

# ARNOVA Teaching Section Newsletter

Vol. 1 NO. 1, Spring 2004

## Message from the Chair

Dear Colleagues,

It is a pleasure, at long last, to initiate the newest of our Teaching Section program activities, the online newsletter. As reported in this edition by our able editor, Peg Hall, there are many pedagogical issues in which you have already expressed interest, and we intend to be as broad as possible regarding what is covered in E-News. However, it's my hope that you'll see the newsletter as *your* vehicle for communication on curriculum, textbooks, classroom exercises and the like. Let us know what you have to contribute to other Section members as well as how we can fill in your knowledge gaps.

Since we are talking about communication, let me take this opportunity to announce that Kathleen Fletcher has agreed to serve as coordinator of the 2004 Section Directory, a publication that is generally sent out every other year. In the past, it has included contact information about the membership plus indications of teaching-related areas in which individuals believe they have expertise and/or materials to share. Our new coordinator will be reviewing the format and deciding if any changes should be made. If you have comments or suggestions, please email her at [fletcher@usfca.edu](mailto:fletcher@usfca.edu). Kathleen also will be serving on the Section's Leadership Team.

Many of you may be aware that over the past two years, much effort, on the part of several Section members, has gone into the promotion of an Excellence in Teaching award. At this writing, some final details are being worked out with respect to the award. I hope

to have a more definitive report for you on its status by the next E-News edition.

Finally, it occurs to me that we really need a more descriptive name for this publication-something that conveys its special focus on nonprofit management education. Please send your ideas to Peg Hall at [mhall@jou.ufl.edu](mailto:mhall@jou.ufl.edu) or to me, and they will be submitted to the Leadership Team for review. The person with the winning entry will be invited to attend the 2004 Teaching Workshop at no cost.

With warm regards,

*Martha Golensky*  
Associate Professor  
School of Social Work  
Grand Valley State University

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### *Note from the Editor*

Welcome to the inaugural edition of the E-News for members of the ARNOVA Section of Teaching. In preparation for the launch of the E-News, we asked the members what would be most helpful and interesting. The response rate was 33%; 48% of the respondents were willing to contribute materials for the E-News; and 61% of the respondents have taught for 6+ years. We learned that there is:

#### Very High Interest In

• Having an electronic newsletter	70%
• Textbook discussion	70%
• Sample syllabi	70%
• Sample exercises	64%
• Case studies	79%
• Program design, class structures	52%
• Sample assignments	52%
• Assessment ideas	64%
• Curriculum discussions	67%

## Moderate Interest In

- |                                    |     |
|------------------------------------|-----|
| • Member profiles                  | 45% |
| • Student perspectives             | 67% |
| • Member news                      | 55% |
| • Theory or philosophy of teaching | 55% |
| • Classroom issues                 | 55% |

For this first issue, our focus is on materials that will:

- Build resources for the future.
  - • Mordecai Lee
- Help us with planning and implementation of our classes
  - • Samples of syllabi for courses delivered on-line
  - • Samples of syllabi for classroom-delivered courses

Many, many thanks to all contributors.

Peg Hall

Margarete Rooney Hall

Associate Professor

Department of Public Relations

University of Florida

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### *A Proposed Project on Using Movies to Teach about Nonprofits: Any Takers?*

Mordecai Lee

University of Wisconsin-Milwaukee

Milwaukee, WI

[mordecai@uwm.edu](mailto:mordecai@uwm.edu).

The use of movies as a pedagogic tool is well established in business administration and public administration. Professor Joseph E. Champoux has written extensively about using film in business training at the university level.

Similarly public administration has developed a growing body of educational literature regarding using movies.

However, so far, I have not been able to identify a comparable body of research-based material for those of us who teach about the

nonprofit sector. That's why I'm suggesting that like-minded scholars work together to create a network that will develop such a focus. We need to gradually construct a research-based corpus that focuses not broadly on movie presentations of nonprofits, but more specifically on the pedagogic uses of movies when teaching about the nonprofit sector.

To help kick things off, I am pleased to report that my paper on nonprofit movies that I presented at the 2002 conference will soon be published as an article by Public Organization Review. It is entitled: "What does Hollywood think nonprofit CEOs do all day? Screen depictions of NGO management."

For more on this topic, [click here](#)

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### *On-line course materials*

#### Topics in Nonprofit Management

Debra Baker Beck  
University of Wyoming

This course will provide an overview of issues and trends in management of nonprofit organizations. Among the key topics to be covered are: defining and understanding the third sector, boards, staff issues, planning and evaluation, volunteer management, and communication with internal and external audiences. This is an on-line course that requires active student participation in developing our learning community. That involvement will include (but is not limited to) active participation in weekly threaded discussions, written assignments and weekly on-line journal entries.

For a copy, [click here](#)

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## *Classroom course materials*

### Managing the Nonprofit Organization: A Strategic Approach

Nancy Hall

Maryland Association of Nonprofit Organizations

This course provides an introduction to managing and improving nonprofit organizations within today's changing environment.

Major topics will include:

1. The changing environment with implications for management;
2. Strategic positioning and strategic planning;
3. Building a shared mission and vision;
4. Marketing the nonprofit;
5. Budgeting and financial management;
6. Management of human resources, including volunteers;
7. Measuring and monitoring organizational performance.

For a copy, [click here](#)

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### Financial Management: A Nonprofit Management Program

Nancy Hall

Maryland Association of Nonprofit Organizations

This course provides the tools that a nonprofit executive needs to ensure that an organization makes effective use of its financial resources to further its mission. Students will learn to read financial reports, prepare budgets, and develop policies for internal controls, investments, and purchasing. This financial course for the non-financial person will explain the basics of financial analysis in order to measure an organization's fiscal stability and well-being.

For a copy, [click here](#)

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A Decision-Making Exercise on Funding  
Martha Golensky, School of Social Work  
Grand Valley State University

This exercise deals with questions of allocating scarce resources.

For a copy, [click here](#)

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Materials Concerning the RFP Process for Applying to Have Graduate  
Students Consult With Your Organization as Part of a Nonprofit Service  
Learning Project

Brenda Bushouse  
University of Massachusetts

This Request for Proposal invites organizations to submit management consulting projects for consideration by The Center for Public Policy and Administration (CPPA) at the University of Massachusetts, Amherst. Selected projects will be completed by skilled graduate students.

For a copy, [click here](#)

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An Applied Skills Project for a Nonprofit Management Course

Judy Miller-Millesen  
Ohio University

For this assignment students can choose to 1) write a volunteer recruitment and retention plan for the American Red Cross - South Central Connecticut Chapter (case study attached<sup>1[1]</sup>); 2) write a program evaluation plan for a local nonprofit organization charged with the task of helping adults without dependents achieve self-sufficiency; or 3) write a grant proposal to fund a

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Holocaust exhibit at a university-based art museum. Whatever assignment they choose, they must incorporate assigned readings into the project.

For a copy, [click here](#)

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### Grant Writing in Instructional Technology

William Brescia, College of Education and Health Professions  
University of Arkansas

Students will have an opportunity to find grant funding sources, write a grant, and learn how to submit an actual grant proposal to an agency or foundation for consideration. The class will investigate current issues and topics related to research and grant writing in instructional technology.

For a copy, [click here](#)

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### Public Relations and Fund Raising

Peg Hall, Department of Public Relations  
University of Florida

This seminar course applies public relations theories and concepts to a practice-centered study of fund raising in non-profit organizations. Students will learn the principles and processes of building relationships with donors and of effectively and ethically designing and implementing programs in annual giving, major giving, planned giving, corporate and foundation relations, and capital campaigning.

For a copy, [click here.](#)

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## Nonprofit Law

Kathleen Hale, Department of Political Science  
Kent State University

The purpose of this course is to provide you with an introduction to the legal personality of nonprofit organizations in the United States and in the State of Ohio. You will become familiar with the various types of tax-exempt status under the Internal Revenue Code, and the basic requirements for establishing and operating a nonprofit organization, with specific attention to the requirements in Ohio. You will gain an understanding of the legal issues that impact nonprofit organizations, including principles of nonprofit governance and board behavior, fiduciary responsibilities, fiscal and programmatic oversight requirements, financial accountability, political advocacy and lobbying, compensation and benefits, recordkeeping and disclosure issues, and other emerging policy matters.

For a copy, [click here](#).

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## Governance, Strategic Planning, and Organizational Effectiveness

Kathleen Fletcher, College of Professional Studies  
University of San Francisco

This course analyzes the roles and responsibilities of nonprofit boards and the role of the executive director with the board. Techniques for recruiting and retaining board members and for policy development are studied. The course also covers the role of strategic planning in the management of nonprofit organizations, procedures and models of strategic planning, and the results of strategic planning, which may include strategic restructuring. Finally, the course explores various definitions of nonprofit organizational effectiveness, the ways in which effectiveness is measured in the nonprofit sector, and issues of accountability to the organization's different stakeholder groups.

For a copy, [click here](#).



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*Feedback*

Please send your feedback. And, please let us know if you are willing to contribute to the next issue. We'll be back in touch.

[mhall@jou.ufl.edu](mailto:mhall@jou.ufl.edu)

# Using Movies to Teach about Nonprofits

by

Mordecai Lee

University of Wisconsin-Milwaukee

The use of movies as a pedagogic tool is well established in business administration and public administration. For example, for the business sector, there is Oliver F. Williams' *The Moral Imagination: How Literature and Films Can Stimulate Ethical Reflection in the Business World* (Notre Dame, IN: University of Notre Dame Press, 1998). Professor Joseph E. Champoux has written extensively about using film in business training at the university level. There's his "Film as a Teaching Resource," *Journal of Management Inquiry* 8:2 (June 1999): 206-17 and his course website <ftp://ftp.mgt.unm.edu/Champoux/Film/>. Also, Thompson/Southwestern has gradually been publishing a set of instructional materials he has prepared (<http://www.swcollege.com/management/champoux/chooseyourbook.html>).

Similarly public administration has developed a growing body of educational literature regarding using movies. Some examples include:

Chandler, Ralph Clark and Barbara A. K. Adams (1997). Let's Go to the Movies! Using Film to Illustrate Basic Concepts in Public Administration. *Public Voices* 3 (2): 9-26.

Dubnick, Melvin (2000). Movies and Morals: Energizing Ethical Thinking Among Professionals. *Journal of Public Affairs Education* 6:3 (July): 147-59.

