic engagement.
3. Develop and improve organizational analysis skills and capacities, including developing leadership skills in ourselves and others.
4. Gain an understanding of a variety of frameworks and models for sense making of and in organizations, and the ability to use them as analytical tools.
5. Develop capacities to work effectively in diverse environments and with diverse populations.
6. Improve skills in critical thinking, writing, speaking, presenting and working effectively in teams.

Required Readings

Books

1. Morgan, Gareth (1998). *Images of Organization: The Executive Edition*. Berrett-Koehler Publishers. ISBN-13: 978-1576750384.
2. Bardach, E. (2008). *A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving*, 3rd Edition. CQ Press. ISBN-978-0-87289-952-0
3. Jorgensen, M. (Ed.). (2007). *Rebuilding native nations: Strategies for governance and development*. University of Arizona Press.
4. Meadows, Donella (2008). *Thinking in Systems: A Primer* ISBN-13: 978-1603580557
5. Gerbaudo, Paolo (2012). *Tweets in the Streets: Social Media and Contemporary Activism*. ISBN 978-0745332482
6. Modig, N. & Ahlstrom, P. (2012). *This is Lean: Resolving the Efficiency Paradox*. Rheologica Publishing. ISBN: 978-9198039306
7. Kendall, Frances (2013). *Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race*. Routledge. ISBN-978-0-415-87427-4
8. Collins, Jim (2005). *Good to Great in the Social Sectors: A Monograph to Accompany Good to Great*. Harper Collins. ISBN-13: 978-0977326402.
9. Restakis, John. (2010). *Humanizing the Economy: Cooperatives in the Age of Capital*. New Society Publishers. ISBN-13: 978-0865716513

Articles/Video (links and pdf provided on Canvas)

1. Legislative process articles for Week 3
 - a. A Citizen's Guide to Effective Legislative Participation:
<http://leg.wa.gov/legislature/Pages/EffectiveParticipation.aspx>
 - b. How to Testify in Committee: <http://leg.wa.gov/legislature/Pages/Testify.aspx>
 - c. Determine who your legislators are at the state level:
<http://app.leg.wa.gov/DistrictFinder/>
2. Leadership/group dynamics articles for Week 4
 - a. What Google Learned From Its Quest to Build the Perfect Team:
<https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>
 - b. High-Performing Teams Need Psychological Safety. Here's How to Create It. Harvard Business Review: <https://hbr.org/2017/08/high-performing-teams-need-psychological-safety-heres-how-to-create-it>
 - c. Burke, Jr., Preston, Quillen, Roe, Strong. Stages of Group Development: From Strangers to Partners <https://education.uky.edu/epe/wp-content/uploads/sites/8/2014/11/From-Strangers.pdf>

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if

you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should

have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations** (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#):

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them <https://evergreen.edu/emergencyresponse>

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Faculty reserve the right to make changes to this syllabus

Assignments

Ongoing Weekly Assignment

During weeks 1 thru 10, each student is expected to bring at least 3 questions about the readings or videos to share during seminar. Additionally, each student will be expected to find one current event relevant to the readings or videos each week. Please be prepared to share in seminar.

Field Journal A

Due: January 25th posted on Canvas by 6:00pm.

Length: 5 pages of content. Does not include title page or works cited page.

Description: Much of our leadership style comes from personal experiences and observations in the field (our surrounding environment). The primary goal of a field journal is for you to document your observations of human behavior in a “democracy” and for you to grow as a leader. The secondary goal of a field journal is to physically put you in public service experiences you have yet to explore.

Instructions: Attend a public meeting in person (ex. Legislative floor debate, Legislative committee hearing and testimony, City Council meeting, County Committee hearings, Planning Commission, Port Commission, non-profit Board meeting, Tribal Government public meeting, School Board meeting, etc.). Observe the actions or inactions of leadership and the democratic situation. Select a different organization to visit for field journals A and B. Do not pick an organization you work for or already know a lot about.

Write a narrative description of your experience that explains where you went, background about the organization, and what you learned from the meeting. Additionally, respond to the following questions:

- **Problem identification:** What problems were identified? Were they addressed? What are some of the facts surrounding the problems? What critical issues contributed to the problems?
- **Recommendations:** Were recommendations made and, if so, by who? What were the recommendations to address the problems? How effective do you think these recommended actions will be in alleviating the problems?
- **Funding:** Who funded the meeting?
- **Leadership observations:** Who did you identify as leaders and why? What leadership qualities did you observe?
- **Observing the room:** What was the physical space like and how did it impact the meeting? Who was in attendance? What did you notice about the audience members and their body language/reactions?
- **Audience participation:** Did the audience participate, and if so, how?
- **Democracy observations:** What democratic actions or comments were made?
- **Making connections:** How do your observations connect to any of the readings this quarter?

Field Journal B

Due: February 15th posted on canvas by 6:00pm.

Length: 5 pages of content.

Instructions: Same as field journal A noted above.

Reminder: Select a different organization to visit. Do not pick an organization you work for or already know a lot about.

