PA 8081: Capstone Workshop on Collaboration and Public Engagement
Spring Semester 2016

Class Meetings: Thursdays 4:40 - 7:25 in Carlson School of Management 1-122
Credits: 3 [plus required prior or concurrent enrollment in 1-credit Capstone Preparation Workshop]
Instructor: Assistant Professor Kathryn Quick
Email: ksquick@umn.edu
Office Hours: Mondays 10-11:20 a.m. in HHH 235 or by phone. http://tinyurl.com/kathy_s_office_hours

COURSE DESCRIPTION

This capstone focuses on collaboration, engagement, participation, and inclusion. I intentionally use these terms broadly and collectively to refer to work across boundaries to accomplish shared goals or to work on public problems of common concern. Boundaries are omnipresent in the domains in which all Humphrey School professional students work. We find them between organizations (for example, among service providers or advocacy organizations who are working in partnership), at the edges of an organization and its constituents (for example, government agencies that are constituted by, for, and with the public), among sectors (in cross-sectoral initiatives), among identity groups (for example, where there are ethnic, gender, religious, or other differences), or among ways of knowing or defining a problem (for example, where people with different political ideologies, or with lay vs. expert knowledge, frame an issue and express preferences for addressing it). Sometimes these boundaries are experienced as barriers, sometimes as opportunities, sometimes as places of contest and conflict, sometimes as places of complementarity and union, and sometimes as non-consequential. Always, they are the sites of practice and processes that create, sustain, or transform them.

Boundaries abound in public affairs work, and the stakes are high for getting smarter about working with them, for several reasons:

- **This work is demanding.** Especially in the last decade, there has been a renewed push for civic participation and openness in government, social and political inclusion, and working together for common aims. Amidst the exhortations for more collaboration and engagement, however, there is often not enough recognition that this work is highly complex, not formulaic, and frankly sometimes not workable or desirable. If an individual or organization is going to do this work, ideally it should be done thoughtfully, as a strategic choice that is carefully managed. Thus, this capstone workshop builds participants’ practical judgment and skills for assessing and accomplishing opportunities for productive collaboration and engagement.

- **This work is required to effectively address exclusion and the misuse of power.** Critical and persistent concerns about (in)equality, (in)justice, and inclusion mean that we need to work actively on boundaries that maintain differences in power, limit opportunity, exclude, and oppress. Thus, this capstone workshop turns participants’ attention to recognizing and addressing formal and informal barriers that foment - or inhibit efforts to address - problems such as poverty, prejudice, or ignorance.

- **This work supports resilient solutions to thorny public problems.** Collaboration, engagement, and participation can facilitate ongoing adaptation to emerging and persistent challenges by generating new resources such as new understandings and ways of working. Research on collaborative resilience suggests they are important opportunities to cope with complex problems, severe resource
constraints, crises, and persistent systemic problems. Thus, this capstone mobilizes students to recognize and work on boundaries that sustain or inhibit (un)desired change and stability in planning, management, and policy environments.

COURSE LEARNING OBJECTIVES

Through the experience of this capstone, you will gain a more nuanced understanding of the kinds of opportunities and challenges that people often face and the complexities associated with working in collaboration, engagement, and public participation. After this course, you will be able to:

1. Describe the key opportunities and challenges for collaboration, engagement, or inclusion in planning, policy-making, and policy implementation generally in the U.S. and specifically in the context of your client.

2. Evaluate whether boundaries, barriers, and opportunities that are commonly experienced in collaboration and engagement are salient in your capstone project context.

3. Become familiar with practices, processes, activities, or structural changes from other cases, the literature, or positive dynamics from within your case that might sustain and improve collaboration and engagement in your capstone project context.

4. Prepare and present professional planning, management, or policy documents to your client and (at the clients’ discretion) for presentation or circulation to other stakeholders.

CLIENTS

The proposed clients and projects (as of early January 2016) are the following. Implementation of each proposed project will require having a team of 3-5 people committed to each one. The project scope and objectives will very likely change as the capstone team and client work together over the course of the semester.

1. **Gap Analysis of Hennepin County SNAP E&T Partnerships.** Client: Hennepin County Human Service & Public Health Dept. This capstone team will prepare a gaps analysis of existing services for employment and training for people on SNAP ([Supplemental Nutrition Assistance Program](#)) in Hennepin and Ramsey Counties. The client asks the team to explore existing and potential partnerships with service providers that could improve service to poorly served or hard to reach clients and integrate other services that support job readiness. They expect that this will be accomplished through analysis of an inventory of existing programs; additional primary data collection and analysis about the barriers clients are experiencing or about the need for new or improved connections among service types or providers; a literature review and search for best practices in this field; and recommendation of additional areas to develop. These two counties are poised to secure substantial additional funding for these programs through federal grant matching opportunities, and the capstone is intended to recommend how to use those funds to improve training and employment opportunities for SNAP participants.
2. **Evaluating and Advancing the Community Role of Public Libraries in Minnesota.** Client: Minnesota State Library Services. One of the challenges public libraries face is how to document their role in communities. Current data collection and evaluation do not demonstrate the ways in which libraries contribute to the lives of residents, the education of students, or the vitality of communities. The client requests assistance to design outcome measures related to community engagement that offer a mechanism for assessing and advancing the value of public libraries in community building. In the course of preparing those measures, the capstone team will examine libraries’ role in community building, for example by identifying connections and barriers in its relationships with diverse communities, other entities (schools, community organizations, etc.). The client requests public policy recommendations regarding a likely and/or desired future for libraries’ role in community building.

