

**PADM 7346 – Current Issues in Public and Nonprofit Management
Summer 2018**

Tuesday/Thursday, 6:00-8:40 PM

Ross Hall

Instructor: Jessica Key, MPA

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Office Hours: By appointment ONLY

Overview:

This course will cover both intellectual and practical issues facing public and nonprofit sector management over the past decade. The topics covered in this course will provide a foundation for further academic research, as well as important knowledge of the extant research for practitioners in public and nonprofit organizations.

Upon successful completion of this course, students will be able to:

- Effectively read, create content, critique academic research articles in both written and verbal forms;
- Effectively write an academic literature review;
- Demonstrate an understanding of and lead discussions on major issues surrounding the field of public and nonprofit management; and
- Identify ways in which traditional academic research can be applied to the practice of management.

Course Requirements and Grading:

Readings. Students are expected to read each assigned article before each class period. The readings come from a variety of influential journals in the fields of public administration and nonprofit management, and are designed to reflect the trends in thinking in the field throughout the last 15 years. **Although there is no direct assessment of satisfying this course requirement, completing the readings will greatly contribute to your ability to participate in course discussions, which comprises 30% of your final grade and is NOT a “given” based on attendance.**

Paper Presentations and Handouts. On the first night of class, students will be assigned two articles from the syllabus, for which they must develop a

One-paragraph summary (**NOT a copy of the abstract**)

Outline of major points to share with other students in the course. These papers should be roughly two pages in length, although some may be shorter or longer, depending on the

complexity of the content. Students should be judicious in determining what information is most relevant and important to share with the class.

Students will take turns in each class session presenting their outline and describing the major ideas in their articles.

Each presentation/handout will be worth 100 points.

Discussion Facilitation. Students will also be assigned two articles from the syllabus *in addition* to the two articles for presentation/handouts. For each of these articles, students will

Develop a set of at least **five (5)** discussion questions surrounding the research findings and their relevance to the field.

Provide any appropriate criticism of the underlying theory or methodology behind an article and ask questions about what implications the research has on the practice of public and nonprofit management.

Discussions should last approximately twenty (20) minutes, so students should come prepared with sufficient material to continue discussion for that length of time. The discussion questions prepared (and any additional notes/questions penciled in during the discussion period) should be turned in to the instructor at the end of the class period.

Each discussion is worth 100 points.

Final Paper and Presentation. Students should also produce a short literature review, **6-8 pages in length**, which covers one of the topics discussed in the class in greater depth, and expanding beyond the readings assigned in the course. Each student will present their paper and their findings in an informal setting on the final night of class at an off-campus location (i.e., the back room of Vino's, Dugan's, or a similar venue). Students should refer to the literature review guide as well as any additional links or guidelines provided by the instructor. All papers must follow the APA style guidelines and be written in Times New Roman 12-point font, double spaced, with 1" margins.

Class Participation. As the success of this class relies on a strong discussion, participation is a requirement of this course. Simply showing up and presenting your article does not constitute good participation; you must engage in the discussion, ask questions, and be generally engaged in the course material. **You must earn your participation grade, do not assume that you will simply get full credit for attendance or completing your requirements for article presentation and discussion facilitation.**

Grading. A maximum of 1000 points may be earned in this course, as follows:

- Class Participation - 300 points
- Papers and Presentations - 200 points
- Discussion Facilitation - 200 points
- Final paper - 300 points

*Special Note- Participation points can only be earned if you are in class participating. Be advised that if you miss a class it is your responsibility to find out what you missed while out of class.

Course Schedule and Readings:

In the event of significant schedule changes, students will be notified of the changes both in class and via email.

July 10, Tuesday: Course Overview, Effective Reading Strategies, Assignment of Discussion and Presentation Articles

July 12, Thursday: Performance Management

Sectoral Differences and the Concept of " Publicness "

1. Lee, Yoong-Joo, and Vicky Wilkins. 2011. "More Similarities or More Differences? Comparing Public and Nonprofit Managers' Job Motivations." *PAR* 71(1):45-64.
2. Brinkerhoff, Derick and Jennifer Brinkerhoff. 2011. "Public-Private Partnerships: Perspectives on Purposes, Publicness, and Good Governance." *Public Administration and Development* 31(1):2-14.

July 17, Tuesday: Civic Engagement and Public Participation

3. Taylor, J. "Strengthening the Link between Performance Measurement and Decision Making." *Public Administration*, 2009, 87(4), 853–871.
4. Perrin, B. "Effective Use and Misuse of Performance Measurement." *American Journal of Evaluation*, 1998, 19(3), 367–381.

