

Evans School of Public Policy and Governance
University of Washington

Syllabus

Winter 2019
(version: 1/4/19)

PUBPOL 512 D:
Managing Organizational Performance

Thursdays, 8:30am–11:20am, Condon Hall (CDH) 401

Quiz Section 512 DA 8:30am-9:20pm Fri
Quiz Section 512 DB 1:30pm- 2:20pm Mon

Professor Joaquín Herranz, Jr.
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Welcome to Managing Organizational Performance, a core course in the Public and Nonprofit Management sequence. The first course, Managing Politics and the Policy Process, put you in the position of a manager looking outwards to the authorizing environment and a variety of stakeholders. The second course, Public Budgeting and Financial Management, provided you with language and tools to locate, use, measure, and evaluate the financial resources that organizations need to implement policies.

This course puts you in the position of a manager looking inward, to improving organizational operations and capacity. In this course you will learn analytical frameworks and develop skill-sets regarding the strategies and techniques that you will apply when managing organizational performance in public and nonprofit organizations. During the quarter you will:

- Learn about the role of performance measurement and management in helping an organization achieve its mission and add public value.
- Develop skills in working with employees, teams, unions, and contractors to improve organizational performance.
- Analyze and redesign services, work flows, and delivery systems to serve customers better.

The operational and capacity issues emphasized in this course are intended to broaden and deepen the skills and perspectives you bring to your work as a manager. In particular, the course introduces you to the major internal and service delivery responsibilities of a manager. This course is designed to enhance your ability to manage the operations of a public or non-profit agency, as well as to provide you with approaches to managing collaborations and contracts with other public and nonprofit organizations. At the same time, the course will also address the managerial implications of public value dilemmas, ethics, and diversity.

The course is structured into three modules, beginning with a focus on aligning mission with performance outcomes. In this first module, we learn how to define the direction and operational needs of the organization as represented by its mission and by the needs of external authorizers and stakeholders. An examination of accountability mechanisms and performance management techniques enables you to identify qualitative and quantitative approaches to assessing an organization's progress toward the goals that reflected in its mission. In the second module, we explore techniques for assessing and managing relations with employees, teams, and diverse workplaces. The third module focuses on managing the flows of processes, people, operations, and technology to improve organizational performance. This provides a managerial framework for re-engineering organizational resources to meet organizational performance objectives.

The course uses teaching cases, readings, discussions, small-group exercises, guest speakers, and a team project to improve your knowledge and application of concepts. This course requires that you carry forward the strategic and political perspective of the fall course, so that internal actions and processes advance organizational goals and recognize external realities in the larger political environment. The unique focus of this course is on internal operational effectiveness, which is reflected in targeted assignments and analytic techniques needed to guide, support, and assess mission effectiveness.

READINGS:

Required course material are free and available on the course website (under Modules). There is no fee-based textbook or course-pack to purchase.

GRADING AND COURSE PERFORMANCE

Your course grade will reflect your individual and team performance. The majority of your final course grade will be based on participation, small group activities, team assignments, as well as assessments of your team performance by the professor, teaching assistant, peers, and yourself.

To get started with learning about high performing teams, see the Canvas module “Memos, Final Project, Team Resources, and Snacks” and review “Resources on High Performing Teams.”

Your course grade will be determined as follows:¹

Participation	25%
(includes: attendance, course engagement via discussions & exercises, quiz section exercises, peer assessments)	
Memo #1	15%
Memo #2 (part 1 & 2)	20%
Quiz #1, #2, #3 @ 5%	15%
Team Portfolio (final project)	<u>25%</u>
(includes: final portfolio, exercises, presentation, peer assessments)	
	100%

Each “friendly” Quiz (true/false; multiple choice) will be held in quiz section at the end of each Module. Please bring a wifi-enabled device to take the Canvas Quiz.

Please note that you may earn extra participation credit by posting any relevant reflections, articles, radio stories, video clips, etc that you find that may aid the class learning environment. Other opportunities to receive extra credit or bonus points will be announced in class.