3. **Engaging Underrepresented Groups in Parks and Recreation Planning for Carver County.** Client: Carver County. The Metropolitan Council’s 2040 Regional Parks Policy Plan places a high priority on “equitable use” for the regional park system, facilitated through the inclusion of features that are welcoming to and meet the needs of diverse communities. This capstone will involve designing an engagement process to generate input from a diverse range of current and prospective residents, park users, and other stakeholders to update the Parks and Recreation element of the county’s 20-year comprehensive plan. Particular focus should be given to historically and generally underrepresented groups. The public engagement process should use a variety of methods and tools to facilitate their inclusion in exploring core needs and opportunities for design themes/concepts, recreation services and programs, and park facilities.

**COURSE FORMAT**

**Lectures and discussions.** The primary focus of the course will be the completion of a planning project for real world client. Completion of the project will require a professional level of analysis, documentation, and presentation (verbal, written, and graphical). Previous courses have provided you with many of the skills needed to complete the project. To ensure a substantive grounding in the topics addressed in the projects, this course will also provide a number of background readings intended to serve as “foundational knowledge” on public engagement, collaboration, and inclusion. These readings and associated discussions will be concentrated at the beginning of the course to provide insights and stimulate critical thinking as you begin project work. These early class meetings are intended to engage the students and instructor in a collaborative learning effort, wherein exploration of collaboration, public engagement, and boundaries in public management can be identified, analyzed, and evaluated. *Participation and full engagement of all students is required.*

**Work sessions.** Throughout the semester, some part of nearly every class meeting will be dedicated as work sessions. You are expected to attend each class meeting, including the work sessions. Content of the work session portion of class meetings will include some combination of:

1. Exercises on analyzing collaboration and engagement issues in your settings, with guidance from the instructor. Some prior reading about methods or data assembly may be required, and will be explained in advance.

2. Open work sessions for your team’s use. You will need to meet outside of class times, but this provides an easily scheduled and routine weekly meeting time. Each group is expected to prepare in
advance of each session an agenda including a prioritized list of work / discussion items, the facilitator(s) for each item, and approximate time allocations for each item.

3. Group office hours with the instructor to get feedback and guidance to support your team’s progress and the quality of your work.

Meetings with clients. The full capstone team must meet with the capstone client a minimum of three times: 1) an initial scoping meeting, as early as possible in the semester; 2) for a soft presentation of the analysis and preliminary recommendations, around week 11; 3) a final, formal presentation to the client (and possibly additional stakeholders) in or before week 15.

COURSE REQUIREMENTS and GRADING

This course has three grading components consisting of class participation; the group project, and an individual self-evaluation of your learning during the semester.

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and Exercises</td>
<td>25%</td>
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<tr>
<td>Group Project</td>
<td>60%</td>
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<tr>
<td>Team members’ peer evaluation</td>
<td>10%</td>
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<td>Self-evaluation of lessons learned</td>
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**Participation:** I expect you to have something to say in class and may call on you to contribute to the discussion. At the end of the semester I will reflect on the quality and quantity of your participation in class discussions to help determine your course grade. I do not quantify airtime. Rather, I evaluate the quality of your engagement with the class material and your contributions to advancing our collective learning through good questions, elaborations, or clarifications. The grade for your participation is worth 15% of your total course grade. Another 10% of your total course grade is based on my evaluation of your work on in-class exercises to work with collaboration and engagement material and/or to perform analyses of your organization using lenses and tools that I provide.

**Group Project:** Working in groups of three to five, you will complete community-based research projects with three potential clients in the Twin Cities. The details and work products of the projects will vary, each will include research, analysis, and development of a professional report oriented to planning, policy, or management. In addition, at least two presentations will be conducted for relevant stakeholders, as negotiated with the client. A pre-presentation to classmates will also be conducted near the end of the semester. The total project grade will be determined by the instructor’s evaluation of the quality and professionalism of the project and presentation, following consultation with the client (60%). The remainder will be determined by team member peer evaluations of each participant’s contributions to the group (10%).

**Self-Evaluation:** You will submit a 300- to 500-word reflection on your learning from the class. It should cover the following three areas: (1) New understandings you reached about collaboration, engagement, and inclusion, and how you imagine you might carry that into other domains; (2) Reflections or notes to self on your professional development, including both areas in which you have strengths and areas where you need improvement; (3) The 2-3 key conclusions you have reached about this client or the capstone project specifically. This is not an exercise in flattery. You will not be graded on the level to which you have come to like the course material, the class, or the instructor. I will have an administrative support person check that it is complete and will grade it only as submitted, or not. I will not read it until after final grades are filed.
COURSE SCHEDULE

All readings required for this course will be available on a moodle site for the class, along with the syllabus and other guidance on your capstone exercises and deliverables. Assigned readings must be prepared BEFORE class.