July 19, Thursday: Government and Nonprofits in the Digital Age

5. Kroll, Alexander. 2013. "The Other Type of Performance Information: Nonroutine Feedback, Its Relevance and Use." *PAR* 73(2):265-276.
6. Yang, Kaifeng, and Sanjay Pandey. 2011. " Further Dissecting the Black Box of Citizen Participation: When Does Citizen Involvement Lead to Good Outcomes?" *PAR* 71(6):880-892.

July 24, Tuesday: Emergency Management and Disaster Recovery

7. Leviten-Reid, Catherine. 2012. "Organizational Form, Parental Involvement, and Quality of Care in Child Day Care Centers." *NVSQ* 41(1):36-57.

Government and Nonprofits in the Digital Age

8. Mattison, Allen. 2011. "Influencing Public Policy in the Digital Age-Boulder Advocacy." *Alliance for Justice- EMAILED TO YOU*

July 26, Thursday: ONLINE CLASS Faith Based Initiatives

9. Campbell, David, Kristina Lambright and Christopher Wells. 2014. "Looking for Friends, Fans, and Followers? Social Media Use in Public and Nonprofit Human Services". *PAR* 74(5):665-663.
10. Carboni, Julia. and Sarah Maxwell. 2015. "Effective Social Media Engagement for Nonprofits: What Matters?" *Journal of Public and Nonprofit Affairs* 1(1):18-28

July 31, Tuesday: ONLINE CLASS

11. Hu, Qian, Claire Connolly Knox and Naim Kapucu. 2014. "What Have We Learned since September 11, 2001? A Network Study of the Boston Marathon Bombings Response." *PAR* 74(6):698-712.
12. Marvel, John. 2014. "The Boston Marathon Bombings: Who's to Blame and Why It Matters for uaPublic Administration." *PAR* 74(6):713-725.

August 2, Thursday Diversity and Representative Bureaucracy

13. Craemer, T. 2010. "Evaluating Racial Disparities in Hurricane Katrina Relief Using Direct Trailer Counts in New Orleans and FEMA Records". *PAR* 70(3), 367-377.
14. Chapman, Rachel and Vivien Lowndes. 2014. "Searching for Authenticity? Understanding Representation in Network Governance: The Case of Faith Engagement." *Public Administration* 92(2): 274-290.

August 7, ONLINE CLASS

15. Ng, Eddy, Linda Schweitzer, and Sean Lyons. 2012. "Anticipated Discrimination and a Career Choice in Nonprofit: A Study of Early Career Lesbian, Gay, Bisexual, Transgendered (LGBT) Job Seekers." *Review of Public Personnel Administration* 32(4):332-352.

August 9, Thursday: Final Paper Presentations and Discussion (off-campus, location TBD)

Communications Skills Assistance: Communication skills are critical to success in the public and nonprofit sectors, and I encourage students to take this presentation seriously. **To that end, students are strongly encouraged to work with the UALR Communication Skills Center to develop their speaking and presentation skills.** To schedule a rehearsal appointment with the CSC, call: [501-569-8208](tel:501-569-8208), email: communication.skill.center@gmail.com, or visit: 201 Spch Bldg. For your CSC appointment, be sure to have your speaking notes, presentational aid (PowerPoint/Prezi), and a flash drive with at least 16GB of storage for HD video.

Writing Skills Assistance:

The ability to communicate effectively through the written word is critical to professional success in the public and nonprofit sectors. **It is strongly recommended that all students make use of the UWC throughout the semester in order to ensure that their writing skills are as strong as possible.** The University Writing Center is located in the Student Union B (SUB) Room 116, and can be contacted at (501) 569-8343. The UWC's hours are posted here: <http://ualr.edu/writingcenter/index.php/home/about-owl/hours/>.

Students with Disabilities:

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability.

Academic Integrity:

According to UALR policy, the following actions are subject to grade penalty and disciplinary action:

Cheating on an examination or quiz: To give or receive, to offer or solicit information on any quiz or examination. This includes the following classes of dishonesty:

(a) copying from another student's paper;

- (b) use during the examination of prepared materials, notes or text other than those specifically permitted by the professor;
- (c) collaboration with another student during the examination;
- (d) buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased content of a coming examination, or the use of such material;
- (e) substituting for another person during an examination or allowing such substitution for oneself;
- (f) bribery of any person to obtain examination information.

Plagiarism: To adopt and reproduce as one's own, to appropriate to one's own use and incorporate in one's own work without acknowledgement, the ideas of others or passages from their writings and works.

Collusion: To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.

Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.