All late assignments will receive a grade penalty, unless you receive an extension in advance in writing. The penalty will be at least .3 day. For example, an assignment that receives a 3.6 on the merits will be recorded as a 3.3 if one day late, and a 3.0 if two days late.

CLASS PARTICIPATION entails contributing to both class and small-group discussions; participating in study (quiz) sections, ***attendance is required***;

I expect you to take the time and consideration to do the reading, prepare for class, contribute to discussions, work constructively with your colleagues and me to support classroom learning, and turn in high quality written work that reflects careful thought.

You have enrolled in a professional program to be trained to be a professional. This means:

- you will act professionally
- you take your education seriously
- you will behave as if this is your job

¹ The Professor reserves the right to modify this syllabus at any time. Please check the course website for the most updated version.

Effective managers (and analysts) in all organizations have to participate and speak in groups where they must listen effectively and provide useful input after integrating information from their own preparation and from the progress of the group. Our classroom environment provides you with a forum for practicing these skills. Timeliness, preparedness, respect, and attentiveness are great virtues in professional life. These are professional courtesies developed through habit.

Missed Class Make-Up Memo:

Please notify the TA and me as soon as you know that you are unable to attend class so that we can make arrangements for you to have an opportunity to learn the class content. To avoid having your participation grade lowered for missing a class and to help you keep up with other students, you must (1) notify me and the TA in advance with the reason for your absence, (2) submit a one- to two-page memo that provides a summary analysis of the readings for the class session you missed; and (3) email your “make-up memo” to the TA, and cc Prof. Herranz, before the start of the following week’s class (i.e., one week after your missed class).

Please note that missing three or more class sessions during the quarter may put you at risk of not passing this course because of the importance of participation.

WRITTEN ASSIGNMENTS

Written assignments consist of two memos (the second memo is a 3 person team project) and a final team project portfolio (parts that will also be presented in class).

Assignments must be submitted on the date/time indicated, unless other arrangements are made *in advance with the TA*. Late assignments receive a grade penalty without a prior arrangement.

Memo 1, Memo 2 part 1, and the final project paper should be submitted as PDFS to their respective Canvas “Assignment.” Memo 2 part 2 should be emailed to TA Yulan Kim.

NOTE: Please put your name, date, assignment designation (i.e., Memo #1), and page numbers on all your work. Please staple multiple pages together. Not doing so will lower your grade.

Deadlines for written assignments:

Memo 1:	Wednesday, January 30,	11:59pm, submitted to Canvas
Memo 2, part 1:	Wednesday, February 20,	11:59pm, submitted to Canvas
Memo 2, part 2:	Wednesday, February 27,	11:59pm, emailed to Yulan Kim
Team Portfolio:	Monday, March 18,	11:59pm, submitted to Canvas
Peer Assessment	Monday, March 18,	11:59pm, via Canvas Quiz

See also:

- Appendix 1. Memo Grading Criteria
- Appendix 2. General Participation Tips
- Appendix 3. Evans School Community Conversation Norms & Academic Integrity Statement (per Student Handbook)
- Appendix 4. Peer Assessments (due via Canvas quiz/survey at course end)

COURSE OUTLINE

Module I. Managing Performance

Week 1 – Managing. Organizational. Performance.

Learning objectives: individual & organizational mission; performance measurement & management; CompStat, PerformanceStat

January 10, 2019

Required readings (key ideas will be on the quiz!):

- Talbot, Colin. "Performance Management." (read pages 491-517) in *The Oxford Handbook of Public Management*, edited by Ewan Ferlie et al. Oxford University Press.
- Behn, Robert D. 2014. (pages 1-11) "Chapter 1: CompStat and Its PerformanceStat Progeny;" and (pages 26-31) "Chapter 3: Clarifying PerformanceStat;" in *The PerformanceStat Potential: A Leadership Strategy for Producing Results*.

