

PADM590 Network Governance

Spring, 2021

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Appointment)
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Class Time: Thursday 4-6:30 p.m.

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Course Description

Welcome to PADM 590 Network Governance. This course focuses on the multi-level governance of networks of public, nonprofit and healthcare organizations (at the actor, pairwise ties, intra/inter group, and whole-network levels). Most of the material covered is drawn from the literature in organization studies and management, public administration, nonprofit management and health services research. Key areas of discussion within this course is outlined below in the tentative schedule. The course contains academic and practitioner-oriented materials and assignments in an effort to help you connect network and governance theory with organizational practices and to encourage you to think how network research might apply in a variety of public, nonprofit, and healthcare settings.

Course Objectives/Learning Outcomes

By the end of this course, the successful student will be able to:

1. To familiarize you with the theories of networked governance and orient you toward thinking from a network perspective
2. Be able to accurately identify the major opportunities and obstacles associated with network management as addressed by scholars and practitioners from public, nonprofit and healthcare sectors
3. Develop strong knowledge of network evolution, mode of governance, network effectiveness and resilience to systemic shocks.
4. Develop cross-area understanding of the use of networks in policy networks, public management, emergency networks, health services research, and cross-sector collaboration
5. Develop skills in managing relational portfolios, including positive, neutral and negative ties,
6. Teamwork and presentation skills

Required Textbook:

Kapucu Naim and Qian Hu (2020). Network Governance. Routledge.

Recommended Textbook:

Kilduff , Martin, and Wenpin Tsai. 2003. *Social Networks and Organizations*. London: Sage Publications (UNM Library has electronic copy).

Journals that publish social network research include:

- Social Networks. <https://www.journals.elsevier.com/social-networks/>.
- Journal of Public Administration Research and Theory
- Perspectives on Public Management and Governance
- Public Administration Review
- Public Management Review
- Health Care Management Review
- New England Journal of Medicine
- Nonprofit and Voluntary Sector Quarterly
- Academy of Management Journal
- Academy of Management Review
- Organization Science
- Administrative Science Quarterly

Grading

6 Reading reflection and response (3 reflections and 3 responses, 5% each)	30%
Discussion lead (2-or 3-person team co-lead)	10%
Simulation	10%
Paper on comparing network responses to crises	30%
Presentation on comparing network responses to crises	10%
Class participation*	<u>10%</u>
	100%

I will assign grades for points earned during the class according to the following scale:

- A+ 97 and above A 93-96 A- 90-92
- B+ 87-89, B 83-86, B- 80-82
- C+ 77-79, C 73-76, C- 70-72
- D+ 67-69, D 63-66, D- 60-62
- F 59 points and below

Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and

the focused discussion. Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions. A grade of "A" on class participation may be earned by attending all class sessions in their entirety and consistently contributing to class discussions and activities in a way that demonstrates thoughtful consideration of the readings. Participation grades will be negatively affected by missing more than one class session, being disengaged during class, returning late from breaks, coming to class late or without having prepared course readings (read and considered). Please notify the instructor of medical or family emergencies in a timely fashion so that absences will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

Academic Integrity. Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or unintentional, of using other people's words or ideas as your own. This trend in part results from the ready availability of papers and resources on the Internet. The university, college, department, and I expect you to write your own papers and to provide full and accurate citations for any specific ideas or language—words, phrases, sentences—that you take from outside sources, including the Internet. Refer to the [UNM Pathfinder](#) and the [UNM Catalog](#) for the university's policy on Academic Dishonesty. Following the guidelines of UNM policy, any act of academic dishonesty in this class will be reported to the department and to the Dean of Student's office and may result receiving an F on the assignment, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation.

Academic Dishonesty and Plagiarism Policy. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Familiarize yourself with UNM's [Student Code of Conduct](#) and [UNM's policies](#) on academic dishonesty.

Plagiarism. Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an Internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. The University of New Mexico considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of something and are worried you may be plagiarizing, come see me, or go to CAPS. Plagiarism in this course results in one or more of the following consequences: failure of

the assignment, failure of the course, and/or disciplinary action by the University. Cite sources carefully, completely, and meticulously; when in doubt, cite. Consult [UNM's Plagiarism Guidelines](#), the Pathfinder for UNM's [Student Code of Conduct](#) and the Dean of Student's [Academic Integrity/Honesty](#) for more information.

