



**NYU**

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

## **PADM-GP 2430**

# **Multi-sector partnerships: A Comparative Perspective Spring 2023**

### **Instructor Information**

- Professor Sonia Ospina
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- 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 (02/04; 2/18; 03/04, 03/25; 04/08; 04/22; 05/06)
- Class Location: Bobst Library, Room LL139 Loc: Washington Square
- Course Prerequisites: CORE-GP 1022, Introduction to Public Policy **or** CORE-GP 1020, Management and Leadership

### **Course Description**

Multi-sector partnerships 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. The course encourages students to understand these barriers and develop the skills and competencies to contribute to bridge the gaps through their professional practice.

**Multi-sector partnerships (MSPs)** focuses 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 learn relevant frameworks of cross-sector collaboration, explore assumptions of stakeholders from each sector, clarify and

challenge their own assumptions and pre-conceptions about each sector, and identify the strengths and gaps they must address to become competent collaborators.

## Course Objectives

The purpose of this course is to identify the opportunities and challenges associated with multi-sector collaboration by applying evidence-based knowledge to address the situations presented in the studied cases and examples.

At the end of the course students will be able 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 multisector 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 cases in class as well as 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 18 2) March 4 3) March 25 4) April 08 5) April 22	#1, #2, #3
Individual mini-case report (critical review)	30%	March 10	#3
Individual final list of competencies	10%	April 28	#4, #5
Team presentation*	10%	May 6	#3, #4, #5
Team final report	25%	May 10	#1, # 2, #4
Total	100%		

\* Sub-assignments include: One pager and work plan due March 27; draft of collaboration map and presentation plan, April 26; presentation handouts, May 5, e-mailed to all students.

## Class Participation

Your willingness to prepare the readings (and cases) in advance to actively participate, your class attendance 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 rubric for class participation credit in Brightspace.

Note on absenteeism, punctuality, and in-class conduct - You are expected to attend all classes, and arrive on time. Attendance is expected and missing more than one session will have a negative impact on your grade, since each session includes multiple class materials. The same applies to repeated lateness or early departure. Missing two sessions is potential grounds for course failure.

## 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 to enact collaborative competencies. Journaling encourages an informal reflection on the student's developmental needs to become an effective collaborative leader.
- Journal entries are 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 18.
- **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...].

## Other assignments

See specific instructions, expectations and grading criteria for **the mini-case report; the team presentation & final report; and the final list of competencies** in Brightspace. Please study these documents to ensure you are prepared for the work ahead. See Appendix at the end of the syllabus for information on how letter grades are assigned.

## List of 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: One Million Cisterns (Brazil). In:**

- Jalil, L. and R. Neves. (no date). Case Study: One Million Cisterns Programme: New approaches and challenges for the Brazilian semi-arid region. Universidad Federal de Pernambuco.

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

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

## **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](mailto: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.

## Overview of Course Contents and Assignments

### I. The why and what of multi-sector partnerships

**Session 1: February 4 – Creating collective impact in a shared-power world:** the nature and purpose of multi-sector partnerships

**Session 2: February 18 – Innovations in governance to address wicked problems:** facilitating bridge building across difference; project 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 4 – 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 Friday March 10

**Note:** 3-week gap in class schedule due to Spring Break

**Session 4: March 25 – Architecture and Processes 1:** Governance (with capital G): challenges and the inter-organizational life cycle.

Journal assignment, Session 4; teamwork plan and one page case description due March 27.

**Session 5: April 8 – 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 22 – Meaningful Partnerships:** Transitions, transformations, exits, evaluation and lessons: when and how to move on.

**Guest Speakers:** Chong-Lim Lee, Synergos; Esha Husain, Synergos Bangladesh

Journal assignment, Session 6; AND team draft of collaboration map and presentation plan due Wednesday April 26 – Submit via Assignments tool; one assignment per team

Heads-up: Bulleted list of competencies due Friday April 28 - Submit via Assignments tool

**Session 7: May 6 – 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 5; Team Presentations: May 6; Team project paper: Wednesday May 10.

## Course content and schedule of assignments

All required reading materials and videos are accessible via Brightspace. Please make sure you are aware of the number of pages you must read; sometimes it may not be the entire document! When only partial reading is required, pages are specified in Brightspace.