Holzer, Marc (1997). Communicating Administrative Issues Through Creative Forms. In James L. Garnett and Alexander Kouzmin (eds.), *Handbook of Administrative Communication*. New York: Marcel Dekker, pp. 203-26.

Jurkiewicz, Carole L. and Robert A. Giacalone (2000). Through the Lens Clearly: Using Films to Demonstrate Ethical Decision-Making in the Public Service. *Journal of Public Affairs Education* 6:4 (October): 257-65.

However, so far, I have not been able to identify a comparable body of research-based material for those of us who teach about the nonprofit sector. At the 2002 ARNOVA conference in Montreal, I had presented a paper about the movie image of the nonprofit CEO. But, that paper was not explicitly about using those movies for teaching purposes. Naturally, when preparing the paper, I had conducted research for the literature survey part of the introductory section of the paper. To my surprise I wasn't able to identify any published material on the nonprofit world in the movies. Surely, my research was faulty and incomplete. There must be something out there!

Whether there is little or no literature on the classroom uses of the cinematic presentation of nonprofits is a minor distinction. That's why I'm suggesting that like-minded scholars work together to create a network that will develop such a focus. We need to gradually construct a research-based corpus that focuses not broadly on movie presentations of nonprofits, but more specifically on the pedagogic uses of movies when teaching about the nonprofit sector.

As a first step, I'd suggest that we develop a systematic outline for such a literature and then work collaboratively to fill in the empty spaces. So, taking a deep breath, I'll venture to kick-off that first step. It seems to me that we'd need articles published in refereed journals on the following:

1. The validity and utility of using movies in nonprofit pedagogy
2. The techniques of using movies in nonprofit teaching
3. The criteria for selecting each recommended movie: What must it entail? Show? Etc. For example, it shouldn't be enough merely to scoop up into a list every movie that includes the depiction of a nonprofit in it. The selected movies must meet certain specific criteria that deem them particularly useful in our educational endeavors.
4. A list of recommended movies subdivided by a standard categorization of the subsectors of the nonprofit sector: health care, religion, social services, education, advocacy, environment, etc.
5. A list of recommended movies subdivided by a standard categorization of nonprofit operations, such as fundraising, service delivery, budgeting, human resources, volunteers, etc.

For each movie listed in #4 and #5 above, we'd need a standard template of information. Presumably that list should include:

- Themes covered: This movie is ideal for teaching about \_\_\_\_\_
- General summary of movie
- Description of the aspects of the movie that make it particularly useful for teaching
- Guidelines for how to best use this movie in the classroom: discussion themes and suggested questions, possible student projects, additional resources, etc.

Like the outline presented above, this template would need to be finalized and agreed upon early in the project, certainly before starting to list specific movies.

OK, anyone want in? Initially, we'd need a volunteer to coordinate this project. Perhaps an assistant professor looking for a leadership role in a national-level project for his or her eventual tenure application? To volunteer, my email is [mordecai@uwm.edu](mailto:mordecai@uwm.edu).

Then, I suppose we'd want to have a listserv for all like-minded academics. After that we could begin filling in the proposed outline, assuming this approach is acceptable?

Also, perhaps we'd want to caucus at the next ARNOVA conference? We could submit a request for a meeting time/room that would be included in the program schedule. That could serve as a planning meeting. Or perhaps we should put together a proposal for a panel on the use of movies in nonprofit teaching? Finally, we could try to arrange to show a movie during the conference, perhaps on one of the evenings with no competing events, etc.?

So, who's willing to participate and especially, who's willing to coordinate this project? Don't be shy! OK, now turn down the lights; pass the popcorn (not too much butter, please) and roll film!

# On-Line Course Syllabus - Fall 2003

## **POLS 4710 - Topics in Nonprofit Management**

### **Course Description**

This course will provide an overview of issues and trends in management of nonprofit organizations. Among the key topics to be covered are: defining and understanding the third sector, boards, staff issues, planning and evaluation, volunteer management, and communication with internal and external audiences. This is an on-line course that requires active student participation in developing our learning community. That involvement will include (but is not limited to) active participation in weekly threaded discussions, written assignments and weekly on-line journal entries.

### **Instructor**

Debra Baker Beck  
12 Education Building  
P.O. Box 3374  
Laramie, WY 82071-3374

Outreach phone: 800-448-7801\*  
Direct line: (307)766-2066  
Fax: (307)766-6668  
E-mail: [DEBBECK@UWYO.EDU](mailto:DEBBECK@UWYO.EDU)  
Department phone: (307)766-6484

\* Students may call the Outreach School's toll-free number and request transfer to the instructor's direct line, 766-2066.

### **Required Texts**

We will use three required texts to explore key concepts in the nonprofit literature:

Herman, Robert D. (ed.) (1994). *The Jossey-Bass Handbook of Nonprofit Leadership and Management*. San Francisco: Jossey-Bass, Inc.

Prince, Russ Alan, and File, Karen Maru (1994). *The Seven Faces of Philanthropy: A New Approach to Cultivating Major Donors*. San Francisco: Jossey-Bass, Inc.

Robinson, Maureen K. (2001). *Nonprofit Boards That Work: The End of One-Size-Fits-All Governance*. New York: John Wiley & Sons, Inc.

In addition, the student will be introduced to a wealth of Internet resources available to nonprofit practitioners and scholars. Some of those on-line sources will be required reading. URLs for required elements are listed on the tentative calendar included in this syllabus. Others will be listed as optional resources on the class website and in class discussions.

## Course Structure

This course is on-line, taught in an environment that offers both benefits and obstacles for students and instructor. Among the biggest benefits of this environment is the opportunity to interact with students across Wyoming, across the country, and around the world. Meeting on-line will allow us access to perspectives and voices that couldn't be present if we were sitting together in a room in Laramie. Indeed, most of our class couldn't be at the table if that table were located in Laramie.

An on-line platform provides a lot of flexibility that allows busy students to determine when/where they do their class work. You will have regular deadlines for completing course assignments, but when you actually do the work in anticipation of those deadlines is up to you.

The major drawbacks to on-line classes are obvious, but hopefully offset by the convenience that on-line technology offers. For example, we will not be able to "read" nonverbal cues that we would otherwise have in a face-to-face or TV-to-TV setting. We also may miss some of the synergy that can occur when people get together to discuss interesting concepts. On the other hand, I believe that on-line conversations can create broader participation and, in their own way, a deeper level of interaction by all students. We will succeed in creating that richer experience if we all do our part.

Some students may add the amount of writing required in this course to the "drawback" list. Written communication *is* the vehicle for our joint learning in this environment. While challenging, each assignment and discussion is intended to facilitate student learning, understanding and appreciation for the material and the group learning experience.

## Graded Components

Weekly journal entries (weeks 1-14, 20 pts. each)	280
Weekly threaded discussions (weeks 1-14, 20 pts. each)	280
Four topical papers (100 pts. each)	400
Participation in Scholar Circle (weeks 3-14)	250
Research paper	200
Participation points	<u>90</u>
<b>Total</b>	<b>1,500</b>

### Grade Scale

A=1500-1350

B=1349-1200

C=1199-1050

D=1049-900

F=899 or less

## ***Weekly journal entries (weeks 1-14)***

By noon on Tuesday, you will submit a journal entry reflecting on our readings, discussions and other thoughts related to the topic at hand and the class in general. There are two elements that must be included in each journal:

- Your general impressions of the week's readings (text and lecture) and your analysis of the key points made.
- What's missing. Bearing in mind that our readings offer only a brief glimpse into each issue, describe what would be the next step in our understanding of the issue at hand.

You also may be asked to address a specific topic (For example, your Week 14 journal - due Dec. 9 - must discuss the face that most fits your individual volunteering and/or giving personality.) Each journal entry is worth a maximum of 20 points. If you submit the entry by noon on deadline day, and it addresses the required elements, you will receive 10 points. The second 10 points will recognize your attempt to fully address the assignment and to reflect upon your learning experience. To access your journal, go to the "dropbox" tab, then click on "journal." Please be sure to select "share with instructor," so that I will be able to access what you have written. You may find it helpful to compose your entry in a word processing program, then cut and paste it into the journal tool. *Please be sure to check your spelling and grammar.* One guaranteed way to lose discretionary points on a journal entry is to submit it with spelling and grammatical errors. **(20 pts. each. Total points available: 280)**

## ***Weekly threaded discussions (weeks 1-14)***

The threaded discussion is the heart of our group learning experience. Beginning on Sunday of each week, your instructor will make available discussion questions related to the lesson's theme. By noon Friday of that week, you must submit AT LEAST TWO responses (deadline A on the calendar) to one or more of the questions. By noon the following Tuesday, you must submit AT LEAST THREE additional responses (deadline B on the calendar, total of five minimum for the week) to what others have written. Each week, a maximum of 20 points will be awarded for your participation in these discussions. If you submit the minimum two responses by noon on Friday and at least three more by noon the following Tuesday, you will qualify for 10 of those points. How many of the remaining 10 points you receive will depend upon your attempt to actively contribute to group understanding of the subject. Criteria for awarding those additional weekly points will be:

- **Expanded understanding** - Your attempt to engage others in a meaningful dialogue that builds our group understanding of the topic being discussed.
- **Productive** - Your attempt to move the discussion forward or in a new direction.
- **Respectful** - Your contributions to developing a collegial atmosphere that promotes trust and group learning.
- **Written communication** - Your appropriate use of the written language, including spelling and grammar.