Forms of plagiarism include, but are not limited to, the following:

- Use of direct quotations without the use of quotation marks and referencing of the source of the quotation.
- Incorrect paraphrasing information without proper citation of the source.
- Failure to provide adequate citations for material used.
- The purchase of a scholarly paper or any other academic product from the Internet or any other commercial sources and submitting it as your own work.
- Downloading work from the Internet and submitting it without citation.
- Directly copying and pasting from any source, electronic or written, into any academic assignment without explicit citation of the original source.
- Submission of a work product from a previous course for credit in a current course without direct permission of the instructor.

You are required to submit all your writing assignments through UNM Learn. On UNM Learn SafeAssign compares submitted writing assignments against a database of submitted papers and internet resources and issues an "Originality Report" identifying overlap between the submitted work and other works. This allows the instructor and/or the student to check for potential plagiarism and can create opportunities for students to learn how to properly cite sources or how to paraphrase more appropriately.

When a paper is processed an "Originality Report" is created. A percentage will be generated showing how much of the submitted work overlaps with work in the existing database. You will see the percentage score after your submission. *SafeAssign does not distinguish between uncited and properly cited sources however.* Blackboard gives these rough guidelines:

- *Scores below 25 percent:* These papers may include some quotes or common phrases. There is low probability of plagiarism
- *Scores between 25 and 40 percent:* These papers include extensive quotation or paraphrased material. They may include plagiarism but the Originality Report should be checked to see if sources were properly cited.
- *Scores over 40 percent:* A high probability that text in these papers was copied or paraphrased from other sources. Again the text may be properly cited but a very high score, even if properly cited, may indicate a lack of original work or analysis by the student.

You can also create a free account at (<http://ithenticate.unm.edu/>) to precheck your papers before your online submission at Learn.

Decorum Guidelines for Zoom Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance.

Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer’s camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

Non-Discrimination and Services for Students with Disabilities

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Services at (505) 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Respect the UNM Community by Preserving Health

You have the ability to prevent the spread of COVID-19 and to preserve the health of fellow students, your instructor, staff and the community by following UNM health protocols. The UNM Provost Administrative Directive on Mandatory Student Face Covering and Symptom Reporting of July 9, 2020 requires that all students on UNM-Main and UNM branch campuses wear face masks in the face-to-face classroom and on campus unless they have a specific mask accommodation (confidentially documented with the Accessibility Resource Center). UNM Provost Administrative Directive is consistent with Governor Lujan Grisham's [Public Health Emergency Order](#) as amended, and the [Public Health Order of the New Mexico Health Secretary](#). It also requires daily participation in symptom screening through covidscreen, which will be sent via UNM e-mail.

Acceptable masks and mask wearing in class: A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the Provost Administrative Directive and endangers others.

Mask Wearing Accommodation: Individuals with a documented disability or diagnosis may seek accommodation with the UNM Accessibility Resource Center (ARC) (<https://arc.unm.edu/>). Individuals do not need to reveal private information to an instructor. ARC will require documentation of health requirements, which will be kept confidential. The instructor will be informed only of any need for accommodation.

Consequences of not wearing a mask properly: Unless you have an ARC-approved accommodation, if you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask (without an ARC-determined accommodation), class will be dismissed for the day to protect others and you will be dropped from the class immediately.

Accommodations: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact Accessibility Resource Center at arcsrvs@unm.edu or by phone 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 of <https://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>) requires that any report of gender discrimination that includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (<https://oeo.unm.edu>). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration’s welcome is found on our website: <http://undocumented.unm.edu/>.

Land Acknowledgement: (see <https://diverse.unm.edu> on appropriate use) Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Tentative Schedule, Topics and Assignments.

Jan 21st (Week 1) Course Overview

Jan 28th (Week 2)

Social Networks and Governance: Overview.

Chapter 1 Introduction: Networks and Network Governance in Kapucu (2020).

Chapter 14: Global Perspective on Networks

Discussion leaders needed

Reading reflections due.

Feb 4th (Week 3)

Networks in Health and Human Services

Chapter 3: Network Types, Function and Structure & Chapter 12 Networks in Health and Social Services.

Discussion leaders needed
Reading reflection due

Feb 11th (Week 4) Partnerships in Public/Population Health
Chapter 5 Network Management and Leadership
Chapter 7 Power and Decision-Making in Networks
Discussion leaders needed
Reading reflections due

Feb 18th (Week 5) Cross-Boundary Collaboration and Governance
Chapter 8 Legitimacy and Accountability in Networks
Chapter 9 Network Performance and Evaluation
Discussion leaders needed
Reading reflections due

Feb 25th (week 6): Governance of Emergency Response Networks
Chapter 10 Networks in Emergency and Crisis Management
Discussion leaders needed
Reading reflection due

Mar 4th: (Week 7): Policy Networks: Advocacy Coalitions, Multiple Types of Relationships.

