



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

PADM-GP 2430- Spring 2022

Multi-sector partnerships: A Comparative Perspective

Instructor Information

- Professor Sonia Ospina
- Email: sonia.ospina@nyu.edu
- Office Address: Puck Building, Rm 3058
- Office Hours: Tuesdays 4:00-5:30 pm or by appointment

Course Information

- Class Meeting Times: Every other Saturday – 9:00 am -12:30 (02/05, 219; 03/05, 26; 04/9, 23;-05/07)
- Class Location: 194 Mercer St, Room 306A

Course Prerequisites

- CORE-GP 1022, Introduction to Public Policy **or** CORE-GP 1020, Management and Leadership

Course Description

Cross-sector social partnerships (CSSP) represent a social innovation whereby actors from different sectors intentionally “address social issues and causes that actively engage the partners on an ongoing basis” (Selsky & Parker, 2010:22). They emerge from the recognition that solving today's complex public problems requires engaging multiple stakeholders. While promising, these innovations are not panacea: collaborative work is difficult because of structural and institutional barriers, as well as distinct assumptions, work styles, and disciplinary backgrounds of actors engaged from different sectors. The course encourages students to understand these barriers and develop the skills and competencies to contribute to bridge the gaps through their professional practice.

This course is called **Multi-sector partnerships (MSPs)** because we will focus on collaborations across members of the three sectors—government, civil society and business. The course is structured around cycles of student engagement and learning around multi-sector collaboration cases that span geographical contexts and levels of action—domestic, national and global contexts. Through frameworks, practitioner testimonials and social dialogue techniques, students are

encouraged to explore assumptions of stakeholders from each sector, and to clarify and challenge their own assumptions and pre-conceptions in reference to the three sectors.

Course Objectives

The purpose of this course is to identify the opportunities and challenges associated with multi-sector collaboration through the lens of evidence-based knowledge and its application to the situations and challenges that arise in the studied cases.

At the end of the course students will have the ability to:

1. Recognize the basic components of effective multi-sector partnerships, clarify different types of cross-sector collaborations, and identify the key moments of the cycle for building a multisectoral partnership;
2. Recognize key assumptions, concepts and paradigms from the public, nonprofit and business perspectives, and appreciate the opportunities and barriers these differences create, thus adding new perspectives to their existing worldview;
3. Analyze illustrative cases of value creation through multi-sector collaboration in diverse levels of action and geographical contexts; and apply frameworks and assumptions to analyze the case assigned as their final team project.
4. Identify collaborative leadership competencies (such as the ability to challenge the self, to be respectful AND critical of all perspectives, to listen to others' perspectives openly) and potential tools to facilitate partnership work (such as the U-process);
5. Explore their own areas of growth and potential strategies to become better bridge-leaders across sectors.

Summary of Assignments and Associated Learning Objectives

Assignment	Credit	Due date	Course Objective Covered
Class participation	10%	Throughout the course	All
Five journal entries posted before class starts	15%	1) February 19 2) March 5 3) March 26 4) April 09 5) April 23	#1, #2, #3
Individual mini-case report (critical review)	20%	March 12	#3
Individual final reflection essay	20%	May 2	#4, #5
Team presentation*	10%	May 7	#3, #4, #5
Team final report	25%	May 11	#1, # 2, #4
Total	100%		

* Sub-assignments include: One pager and work plan due March 26; draft of

collaboration map and presentation plan, April 27; presentation handouts, May 6, e-mailed to all students.

See description below for class participation, journals AND possible cases for final project; see instructions in Brightspace for: mini-case report; team presentation & final report; and final reflection essay. You will find there the complete instructions, expectations and grading criteria for each assignment. It is your responsibility to study these documents as part of your preparation for the course. Please see Appendix at the end of the syllabus for information on how letter grades are assigned.

Class Participation

Your attendance, your willingness to prepare in advance the readings (and cases) to actively participate, and your disposition to practice the competencies of collaboration in class (and in team projects) will contribute to creating a favorable learning environment for the course's success. See class participation rubric in Brightspace.