**(20 pts. each. Total points available: 280)**

## ***Four topical papers***

Between weeks 2 and 13, you will submit a total of four topical papers. To even your workload a bit, and to give you some freedom to choose the topics of interest to you, those weeks have been split into four quadrants. Lessons 2-4 are Quadrant 1. Lessons 5-7 are Quadrant 2. Lessons 8-10 are Quadrant 3. Lessons 11-13 are Quadrant 4. You will submit one paper from each quadrant by the appropriate weekly deadline. For example, if you choose to do the assignment for lesson 3 for Quadrant 1, you must turn it in to the instructor by noon on Sept. 24. Each week's assignment will have a specific deadline corresponding to that lesson. *You should plan to review the list of assignments for each week and each quadrant, then pick the topic that most interests you and/or best fits your schedule.* Each assignment must be 4-6 pp. long and must be e-mailed to your instructor ([debbeck@uwyo.edu](mailto:debbeck@uwyo.edu)) in Microsoft Word or rich text format by noon on the deadline day. Spelling and grammar count! Remember that late submission will result in deduction of points (see paragraph on late submissions). No late entries will be accepted past Friday the week the paper is due. **(100 pts. each. Total points available: 400)**

## ***Participation in Scholar Circle (weeks 3-14)***

The Scholar Circle represents an opportunity to accomplish two major goals: (1) develop more cohesive learning communities within the class and (2) engage in scholarly discussions about the research you will be doing for your final papers. In week 2, the class will be broken into groups of three to four students. Beginning in week 3 and continuing through week 14, each group will have a separate threaded discussion and a topic related to your individual research project. Your Scholar Circle discussion carries an additional requirement of three responses each week. At least one of the three responses must be posted by noon Friday; two more must be posted by noon on Tuesday. ***THIS IS IN ADDITION TO THE CLASSWIDE DISCUSSIONS AND REQUIRED POSTINGS DESCRIBED ABOVE.*** Up to 150 points will be awarded to you based on your participation (providing at least the minimum number of postings each week [50 points maximum] and quality of your postings over time [100 points maximum, including spelling and grammar].) In week 14, you will complete an on-line survey reflecting upon your experience in your Scholar Circle. That survey must be completed by noon on Dec. 10. A maximum of 100 points will be awarded for *quality* participation in that on-line survey. See the paragraph on threaded discussions for a listing of the criteria to be used in assessing the qualitative component. **(Total points available: 250)**

## ***Research paper***

As a capstone to the course, you will research a topic related to nonprofit management and submit a paper of 18-20 pp. By noon on Sept. 12, you must submit a proposed topic to your instructor via e-mail ([debbeck@uwyo.edu](mailto:debbeck@uwyo.edu)). The paper itself will be due by noon on Dec. 12, also via e-mail, in Microsoft Word or rich text format. You will begin discussing aspects of your proposed research in your Scholar Circle starting in week 3. That means you will need to begin thinking about this project early and making progress toward the end product throughout the semester. **(Total points available: 200)**

## ***Participation points***

The instructor reserves 90 points as an additional reward *active* participation in threaded discussions and Scholar Circles across the semester. **(Total points available: 90)**

## **Policy on late submissions**

There are no late journal entries. If you have not posted your journal entry by the deadline (Tuesdays at noon), you will not receive your points for that week.

General threaded discussions: each week, you will receive one set of points for providing the minimum number (or more) of postings by each deadline. I will check at noon each Friday for the first set of responses. If you have not posted at least two responses by that time, a notation will be made and points deducted at the end of that week's discussion period. Similarly, if you have not posted the minimum five responses (cumulative) by noon on Tuesday, you will be docked points for the week's discussions. If you do not participate in a week's discussion, you will receive no points for that week.

The same approach will be taken for your separate Scholar Circle discussions. If have not posted a minimum of one response by noon Friday and a combined three responses to the Scholar Circle question(s) for that week, you will lose participation points.

Papers that are submitted late will be penalized the equivalent of one letter grade per day for those submitted by the Friday of the week due (For example, 10 points per day will be deducted from papers with 100 total points possible.). Papers submitted after the deadline, but still on the day due, will be docked 5 points. *Papers submitted later than Friday will not be accepted.*

## **Keys to Success**

In the interest of making our time together as productive and collegial as possible - and to provide insights into what you can do individually to succeed - I offer the following "keys to success" for this course.

- As a "pracademic" (a practitioner who teaches), your instructor understands your desire for nuts-and-bolts information that you can apply in your work and volunteer lives. As an instructor of a course serving graduate students and upper-division undergraduates, I also have a responsibility to introduce you to theoretical frameworks that inform the work of the nonprofit sector. While I will not introduce theory-for-theory's-sake, I will introduce perspectives that inform, and perhaps challenge, your perspectives and experiences. Evaluating those theoretical frameworks will be part of our learning process.



- Discussion is the essential vehicle for exploring course content and developing a learning community. You are expected to contribute to class learning and understanding by actively participating in our dialogues.
- You have a “bottom line” participation level to receive the weekly points for our threaded discussions. You also are expected to offer *quality* contributions to our discussions (and will, indeed, be graded on that aspect of your interactions). The true value of this endeavor lies beyond merely meeting that minimum obligation, though. Please recognize - and use - these on-line discussions as our primary opportunities to expand group learning and community building.
- The on-line journal is your space to reflect on readings for the week and to consider how they might apply to your daily work. It is your place to discuss what you’re learning and how that is shaping your own beliefs and practices. Successful completion of this aspect of your work requires reading course texts and lectures, and responding to what you have learned from those sources. You must keep up with the readings to fulfill this requirement.
- The on-line journal also offers a confidential opportunity to communicate with your instructor. If you have questions or concerns, or new insights, this is one additional place to share that information.
- Not taking the journal entries and threaded discussions seriously affects your bottom line - your grade. While five points here, five points there may not add up, consistent neglect of those responsibilities also will result in loss of overall participation points.
- Obviously, I place a high premium on attention to quality of writing - spelling, grammar, etc. This is a given in any course tailored to graduate students and upper division undergraduates.

## Course Website -Technical Assistance

Technical support is available 24 hours per day by clicking the “help” link on the class home page.

## Additional Course Notes

The best way to reach me is via e-mail. I check my account several times daily during the work week. I frequently check in during the evenings and try to log on at least once on weekends. Naturally, you also are welcome to call my office during the work week. Barring illness or other events that take me away from my office, I intend to respond to e-mail messages within 24 hours (Monday-Friday). I will attempt to check my office account at least once during the weekend but reserve the right to respond to messages upon my return to the office on Monday.

I have taught this course in a hybrid format (compressed video with web components) in the past. This is the first run of this course in a totally on-line format, which means it is very much a work in progress. While maintaining the integrity of the framework presented to you at the beginning of the semester, I may make adjustments to improve the overall experience for you

and your fellow students. I won't add unnecessarily to your workload; but I might adjust the approach to assignments, reading lists, etc., if we find that what I outlined during course development ultimately is not effective.

If you have never taken an on-line course, or have never taken a course using the eCollege platform, please spend some time exploring the tutorial. That will help you become acquainted with the various components of our website and begin your experience on the right foot.

Our course web page includes an on-line grade book, but this feature has historically been iffy. Rather than risk a problem and lost data, I will keep a separate spreadsheet tracking your grades. If you have questions at any time about your standing in the course, please contact me and I will provide that information.

All papers should be e-mailed directly to me at [debbeck@uwyo.edu](mailto:debbeck@uwyo.edu). I will return assignments to you, via e-mail, with inserted comments (hence, the importance of submitting in a Microsoft Word format). To read what I have written, find "view comments" and select that option.

# Semester Deadline Overview

Following is a TENTATIVE, month-by-month listing of deadlines for the semester.

**REMEMBER: you will submit only one paper from each of the four quadrants during the semester - total of four papers.** (Quadrants are color coded to aid your identification.)

## September

- 9/5 - Threaded discussion deadline 1A, noon
- 9/5 - Journal 1 due, noon
- 9/9 - TD deadline 1B, noon
- 9/12 - Proposed topic for research paper due to instructor, noon
- 9/12 - TD deadline 2A, noon
- 9/16 - TD deadline 2B, noon
- 9/16 - Journal 2 due, noon
- 9/17 - *Week 2 paper due (QUADRANT 1), noon*
- 9/19 - TD deadline 3A, noon
- 9/23 - TD deadline 3B, noon
- 9/23 - Journal 3 due, noon
- 9/24 - *Week 3 paper due (QUADRANT 1), noon*
- 9/26 - TD deadline 4A, noon
- 9/30 - TD deadline 4B, noon
- 9/30 - Journal 4 due, noon

## October

- 10/1 -- *Week 4 paper due (QUADRANT 1), noon*
- 10/3 -- TD deadline 5A, noon
- 10/7 - TD deadline 5B, noon
- 10/7 - Journal 5 due, noon
- 10/8 - *Week 5 paper due (QUADRANT 2), noon*
- 10/10 - TD deadline 6A, noon
- 10/14 - TD deadline 6B, noon
- 10/14 - Journal 6 due, noon
- 10/15 - *Week 6 paper due (QUADRANT 2), noon*
- 10/17 - TD deadline 7A, noon
- 10/21 - TD deadline 7B, noon
- 10/21 - Journal 7 due, noon
- 10/22 - *Week 7 paper due (QUADRANT 2), noon*
- 10/24 - TD deadline 8A, noon
- 10/28 - TD deadline 8B, noon
- 10/28 - Journal 8 due, noon
- 10/29 - *Week 8 paper due (QUADRANT 3), noon*

- 10/31 - TD deadline 9A, noon

## November

- 11/4 - TD deadline 9B, noon
- 11/4 - Journal 9 due, noon
- *11/5 - Week 9 paper due (QUADRANT 3), noon*
- 11/7 - TD deadline 10A, noon
- 11/11 - TD deadline 10B, noon
- 11/11 - Journal 10 due, noon
- *11/12 - Week 10 paper due (QUADRANT 3), noon*
- 11/14 - TD deadline, 11A, noon
- 11/18 - TD deadline 11B, noon
- 11/18 - Journal 11 due, noon
- *11/19 - Week 11 paper due (QUADRANT 4), noon*
- 11/21 - TD deadline 12A, noon
- 11/25 - TD deadline 12B, noon
- 11/25 - Journal 12 due, noon
- *11/26 - Week 12 paper due (QUADRANT 4), noon*
- 11/28 - TD deadline 13A, noon

## December

- 12/2 - TD deadline 13B, noon
- 12/2 - Journal 13 due, noon
- *12/3 - Week 13 paper due (QUADRANT 4), noon*
- 12/5 - TD deadline 14A, noon
- 12/9 - TD deadline 14B, noon
- 12/9 - Journal 14 due, noon (*FACES*)
- 12/10 - Scholar Circle evaluation due, noon
- 12/12 - Research paper due, noon

# TENTATIVE ASSIGNMENTS - FALL 2003

## **WEEK 1 (SEPT. 2-6) - INTRODUCTION TO THE SECTOR**

### **READINGS:**

- Herman, Ch. 5
- Light, Paul (2001). "Nonprofit-Like:" *Tongue Twister or Aspiration?*  
<http://www.tsne.org/section/87.html>

**JOURNAL** - What most intrigues you about the nonprofit sector, and why?

## **WEEK 2 (SEPT. 7-13) - CIVIL SOCIETY**

### **READINGS:**

- Herman -- Ch. 2, 4
- Putnam, Robert D. *Bowling Alone: America's Declining Social Capital*  
[muse.jhu.edu/demo/JOURNAL\\_of\\_democracy/v006/putnam.html](http://muse.jhu.edu/demo/JOURNAL_of_democracy/v006/putnam.html)
- Putnam, Robert D. *The Strange Disappearance of Civic America*.  
[www.prospect.org/print/V7/24/putnam-r.html](http://www.prospect.org/print/V7/24/putnam-r.html)
- FACE 1 - The Communitarian (Prince & File, Ch. 1)

**JOURNAL** - This week's journal must address, at minimum: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing. Bearing in mind that our readings offer only a brief glimpse into each issue, describe what would be the "next step" in our understanding of the issue at hand.