Skim (for main ideas and arguments):

- Plant, Jeremy. 2015. "Chapter 11: Seventy-five Years of Professionalization," in *Public Administration Evolving*. Mary E. Guy and Marilyn M. Rubin, editors.
- Svava, James. 2015. "Chapter 12; From Ethical Expectations to Professional Standards," in *Public Administration Evolving*. Mary E. Guy and Marilyn M. Rubin, editors.
- Moore, Mark, "Managing for Value: Organizational Strategy in For-Profit, Nonprofit and Governmental Organizations," *Nonprofit and Voluntary Sector Quarterly*, 29, 1 Supplement 2000, (skim pages 183-204).
- Kotter, John. 1990. "How Leadership Differs from Management"

Optional videos (for background/contextual information on theories about organizational science/behavior, for those of you interested in organizational design and development):

- Management Theories (part 1)
- Management Theories (part 2)

Week 2. Accountability for Performance

Learning objectives: accountability dilemmas, system of work

January 17, 2019

Guest Speaker: Michael Jacobson, Deputy Director, Performance and Strategy; Office of Performance, Strategy, and Budget; King County Executive Dow Constantine's Office. (see below for resources to prepare for question & answer discussion with him)

Required reading (key ideas will be on the quiz!):

- Bovens, Mark. "Public Accountability." (read pages 182-208) in *The Oxford Handbook of Public Management*, edited by Ewan Ferlie et al. Oxford: Oxford University Press. 2007. (online publication 2009)
- Ken, Miller. Chapters. 1, 2, 3 in *We Don't Make Widgets*. 2006.

Skim (for main ideas and arguments):

- Behn, Robert D. 2014. (skim pages 43-58) "Chapter 4: Distinguishing CompStat's Impact," and (skim pages 213-226) "Chapter 12: Creating Organizational Competence and Commitment" in *The PerformanceStat Potential: A Leadership Strategy for Producing Results*

Prepare for our guest speaker (Jacobson) by reviewing/skimming these websites and resources:

- skim Michael Jacobson's 4-page Dec 2017 status update article about King County's evolution from KingStat (2006) to "performance forums" and LEAN integration.
- King County Performance & Strategy
<https://www.kingcounty.gov/depts/executive/performance-strategy-budget/performance-strategy/performance-and-strategy.aspx>
- Results Washington <http://www.results.wa.gov/> is Washington State Governor Jay Inslee's data-driven continuous improvement system (which highlights several 512 concepts and techniques).
- Buzan, Cathleen R., Allison Thompson, Alexandra Woodward. 2018. *King County Performance Management System: Best Practices and Areas for Improvement*. Evans School Student Consulting Lab Capstone Project (winner of the 2018 Evans School Capstone Award in Leadership, Management, and Decision-Making). Skim the executive summary, and pages 8-10, 12, 14-21, and 48 (appendix C, theory of change).
- Valenzuela, Matias. 2017. "King County's Journey in Institutionalizing Equity and Social Justice." *Public Administration Review*, (skim pages 818-821).

Week 3. Performance across Networks, Sectors, and Values

Learning objectives: organizational culture; network performance, triple and quadruple bottom line performance

January 24, 2019 (Quiz #1 conducted in Quiz Sections)

Readings to skim (for main ideas and arguments):

- Schein, Edgar. 1999. "What is Corporate Culture Anyway?" in *The Corporate Culture Survival Guide*.

- Kelman, Steven. 2002. "Strategic Contracting Management." *Market Based Governance: Supply Side, Demand Side, Upside and Downside*. Ed. John D. Donahue and Joseph S. Nye, Jr. Brookings Institution.
- Herranz, Jr., Joaquín. 2008. The Multisectoral Trilemma of Network Management. *Journal of Public Administration Research and Theory*. (skim pages 1-3 & 8-11).
- Herranz, Jr. Joaquín. 2017. "Triple Bottom Line Financial and Non-Financial Values Across Private and Public Sectors: Metaphor, Measurement, Management." Working paper. (skim pages 1-15; 26-37).
- Herranz, Jr., Joaquín. 2016. Quadruple Bottom Line Performance working paper.

Optional:

- Bridges, William. 2003. *Managing Transitions: Making the Most of Change*. "Chapter 1: It Isn't the Changes that Do You In," "Chapter 4: Leading People Through the Neutral Zone," "Chapter 7: How to Deal with Nonstop Change."
- Schein, Edgar. 1986. "How Leaders Embed and Transmit Culture" in *Organizational Culture and Leadership*.