Journaling

- While expected to read all required material, students will choose **one** reading from each session to comment on their journal, starting on session 2.
- Students will link insights from these readings to their experience and self-assess their present understanding and capacity of collaborative competencies. Journaling encourages an informal reflection on the student's developmental needs to become an effective collaborative leader.
- Journal entries are not formal writings, but rather thoughtful reflections on the readings (**not** summaries) to explore how they help illuminate students' personal experience and self-diagnosis.
- Students upload journals in Brightspace assignment tap before arrival to class, starting on February 19.
- **Format:** Between 300 and 500 words in Brightspace assignment page. No need to write full reference of reading chosen, just refer to it by the last name of the authors and date of article (e.g. Austin (2005) says...)

Cases for the team project (one per team, instructions found in Brightspace)

Case 1: Senegal's Fight against Malnutrition: The Nutrition Enhancement Program (Africa). In:

- Garrett, James and Marcela Natalicchio (eds). (2011) Working Multisectorally in Nutrition: Principles, Practices, and Case Studies. Washington DC: International Food Policy Research Institute.

Case 2: California's CALFED Water Program (United States). In:

- Kallis, Giorgos, M. Kiparsky and R. Norgaard. (2009). Collaborative governance and

adaptive management: Lessons from California's CALFED Water Program. Environmental Science and Policy 12, 631-643.

Case 3: MetroGIS (United States). In:

- Gelbmann, Rick. (no date) [MetroGIS: Moving Regional GIS Data Sharing from Concept to Reality](#). January 25, 2016. Note: there are two files for this case.

Case 4: Global Partnership for Education (Global). In:

- Global Partnership for Education. (2017). [GPE Results Report](#). Abridged Version. 2015-2016. Global Partnership for Education.

Absenteeism, punctuality, and in-class conduct

You are expected to attend all classes, and arrive on time. Attendance at each class session is expected and missing more than one session will have a negative impact on your grade. The same applies to repeated lateness or early departure. **Missing two sessions is potential grounds for course failure.**

Academic Integrity

I expect strict adherence to University guidelines for academic integrity. You are responsible to know these guidelines and to understand what constitutes plagiarism. Plagiarism is very likely to result in a failing grade for the course. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#).

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click the "Get Started" button. You can also call or email CSD (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Course overview and Course Schedule follow below.

Overview of Course Contents and Assignments

I. The why and what of multi-sector partnerships

Session 1: February 5 – Creating collective impact in a shared-power world: the nature and purpose of multi-sector partnerships

Session 2: February 19 – Innovations in governance to address wicked problems: facilitating bridge building across difference; teams formed

Guest Speaker: Sara Enright, BSR
Journal assignment, Session 2

II. The what, who and how of multi-sector partnerships: institutional differences and collaboration

Session 3: March 5 – Collaborating across sectors: motivations, risks, benefits, barriers, roles.

Guest Speaker: Neil Britto, The Intersector Project, The Aspen Institute
Journal assignment, Session 3
Individual report (mini-case): Critical review, due Wednesday March 12

Session 4: March 26 – Architecture and Processes 1: Governance (with capital G): challenges and the inter-organizational life cycle.

Guest Speaker: Pallavi Gupta, LASER PULSE, Purdue University
Journal assignment, Session 4; teamwork plan and one page case description due today.

Session 5: April 9 – Architecture and Processes 2: Governance (with small g), accountability and leadership (Multi-sector partnerships at work).

Guest Speaker: Rachel Botos, The Aspen Institute
Journal assignment, Session 5

III. The so-what of multi-sector partnerships

Session 6: April 23 – Meaningful Partnerships: Transitions, transformations, exits, evaluation and lessons: when and how to move on.

Guest Speaker: Chong-Lim Lee, Synergos
Journal assignment, Session 6; AND team draft of collaboration map and presentation plan, Wednesday April 27 – Submit via Assignments tool; one assignment per team
Heads-up: Individual final reflection essay, Monday May 2 - Submit via Assignments tool

Session 7: May 7 – Applying, sharing and integrating the learning

Critical interpretations of multi-sector partnerships and Wrapping up: **lessons and insights of multi-sector partnerships**

E-mail handouts: May 6; Team Presentations: May 7; Team project paper: Friday May 11.

Course content and schedule of assignments

All required reading materials and videos can be accessed via links from Brightspace.