**Assignment** -- Respond to Putnam's notion of social capital and his thesis about its decline. What is your general reaction to his premise? What makes sense to you? What doesn't quite fit? Why?

## **WEEK 3 (SEPT. 14-20) - THE EXECUTIVE DIRECTOR**

### **READINGS:**

- Adams, Tom (2002). *Departing? Arriving? Surviving and Thriving: Lessons for Seasoned and New Executives*. Winter 2002 *Nonprofit Quarterly*.  
<http://www.nonprofitquarterly.org/section/367.html>.
- FACE 2 - The Devout (Prince & File, Ch. 2)

**JOURNAL** - This week's journal must address, at minimum: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**Assignment** -- Describe a comprehensive approach to orientation that you might take if you were the newly-hired executive director of a community-based nonprofit. What areas would be most critical for you to understand early? How would you go about immersing yourself in those areas? What other critical areas would you need to explore, and how would you do it to best prepare you for the job at hand?

## **WEEK 4 (SEPT. 21-27) - BOARDS**

### **READINGS:**

- Robinson, Ch. 1-10
- Herman, Ch. 6
- FACE 3 - The Investor (Prince & File, Ch. 3)

**JOURNAL** - Describe an experience you've had as a member of a nonprofit board of directors, in light of what we've discussed in class. If you've never served on such a body, talk about whether you'd be interested in serving on a board and why. This week's journal also must address: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**Assignment** -- Outline an approach to board development, from orientation to "continuing education."

## **WEEK 5 (SEPT. 28-OCT. 4) - PLANNING**

### **READINGS:**

- Herman, Ch. 8, 11
- Eadie, Doug. *Proactive*. [www.gwsae.org/executiveupdate/2001/December/proactive.htm](http://www.gwsae.org/executiveupdate/2001/December/proactive.htm)
- FACE 4 - The Socialite (Prince & File, Ch. 4)

**JOURNAL** - This week's journal must address, at minimum: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**Assignment** -- Design an approach to planning that involving all of a nonprofit's critical stakeholders in a meaningful and appropriate way. Describe why you'd take this approach.

## **WEEK 6 (OCT. 5-11) - EVALUATION**

### **READINGS:**

- Herman - Ch. 14, 16
- FACE 5 - The Altruist (Prince & File, Ch. 5)

**JOURNAL** -- This week's journal must address, at minimum: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**ASSIGNMENT** - What appear to be some of the major challenges to effective evaluation in the nonprofit sector? Why? How might you attempt to address those challenges in ways that are manageable and meaningful?

## **WEEK 7 (OCT. 12-18) - VOLUNTEER ISSUES**

### **READINGS:**

- Herman - Ch. 22, 13
- Independent Sector - *The Value of Volunteer Time*  
[http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html)
- Independent Sector. *Giving and Volunteering in the United States 2001: Key Findings*. (Please download PDF file using the link in the Giving and Volunteering 2001 press kit (on the righthand side of the page).  
[www.independentsector.org/programs/research/GV01main.html](http://www.independentsector.org/programs/research/GV01main.html)
- FACE 6 - The Repayer (Prince & File, Ch. 6)

**JOURNAL** - Reflect on a volunteer experience you have had. What made it a meaningful experience for you? How were you supported by the organization? If it was a less-than-positive experience, what was missing? What could have been done differently? This week's journal also must address: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**ASSIGNMENT** - Design a volunteer recruitment and development plan for a community nonprofit of your choice; explain why it is potentially effective.

## **WEEK 8 (OCT. 19-25) - STAFF ISSUES I**

### **READINGS:**

- Herman, Ch. 23, 24
- McCambridge, Ruth. *Show Me the Participation*. [www.tsne.org/section/169.html](http://www.tsne.org/section/169.html)
- Williamson, Steve. *Design Principles for Engaged Workplaces*.  
[www.tsne.org/section/173.html](http://www.tsne.org/section/173.html)
- FACE 7 - The Dynast (Prince & File, Ch. 7)

**JOURNAL** - What are the most troubling challenges of employment in the nonprofit sector? Why? OR - What about the sector appeals most to you as a possible employment opportunity? This week's journal also must address: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**ASSIGNMENT** - Respond to Light's findings regarding nonprofit workforce issues.

## **WEEK 9 (OCT. 26-NOV. 1) - STAFF ISSUES II**

### **READINGS:**

- Herman - Ch. 25

**JOURNAL** -- This week's journal must address, at minimum: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**ASSIGNMENT** - Describe an approach to staff training that addresses both micro and macro level development needs.

## **WEEK 10 (NOV. 2-8) - ACCOUNTABILITY ISSUES**

### **READINGS:**

- Centerpoint for Leaders. *Peer Learning Community: Accountability*. [http://www.centerpointforleaders.org/peer\\_account.html#check](http://www.centerpointforleaders.org/peer_account.html#check). Please read "A Checklist for Accountability" and "Accountability Audit" (links at URL above).
- Gray, Sandra *The Accountable Organization*. Centerpoint for Leaders. [http://www.centerpointforleaders.org/articles\\_0303/accountable.html](http://www.centerpointforleaders.org/articles_0303/accountable.html).
- Frumkin, Peter (2001). *Going Beyond Efficiency*. Summer 2001 *Nonprofit Quarterly*. Go to [www.nonprofitquarterly.org](http://www.nonprofitquarterly.org). Select "Summer 2001" issue, then the direct link to this article.

**JOURNAL** - This week's journal must address, at minimum: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**ASSIGNMENT** - Should nonprofits be held to a higher level of accountability? A different kind of accountability? Explain your response.

## **WEEK 11 (NOV. 9-15) - LEGAL/ETHICAL ISSUES**

### **READINGS:**

- Herman - Ch. 3, 9
- Maryland Association of Nonprofit Organizations, *Standards for Excellence: An Ethics and Accountability Code for the Nonprofit Sector*, [www.mdnonprofit.org/ethics\\_initiative.htm](http://www.mdnonprofit.org/ethics_initiative.htm).

**JOURNAL** - React to the five core values that Jeavons says should permeate nonprofits (integrity, openness, accountability, service and charity). How unique are they to the nonprofit sector? How universal?



**ASSIGNMENT** - Discuss the potential, and limitations, of attempting to institute standards of excellence, like the MANO example, within the nonprofit sector.

## **WEEK 12 (NOV. 16-22) -- COMMUNICATION/PR**

### **READINGS:**

- Herman - Ch. 12
- *Nonprofits and the Press: How Nonprofits Can Make the News*  
[http://www.nonprofitresearch.org/publications1526/publications\\_show.htm?doc\\_id=19949](http://www.nonprofitresearch.org/publications1526/publications_show.htm?doc_id=19949)  
(To download the document, click on the “download” icon, found near the bottom of the page.)

**JOURNAL** - What could you do, now, to raise awareness of the nonprofit sector within your own circle of influence? This week’s journal also must address: (a) your general impressions of the week’s readings (text and lecture) and your analysis of the key points made; and (b) what’s missing.

**ASSIGNMENT** - How would you prepare your volunteers and staff for their roles in promoting the organization in their circles of influence?

## **WEEK 13 - THANKSGIVING (NOV. 23-29) - ADVOCACY**

### **READINGS:**

- Herman - Ch. 10
- Gamson, William. *Framing Social Policy*. [www.tsne.org/section/156.html](http://www.tsne.org/section/156.html)
- Charity Lobbying in the Public Interest. *Make a Difference for your Cause in Three Hours Per Week*. [http://www.clpi.org/three\\_hours.html](http://www.clpi.org/three_hours.html).
- Charity Lobbying in the Public Interest. *Ten Immutable Paradoxes of Public Interest Lobbying From the Ancient Wisdom of the Advocacy Institute*. [http://www.clpi.org/tips\\_facts.html](http://www.clpi.org/tips_facts.html).

**JOURNAL** -- This week’s journal must address, at minimum: (a) your general impressions of the week’s readings (text and lecture) and your analysis of the key points made; and (b) what’s missing.

**ASSIGNMENT** - Describe a year-round approach to advocating for one of the following types of nonprofits:

- Children’s issues group
- Employees association
- Conservation group
- Education advocacy organization
- Women’s rights organization

Include a description of opinion leaders and policy makers who might be targeted, and why.

## ***WEEK 14 (NOV. 30-DEC. 6) - PHILANTHROPY***

### **READINGS:**

- Herman - Ch. 17
- Prince & File - Ch. 8-11

**JOURNAL** - Which of the Seven Faces of Philanthropy best fits your approach to volunteerism and/or giving, and why? This week's journal also must address: (a) your general impressions of the week's readings (text and lecture) and your analysis of the key points made; and (b) what's missing.

**ASSIGNMENT** - Outline an approach to fund-raising that you would take for a new community nonprofit. Explain why that approach would be most appropriate to a start-up.

**SCHOLAR CIRCLE WRAP** -- Complete on-line evaluation of Scholar Circle experience by noon Dec. 10.

## ***WEEK 15 (DEC. 7-12) - COURSE WRAP-UP***

**ASSIGNMENT** - Complete an on-line survey regarding the course.

# **Financial Management**

## **Nonprofit Management Program**

Nancy Hall, Instructor

Nhall@mdnonprofit.org, phone 410-727-6367 or 410-962-8970, fax 410-727-1914

### **COURSE OBJECTIVE**

Provides the tools that a nonprofit executive needs to ensure that an organization makes effective use of its financial resources to further its mission. Students will learn to read financial reports, prepare budgets, and develop policies for internal controls, investments, and purchasing. The financial course for the non-financial person will explain the basics of financial analysis in order to measure an organization's fiscal stability and well-being.