### I. The why and what of multi-sector partnerships

#### Session 1: February 4

- **Introductions and course overview:** Who are we? Why are we here? What are our goals and collective agreements?
- **Creating collective impact in a shared-power world:** the nature and purpose of multi-sector partnerships; MSP as an alternative and integrative response for social and economic value creation

**Required readings** (note: some short readings are bundled together to be included in a single journal entry)

#### 1. On multi-stakeholder partnerships (12 pages, counts as 1 journal entry)

- Hanleybrown, F., Kania, J. and Kramer, M. (2012) Channeling Change: Making Collective Impact Work. Stanford Social Innovation Review, January 2012 (8 pages)
- What researchers tell us: (4 pages from the Journal of Business Ethics, Vol 94, 2010)
  - Austin, J. From Organization to organization: On Creating Value, 13–15
  - Crane, A. From governance to governance: On blurring boundaries, 17–19

#### 2. Why partnerships: a conceptual rationale (14 pages, counts as 1 journal entry)

- 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 (11 pages + review of website material, counts as 1 journal entry)

- GIZ/BMZ. (2017). Multi-stakeholder partnerships in the context of Agenda 2030. Bonn: German Federal Ministry of Economic Cooperation and Development. (9 pages).
- **Linking sustainable development and partnerships: an overview**

- The Sustainable Development Agenda: Explore the links found in Brightspace
- Stibbe, D.T., Reid, S., Gilbert, J. (2018) Maximising the Impact of Partnerships for the SDGs; The Partnering Initiative and UN DESA. (2 pages)
- A global example: GAVI. Explore the links found in Brightspace

### **Suggested:**

Waddock, S. (2010) From individual to institution: On making the world different. *Journal of Business Ethics* 94: 9–12

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

Clarke, A., Crane, A. (2018). Cross-Sector Partnerships for Systemic Change: Systematized Literature Review and Agenda for Further Research. *J Bus Ethics* 150, 303–313.

## **Session 2: February 18**

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

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

Journal assignment for Session 2 due today

**Guest Speaker:** Sara Enright, BSR, Director

### **Required readings**

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

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

## **2. CASE example: (18 pages + 39 minutes' worth of videos, counts as an entry journal)**

- Bhagwat, I., S. Sandosham, and V. Ramani. 2014. The Bhavishya Alliance: A Multisectoral Initiative to Address Undernutrition in Maharashtra. POSHAN. New Delhi, India: International Food Policy Research Institute. (3 pages)
- **Video:** Bhavishya Alliance - 2006 (24 minutes)
- Synergos. (2012). 10 lessons on Multi-stakeholder Partnerships. NYC. (3 pages)
- **The theory U process: (11 pages + 2 videos by Professor Otto Scharmer, counts as 1 journal entry)**
  - **Videos:**
    - The Essence of Theory U and Presencing, (5:15 minutes)
    - Two ways of Learning, (9:39 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. (10 pages)
  - Entry from AG Innovations Website (application of Theory U). (2 pages)

## **3. Browse 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

### **Suggested:**

Maira, Arun (2008) Buffaloes Wallowing, Children Waiting. In Arun Maira Transforming Capitalism: Business Leadership to Improve the World for Everyone. New Delhi: Nimby Books. (Pp. 144-153) (9 pages).

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.

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

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.



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

### **Session 3: March 4**

#### **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, Associate Director, Philanthropy and Social Innovation Program in the Aspen Institute.

**Heads-up:** Individual mini-case due Friday March 10

#### **Required readings**

##### **1. More fundamentals (16 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. (9 light pages).
- Wegrich, K. 2019. The Blind Spots of Collaborative Innovation, Public Management Review, 20(10): 12–20. (7 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: 4-17. (13 pages). See also link for 2-minute motion graphic on 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. 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 U of Cambridge Programme for Industry, UK (pp. 37-48) (11 pages)

**Suggested:**

Bulloch, Gib, Peter Lacy and Chris Jurgens (2011) Convergence economy, rethinking international development in a converging world. NY: Accenture.

Caplan, K. 2013. Taking the Mythology out of Partnerships – A view from the ground up (4 pages). London: BPD Water Sanitation

**Note: 3-week gap in class schedule due to Spring Break  
March 18 – Spring Break**

## **Session 4: March 25**

**Architecture and Processes 1:** The inter-organizational life cycle

- CPPCs at work: the inter-organizational collaborative life cycle; reasons to set up a partnership (or not)
- Public Value for MSPs

Journal assignment for Session 4 due today

**Heads-up: Team deliverable # 1 (due Monday March 27)** – 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, one submission per team).