I. The why and what of multi-sector partnerships

Session 1: February 5

1. Introductions and course overview: Who are we? Why are we here? What are our goals and collective agreements?

2. Creating collective impact in a shared-power world: the nature and purpose of multi-sector partnerships

- The nature of today's social problems and social transformation; the shifting context in which MSPs emerge; Responses to social problems (market, government, social sector based approaches) and sector failure; MSP as an alternative and integrative response for social and economic value creation

Required readings (note: the readings under each numeral represent a bundle for one journal entry)

1. On multi-stakeholder partnerships (15 pages)

- Hanleybrown, F., Kania, J. and Kramer, M. (2012) Channeling Change: Making Collective Impact Work. Stanford Social Innovation Review, January 2012 (8 pages)
- These three short pieces complement the prior reading by offering an overview of what researchers tell us: (7 pages)
 - Waddock, S. (2010) From individual to institution: On making the world different. *Journal of Business Ethics* 94: 9–12
 - Austin, J. (2010) From Organization to organization: On Creating Value. *Journal of Business Ethics* 94: 13–15
 - Crane, A. (2010). From governance to governance: On blurring boundaries. *Journal of Journal of Business Ethics* 94: 17–19

2. Why partnerships: a conceptual rationale (14 pages)

- Crosby, B. & J. Bryson. (2007) Leadership for the Common Good: Creating Regimes of Mutual Gain. In *Transforming Public Leadership for the 21st Century*, edited by R. Morse, M. Kinghord, and T. Buss. NY: M.E. Sharpe. Pp 185-200) (14 pages).

3. Why global partnerships: the challenges of development (12 pages)

- GIZ/BMZ. (2017). Multi-stakeholder partnerships in the context of Agenda 2030. Bonn: German Federal Ministry of Economic Cooperation and Development. (Read pp. 5-6, 9-15 And 37-39).

4. Sustainable development and partnerships: an overview (explore BOTH sites and be prepared to discuss)

- Explore the material in the links at Brightspace: The Sustainable Development Agenda; then go to the "Goals" tab in this link to review the 17 goals; finally, click on Goal 17, PARTNERSHIPS to read more about this goal. Be prepared to discuss.
- A global example: GAVI. Be prepared to discuss this example of a global partnership by exploring the links in Brightspace
 - Gavi @ 20 Years
 - About Gavi, the Vaccine Alliance
 - Gavi Operating Model and Governance

Suggested:

Kania, J., J. Williams, P. Schmitz, S. Brady, M. Kramer & J. S. Juster. 2022. Centering Equity in Collective Impact. Stanford Social Innovation Review. Winter

Stibbe, D.T., Reid, S., Gilbert, J. (2018) Maximising the Impact of Partnerships for the SDGs ; The Partnering Initiative and UN DESA.

Beisheim, M. (2012). Partnerships for Sustainable Development. Why and How Rio+20 must Improve the Framework for Multi-stakeholder Partnerships. Berlin: German Institute for International and Security Affairs.

Session 2: February 19

Innovations in governance to address wicked problems: facilitating bridge building across difference

- The why (cont): Partnerships as systemic innovations and innovative methods in partnerships
 - More about the logic of partnerships (conceptual and global issues)
 - Synergos's systemic approach to building partnerships; the use of the U process
- Organizing the Student Project: Overview of the final assignment; students choose topics and form groups

Guest Speaker: Sara Enright, BSR, Director
Journal assignment for Session 2 due today

Required readings

1. The big picture: why partnerships (cont) (25 pages counts as 1 journal entry)

- Brown (2015), Bridge-Building for Social Transformation, Stanford Social Innovation Review (18 pages)
- Bulloch, Gib, Peter Lacy and Chris Jurgens (2011) Convergence economy, rethinking international development in a converging world. Accenture Development Partnerships. (Read pp. 6-13) (7 pages).