### **Course Outline for Fall 2002**

#### **Session 1: Understanding Basic Financial Documents 11/3/03**

Class members will take a short financial quiz. Students will then introduce themselves and discuss what they hope to gain from this class. This discussion will be followed by an overview of the course.

Class will be introduced to the following financial documents; the Form 990, the 990 PF and the Annual Audit.

Historical benchmark for a nonprofit organization (3 to 4 Years)

One page description on state registration requirements. Use a state that begins with the initial of your first name. Nancy could Nevada. Tim could pick Tennessee or Texas. Quinton doesn't have a state with his initial, so he goes to R and picks Rhode Island.

#### **Reading Assignment for next class**

How to Assess Nonprofit Financial Performance, pages 28-45

Download from <http://www.kellogg.northwestern.edu/academic/nonprofit/research/papers/finassess2.pdf>

#### **Optional:**

[http://ksgnotes1.harvard.edu/research/wpaper.nsf/rwp/RWP03-005/\\$File/rwp03\\_005\\_keating.pdf](http://ksgnotes1.harvard.edu/research/wpaper.nsf/rwp/RWP03-005/$File/rwp03_005_keating.pdf)

#### **Session 2: Understanding Basic Financial Documents II 11/10/03**

Class will discuss the completed assignment and reading material.

Discussion will focus on issues around the acquiring, maintaining, and disposing of assets and the impact on the financial health of the organization. Other topics covered will include depreciation, buy vs lease decisions, and valuation of property on the balance sheet.

**Written assignment to be turned in at next class**

Comparative benchmark which compares 3 to 4 nonprofits. One page narrative describing findings.

**Reading for next class**

Program Budgeting Works in Nonprofit Institutions, Roderick K. MacLeod. Download from Harvard Business Review Online. Cost is \$3.70

[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/includes/search/search\\_results.jhtml?\\_requestid=27475](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/includes/search/search_results.jhtml?_requestid=27475)

**Session 3: Building an Annual Operating Budget 11/17/03**

Discuss the completed assignments and reading material. Review of material covered in last week's class.

Topics to be covered include planning salaries, key percentages in budgeting benefits, how to calculate budget amounts for occupancy and utilities, dealing with budgeted deficits, the finance committee's involvement with the budgeting process.

**Assignment to be turned in at next class**

Read the following case and turn in a two page paper addressing the questions on page six.

Budgeting and Financial Management in a Non-Profit Organization

Download from Kennedy School of Government. Cost is \$5.00

<http://www.ksgcase.harvard.edu/>

**Reading for next class**

Assessing Financial Health in Service-Oriented Organizations (A)

Download from Kennedy School of Government. Cost is \$5.00

<http://www.ksgcase.harvard.edu/>

**Session 4: Developing Other Budgets 11/24/03**

Class will discuss the completed assignments and reading material.

Topics to be covered include cash flow projections, program budgets, and budgeting for government and foundation grants and contracts. There will also be a discussion of overhead and indirect costs.

**Assignment to be turned in at next class**

Opportunity budget for \$25,000 plus one page budget narrative.

**Reading for next class**

How to Assess Nonprofit Financial Performance, pages 47-56

Download from <http://www.kellogg.northwestern.edu/academic/nonprofit/research/papers/finassess2.pdf>

**Session 5: Financial Policies and Procedures**

**Identifying at-risk Nonprofits 12/1/03**

Class will present their completed budgets.

Topics to be covered include internal control policies, investment policies, purchasing and procurement policies, and developing a financial policy manual.

**Assignment to be turned in at next class**

Two page 990 analysis (instructor will provide list of organizations)

**Reading for next class**

Assessing Financial Health in Service-Oriented Organizations (B)

Download from Kennedy School of Government. Cost is \$5.00

<http://www.ksgcase.harvard.edu/>

**Session 6: Financial Analysis 12/08/3**

Class will discuss the completed assignments and reading material.

This session will focus on how to evaluate your nonprofit and other organizations to measure financial health. This includes quantitative measures of fiscal well-being, ratio analysis, and how and when to take corrective action.

**Assignment to be turned in at next class**

Financial scavenger hunt.

## **Session 7: Other Topics 12/15/03**

Review of the scavenger hunt.

Quiz will be given.

Entire course will be summarized.

If time allows, discussion will be determined by the participants and will include one or more of these topics, Buying a Building, the Finances of Fundraising, Unrelated Business Income, Relationships with Financial Professionals such as bankers and accountants, Mergers & Acquisitions.

### **Attendance:**

You are expected to attend all classes. If an absence is unavoidable, please notify the instructor in advance. The above syllabus is a guide as to when each subject will be covered. Depending on the background of the class, it may take longer to cover some topics and less time to cover others. Each student has the opportunity to have one written assignment exemption. This is to be submitted in lieu of the required assignment. Written work must be turned in as per the above schedule to be counted toward course completion. If you must miss a course, the assignment is to be emailed to [nhall@mdnonprofit.org](mailto:nhall@mdnonprofit.org) on or before the day of the class.

### **Grading:**

Attendance 20%

Class participation 50%

Writing assignments 30%

Welcome to

**Managing the Nonprofit Organization: A Strategic Approach**

Nancy Hall

Winter/Spring 2003

Tuesday 5:00 p.m. ñ 7:30 p.m.

**Description**

Many nonprofit organizations are experiencing serious threats to their viability due to dramatic changes in their environments. Reduced government funding, a shift from grant funding to service contracts, and increased competition for foundation, corporation and individual donor support have led to financial vulnerability. The devolution of federal social programs, including welfare reform, has resulted in many nonprofit organizations competing for contracts and clients in their traditional service areas with for-profit agencies. At the same time, funders and other stakeholders are expecting nonprofits to professionalize their internal management practices, demonstrate measurable outcomes, and keep administrative costs low.

This course provides an introduction to managing and improving nonprofit organizations within this changing environment. Major topics will include:

The changing environment with implications for management;

Strategic positioning and strategic planning;

Building a shared mission and vision;

Marketing the nonprofit;

Budgeting and financial management;

Management of human resources, including volunteers;

Measuring and monitoring organizational performance;

**Objectives**

Upon completion of this course, you will be able to:

Understand at an introductory level current thinking regarding "best practices" in managing and improving nonprofit organizations, including: strategic planning,

budgeting and financial management, marketing, human resources management, and measuring and monitoring organizational performance.

Recognize the complexities and challenges of building a shared mission and vision as a prerequisite to achieving high levels of organizational performance.

Appreciate the interplay of environmental and organizational factors that influence managerial decision-making.

### **Required Course Materials**

Peter C. Brinckerhoff (1994), Mission-Based Management, Dillon, Colorado, Alpine Guild, Inc.

Harvard Business Review on Nonprofits (1999), Cambridge, Massachusetts, Harvard Business School Press

Course Readings Packet

Additional materials will be distributed in class.

### **Recommended:**

Paul C. Light (2000). Making Nonprofits Work: A Report on the Tides of Nonprofit

Management Reform. Washington, D.C.: The Aspen Institute, Brookings

Institution Press.

John M. Bryson (1995) Strategic Planning for Public and Nonprofit Organizations. San Francisco, Jossey Bass

### **Student Evaluation**

Student evaluation will be based on written assignments (40%) and course participation (60%). There will be a written assignment for each class and these assignments should be turned in on time in order to get full credit for the work. Grades will be assigned based on demonstrated ability to utilize concepts from the classes and readings.

This syllabus is an outline and is subject to change. If you miss a class it is your responsibility to contact a classmate to make sure that you get copies of any materials that were distributed and to get the written assignment and reading list for the next session.



## Class Schedule

### Session Date Topics

1 January 28 Introduction to the course

Discussion of course requirements

How nonprofits are started, a practical approach

***Assignment: Two page paper on a plan for a new nonprofit that meets a topical need. Include a copy of a news story or magazine that demonstrates the need.***

February 4 Part 2: How nonprofits are started, a practical approach.

***Assignment: Complete a 1023 for your proposed nonprofit.***

### Required Readings

*Starting a Nonprofit (will be handed out in class)*

*Note on Starting a Nonprofit Venture.* President and Fellows of Harvard College (Sept, 1992).

3 February 11 The Strategic Plan

### Required Readings

*The Fall and Rise of Strategic Planning*, Henry Mintzberg, Harvard Business Review (January-February 1994)

4 February 18 Mission and Vision

***Assignment: Prepare a mission statement and vision statement for your nonprofit.***

### Required Readings

Peter C. Brinckerhoff. Mission ñ Based Management.

Chapters 4, 10.

5 February 25 Marketing the nonprofit, understanding your products, customers, competition.

**Assignment: Product, customer, and competition analysis on a nonprofit of the students choice.**

Required Readings

Peter C. Brinckerhoff. *Mission ñ Based Management*. Chapter 9

J. Gregory Dees. *Enterprising Nonprofits*. Harvard Business Review on Nonprofits. Boston: Harvard Business Review Press (pp. 135-166). (1998).

V. Kasturi Gangan, Soheli Karim, and Sheryl K. Sandberg. *Do Better at Doing Good*. Harvard Business Review on Nonprofits Boston: Harvard Business Review Press (pp.167-190). (1996).

6 March 4 Social Entrepreneurship, Social Enterprise.

***Assignment: Exercise will be handed out in class***

Required Readings

Alan R. Andreasen. *Profits for Nonprofits: Find a Corporate Partner*. Harvard Business Review on Nonprofits Boston: Harvard Business Review Press (pp.167-190). (1996).

Peter C. Brinckerhoff. Mission ñ Based Management. Dillon, Colorado:

Alpine Guild. Chapter 13

7 March 18 Financial Management ñ Understanding and analyzing financial documents.

***Assignment: Financial analysis on a nonprofit. Students will select nonprofit from Guidestar.org***

Required Readings

Peter C. Brinckerhoff. Mission ñ Based Management Chapters 11-12

8 March 25 Financial Management ñ The budgeting process.

***Assignment: Opportunity budget ñ details provided in class***

Required Readings

Roderick K. Macleod. Program Budgeting Works in Nonprofit Institutions.