### **Required readings**

#### **1. Starting the partnership life-cycle?**

- Global Development Incubator. (2015). More than the sum of its parts: Making multi-stakeholder initiatives work. California: Creative Commons. **(12 pages, counts as 1 journal entry)**
- **A case application: To partner or not? (15 pages, counts as 1 journal entry)**
  - Uribe, E., R. Gutierrez and A. Barragan. (2011). HOCOL. Social Enterprise Knowledge Network SEKEN. (15 pages text, 15 Charts)

#### **2. Public Value and the role of the government in MSPs (15 pages + 2 short videos, counts as 1 journal entry)**

- Watch two motivational short videos in Brightspace for overview of public value

- Creating Public Value: Concept Note. (2020) Bloomberg-Harvard City Leadership Initiative (9 pages)
- A case application: The City of Calgary (and other case examples from around the world)
  - De Jong et al. (2021) Building Cities' collaborative muscle. Stanford Social Innovation Review. (6 pages)

**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.

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

**Session 5: April 8**

**Architecture and Processes 2:** Governance (with small g), structures, 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

Journal assignment for Session 5 due today

**Guest Speaker:** Rachel Botos, Senior Program Associate, Aspen BSP

**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)

CHAPTERS: 3 (Governance structures and accountability - pp.15-17); 4 (Managing the partnering process - pp. 19-26) and 5 (Delivering successful projects - pp. 27-28)

**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 (11 pages).
- Caplan, K. (2013). Partnership Accountability – Unpacking the concept. Business Partners for Development Classic Hit Series (5 pages).

### **3. Issues of leadership (13 pages and 2 videos, 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 (7 pages)
- Developing leadership through Theory U
  - Watch the videos:
    - Theory U (3:40 minutes)
    - Systems Leadership (**only** first 6:15 minutes)
  - **Go back to:** 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 (4 pages).
- Sawyer, D. & D. Ehrlichman. (2016) The Tactics of Trust. Stanford Social Innovation Review, Winter 2016 (2 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:**

Ospina, S.M. (forthcoming) Collaborative governance, accountability, and leadership in Etorkizuna Eraikiz. In X. Barandiarán, M.J. Canel, G. Bouckaert (editors) Building Collaborative Governance in times of Uncertainty. Lessons from Etorkizuna Eraikiz. Belgium: KU Leuven University Press.

Klitsiem E.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.

Ryan, M.J. (2014). Power Dynamics in Collective Impact. Stanford Social Innovation Review, Fall 2014.

### III. The so-what of multi-sector partnerships

#### Session 6: April 22

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

- Defining success and planning evaluation; back to “value added”
- Exploring importance and strategies for exiting (from the start & when the project is done)

Journal assignment for Session 6 due today

**Guest Speakers:** Chong-Lim Lee, Director of Programs, Systems and Knowledge, Synergos, NY, and Esha Husain, Synergos Bangladesh Program Lead.

#### Heads-up:

**Team deliverable # 2 (Due Wednesday April 26)** – Draft of collaboration map and presentation plan (post in Brightspace Assignments, one submission per team).

**Individual final list of competencies** (Due Friday April 28, submit via Brightspace Assignments) and bring to last class to share with colleagues.

#### Required readings

##### 1. Evaluating partnerships: (12 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)
- Back to: Stibbe, D.T., Reid, S., Gilbert, J. (2018) Maximising the Impact of Partnerships for the SDGs ; The Partnering Initiative and UN DESA (9 pages).

##### 2. Case: Designing and implementing an evaluation strategy: (11 pages + website browse, counts as 1 journal entry)

- Homelessness in Harvard Square: Multi-stakeholder Collaboration in Action. (11 pages + Appendixes) PURCHASE this case via link in Brightspace)
- Community Solutions (see link in Brightspace)

##### 3. Transitions, transformations and exits: Moving on (15 pages, counts as 1 journal entry)

- Tennyson, R. (2009). Moving On. Effective Management for Partnership Transitions, Transformations and Exits. International Business Leaders Forum (about 15 pages)

**Suggested:**

Pattberg, P. and O. Widerberg. (2016). Transnational multi-stakeholder partnerships for sustainable development: Conditions for success. *Ambio* 45: 42-51.

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

**Session 7: May 6**

**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** (come prepared to perform!)
- 3. Wrapping up** (please bring to class your final list of competencies, per April 28 assignment)

**Heads-up:** Friday May 5, Team deliverable – Presentation Hand-outs to be distributed to students: a two-page case summary. Send to course participants via Brightspace, with time so they can read for Saturday.

**Team project paper due May 10**, submit via Brightspace, one paper per team.

**Required readings:**

**Heads- up:** Please read two-page summaries sent by fellow students on May 5.

Choose only ONE of the two readings below. Come prepared to describe the key argument:

- Lotia, N. and C. Hardy. (2008) *Critical Perspectives on Collaboration*. The Oxford Handbook of Inter-Organizational Relations. Oxford Handbooks On-line. (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) (13 pages)

**–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.

Last reviewed 01/27/23