

Rutgers University
School of Public Affairs and Administration
Citizen Driven Performance Measurement 834:537

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Office Hours: W 3:00-4:30

Online Chat Hours: Available upon request

Course Description and Objectives

Welcome to Citizen Driven Performance Measurement. In this course we will explore two dominant themes in relationship to public administration. First, we will explore the theoretical foundations and practical applications of performance measurement and management techniques. The course will examine how managers, both government and nonprofit, might utilize performance measurement to make budgetary decisions and improve organizational performance. Second, the course will introduce literature and practical examples of citizen participation with government. Citizen participation takes place in many different forms and from many different perspectives. Ultimately, we will examine literature and cases in which citizens engage with nonprofit and government organizations to collect, analyze, and utilize performance data to drive change within the organization. Cases highlighted will range from grassroots community efforts to capture social indicator data to government driven participatory budgeting. By the end of the course students should have a comprehensive understanding of performance measurement, citizen participation, and modes in which both can be applied to achieve higher performance.

Special Accommodations

I aim to accommodate all students in the class. An online class presents many challenges that do not arise in a classroom setting, but it also provides some great opportunities. If anyone needs special accommodations please be in touch. I will be happy to help out.

Communication

The Blackboard interface will be our primary avenue of communication. Weekly, I will post announcements on the Blackboard homepage. Please be certain to check this on Monday evening for weekly updates. You may also contact me via email or at my office phone number. Please make certain that your email address is updated in the Rutgers system. I will also use Eluminate, an online classroom feature on Blackboard, for purposes of extra help and office hours. I will not have regular online office hours, but I encourage those who cannot make my office hours in person to utilize this function. I will also set up times prior to larger assignments in which we can discuss those assignments online.

Weekly Discussion Posts

The discussion board is an essential part of an online classroom environment. It is how we communicate as a class and develop relationships amongst our colleagues. Discussions help us make connections with the text and gain a better understanding of the readings. I require postings to the discussion board multiple times throughout the week. I ask that your posts be thoughtful and carefully written. I require a minimum of three posts throughout the week. The general framework for posting is as follows: the first post will be in response to a question that I will post on Monday evening. The second post must be in reference to a classmates post. The third post can either be a follow up to any of the posts on the discussion board (including your own) or any other questions you might have. In addition to the three required posts, please feel free to utilize the discussion board for any other questions about the readings and points of clarification.

There will also be weeks in which I instruct you **not** to post comments to the discussion board. I might request that you upload power point slides on the week's readings or develop a diagram based upon the themes of the week's readings.

While it is encouraged to question your colleague's posts and challenge different perspectives I expect that this will be done in a responsible and respectful manner. Please contact me immediately if you feel this expectation has not been met. I will monitor the postings on a daily basis. Please refer to the schedule below for your posting timeframe.

Discussion Posting Schedule

1st Post – By Wednesday 8pm

2nd Post – By Friday 8pm

3rd Post – By Sunday 8pm

Semester Assignments

There are three assignments that I consider Semester Assignments. These are larger assignments and have a larger impact on your final grade.

1. Midterm Take Home Exam – Distributed on March 1st and due on March 8th

This will be composed of 5 open ended questions about the readings and discussions we have had up to that point in the semester. You will select 4 of the questions to which you must respond. Aproximately 2 pages per question are required. I expect that you will cite the readings that we have already read in class and any outside texts you deem relevant. Citing outside texts is not required.

2. Book Presentation – The book report will replace discussion postings for two weeks – Week 9 and 10. The book report will be on the text - [The Porto Alegre Experiment](#). You will be grouped with one partner and develop a brief PowerPoint presentation to post online. Details will be distributed at a later date.

3. Final Paper Case Study – There are a number of examples of citizens engaged performance measurement. These examples range from surveying citizens to more in depth citizen engagement. Your final paper will be to select an example of citizen driven government performance and explore it based upon the readings we have completed in class. More details will be provided later in the semester.