Organizational Analysis: Outsiders' Perspective (group assignment)

Note: A thorough organizational analysis would take many months or even years to complete. Such an undertaking would require surveys, interviews, and focus groups with staff, leadership, and clients. An exhaustive organizational analysis would involve culling through mountains of internal documents, records of decisions, mandates, policies, and budgets. You are not doing this! Your task is to conduct what would be "phase 1" of a cursory organizational analysis: the outsiders' perspective. You will use only publicly available resources and likely end up with more critical questions than definitive answers.

Draft Due: March 1st posted to canvas by 6:00pm.

Final Due: March 10th posted to canvas by 6:00pm.

Length: 15 pages max of content. Does not include title page, works cited page, or appendices.

Description: Conduct an organizational analysis of a public, non-profit, or Tribal government organization. The goal of the assignment is to expand your skills at organizational assessment and provide insights into the realities of life in organizations. You should select an organization you DO NOT currently work for. This assignment will be completed in teams of 2 to 3 students.

Instructions: Teams should form within your seminar by the start of week 5.

Step 1: Get the basics.

- Write a team work plan.
- Write your own definition of an organization. This definition will guide the focus of your analysis. (Ex. structure, staff, leadership, managers, boards, mission, policies, programs, clients, funders)
- Select a public, non-profit, or Tribal government organization to analyze.
- Gather some initial background information (publicly available) to ensure you have access to sufficient basic information about the organization (org chart, funding sources, mission, population served, etc.).

Step 2: Write an org analysis that covers the following elements.

- Mission and/or vision, brief history, population served and public need(s) addressed, key budget information, organizational structure/chart, staffing.
- What is the organization known for and what are its key accomplishments? Based on your outsiders' assessment, what is the organization good at and where has it fallen short? Is it known for any innovations? How productive are its relationships with other levels or parts of government and/or non-profit organizations? Is it democratic in form and action? Is the organization prepared for the future? Responding to these questions will involve a search of secondary resources (government reports, news media, academic research, org memos,

press releases, and other background documents/materials publicly available). Select an organization that has information readily and publicly available.

- What are the challenges the organization is currently facing? (These could be challenges of strategy, budget, program implementation, management or some combination).
- Explain your team's recommendation for how the organization should address the main challenge it faces along with evidence supporting your recommendation. To do this, incorporate the relevant readings from this quarter as "evidence".

Visual Aid and Presentation

Due: March 10th posted to canvas by 6:00pm.

Presentation: 10 minutes. Highlight the main points and take away messages of your org analysis. All members of the group are expected to participate in the presentation/facilitation as able.

Q and A Session: 5 minutes. The presenters will facilitate a question and answer session with the class after their presentation is done.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud (wordle.net or woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infoogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
<http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- If using a video, it may not take up more than 3 minutes of the presentation time.

Group Reflection

Due: March 15th posted to canvas by 6:00pm.

Description: This is a three-page reflection of the group dynamics and your experience working with your seminar group as well as your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

Faculty Evaluations and Student Self Evaluations

DUE Week 11 (during evaluation conference). Required to receive credit/complete

Faculty reserve the right to make changes to this syllabus

Winter 2018 Schedule (Faculty may alter schedule)

DATE	TOPIC/ACTIVITIES	READINGS	COMPETENCIES/ ASSIGNMENTS DUE
Week 1 Thursday 1/11/18	Organizational Theory	<ul style="list-style-type: none"> • Morgan (1-5) • Jorgensen (9) 	Weekly assignment
Week 2 Thursday 1/18/18	Organizational Theory	<ul style="list-style-type: none"> • Morgan (6-11) • Jorgensen (1-2) 	Weekly assignment
Week 3 Thursday 1/25/18	Legislative Process	<ul style="list-style-type: none"> • Bardach (TBD) • See links to articles on page 3 • Jorgensen (10) 	Weekly assignment Field Journal A
Week 4 Thursday 2/1/18	Leadership/group dynamics-	<ul style="list-style-type: none"> • See links to articles on page 3 • Jorgensen (11) 	Weekly assignment
Week 5 Thursday 2/8/18	Systems Thinking	<ul style="list-style-type: none"> • Meadows (All) 	Weekly assignment Form Org Analysis groups
Week 6 Thursday 2/15/18	Civic Participation	<ul style="list-style-type: none"> • Gerbaudo (All) 	Weekly assignment Field Journal B
Week 7 Thursday 2/22/18	Continuous process improvement	<ul style="list-style-type: none"> • Modig (All) • Bardach (TBD) 	Weekly assignment
Week 8 Thursday 3/1/18	Diversity/Cultural Competency	<ul style="list-style-type: none"> • Kendall (All) • Jorgensen (3) 	Weekly assignment Org Analysis Draft
Week 9 Thursday 3/8/18	Non-Profit Organizations	<ul style="list-style-type: none"> • Collins (All) 	Weekly assignment
Saturday class 3/10/18	Presentations <ul style="list-style-type: none"> • Conference Format 		Org Analysis and Visual Aid
Week 10 Thursday 3/15/18	Cooperatives-Panel	<ul style="list-style-type: none"> • Restakis (All) 	Weekly assignment Group Reflections
Week 11 3/19/18- 3/23/18	Evaluation Week		Faculty Evaluations & Student Self Evaluations