9 April 1 The knowledgeable nonprofit, data collection and evaluation. Management by fact not by emotion.

***Assignment: Complete logic model***

Required Readings

United Way of America. Measuring Program Outcomes: A Practical Approach Entire Publication

10 April 8 Employee and volunteers participation and development  
Recruiting and retaining staff and volunteers  
Developing performance based compensation packages

***Assignment: Design a compensation package for the executive director of one of three nonprofits.***

Required Readings

Peter C. Brinckerhoff. Mission ñ Based Management Chapter 7.

*The Price of Doing Good: Executive Compensation in Nonprofit Organizations*, Peter Frumpkin and Elizabeth K. Keating

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=292253](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=292253)

11 April 15 Board and Governance: An examination of effective models

***Assignment: Develop a board recruitment plan***

Required Readings

William G. Bowen. *When a Business Leader Joins a Nonprofit Board*. Harvard Business Review on Nonprofits. Boston: Harvard Business Review Press (pp. 77-90) (1994).

Peter C. Brinckerhoff. Mission ñ Based Management. Chapters 5-6

John Carver and Miriam Carver. Carver's Policy Governance Model in Nonprofit Organizations.  
<http://www.carvergovernance.com/model.htm>

Richard P. Chair, Thomas P. Holland, Barbara P. Taylor. *The New Work of the Nonprofit Board*, Harvard Business Review. (1996)

F. Warren McFarlan. *Working on Nonprofit Boards: Don't Assume the Shoe Fits*. Harvard Business Review. (1999)

12 April 22 Advocacy and Lobbying

***Assignment: Using a topical issue, design a lobbying campaign***

Guest Speaker: To be announced

Required Readings

Nonprofits Lobbying Guide ñ Second Edition, Bob Smucker  
Chapters 1 and 2

Available to be downloaded at:

<http://www.independentsector.org/clpi/Book/Part1/Chapter1/Chapter1.PDF>

<http://www.independentsector.org/clpi/Book/Part2/Chapter2/Chapter2.PDF>

13 April 29 Policies and procedures, a structure for management.

*Assignment: To be made in class*

Required Readings

Peter C. Brinckerhoff. Mission ñ Based Management. Chapter 8

Regina E. Herzlinger. *Can Public Trust in Nonprofits and Governments Be Restored?* Harvard Business Review on Nonprofits. Boston: Harvard Business Review Press (pp. 1-28). (1996). April 25

14 May 6 Summary of prior sessions. Additional topics to be determined by students.

**GRAND VALLEY STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**Decision Making on Funding**

Each of the exercises below deals with important questions of allocating scarce resources.

1. You are the executive director of a small social agency (budget of around \$100,000) that is providing an essential, non-duplicated service to the local community. Despite careful management, it appears that you will have a deficit of \$15,000 for the current year unless you can identify one or more new income streams (i.e., sources of revenue) quickly. The following are the possible courses of action you might take. After considering the pros and cons of each, including the ethical implications, establish a priority order and justify your decision.

a. A grant from the state government of \$10,000 that will require some reassignment of staff since it would be for a service related to but not central to your mission.

Priority:\_\_\_\_\_

b. Establishing a sliding fee scale for one of your current programs aimed at a fairly low-income population, with an estimate of generating \$5,000 in revenue. Priority:\_\_\_\_\_

c. A foundation grant of \$7,000 that would be for just the one year, leaving the same problem for the following year. You would also have to drop some other responsibilities to prepare the proposal. Priority:\_\_\_\_\_

d. A donation from a wealthy individual in the community of unknown size. This is someone who has had limited involvement with the organization to date, but your sources indicate he has an interest in the work you are doing. It will require immediate attention to build a relationship with him. Priority:\_\_\_\_\_

e. Becoming a partner in a collaborative effort with two other local nonprofit groups. Although you would not be the lead agency, you estimate this could bring in \$5,000 in new monies. One drawback is that you do not get along very well with the executive of the lead agency. Priority:\_\_\_\_\_

f. A golf outing aimed at the corporate community. While the organization has never done this kind of special event before, you believe it might bring in around \$3,000. On the downside, introducing a special event can cost an organization money in advertising, set-up, etc. Priority:\_\_\_\_\_

2. Imagine that you are a member of a United Way allocations panel. Your task is to determine how to divide the available funds, using the priorities and criteria that have been established and other available information about the three member agencies. The campaign raised \$280,000, \$75,000 less than the previous year.

## United Way Background Information

### 1. Priority Areas

- \*Children and youth
- \*Substance abuse
- \*Domestic violence

### 2. Review Criteria

\*Excellence: Management and Governance (demonstrates skilled governance, fiscal stability, and the management capacity to implement effective programs)

\*Capacity-Building/Prevention (focuses on self-sufficiency and self-development, builds capacity of individuals/communities to prevent problems, values diversity, builds leadership, supports children and their families)

\*Results/Outcomes (documents significant impact and improvement in the well-being of children and their families, promotes long-term systemic change)

\*Greatest Needs (documents community need, focuses on populations with limited access demonstrating financial need)

\*United Way Campaign Support (conducts workplace campaign, participates in speakers bureau, takes every opportunity to identify UW affiliation)

\*Volunteer Involvement (leverages involvement of volunteers for cost effectiveness and as a community-building strategy)

\*Relative Financial Need (demonstrates financial need and lacks access to other resources)

Information on the agencies is attached. This exercise was adapted from a book of case studies, *Nonprofit Boards and Leadership* (1996), edited by Miriam Wood and published by Jossey-Bass.

**Materials Concerning the RFP Process for Applying to Have Graduate Students Consult With Your Organization as Part of a Nonprofit Service Learning Project**

December 20, 2002

Dear Nonprofit Organizations of the Pioneer Valley:

The Center for Public Policy and Administration (CPPA) at the University of Massachusetts, Amherst has skilled graduate students available for management consulting projects during the spring semester 2003 (February ñ May). The enclosed Request for Proposal invites you to submit management consulting projects for consideration. Proposals are due January 20, 2003 and decisions will be made the following week. Agencies will be sent notification of selection by early February.

Students will complete the consulting projects as part of a graduate level Nonprofit Management course. The course will be covering topics such as defining the mission of a nonprofit organization, board governance, management of volunteers and paid staff, product/program portfolio development, and program evaluation. The students enrolled in the course will be advanced masters students with considerable skills. For example, students from the Masters in Public Policy and Administration program will have taken courses in management, economics, policy making and analysis, research methods, etc. They will be able to apply their prior training along with the material from the Nonprofit Management course to successfully complete the consulting projects. As the instructor for the Nonprofit Management course, I will be supervising the graduate students and will be in regular contact with participating nonprofit organizations.

If you do not currently have a project, please keep us in mind for future years. The Nonprofit Management course will be offered again in the spring semester 2005. For more information or for assistance in defining a project, please contact me using the information provided below.

Sincerely,

Brenda Bushouse, Ph.D.

Assistant Professor

Phone: (413) 545-1453

Fax: (413) 545-1108

Email: bushouse@polsci.umass.edu

Encl.: Request for Proposal, Cover Sheet



# 2003 Nonprofit Management Request for Proposal

## Cover Sheet

Contact Name \_\_\_\_\_

Title \_\_\_\_\_

Phone \_\_\_\_\_

Fax Number \_\_\_\_\_

Email \_\_\_\_\_

Website Address \_\_\_\_\_

Name of Organization \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Title of Project: \_\_\_\_\_

Date Submitted \_\_\_\_\_

### Send Proposals to:

Dr. Brenda K. Bushouse  
Center for Public Policy and Administration  
340 Thompson Hall  
University of Massachusetts  
Amherst, MA 01003  
(413) 545-1453  
(413) 545-1108 fax  
bushouse@polsci.umass.edu

## **2003 Request for Proposals (RFP)**

### **Nonprofit Management Consulting Projects**

Deadline for submission: January 20, 2003

The Center for Public Policy and Administration is pleased to announce opportunities for nonprofit organizations located in the Pioneer Valley to submit proposals for consulting projects to be undertaken by University of Massachusetts graduate students. Teams of graduate students from the Masters in Public Policy and Administration program and other UMass graduate programs, supervised by Professor Brenda Bushouse, will complete selected projects during the spring semester 2003 (1/26-5/20). The consulting projects will be a required component of a nonprofit management course.

#### **Projects to be Selected**

Interested nonprofit organizations are asked to submit proposals outlining clearly defined projects for students to undertake. Applicants must demonstrate an interest and an ability to work with student teams in the development and implementation of projects. Faculty will select proposals based upon applicability to course content and ability to complete project(s) within one semester (approximately 12 weeks).

Agencies are invited to submit proposals for a variety of nonprofit management issues, such as human resources issues (e.g., board governance, board/director relations, staff management, volunteer management); organizational or program development or evaluation (e.g., product mix, program effectiveness). Examples from 2001 include:

Amherst Ballet: board/staff relations  
Between Family and Friends Center: board/director governance  
Hillel House: staff reorganization for planned budget changes  
Partners for Community: employee retention study  
The Housing Discrimination Project, Inc.: board/executive director governance  
The Literacy Project: management/staff relations

#### **Application Requirements**

If you are seeking assistance for two projects, please submit separate and complete applications for each project. Proposal should include the following materials.

Completed cover sheet.  
A 2-3 page narrative description of the project including:  
project description;  
information available to the graduate students for use in the project;  
brief description of the organization, including its mission, history, clientele, and programs;  
identification of the staff person who will serve as the primary liaison between the organization and student team.  
A current list of board members.  
Background material (e.g., an agency brochure or newsletter).

## 2003 Request for Proposals (RFP)

### Nonprofit Management Consulting Projects

#### Page 2

#### **Additional Requirements**

Successful applicants must be able to meet with students during the first week of February to discuss and modify/clarify project as necessary.

The agency must appoint one staff person as the point of contact for the graduate students. This person must be the same person listed on the cover sheet of the proposal.

Agency staff should be available to respond to questions and provide additional agency materials requested by the graduate students as the project evolves. If the agency requests certain materials and they are not readily available from public sources, the agency should be willing to cover the costs of the materials needed for completion of project.

When the project is completed, students will present their findings and recommendations to appropriate agency representatives.

The final written report will be mailed to the agency within four weeks after the semester ends.

#### **Timetable**

Proposals must be received by January 20, 2003. Agencies will be sent notification of selection by early February.