2. CASE example: (19 pages + 24 minute video + 5 minute video count as an entry journal)

- Bhagwat, I., S. Sandosham, and V. Ramani. 2014. The Bhavishya Alliance: A Multisectoral Initiative to Address Undernutrition in Maharashtra. POSHAN Implementation Note 2. New Delhi, India: International Food Policy Research Institute. (3 pages)
- **Watch Bhavishya Alliance - 2006** (24 minutes)
- Synergos. (2012). Ten lessons on Multi-stakeholder Partnerships. New York City: Synergos (**will read about 3 pages**)
 - Read carefully the overview of the 10 lessons on pages 1 and 2; choose TWO that intrigued you and look and read the entries for those lessons in the body of the text. Be prepared to describe and discuss the chosen lessons.
 -
- **The theory U process:** (13 pages + video, counts as 1 journal entry)
 - **Watch: The Essence of Theory U and Presencing**, by Professor Otto Scharmer (5:15 minutes)
 - Scharmer, Otto. (2007) Addressing the Blind Spot of our Time: An executive Summary of Otto Scharmer's book. Theory U: Leading from the future as it emerges. Read pages 1-12 and then choose ONE of the mini-cases presented between pages 12-18 (13 pages)

4. Browse 4 cases for final project in preparation for team formation (not for journal entry; be prepared to express first and second preference)

- Go to Brightspace tab for Instructions for Final Assignment and for the cases.

Suggested:

Dentoni, D., V. Bitzer, G, Schouten. (2018). Harnessing Wicked Problems in Multi- stakeholder Partnerships. Journal of Business Ethics 150:333–356.

Clarke, A., Crane, A. (2018). Cross-Sector Partnerships for Systemic Change: Systematized

II. The what, who and how of multi-sector partnerships: institutional differences and collaboration

Session 3: March 5

Collaborating across sectors: motivations, risks, benefits, barriers and roles

- More about the nature of the partnerships with an emphasis on exploring value generation from the perspective of each sector and the implications for considering motivations, risks, benefits, barriers and roles

Journal assignment for Session 3 due today

Guest Speaker: Neil Britto, Executive Director, The Intersector Project

Heads-up: Individual mini-case due Wednesday March 12

Required readings

1. More fundamentals (21 pages, counts as one journal entry)

- Tennyson, R. 2011. The Partnering Tool Book. The International Business Leaders Forum and the Global Alliance for Improved Nutrition. READ ONLY CHAPTERS 1 (pp. 5-9) and 2 (pp. 11-14) (9 pages).
- Caplan, K. 2013. Taking the Mythology out of Partnerships – A view from the ground up (4 pages).
- Wegrich, K. 2019. The Blind Spots of Collaborative Innovation, Public Management Review, 20(10): 12–20. (8 pages)

2. Motivations from the business perspective: (16 pages + 2 m. video counts as 1 journal entry)

- Porter, Michael and Mark Kramer. (2011). Creating Shared Value: How to fix Capitalism and Unleash a New Wave of Growth. The Harvard Business Review, Jan-Feb 2011, pp. 4-17. (13 pages)
 - Watch the 2 minute motion graphic on shared value and read the article - [Creating Shared Value](#)

- Duschinsky, J. (2013). I Don't Care What you Make, I care What You're Made of. *Journal of Corporate Responsibility*. 50: 20-22. (3 pages)

3. Demands of a globalized environment: (15 pages, counts as 1 journal entry)

- Bulloch, Gib, Peter Lacy and Chris Jurgens (2011) *Convergence economy, rethinking international development in a converging world* (Read pp. 14-29) (15 pages).

4. Case Study (read carefully for in-depth discussion): (11 pages, counts as 1 journal entry)

- **The Chamba Valley Partnership Project (CVPP), Zambia:** In Rein, M.; et al. (2005). *Working Together: A Critical Analysis of Cross-Sector Partnerships in Southern Africa*. Cambridge: The University of Cambridge Programme for Industry, UK (pp. 37-48) (11 pages)

Suggested:

Reid, S. (2016) *The Partnership Culture Navigator: Organizational cultures and cross-sector partnership*, The Partnering Initiative, Oxford.

Trujillo, D. (2018) *Multiparty Alliances and Systemic Change: The Role of Beneficiaries and Their Capacity for Collective Action*. *Journal of Business Ethics* (2018) 150:425–449.