Module II. Managing People

Week 4. Managing Individuals

Learning objectives: focus on employee as individual (leader vs manager); design job tasks so workers motivate themselves; social networks

January 31, 2019

Note that Memo #1 is *due Wednesday, January 30, 11:59pm*, submitted to Canvas

Required reading:

- Case: Hannen and Welch
- Bolman, Lee and Terrence Deal. 2008. Chapters 5, 6, 7, 8 in *Reframing Organizations*. "Chapter 5: Organizing Groups and Teams," "Chapter 6: People and Organizations," "Chapter 7: Improving Human Resource Management," "Chapter 8: Interpersonal and Group Dynamics"

Week 5. Managing Diversity, Equity, and Inclusion

Learning objectives: racial and social equity; inclusion; demographic trends; diversity's performance implications

February 7, 2019

Guest Speaker: Randy Engstrom (Evans EMPA 2009), Director, Seattle's Office of Arts and Culture

Required Reading:

- Gooden, Susan. 2014. "[Chapter 5: Seattle's Race and Social Justice Initiative.](#)" in *Race and Social Equity: A Nervous Area of Government*.

Readings to Skim (for main ideas and arguments):

- Gooden, Susan. 2014. Chapter 1: "[Nervousness, Social Equity, and Public Administration.](#)" in *Race and Social Equity: A Nervous Area of Government*.
- Riccuci, Norma. 2015. "[Chapter 9: From Sameness to Differentness.](#)" in *Public Administration Evolving*. Mary E. Guy and Marilyn M. Rubin, editors.
- Gooden, Susan. 2015. "[Chapter 10: From Equality to Social Equity.](#)" in *Public Administration Evolving*. Mary E. Guy and Marilyn M. Rubin, editors.

Resources (tools) to Skim:

- Racial Equity Toolkit, An Opportunity to Operationalize Equity, by the Government Alliance on Race and Equity (a national network: www.racialequityalliance.org)
- Seattle Race and Social Justice Initiative, Vision & Strategy 2015-2017
- Racial Equity Toolkit to Assess Policies, Initiatives, Programs, and Budget Issues, Seattle Race and Social Justice Initiative

Optional reading:

- Turner, Ali. "The Business Case for Racial Equity." Kellogg Foundation. 2013.
- Treuhaft et al. 2014. "The Equity Solution: Racial Inclusion Is Key to Growing a Strong New Economy." PolicyLink
- "Diversity Makes You Brighter," Dec 2015 NYT
- Norman-Major, Kristen and Susan T. Gooden. 2012. *Cultural Competency for Public Administrators*. "Chapter 1: Cultural Competency and Public Administration," "Chapter 2: A New Kind of Public Service Professional: Possessing Cultural Competency Awareness, Knowledge, and Skills." "Chapter 5: Human Resource Management Practices that Facilitate Cultural Competence," "Chapter 19: Challenges to Cultural Competency in Public Administration."

Week 6. Working with Teams, Frontline Employees, & Unions

Learning objectives: organize teams around outcomes; teams vs groups; collaborating with unions

February 14, 2019 (*Quiz #2 conducted in Quiz Sections*)

Required reading:

- Case: LA Bureau of Sanitation A & B
- Katzenbach & Smith. 1993. "The Discipline of Teams," *Harvard Business Review*.

Optional:

- Thompson, Leigh. 2011. *Making the Team: A Guide for Managers*. "Chapter 1: Teams in Organizations: Facts and Myths," "Chapter 2: Performance and Productivity: Team Performance Criteria and Threats to Productivity," "Chapter 9: Creativity: Mastering Strategies for High Performance," "Chapter 10: Networking, Social Capital, and Integrating Across Teams."

Module III. Managing Processes

Week 7. Work Flow Processes

Learning objectives: re-engineering; operational workflow; human vs technical systems

February 21, 2019

Please note Memo 2, part 1 is *due Wednesday, February 20, 11:59pm*, submitted to Canvas

Guest Speakers: David Lynam, Fire Marshal, Manager Building and Fire Safety; Tina Rice, Manager of Administrative and Permit Services, Kitsap County Department of Community Development

Required reading:

- Case: Permit Processing on Mercer Island (A)
- Linden, Russell. "Principles of Re-Engineering," in *Seamless Government: A Practical Guide to Re-engineering in the Public Sector*. 1994.
- Steve Rosenthal, Chapters 3 & 4, in *Managing Government Operations*. 1983.

