

PA 743 COLLABORATIVE GOVERNMENT

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Office Hours - 5:30 - 6:30 following class

Class Schedule

PA 743 will meet on Saturday October 29 and Saturday November 12, 9:00 AM - 5:00 PM
Room 677

COLLABORATIVE: TO WORK JOINTLY WITH OTHERS OR TOGETHER ESPECIALLY IN AN INTELLECTUAL ENDEAVOR. TO WORK WITH ANOTHER PERSON OR GROUP IN ORDER TO ACHIEVE OR DO SOMETHING

Course Introduction

Is collaborative government a revolutionary concept that will make government more efficient for the long term or is it a short term fix? This question is being posed in multiple ways in our communities in order to reduce long term financial liabilities while improving efficiencies and pursuing sustainability. Typically the push is for government to contract more with the private sector because it is felt by some that the private sector can do it better and more efficiently. Is this truly collaborative government? Is this truly revolutionary? In some local cities in the Bay area and throughout the state we are seeing a move toward regionalism more than we are seeing contracting with the private sector to deliver direct services. Cities are contracting or forming Joint Powers Agreements (JPA) with each other and/or the county for such services as public safety (Police and fire). Is this a real trend that is sustainable? Will it bring real savings and efficiencies to local government? What about other options such as partnering with non-profits or other ideas that may not have been exposed yet? What other services could be considered for collaboration?

PA 743 will delve into these questions and more. Understanding the foundation for a government organization to run most effectively with efficiency and with focus will be a key component of this course while we evaluate the current "norm" and how it became what it is today. Understanding the foundation of what makes up a well run organization will prepare you to determine what changes are needed to make government and non-profits more effective and efficient which can be translated into any field you might be involved with.

A line up of guest lecturers from different levels of government will provide a diverse perspective on what is actually taking place in local government as it relates to collaborative government. Perspectives from a State Assemblyman, City Manager (2) and a

Police Chief are scheduled to provide these diverse perspectives in an open forum of discussion in coordination with class lectures/work and review of case studies.

Learning Outcomes

1. Understanding the foundation for a government organization to run most effectively and efficiently.
2. Examine and determine how demographic changes will impact local government
3. Challenge students to examine the various collaborative options local governments have and could implement.
4. Identify from case studies and guest lecturers the impacts of politics, community input and the economy has on government operations and networking efforts.
5. Define the role of public administrators in a public organization where collaborative efforts have been implemented.

Course Methodology, Grading of Requirements

- 15% - Participation in class, seat work and group exercises
- 35% - Paper 1 - Analyze the demographic trends taking place in the State of California to determine what implications they may have on local government in terms of providing services and facilities to address these trends. (See details attached).
- 50% - Final Exam - Prepare a paper that analyzes and explores various options where collaborative government has been applied and determine the potential benefits and challenges It may provide. Students will be required to show their understanding of the subject of collaboration through their analysis and recommendations formulated from their analysis. (See details attached)

Learning Materials (Readings and Case Studies)

Case Studies

- Bay Area Coalition for Equitable Schools, Achieving Strategic Clarity
- City of San Carlos, CA (Police/Sheriff)
- ◆Community Engagement for Organizational Change: Planning for a sustainable future for the City of Seattle's Langston Hughes Performing Arts Center

Course Schedule

Date	Topic	Readings	DueToday
10/29	<p>Course Introduction</p> <p>Foundation/Structure of local government</p> <p>What is Collaborative Government?</p> <p>Changing demographics/ Trends in local government</p>	<p>CaseStudy: City of San Carlos</p>	
	<p>Guest Lecturers</p> <ul style="list-style-type: none"> > Chief Rob Jonson - City of Menlo Park > City Manager Magda Gonzales, Half Moon Bay > Assemblyman Richard Gordon, State of California 		
11/12	<p>Collaborative Govt.</p> <ul style="list-style-type: none"> a) Internal b) Non-Profits c) Private Sector d) Process of collaboration e) Community Involvement <p>Politics of collaborating</p> <ul style="list-style-type: none"> a) Unions b) Jurisdiction c) Oversight <p>Collaborative Government wrap up</p>	<p>Case Study: Bay Area Coalition for Equitable Schools</p> <p>Case Study: Seattle's Langston Hughes Performing Arts Institute</p>	
	<p>Guest Lectures</p> <ul style="list-style-type: none"> > Kevin Sullivan, West Coast Regional Director, International City/County Management Association (ICMA) Retired City Manager City of Mountain View 		

