

Collaborative Governance

Spring 2025

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Lab I, 3005
The Evergreen State College
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Modality: Remote

Remote offerings will be conducted entirely through online learning modes. This can include lectures and seminars via technologies such as Zoom, Canvas, videos and other on-line tools. Reliable access to the internet and a laptop or desktop computer with a camera will be a must for Remote courses.

Course Description: Solving society’s most difficult and important problems requires the combined strengths of the public, private for profit, and nonprofit sectors. Working across these boundaries necessitates an understanding of institutional complexity, and an ability to resolve conflict while seeking collaborative solutions through governance networks. Governance networks are interorganizational, comprised of multiple actors, often spanning sectors and scale. This course introduces students to networked, collaborative governance as a concept and process while taking a critical look at its professed advantages compared to other forms of governance (hierarchies and markets). The goal is to provide a foundation in understanding institutional arrangements and developing the skills necessary for effective intersectoral policy development, planning, and management. The course also equips students with knowledge and tools to design, lead, negotiate, and evaluate programs and policies that have intersectoral collaborative dimensions. The case study discussions throughout the course are place-based examples primarily in the United States.

Learning objectives and student competencies:

1. Analyze and discuss the importance of cross-sectoral relationships.
2. Analyze and discuss the ways in which public, private (nonprofit as well as for-profit) organizations interact to address public problems.
3. Compare and contrast formulation and implementation of public policy in different types of networks.
4. Understand the basic structural and process characteristics of networks.
5. Become familiar with and apply the basic skills necessary to design, manage, and assess governance networks.
6. Be able to critically examine, assess, and evaluate existing multi-stakeholder governance networks.

Required Readings

There are two required texts for this class. The first one is a free ebook, and the second one can be purchased second hand relatively inexpensively. It can also be acquired through our interlibrary loan systems. You can successfully complete the course **WITHOUT** purchasing the Koliba, Meek, and Zia (2017) text.

[FREE EBOOK] Donahue, J. D., & Zeckhauser, R. J. (2011). Collaborative governance: Private roles for public goals in turbulent times. In *Collaborative Governance*. Princeton University Press.

Please note that the Donahue & Zeckhauser (2011) text is available as a free ebook through the evergreen library

Koliba, C., Meek, J. W., & Zia, A. (2017). *Governance networks in public administration and public policy*. Routledge.

Additional Readings will be posted on the course Canvas site.

Spring 2025 schedule (Faculty may alter schedule and reading assignments)

<i>Week</i>	<i>Topics</i>	<i>Readings</i>
<i>Week 1</i>	<ul style="list-style-type: none"> • Private roles for public goods • Emergence of governance networks 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 1 • Koliba, Meek, & Zia: Chapter 1
<i>Week 2</i>	<ul style="list-style-type: none"> • Rationales and reservations • Defining the governance network 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 2 • Koliba, Meek, & Zia: Chapter 2
<i>Week 3</i>	<ul style="list-style-type: none"> • The delegator’s dilemma • Characteristics of actors 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 3 • Koliba, Meek, & Zia: Chapter 3
<i>Week 4</i>	<ul style="list-style-type: none"> • Collaboration for productivity • Characteristics of ties between actors 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 4 • Koliba, Meek, & Zia: Chapter 4
<i>Week 5</i>	<ul style="list-style-type: none"> • Collaboration for information • Network-wide functions 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 5 • Koliba, Meek, & Zia: Chapter 5
<i>Week 6</i>	<ul style="list-style-type: none"> • Collaboration for legitimacy • Network-wide structures 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 6 • Koliba, Meek, & Zia: Chapter 6
<i>Week 7</i>	<ul style="list-style-type: none"> • Collaboration for resources 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 7

<i>Week 8</i>	<ul style="list-style-type: none"> • Governance networks as complex systems dynamics • Tasks and tools • How are governance networks managed? 	<ul style="list-style-type: none"> • Koliba, Meek, & Zia: Chapter 7 • Donahue & Zeckhauser: Chapter 8 • Koliba, Meek, & Zia: Chapter 8
<i>Week 9</i>	<ul style="list-style-type: none"> • Getting collaboration right • Hybridized accountability regimes of governance networks 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 9 • Koliba, Meek, & Zia: Chapter 9
<i>Week 10</i>	<ul style="list-style-type: none"> • Forging the future: payoffs and perils • Performance management and measurement • Network analysis: implications for practice, education, research • Getting to smart (democratic) governance systems 	<ul style="list-style-type: none"> • Donahue & Zeckhauser: Chapter 10 • Koliba, Meek, & Zia: Chapter 10,11,12

Student Assignments / Basis of Evaluation

1. *Participation and discussion posts* – Students must attend class and are expected to fully engage in discussions, presentations, exercises.

If you are unable to attend the virtual synchronous class meetings, or participate in the required asynchronous discussion posts, please notify the instructor to find a way to make up the work. Students will be required to participate in discussions (asynchronous posts) that reflect readings, class discussions, and other course related work. These asynchronous discussion entries are a chance for you to reflect on what we are learning and to comment on professional development throughout the course.

2. *End of chapter questions* – Each weekend students will submit answers to a range of critical questions and considerations that will collectively help improve understanding regarding how (i) governance networks are structured; (ii) how are collaborative networks governed; (iii) what are the implications for accountability. The intent of these questions is to guide students into researching a collaborative governance network of their choosing. Combined with the provided case study template, these questions afford students with basis for rendering a case study of a collaborative governance network of their choice.
3. *Governance Network Analysis Case Study* – Using a case study template, students will identify collaborative governance network participants (actors) and network-wide characteristics.

Course Policies

Academic integrity: Cheating, plagiarism and other violations of academic integrity standards will not be tolerated. Any student turning in work that is in violation of Evergreen’s academic integrity standards

will automatically receive a No Credit in the course and the matter will be referred to the Office of Student Rights and Responsibilities for disciplinary action. *Please be aware that including material generated by an artificial intelligence tool in work turned in for academic credit without appropriate citation or attribution is considered to be academic dishonesty.* An overview of academic integrity standards and the Student Code of Rights and Responsibilities are available at <https://www.evergreen.edu/offices-services/student-affairs/student-rights-responsibilities>

Format: Unless otherwise noted, all written assignments 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.

Participation and 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, faculty should be notified prior to a class. After one absence, make-up work may be assigned at faculty discretion on case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After two absences (two days) students may be denied full credit. Finally, if students do miss a class, they 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. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive four 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 incompletes will be awarded. Full loss of credit decisions will be made by the faculty. 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 faculty evaluation are required each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism and 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 including but not

limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology use and learning styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc.

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](#).

Conduct and 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.

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