Discussion leaders needed
Reading reflections due

Mar 11th (Week 8): Partnership Failures and Successes: Role of Governance

Discussion leaders needed
Reading reflections due

Mar 18th (Week 9): Managing Collaboration and competition in networks.
PBS Documentary Networkworld.

Discussion leaders needed
Reading reflections due.

Mar 25th, Spring Break, no class.

Apr 1st (Week 9): Simulation: TBA.

Apr 8th (Week 10) Social Capital and Managerial Networking

Discussion leaders needed
Reading reflections due

Apr 15th (Week 12). Multi-level adaptation and resilience to systemic shocks.
Chapter 4: Network Formation, Development, Resilience.

Apr 22nd (Week 13) Student Presentations

Apr 29th (Week 14) Student Presentations

Assignments and Student Evaluation

Reading Reflection Postings

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. For many, this course will mark entry to the network governance world. Your mind will want to wander while you are preparing for class meetings. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for the **weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 2-3 readings. **DO NOT USE** newspaper articles as your seed reading, only use Academic Journal articles. **Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for public, nonprofit, healthcare managers and/or policymakers.** Post your reflection to the corresponding UNM Learn discussion string by midnight the day before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met.

Reading Reflection Posting Responses

You are required to further online discussion by commenting upon your colleague's postings for three weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference) .

Discussion Lead

These discussion leadership opportunities are designed to let you take the initiative and bring in outside academic readings (at least 2, peer reviewed or from high-quality practice/industry sources, such as Wall Street Journal,) to enrich the class learning. Most of the readings assigned for this class are published in peer-reviewed journals. Most, if not all, of them are about networks operating in the U.S. Networks operating in public, nonprofit and healthcare context or other countries have been published. Ideally, the discussion leaders should find academic journal articles that are directly connected or relevant to the assigned readings for the week (email for instructor approval before you start the PowerPoint file). The co-leaders (2 or 3 students can jointly lead a discussion) need to provide a brief summary of the 2 or 3 outside readings, highlight the connections with the assigned readings, and raises three or four open-ended questions for the class to discuss. **Powerpoint presentation is required. The co-leaders should email the instructor PowerPoint files two or three days before the actual class to get the instructor approval. Here is the PowerPoint presentation.**

Powerpoint Presentation Guideline

Your group is required to present a summary of two or three peer-reviewed journal articles relevant to the assigned week's theme and readings (depending on your group size). You are expected to present one or two summary slides per article, one to two slides on the linkage between the external articles and the week's themes and/or readings (How are those external articles related to the assigned readings? Reinforcing, challenging or addressing gaps?) and 1 slide on 3 to 4 open-ended discussion questions focusing on **implications for public and nonprofit leaders and policymakers in network governance** and, which generally starts with How, To what extent, Why, etc.

Slide and presentation tips: Use no more than 35 words per slide. Graphics, such as maps, visualizations would be helpful. Cite references in parentheses on the relevant slide (e.g. Smith 2013) and include full references at the bottom of the same slide.

Comparative Network Response and Governance Analysis (Due May 3rd)

The purpose of the analysis is to critically and systematically analyze two network's response to systemic crises or shocks, e.g., the Covid-19 pandemic, natural disasters, . The requirements for this analysis are as follows:

- Pages 1-2 Subsection title: **Network Background**
Describe network goals/purposes, sizes, governance structures, memberships, and policy domains. Why are the two networks comparable?
- Page 3-4
Subsection Title: **The Network Response**

Succinctly present network responses to a systemic shock/crisis, possibly including cross-policy, cross-function, and cross-sector collaboration. Cite at least 3 quality sources to support your summary of responses

- Page 5-9 Subsection title: **Network Effectiveness Analysis**

Analyze the successes and failures of responses of the two networks from the community, network, organizational perspective. Please specify indicators of successes and failures, and cite at least 3 quality sources to support your assessment. Also, analyze the network's resilience to the systemic shocks, in terms of bounce-back from disruption and innovation to prepare the network for future crises. Cite at least 4 quality sources to support your summary of responses

Subsection Title: **Response Options Not Taken and Why.**

What other response options were debated but ended up not adopted? Why they were not taken in the network? Cite at least 2 quality sources to support your discussion of policy options.

Subsection Title: **Lessons Learned.**

What are the lessons we can learn from the failures and successes of the two network's responses? How likely are they become part of the policy agenda of the U.S.? any weaknesses, limitations, or risks?

You are required to use APA citation and reference, for examples and guideline of APA in-text citations, see <https://guides.libraries.psu.edu/apaquickguide/intext>.