Skim:

- Albrecht, Steve, (skim pages 30-43 & Chapter 4) in *Service, Service, Service*, 1994.
- State Auditor's Office – Local Government Performance Center
<http://www.sao.wa.gov/local/Pages/LeanAcademy.aspx>
- LEAN Enterprise Institute www.lean.org

Week 8. Analyzing and Improving Workflow and Process

Learning objectives: CQI; TPS; empowering frontline workers

February 28, 2019 MEMO #2 (part 2) DUE (emailed to TA Yulan Kim)

Please note Memo 2, part 2 is *due Wednesday, February 27, 11:59pm*, emailed to Yulan Kim

Guest Speaker: Dr. Gary Kaplan, Chairman and Chief Executive Officer, Virginia Mason Medical Center

Required reading:

- Kotter, John., "Leading Change: Why Transformation Efforts Fail." 2007.
- Steven Spear, "Learning to Lead at Toyota," *HBR*, 2004.
- Robeznieks, Andis. 2014. "Prospering by standardizing processes and improving the patient experience." *Modern Healthcare*.
<https://www.modernhealthcare.com/article/20140111/MAGAZINE/301119950>
- "What is Lean Health Care" <https://www.virginiamasoninstitute.org/2017/08/lean-health-care/>

Week 9. Managing Information Technology

Learning objectives: promises and pitfalls of technology

March 7, 2019 (Quiz #3 conducted in Quiz Sections)

Required reading:

- Lee, Jooho and B.J. Reed. 2015. "Chapter 8: From Paper to Cloud," in *Public Administration Evolving*. Mary E. Guy and Marilyn M. Rubin, editors.
- M. Bensaou, Michael Earl, "The Right Mind Set for Managing Information Technology"
- Sahni, Nikhil R., Maxwell Wessel, & Clayton M. Christensen. 2013. "Unleashing Breakthrough Innovation in Government." *Stanford Social Innovation Review*

Week 10. Team Project Presentations + Learning Gallery; & Course Wrap-up

March 14, 2019

Monday, March 18, 2019 DUE 11:59pm:

FINAL TEAM PORTFOLIO (as PDF posted to Canvas "Assignment")

Peer Assessment Quiz/Survey (on Canvas)

UW Course Evaluation (via link emailed to you by UW)

Appendix 1. Memo Grading Criteria

Grading memos: Substance

“A” (4.0) memos contain:

- Arguments systematically derived from frameworks
- Justifications for recommendations
- Frameworks applied in clear, coherent, and logical way

Weaker memos contain:

- Unjustified recommendations (e.g., “do this, do that”)
- Arguments that float free of the frameworks
- Excessive space devoted to rehashing the case or explaining frameworks for the audience
- Incoherent, inconsistent, or illogical use of frameworks

Grading memos: Style

“A” (4.0) memos contain:

- Text written with audience in mind
- Subheadings, bullet points, and/or other formatting devices to help readers follow the argument and see key points
- Simple, clear, straightforward, well-written sentences
- Logical structure (with important points front-loaded)

Weaker memos contain

- Typos (e.g., misspellings, inconsistent punctuation, etc.)
- Passive phrasing (i.e., dodging who should do what to whom)
- Undefined academic jargon
- Bureaucratic jargon (“bureaucratese”)

Remember, grades are reflection of what you *earn*, not ‘what the professor gives you.’

Students are expected to behave ethically and honorably with regard to their performance in the course. Plagiarism consists of passing off as one’s own work the ideas, words, writings, graphs/charts that were created by someone other than you. Plagiarism is cheating and cheating is a violation of academic, professional, and personal integrity. Cheating is a failure of course expectations and results in a failure to meet the course requirements.