#### **Contact Information**

Send proposals to:

Dr. Brenda K. Bushouse  
Center for Public Policy and Administration  
340 Thompson Hall  
University of Massachusetts  
Amherst, MA 01003  
(413) 545-1453  
(413) 545-1108 fax  
bushouse@polsci.umass.edu

Please contact Professor Bushouse for assistance in defining a project or for more information regarding any aspect of the request for proposal.

## **POLS 4/589 Nonprofit Management**

### ***Applied Skills Project***

For this assignment you can choose to 1) write a volunteer recruitment and retention plan for the American Red Cross ñ South Central Connecticut Chapter (case study attached); 2) write a program evaluation plan for a local nonprofit organization charged with the task of helping adults without dependents achieve self-sufficiency; or 3) write a grant proposal to fund a Holocaust exhibit at a university-based art museum. Whatever assignment you choose, you must incorporate assigned readings into your project.

#### **Volunteer Recruitment and Retention**

The South Central Connecticut Chapter of the American Red Cross is in desperate need of a "formal plan to recruit and retain volunteers." Please read the attached case and using assigned readings, class discussions about successful volunteer recruitment and retention strategies, and any other material you are able to locate on your own to create a useful volunteer management program for this organization.

#### **Program Evaluation**

The mission of Local County Nonprofit Organization (LCNPO) is to provide support services to single adult residents of the county so that they may obtain and maintain gainful employment and achieve true self-sufficiency. LCNPO contracts with the county office of Jobs and Family Services and as such, is mandated to document the effectiveness of its welfare to work programs. Using information below, develop a program evaluation plan capable of helping the organization determine (and demonstrate) the effectiveness of its programs.

#### **Grant Proposal**

Any University (you are free to choose an institution with which you are familiar) is seeking private funding to underwrite the cost of *Witness & Legacy: Contemporary Art about the Holocaust*, a traveling Holocaust exhibit. It will cost a total of \$150,000 to bring the exhibit to Any University. The university is seeking funding from individual donors, local schools, corporations, and foundations to underwrite the cost of this exhibit. The university has a nationally recognized Judaic studies program, with prestigious faculty. Moreover, the university is located within 30 miles of an active Jewish community and has historically worked closely with local synagogues and area schools to develop programs and sponsor events of interest to students, faculty, and the local citizens.

The university has secured approximately \$100,000 from other sources (you are free to be creative when discussing existing sources of revenue) and is seeking foundation funding to make up the difference. Your task is to write a grant

proposal to a foundation seeking a final \$50,000 contribution to offset the cost of bringing the exhibit to Any University.

## **Local County Jobs and Family Services & the Local County Nonprofit Organization**

*This case was prepared with the assistance of Carmen Fadis*

LCJFS contracts with dozens of community-based nonprofit organizations to provide services to people working toward achieving "self-sufficiency" as part of mandated welfare reform legislation. Thus, contracted LCJFS vendors demonstrate to LCJFS that they are programmatically and fiscally accountable for contracted programs and services.

LCJFS oversees programs that are directed toward an identified population of local county residents known as Able Bodied Adults Without Dependents (ABAWD's). These are single adults aged 18 through 50 who receive some form of public assistance, typically in the form of foodstamps and/or state medical benefits. This particular group of welfare recipients has limited education or lacks educational credentials, and is generally unemployed or underemployed. Moreover, these individuals face unusual barriers to employment such as substance abuse, chemical dependency, and/or a history of criminal behavior. With these type of personal challenges, finding and keeping a job can be quite difficult.

LCNPO, a LCJFS community partner, provides psychological counseling, employment training activities (job search skills, resume writing workshops, etc.) and support services to assist individuals in transitioning from welfare to work. Through innovative programming initiatives, many focused on reaching the population of ABAWDs; LSNPO works to assure that all of its welfare clients achieve self-sufficiency. LCNPO offers programs such as inpatient treatment referrals, substance abuse counseling services, recovering addict support groups, GED classes, career counseling sessions, skill assessments, resume writing workshops, interview training, job coaching, and individual employment planning seminars. The organization also boasts of the success of its job referral network.

Given that program evaluation in the nonprofit sector is somewhat complicated because goals are often somewhat ambiguous and expectations for performance among various stakeholder groups differ, the county runs the risk of funding community partners that may not adequately empower ABAWD consumers. Moreover, LCNPO is concerned that LCJFS may implement reporting criteria that will not adequately represent the good work done by this organization. You are to assume the role of the program officer at LCNPO and develop a program evaluation tool that will allow you to demonstrate the effectiveness of your ABAWD programs to the LCJFS agency.

## **More information for the Grant Proposal Assignment**

*Here are some reference materials that might be useful:*

Geever, Jane C. & Patricia McNeill (1993). *The Foundation Centers Guide to Proposal Writing*. New York, NY: The Foundation Center.

Golden, Susan L. (1997) *Secrets of Successful Grantsmanship: A Guerilla Guide to Raising Money*. San Francisco, CA: Jossey-Bass Publishers.

Hale, Phale D., Jr. (1997). *Writing Grant Proposals That Win* (2<sup>nd</sup> ed.). Gaithersburg, MD Aspen Publishers.

Margolin, Judith B. (1994). *Foundation Fundamentals: A Guide for Grantseekers*. New York, NY: The Foundation Center.

New, Cheryl Carter & James Aaron Quick (1998). *Grantseeker's Toolkit*. San Francisco, CA: Jossey-Bass Publishers.

New, Cheryl Carter & James Aaron Quick (1998). *Grant Winner's Toolkit*. San Francisco, CA: Jossey-Bass Publishers.

Orosz, Joel J (2000). *The Insiders Guide to Grantmaking: How Foundations Find, Fund, and Manage Effective Programs*. San Francisco, CA: Jossey-Bass Publishers

Scanlan, Eugene A. (1997). *Corporate and Foundation Fundraising: A Complete Guide for the Inside*. Gaithersburg, MD: Aspen Publishers.

Sheldon, K. Scott (2000). *Successful Corporate and Foundation Fund Raising*. New York, NY: John Wiley.

*You might also want to take a look at this Internet site*

<http://www.library.wisc.edu/libraries/Memorial/grants/proposal.htm>

### **Witness & Legacy: Contemporary Art about the Holocaust**

The exhibit, curated by Stephen C. Feinstein, Acting Director, Center for Holocaust and Genocide Studies, University of Minnesota, and organized by the Minnesota Museum of American Art, presents recent paintings, photography, sculpture, video, and installations by 22 artists from around the United States who explore the visual legacy of the Holocaust in their work. Mauricio Lasansky, Jerome Witkin, Mindy Weisel, Arnold Trachtman, Joyce Lyon, Gabrielle Rossmer, Edith Altman, Art Spiegelman, among others.

The website for the exhibit is: <http://sunsite.utk.edu/neighborhoods/witness/>

**University of Arkansas, College of Education and Health Professions**  
**Educational Leadership, Counseling and Foundation**  
**Educational Technology**  
**ETEC 5263: Grant Writing in Instructional Technology**  
**Syllabus: Spring 2003 Wednesday 4:30 ñ 7:20 p.m.**

**Course Description:** Students will have an opportunity to find grant funding sources, write a grant, and learn how to submit an actual grant proposal to an agency or foundation for consideration. The class will investigate current issues and topics related to research and grant writing in instructional technology.

**Prerequisite(s):** Graduate Standing

**Professor:** Dr. William Brescia, Room 336, brescia@uark.edu 575-5115

**Relationship to Knowledge Base** The course provides students with grant writing experience. Grant writing requires planning, looking for data and resources, cultivating a funder, writing, rewriting, and editing a proposal, submitting a proposal, and stewardship.

**Goal:** The course has several goals. Students will have an opportunity to find funding sources, write a grant, and submit a proposal to an agency or foundation for consideration.

**Competencies:** Upon completion of the course, the learner will be able to demonstrate conceptual knowledge and applied skills in these areas:

1. Locate government and private sources for funding educational projects;
2. Develop a case statement;
3. Write a letter of inquiry, proposal abstract and proposal;
4. Discover how research, service, or demonstration projects are funded.

## I. Assignments:

**A. Internet Assignment:** Select **five public and five private** funding sources. The sites listed at <http://www.uark.edu/depts/elcf/jim/js5263.html> may prove helpful. List the following information for each site:

1. Name of funding source
2. Type of funding source (private or public)
3. URL for funding source
4. Description of funding source
5. State categories of information that are available at this site
6. Write a one or two paragraph summary of information available at this site
7. How is information submitted to this funding source?
8. What are the submission guidelines for this funding source?
9. Does the site give a history of past funding?
10. How much guidance does the site provide to grant seekers?
11. Are reviewers' guidelines available at this site?
12. Does the site give a dead line for submitting letters of inquiry, concept papers, or proposals?

**B. Federal Register Assignment:** Go to the Federal Register Online site listed at [http://www.access.gpo.gov/su\\_docs/aces/aces140.html](http://www.access.gpo.gov/su_docs/aces/aces140.html). Use the Search engine to locate **ONE GRANT GUIDELINE**. List the following information for the grant guideline.

1. Name of funding source
2. Type of funding source
3. Description of funding source
4. State categories of information that are available for this funding source
5. Write a one or two paragraph summary of information available for this funding source
6. How is information submitted to this funding source?
7. What are the submission guidelines for this funding source?
8. Does entry indicate how much money is available to grant seekers?
9. Does entry give a history of past funding?
10. How much guidance does this funding source provide to grant seekers?
11. Are reviewers' guidelines available for this funding source?
12. Does the entry ask for volunteers to review grant applications?
13. Does the entry give deadlines for submitting letters of inquiry, concept papers, or proposals?

**C. Case Statement:** Develop a case statement. Collect all the information needed to write a proposal. A case is all the reasons why a funder would want to support your project.

**D. Letter of Inquiry:** Write a letter of inquiry. You will receive credit for this assignment after revisions have been made. See your handout packet for a list of factors that must be included in a letter of inquiry.



**E. Abstract Assignment:** Write an abstract. You will receive credit for this assignment after revisions have been made. See your handout packet for a list of factors that must be included in an abstract.

**F. Issues Paper 1:** Locate ONE set of submission guidelines for either a public or private funding course. Write a ONE-page summary of these submission guidelines.