March 19 – Spring Break

Session 4: March 26

Architecture and Processes 1: Governance (with capital G) challenges and the inter-organizational life cycle

- CPPCs at work: the inter-organizational collaborative life cycle; whether to set up a partnership
- Case analysis: the Hocol case in Colombia

Journal assignment for Session 4 due today

Guest Speaker: Pallavi Gupta, LASER PULSE, Purdue University

Team deliverable: One page description of the problem and context of the case; bullet points about contextual elements that must be considered to propose alternative scenario; teamwork plan due. (post in Brightspace Assignments).

Required readings

1. Public Value and the role of the government in MSPs (15 pages, counts as 1 journal entry)

- [Two short videos](#)
- Creating Public Value: Concept Note. Bloomberg-Harvard City Leadership Initiative (2020) (9 pages)
- De Jong et al. (2021) Building Cities' collaborative muscle. Stanford Social Innovation Review. (6 pages)

2. Partnership: Yes or no? (14 pages, counts as 1 journal entry)

- Global Development Incubator. (2015). More than the sum of its parts: Making multi-stakeholder initiatives work. California: Creative Commons. Read pages 8 (starting at The Peril - 19 (12 pages)

3. A case application: Yes or no? (15 pages, counts as 1 journal entry)

- CASE: Uribe, E., R. Gutierrez and A. Barragan. (2011). HOCOL. Social Enterprise Knowledge Network SEKEN. (15 pages text, 15 Charts)

Suggested:

Waardenburg, M., M. Groenleer, J. De Jong And B. Keijser. (2020) Paradoxes Of Collaborative Governance: Investigating The Real-Life Dynamics Of Multi-Agency Collaborations Using A Quasi-Experimental Action-Research Approach. Public Management Review Vol. 22, NO. 3, 386–407.

Session 5: April 9

Architecture and Processes 2: Governance (with small g), accountability and leadership (Multi-sector partnerships at work)

- Structuring and governing multi-sector partnerships; accountability issues and leadership challenges
- Case analysis: the PTB case in Barcelona

Guest Speaker: Rachel Botos, Senior Program Associate, AspenBSP

Journal assignment for Session 5 due today

Heads-up: Draft of collaboration map and presentation plan, Wednesday April 29, submit via Assignments tool, one submission per team

Required readings

1. Shaping the partnership's architecture to deliver (13 pages, counts as 1 journal entry)

- Tennyson, R. 2011. The Partnering Tool Book. The International Business Leaders Forum and the Global Alliance for Improved Nutrition (13 pages)
 - Governance structures and accountability - CHAPTER 3 (pp.15-17) (3 pages)
 - Managing the partnering process - CHAPTER 4 (pp. 19-26) (8 pages)
 - Delivering successful projects – CHAPTER 5 (pp. 27-28) (2 pages)

2. Issues of accountability (16 pages, counts as 1 journal entry)

- Rochlin, S. Zadek, S. & Forstater, M. (2008). Governing Collaboration: Making Partnerships Accountable for Delivering Development. Accountability report. Read the following: pages 5-6 and 24-33 [skip or skim pp. 34-64 (so that you know this is there for later reading)]. (11 pages).
- Caplan, K. (2013). Partnership Accountability – Unpacking the concept. Business Partners for Development Classic Hit Series (5 pages).

3. Issues of leadership and power (12 pages, counts as 1 journal entry)

- Presidio Institute. (2018). Cross-sector Leadership: Approaches to solve problems at the scale at which they exist. Stanford Review of Social Innovation, Supplement, Winter 2017. READ pp. 2-12
- Ryan, M.J. (2014). Power Dynamics in Collective Impact. Stanford Social Innovation Review, Fall 2014. (2 pages)
- Sawyer, D. & D. Ehrlichman. (2016) The Tactics of Trust. Stanford Social Innovation Review, Winter 2016. (2 pages)
- Maira, Arun (2008) Buffaloes Wailing, Children Waiting. In Arun Maira Transforming Capitalism: Business Leadership to Improve the World for Everyone. New Delhi: Nimby Books. (Pp. 144-153) (9 pages).

4. A case application: Accountability and leadership at work (15 pages, counts as 1 journal entry)

- CASE: Saz-Carranza, A. and A. Serra 2010. Managing a Public Private Joint Venture: the PTB Case. The Collaborative Governance Initiative, PARC, the Maxwell School of Syracuse University. (9 pages + charts).