Appendix 2. General Participation Tips

- Prepare thoroughly for each class by (a) reading the assigned literature and cases; (b) preparing outlines of the analytic frameworks in the readings and how the cases might be interpreted in light of these frameworks; and (c) striving to integrate the assigned readings cumulatively throughout the course. (Note that each task above is progressively more challenging by building on prior tasks, and requiring greater preparation. The more you prepare, the more you will learn and the easier participation will be.)
- Put your hand up and speak when you think you have something to add.
- No one is expected to have a comprehensive answer that distills a framework to its kernel of “truth” or that “cracks” a case. The cumulative effect of well-considered thoughts is what we are trying to build. You need only play a part.
- Show respect for your colleagues’ ideas when you speak, even if you don’t agree. If you wish to disagree, remember that civil, constructive disagreement can help to refine alternatives and push the discussion in new directions. Your body language is more obvious than you may be aware. Strive to be attentive, respectful, and inclusive.
- Consider asking your colleague a question that clarifies or “pushes back” on a particular comment. Such questioning often leads to the kind of richer and deeper discussion that generates insight and learning. But do not simply counterpunch – the best responses clarify understanding, add nuance, and move a discussion forward. Strive to build group knowledge, rather than tear down the arguments of others.
- Don’t be tempted to save something clever or insightful and simply say it when you can get in. Rather, be aware of the topic, pace, and focus of the discussion, and address points that are relevant at that time. If you wish to suggest that a different topic would be important to discuss and want us to move to that, be sure to identify that is what you are doing and why.
- If you have trouble figuring out how to participate, you might consider some of the following ways to get started: quickly respond to the assigned discussion questions; take advantage of the more general questions that often come up at the beginning of case discussions; or volunteer for specific tasks like “reporting back” for your group after small-group discussions. The more practice you have, the easier participation becomes.

Note that there are many other ways to contribute to the learning of others, for example, by participating in study groups, by providing feedback on drafts of memos before they are turned in, and by other comments and encouragement you provide outside of class. All of these activities are important to learning. If you find participation difficult or troublesome, please contact the TA or me so we can discuss ways to help you get the most out of the class.

Other Specific Participation Expectations

- Arrive on time; do not leave early
- Pay attention when others are talking
- Laptops, cell phones, and pagers will be turned off in class (except for students who have documented reasons for needing them in class).

Course-related Email & Communication

- the teaching assistant shall be the point of first contact for all course related questions or communications. Please contact Professor Herranz if: 1) you have not received a reply from the TA within 48 hours; 2) the TA suggests that you do; or 3) you are not satisfied with the TA's response.
- course-related emails should adhere to established professional etiquette
- email should be composed as if it is an official communication (e.g., appropriate greetings, sign-offs, tone)
- do not expect correspondence outside of standard business times (M-F, 9am-5pm)

Preparing for Case Discussions

The course will involve you in discussions, usually based on cases assigned, and expecting that you are able to sensibly incorporate useful concepts from the readings and from previous class discussions. Therefore, you will be expected to be well prepared for discussions, to listen and speak perceptively, to be thoughtful and constructive in, to plan on full attendance, and to prepare your assignments, whether written or reading, with care, in detail and on time.

We suggest, based on what previous students have told us:

- Your preparation should entail careful and critical reading of the materials and reflection upon them prior to class, probably planning on three to five hours per class session.
- Plan to read the assigned case three times with some time between each reading (examining the other readings in between. Reading the case three times quickly will be far more effective than one slow read trying to absorb all the details at once.)
- Read the required/recommended readings, and any of the recommended readings that interest you, and make notes on items that may help you with the case, or related lessons.
- As you read the case, particularly the second and third times, make notes about the mission and objectives, the key actors, problems, and opportunities, and, later, on strategic and action recommendations.
- Develop a two page outline that summarizes your analysis of the problems, and how to handle the situation.
- Review the case (third read) and your notes about it the day before or day of class so that you are confident and prepared for an effective discussion.

Appendix 3. Evans School Community Conversation Norms & Academic Integrity Statement (per Student Handbook)

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical and civil discourse norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as your own; and to 2) not disrespect members of our Evans School learning community.