Please be forewarned that there will be revisions so this schedule, including additional assignments – for individual teams or the class as a whole – so that we can respond in a timely and constructive way to the needs that emerge in your capstone projects. Additions may cover conceptual foundational work (for example, additional readings on public management or collaboration), skills (for example, in-class exercises, worksheets, or readings on community outreach techniques or on conducting focus groups), or resources for professional development (for example, reading materials or exercises on project management).

January 21, 2016 (1): Introduction to peers, course, and projects

We will spend the first part of the class introducing ourselves and reviewing the syllabus, course goals, and expectations. Then, representatives of the three clients will visit to describe their projects and answer questions. At the conclusion of the class, we will regroup (without the clients present) to discuss who wants to be part of which capstone team.

January 22-23, 2016, 9 am - 5 pm You are required to take PA 5080, the Capstone Preparation Workshop, if you have not previously completed it successfully for credit.

Thereafter, the instructor will assign tools and frameworks for delivering your capstone project on time, to the specifications of the client, and with the resources you can generate. Please refer to resources from the Project Management Institute on the planning, executing, monitoring, and closing phases of projects.

January 28, 2016 (2): The work of collaboration: advantage, inertia, and boundary opportunities

Due this week: Draft MoU for discussion with your client and specific date and meeting time set for your initial face-to-face introduction and scoping meeting with your client.

Assigned readings:


February 4, 2016 (3): Situating your topic: Policy problem definitions and policy field analysis
Due this week: Detailed, visual plan of tasks with specific who / what / when / where / why (such as a Gantt chart).

Assigned readings:


February 11, 2016 (4): Working with stakeholders: identification, identities, and processes

Assigned readings:


February 18, 2016 (5): By/for/with the public: defining the public domain

Due this week: 1-page draft executive summary of your final report, covering the problem definition / scope of the project, questions investigated, methods for data collection and analysis, findings (identified by type and general area of findings, not yet the specific conclusions), and recommendations (also identified by type or general area)

Assigned readings:


February 25, 2016 (6): Selected community-based research models and technique

Due this week: Draft of methods section of your final report.

Assigned readings:


Other readings / materials on focus groups, observation, and process-based analysis to be assigned or covered in lecture, depending on capstone project development.

March 3, 2016 (7): Resilience: Definitions, factors, and opportunities

Due this week: 2-3 models for your project deliverable to the client, as a framework or format for what they expect as a completed product

Assigned readings:


March 10, 2016 (8)

This class meeting will be a work session. Assigned readings for this class and all future classes in this course will be tailored for each project team.

March 17, 2016

**No class (spring break)**

March 24, 2016 (9)

Our whole class will do a detailed check-in to get feedback from the instructor and the other teams to assess and problem-solve about how the project is going, what tasks remain, and how client interactions are going.

March 31, 2016 (10)

This class meeting will be a work session.

April 7, 2016 (11)

**No class meeting.** Meetings can be scheduled at other times with the instructor, if needed.

April 14, 2016 (12)
This class meeting will be a work session.

April 21, 2016 (13) **Dress rehearsal of client presentation**

Due this week: Complete slide deck or draft final report.

Practice presenting your analysis and recommendations. Receive feedback from instructor and classmates.

April 28, 2016 (14)

Take some time to reflect on professional practice, community-based research, and the challenges and opportunities of collaboration and public engagement.

May 5, 2016 (15) **No class meeting. Final presentation to clients.**

Due this week: Final presentation to client.

In lieu of class you will be giving your final presentations to the client. Schedule these in consultation with the instructor.

May 12, 2016 (exam week)

Due this week: (1) Confidential, individual lessons learned memo due from each student to the instructor. (2) Confidential peer-to-peer evaluation of your teammates.

**UNIVERSITY POLICIES**

**Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. Please see [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) to review the student conduct code. Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the
right of each faculty member to determine if and how personal electronic devices are allowed to be used in
the classroom. For complete information, please see:

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic
dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in
unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty
permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation
with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement;
altering, forging, or misusing a University academic record; or fabricating or falsifying data, research
procedures, or data analysis. (Student Conduct Code:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a
student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional
sanctions from the University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked
Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If
you have additional questions, please clarify with your instructor for the course. Your instructor can respond
to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular
class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if
electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate
circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events,
subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not
include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and
integrating the educational experience. However, broadly disseminating class notes beyond the classroom
community or accepting compensation for taking and distributing classroom notes undermines instructor
interests in their intellectual work product while not substantially furthering instructor and student interests in
effective learning. Such actions violate shared norms and standards of the academic community. For
additional information, please see:

Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with
the following. For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html
Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students"].