Suggested:

KlitsiemE.J., S. Ansari, H. W. Volberda (2018) Maintenance of Cross- Sector Partnerships: The Role of Frames in Sustained Collaboration. *Journal of Business Ethics* 150:401–423.

III. The so-what of multi-sector partnerships

Session 6: April 23

Meaningful Partnerships: Transitions, transformations, exits, evaluation and lessons: when and how to move on

- Defining success and planning evaluation
- Exploring the importance and strategies for exiting when the project is done; considering both dimensions when starting a new partnership

Journal assignment for Session 6 due today

Guest Speaker: Chong-Lim Lee, Director of Programs, Systems and Knowledge, Synergos.

Heads-up:

- Draft of collaboration map and presentation plan, due Wednesday April 27, Submit via Brightspace, one per team
- Individual final reflection essay, due next week, Saturday May 2, submit via Brightspace.

Required readings

1. Evaluating partnerships in practice: (14 pages, counts as 1 journal entry)

- Parkhurst, M. & H. Preskill. (2014). Learning in Action: Evaluating Collective Impact. *Stanford Social Innovation Review*, Fall 2014. (3 pages)
- CASE: [Homelessness in Harvard Square: Multi-stakeholder Collaboration in Action](#). Please go to the link and PURCHASE your own copy of the case. (11 pages + Appendixes)
- In order to prepare for this case, please also explore the following organization addressing homelessness, which will bring you up to contemporary approaches to addressing this wicked problem:

[Community Solutions](#) (see Brightspace for link)

2. Global partnerships for development: conditions for success (8 pages, counts as 1 journal entry)

- Pattberg, P. and O. Widerberg. (2016). Transnational multi-stakeholder partnerships for sustainable development: Conditions for success. *Ambio* 45: 42-51. (Read quickly pp. 42-44 and focus on 44-50 from Key findings – 50) (8 pages)

3. Transitions, transformations and exits: Moving on (17 pages, counts as 1 journal entry)

- Tennyson, R. (2009). Moving On. Effective Management for Partnership Transitions, Transformations and Exits. International Business Leaders Forum. Pages 1 -25 (please note that many are TOOLS to be aware of rather than reading; actual reading text: 17 pages)

Heads-up: Friday May 7, Team deliverable: Presentation Hand-outs to be distributed to students: a two-page summary of the case [following Tool 7 in Tennyson (2003), *The Partnering Tool Book*]. Send to all course participants by e-mail via Brightspace, so they can read for Saturday.

Suggested:

De Villiers, I., & M. Wisheart. (2020). Fit for Partnering: An Organizational Development Approach to Becoming a Partner of Choice. (The case of World Vision International). World Vision International & The Partnering Initiative.

Session 7: May 7

Applying, sharing and integrating the learning

1. Taming the beast (Critical interpretations of multi-sector partnerships) - Recognizing power and ideology in the discourse of partnerships

2. Team presentations

3. Wrapping up

Team Project Presentations due today; please read the two-page summaries sent by students on May 6 for other cases.

Required readings:

Choose only ONE of the two readings below. Come prepared to describe the key argument and your reactions to those who chose the other one:

- Lotia, N. and C. Hardy. (2008) Critical Perspectives on Collaboration. The Oxford Handbook of Inter-Organizational Relations. Oxford Handbooks On-line. (Read only pp. 1 - 13) (13 pages)
- Gideon, J and F. Porter. (2016) Unpacking Women's Health In the Context of PPPs: A Return to Instrumentalism in Developing Policy and Practice? Global Social Policy. 16(1): 68-85)

Team project paper: due May 11, submit via Brightspace, one paper per team

–END OF SCHEDULE OF ASSIGNMENTS–

Appendix. Explanation of Letter Grades and Criteria

Explanation of Letter Grades Points and Criteria:

A 4.0 points **A-** 3.7 points **B+** 3.3 points **B** 3.0 points **B-** 2.7 points **C+** 2.3 points
C 2.0 points **C-** 1.7 points **F** 0.0 points

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but the student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C±) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.