PA 740: Collaborative Government
Fall 2016

Paper #1 - Due November 12 (5:00 PM)

Demographics in California and more specifically in our local communities are changing at a rapid pace. Baby Boomers (1945-1965) are retiring at a high rate while the millennial (1982-2004) generation is growing in the work force each year. These changes will impact how local government operates and delivers services to the community. The question is how these changes will impact local government with the delivery of service. Students will need to access demographic information from the State Department of Finance (DOF) and other sources as needed, analyze that information in conjunction with class work in order to assess what the implications it may have on local government and the services and facilities our local governments provide. What are the current and future implications of these changes on local government? Key issues that may be considered include; staffing key positions, changes in elected bodies, housing needs, technology and other issues that you see as important.

Directions

Your paper is to be typed, single spaced, with 12 point font and 1 inch margins on all sides, and no longer than 5 pages but no less than 3. Charts and graphs are not counted as part of the page requirements.

Paper #2 (Final) - Due November 30 (5:00 PM)

Is Collaborative Government the answer to meeting the current and future challenge of delivering public services in a sustainable manner? You be the judge of that in this paper.

Analyze the issue of collaborative government from the perspective of benefits and challenges. Using information provided by case studies, class discussion, guest lecturers and your own research determine the potential benefits collaborating government may provide. In the same paper identify the challenges that a public agency may face with collaboration including but not limited to budgets, politics, management, community impacts to name a few. From your analysis provide your assessment regarding a wide-spread implementation of collaborative government. Does collaborative government provide a real solution to meeting the challenges facing local government? Does it have the potential of providing a more sustainable future for local government? If not what recommendations do you have for local government officials to consider that may meet the future demands for services in our communities?

Directions

Your paper is to be typed, single spaced, with 12 point font and 1 inch margins on all sides, and no longer than 5 pages but no less than 3. Charts and graphs are not counted as part of the page requirements.

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College of Health and Social Sciences

Standard Wording for All Syllabi

Fall 2016

From: Dean Alvin Alvarez

B. CHSS Policy

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

Final Exam: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

http://www.sfsu.edu/~acadres/final_exams/finalfl6.htm

CHSS Withdrawal Policy: The last day to drop a class is **September 14, 2016 until 11:59pm. Starting September 15 - November 22, 2016 you must submit a paper withdrawal petition.** Withdrawal from a class starting **September 15, 2016** will be considered for *serious and compelling* reasons only and **must have accompanying documentation.** The following reasons are **not** considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours.)** From **November 23 - December 14, 2016** you may not withdraw from a class or the University, except only in the case of a **serious** documented illness or verified accident.

Withdrawals **cannot** be initiated electronically and must be submitted using a paper application. All electronic submissions of withdrawals will be denied automatically by the Associate Dean. **You are only allowed to withdrawal from a maximum of 18 units and take a class no more than 2 times at SF State.** Approval from the instructor and/or Chair does not constitute automatic approval from the associate dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: <http://chss.sfsu.edu/sre>

CR/NC Option: The last day to request CR/NC option is October 19, 2016 until 11:59pm. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permission numbers is August 24 - September 14, 2016. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting September 15, 2016, a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through *S F State Gateway*: Sign up for CR/NC, drop and add classes by the appropriate deadline online through *SF State Gateway*. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

This can be viewed on the Registration Calendar at the following website:

<http://www.sfsu.edu/~admisrec/reg/regsched2167.html>

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

Student Disclosures of Sexual Violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>