Grading Policy

Discussion Board Postings – 20%

Book Report – 20%

Midterm – 25%

Final Paper – 35%

Text: Gret, Marion and Yves Sintomer (2005). *The Porto Alegre Experiment: Learning Lessons for a Better Democracy*. Zed Books, New York

Blackboard Readings: All readings labeled Blackboard will be available under the Course Documents tab on Blackboard. If there are multiple files for one week I will post these in a Zip File. You will have to download the zip file and extract all readings. If anyone has questions about this please email me.

Weekly Reading Schedule

Week 1 – 1/18 – 1/24

Performance Measurement: A tool for accountability and performance improvement, Ammons, 2006

Measuring Government in the Early Twentieth Century, Williams, 2003

Why Measure Performance, Behn

Week 2 – 1/25 – 1/31

Public Productivity Measurement: Diseases and cures, Bouckaert and Balk, 1991

Performance-Based Management Responding to the Challenges, Wholey, 1999

Performance Measurement and Management: The Achilles' Heel in Administrative, Bouckaret and Peters, 2002

Performance Measurement and Dysfunction, Grizzle,

Week 3 – 2/1 – 2/7

A Ladder of Citizen Participation, Arnstein, 1969

Public Deliberation in an Age of Direct Citizen Participation, Roberts, 2004

Week 4 – 2/8 – 2/14

Citizen Participation: Can we Measure its Effectiveness, Rosener, 1978

Citizens and the Administrative State, Stenberg, 1972

Citizen Participation Myths and Realities, Riedel, 1972

Week 5 – 2/15 – 2/21

Performance Management in Practice: A Comparative Study of Executive Agencies, Pollitt, 2005

Developing a Municipal Performance-Measurement System Reflections on the Atlanta Dashboard, Edwards and Thomas, 2005

Citizen Participation and Citizen Evaluation in Disaster Recovery, Kweit and Kweit, 2004

The Limits of Citizen Participation Lessons from San Francisco's Model, Weissman, 1978

Week 6 – 2/22 – 2/28

Factors Influencing the Use of Performance Data to Improve, Ammons and Rivenbark, 2008
Promoting the Utilization of Performance Measures, Julnes and Holzer, 2001
Citizen Participation: Who participates What do they say?, Verba, 1993
The Question of Participation: Toward Authentic Public Participation in Public Administration King Feltey and Susel, 1998

Week 7 - 3/1 – 3/7

Midterm Distribution on 3/1 Due on March 8th – No Readings Due

Week 8 – 3/8 – 3/14

Psychological Barriers to Performance Management, Behn, 2002
On the Road to Improved Performance, Melkers, 2006
Public Participation Methods A Framework for Evaluation, Rowe and Frewer, 2000
Citizen Participation in Decision Making, Irvin and Stansbury, 2004

Spring Break

Week 9 & Week 10 - 3/22 – 4/4

Porto Alegre Experiment: Learning lessons for better democracy, Gret and Sintomer, 2005

Week 11 – 4/5 – 4/11

The Alfred P. Sloan Foundation's Program to Make Municipal Government More Responsive to Their Citizens, Greenwood, 2008
The Performance Trust Link, Holzer and Yang, 2006
Does Participation Increase Perceptions of Usefulness, Julnes, 2001

Week 12 – 4/12 – 4/18

The Des Moines Experience with Citizen-Informed Performance Measurement and Reporting, Matthes, 2008
Pieces of a Puzzle Linking Government Performance, Citizen Satisfaction, and Trust, Van Ryzin, 2007
Performance Measurement and Improvement an Assessment of the State of the Art, Yang and Holzer

Week 13 – 4/19 – 4/25

Current approaches to citizen involvement in performance measurement and questions they raise, Kinney, 2008
Involving the Public in Measuring and reporting Local Government Performance, Berman
Starting Performance Measurement from Outside of Government in Worcester, Schaefer

Week 14 – 4/26 – 5/2

TBA - Focus on Final Papers