For guidance on how to behave respectfully with other members of the Evans School community, please refer to the Evans School's **Community Conversation Norms** (<http://evans.uw.edu/myevans/community-conversation-norms>):

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today's increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

EVANS SCHOOL POLICY ON ACADEMIC INTEGRITY

You are joining a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards. You also have a responsibility to conduct yourself in adherence to the University's Student Conduct Code, and to maintain good academic standing in the program. In addition to these expectations of responsibilities, you also have rights and recourses to address grievances. This section describes these rights and responsibilities. It is your responsibility to understand these expectations now.

Student Conduct Code

The first expectation is that Evans students adhere to the University's Student Conduct Code. The following is an abbreviated version. The complete code is available in Washington administrative Code, Chapter 478-120.

"Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,

- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University."

ASPA Code of Ethics

In addition, the American Society for Public Administration has its own Code of Ethics, including "(6) Demonstrate personal integrity: Adhere to the highest standards of conduct to inspire public confidence and trust in public service." Your time at the Evans School will give you an opportunity to practice these codes.

Student Academic Conduct (This section is drawn primarily from the Committee on Academic Conduct in the College of Arts and Sciences)

Students at the Evans School are expected to maintain the highest standards of academic conduct, and of course most do. Cheating harms the person cheating, as it deprives them of the opportunity to learn the material. It also harms honest students who are frustrated by the unfairness of cheating that goes undetected and therefore unpunished.

Academic misconduct occurs if you present as your own work something that you did not do. It is also considered academic misconduct if you help someone else present work that is not his or her own.

Plagiarism

One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words.
5. *Borrowing all or part of another student's paper or using someone else's out line to write your own paper.*
6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend (inside or outside the School) do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

This includes internet paper-writing resources. Note that it is also considered academic misconduct if you are the friend who willingly wrote a paper for someone else or shared your work for copying.

Multiple submissions

Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.

Exams

Another common form of cheating involves exams. The following will all be considered violations of the student conduct code:

- Copying from someone else's exam, or allowing another student to copy from your exam;
- Aiding another student during an exam where collaboration is prohibited, including talking, signs, gestures, or sharing notes;
- Using notes (unless expressly allowed by the teacher, in which case notes must follow their specifications);
- Using any electronic device such as a tablet, laptop or mobile phone unless expressly permitted by the instructor;
- Altering an exam for re-grading;
- Getting an advance copy of the examination;
- Using a surrogate test-taker;
- Working together on a take-home exam when an instructor forbids collaboration;
- Deliberately delaying turning in a timed class exam; such a delay would unfairly give that student extra time and will be considered a form of cheating.

Lying

Lying encompasses the following: the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the lying to administration and faculty members, and falsifying any university document by mutilation, addition, or deletion.

What happens if there is a suspected violation?

It is the responsibility of the entire Evans School community to uphold its academic standards and integrity. It is the Evans School's policy that instructors maintain discretion over whether and how any suspected academic misconduct should be reflected in the grade for that assignment, exam, or for the course. This may include a zero grade. Students who disagree with the instructors' assessment should follow the University's normal grade appeal process. Proven academic misconduct as outlined above could also result in disciplinary action from the Graduate School, including probation or dismissal from the University. In addition, instructors who suspect misconduct will report the misconduct to the Graduate Program Coordinator.

Appendix 4. Peer Assessments (due via Canvas quiz/survey at course end)

PEER ASSESSMENTS

PBAF 512D: Managing Organizational Performance

PART ONE: Contributions to My Learning

Ways in Which Others Contributed to My Learning

NAME: _____

Please turn this in or email it on the day final project papers are due. This document is *REQUIRED* in order to process your participation grade. Please keep track during the term of whose contributions are helpful to you. Thank you for recognizing and appreciating others' contributions to your learning.

Please *name* the individuals in the class who have contributed most to your learning. Please describe what you have gained by their contributions, the nature of their contribution, and provide some illustrative examples.

Please identify people who have contributed to your learning:

In the classroom:

(e.g., comments & questions in class discussions and small-group discussions)

Outside of class:

(e.g., helpful contributions from others when preparing for class, assignments, and team projects)