**G. Issues Paper 2:** Locate ONE set of Reviewers' guidelines for either a public or private funding source. Write a ONE-page summary of the reviewer's guidelines.

**H. Midterm Exam:** There will be one midterm exam to test your knowledge of grant writing terms and procedures. The exam will include multiple-choice questions and some short essay questions and, possibly, some longer essay questions.

**I. Participation:** You will be expected to participate in class and in a Web-based discussion on WebCT. Each week a student will be assigned to be the discussion leader. You will be expected to make at least three posts per week. At least one should be made by Saturday of each week.

**J. Proposal Assignment:** Write a 15-page proposal. You will receive credit for this assignment after revisions have been made. See your handout packet for a list of factors that must be included in a proposal.

## II. Evaluation:

### Point Assignment

A	Internet assignment	100
B	Federal Register Assignment	25
C	Case Statement	100
D	Letter of Inquiry	100
E	Abstract Assignment	50
F	Issues Paper 1	25
G	Issues Paper 2	25
H	Midterm Exam	75
I	Participation	50
J	Proposal	250

**Total Possible Course Points                  800**

<b>Cutoff Percentage (Rounded)</b>	<b>Raw Score Range</b>	<b>Grade Equivalent</b>
91% of possible course points	728-800	A
85% of possible course points	680-727	B
75% of possible course points	600-679	C
65% of possible course points	520-599	E
<65% of possible course points	<519	F

### III. Inclement Weather:

If class is called off due to inclement weather, I will send an email message to the class informing you of this change no less than 45 minutes prior to class. If you have any doubts about whether class will be meet check your email before leaving for campus. If the university is closed due to weather we will not meet.

**IV. Academic Honesty:** The application of the University of Arkansas Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

### V. Course Resources:

Mullin's Library  
World Wide Web

#### **Required Textbooks:**

Carlson, M. (1995). *Winning Grants Step by Step*. San Francisco, CA: Support Centers of America

Peterson, P. (2001). *Grantwriter's Internet Companion*. Thousand Oaks, CA: Corwin Press, Inc.

Course Handout Packet for ETEC 5263

[The required textbooks and the course handout packet are available only at Dickson Street Book Exchange.]

#### **Additional References:**

Bennett, J. (June 1986). Letters of inquiry to foundations. **Grants Magazine**. (9)2, 103-107.

Blum, L. (1996). **The Complete Guide to Getting a Grant**. New York: John Wiley & Sons, Inc.

Coley, S. M. & Scheinberg, C. A. (1990). **Proposal Writing**. Newbury Park, California: Sage Publications.

Green, G. (1998). **A Guide to Successful Proposal Writing**. Washington D. C.: American Association for Adult and Continuing Education.

Heathington, B. S. & Teague, G. V. (1980). **The Process of Grant Proposal Development**. Bloomington, IN: Phi Delta Kappa Educational Foundation

URL: <http://www.uark.edu/depts/elcf/jim/jswartzmenu.html>

Also see:

Philanthropy News Digest at: <http://fdncenter.org/pnd/>

The Grantsmanship Center: <http://www.tgci.com/>

AAFRC: <http://www.aafrc.org/> Look for Giving USA

The Center on Philanthropy: <http://www.philanthropy.iupui.edu/>  
Look for the Fund Raising School

The Federal Commons: <http://www.cfda.gov/federalcommons/>

The Foundation Center: <http://fdncenter.org/>

Association of Fundraising Professionals:  
[http://www.nsfre.org/tier3\\_cd.cfm?folder\\_id=887&content\\_item\\_id=3444](http://www.nsfre.org/tier3_cd.cfm?folder_id=887&content_item_id=3444)

Educational Technology Resources:  
<http://www.uark.edu/depts/elcf/jim/jswartzmenu.html>

Community of Science: <http://www.cos.com/>

Grants and Grant Writing: <http://www.ucp-utica.org/uwlinks/grants.html>

American Humanics: <http://www.humanics.org/>

**PUR 6416: Public Relations and Fund Raising**  
*[AKA: PUR 6934, Section 7183 Problems in Public Relations]*  
Fall 2003

Dr. Peg Hall  
3056 Weimer  
392-3951  
[mhall@jou.ufl.edu](mailto:mhall@jou.ufl.edu)

Monday, 10:30 to 11:30  
Wednesday, 1:30 to 3:30  
Friday, 9:30 to 11:30  
*Other times, By appointment*

**Office Hours:**

**Course description and goals:** This seminar course applies public relations theories and concepts to a practice-centered study of fund raising in non-profit organizations. You will learn the principles and processes of building relationships with donors and of effectively and ethically designing and implementing programs in annual giving, major giving, planned giving, corporate and foundation relations, and capital campaigning. The course also provides you with the opportunity to add to scholarly and practical knowledge about fund raising and non-profit organizations.

Non-profit organizations that have fund-raising programs are active in a variety of critical fields in our global society. They provide career opportunities for students interested in becoming agents of change in areas such as clinical and public health, education, religion, gerontology, advocacy, the environment, politics, and social services. They also provide an area of effective specialization for students interested in careers in journalism, telecommunications, documentary production, and advertising.

**Course structure:** The course will follow a seminar format requiring students' active participation in class discussions. Usually, the class sessions will meet from 4:05 to 5:20 (75 minutes) on Mondays and Wednesdays. Occasionally, the class will meet for 50 minutes one day and 100 on the other day, in order to accommodate special speakers or class projects.

**Text:** *Effective Fund-Raising Management*, Kathleen S. Kelly, LEA, 1998.

**Attendance:** On time attendance is required. Any absence is significant and may result in points being deducted from the final grade.

**Requirements:**

**1. Readings and other assignments**

An Assignment Handout is provided that specifies readings and other assignments for each class, along with their due dates. I reserve the right to make changes to the assignments as needed to accommodate opportunities for speakers, or to provide recent articles.

**2. Reaction Papers:**

You will each prepare 9 *single-spaced* Reaction Papers. These papers should be in a 12-pt font like Courier or Times New Roman, with 1-inch margins, longer than 1 page and not longer than 2 pages. The due dates are specified on the Assignment Handout. Two hard copies must be turned

in at my office. There will be a box on my message board to receive them. Place one in the folder for me and one in the folder for the students leading the discussion. You do not have to include your name on the copy that goes to the student leader if you choose not to.

The quality of these reactions papers is very important. They will substitute for a mid-term exam. The reaction papers must demonstrate that you have read and assimilated the articles. The reaction papers are NOT to be outlines or summaries of the readings. They should give your reaction to what you have read, professionally and intellectually. Ideas for reaction papers include, but are not limited to the following:

- A discussion of several specific points in the readings
- How some part of the reading surprised, enlightened, shocked, or impressed you because of its implications for you as a professional or the profession as a whole
- A proposal of a research idea that would provide a test of one or more points discussed in the reading
- A discussion of how the points discussed in the articles apply to current public relations and mass communication issues and situations, or how they apply to the role of fund raisers and fund raising in society.

### **3. Discussion Leadership:**

Once during the semester, possibly with an assigned classmate, you will lead the discussion of the readings. You will determine between yourselves both how to divide the work fairly, and how to keep us all involved and interested in the topic. You do not have to prepare a Reaction Paper for the class that you lead, but you should prepare a Power Point presentation to guide the discussion and provide me with a copy of the Power point and your notes. You should pick up the other students' papers at my office Friday afternoon to help you prepare your presentation.

### **4. Informational Interview:**

You must do a brief informational interview with a full-time fund raiser. There is only one "directed" question: "What do you think it means to 'be' a fund raiser?" The purpose of the interview is for you to meet and interact with someone, other than me, who is or has been a full-time fund raiser. You may do this assignment with a classmate, if you wish. Each of you must turn in a 1-page report on what you learned and a copy of your thank-you note to the interviewee. I have applied for IRB approval for this assignment and will provide informed consent forms to you as soon as I receive them. You may do this any time during the semester, after IRB approval arrives. Turn in your reports within a week after your interviews, no later than the last day of class.

### **5. Final paper:**

The final paper for this course will substitute for a final exam. The paper must be directly related to fund raisers or fund raising. You must submit your topic for my approval by October 29. The paper must include:

- a. An introduction that states the topic or issue and explains how you see it affecting the organization's relationship with its key publics.
- b. A thorough review of the scholarly and professional literature on your topic. The review should synthesize and analyze a minimum of 20 articles or book chapters. I expect that you will need a paper of at least 15 double-spaced pages to complete this assignment

successfully. This section will be the heart of your paper and require about 2/3 of your space.

- c. The presentation of hypotheses or research questions that flow from your review of the literature.
- d. A proposed research project that would address your hypotheses or research questions. The description of the research should include an overview of the methodology that the project would use.
- e. A conclusion that briefly describes the implications you believe the research would have for fund raising as a public relations function.

**Academic Honesty:**

The work you turn in must be your own work and it must be original for this class. It is your responsibility both to understand what plagiarism is and to avoid plagiarizing. You must not use direct or paraphrased material from any other source, including websites, without attribution. You cannot turn in anything that you wrote for another class, at an internship, as a volunteer or in another academic or professional setting. I will handle any incident of academic dishonesty in accordance with the University of Florida policy.

**Students with Special Needs:**

Please give me documentation of any special need at the beginning of the semester so that I can make reasonable accommodations.

**Grading**

9 Reaction Papers	90 points
2 in class Quizzes	10 points
Final paper	100 points
Discussion Leadership	30 points
Interview Report	10 points
Class Participation	<u>30 points</u>
TOTAL	270 points

<b>Letter Grade</b>	<b>Raw Score</b>
A	243-270
B+	230-242
B	216-229
C+	203-215
C	189-202

PUR 6416  
Public Relations and Fund Raising  
Fall 2003

**Daily Assignments**  
*Subject to Change at Instructor's Discretion*

Discussion Date	Topic	Required Reading	Related Due Dates
8/25	Introduction to course and content		
8/27	Exploring concepts, issues, & resources	Kelly Chapter 1	Before class, send me an email from the address you usually check. Tell me if I can share the email address with the others in the class.
9/1	Labor Day No Classes		
9/3	Tradition, motivation, non-profits, & charities	Kelly Chapter 2	Reaction Paper #1 due noon, 8/29
9/8	Fund-raising process	Kelly Chapter 10	Reaction Paper #2 due noon, 9/5
9/10	Annual Giving	Kelly Chapter 11	In class quiz 9/10
9/15	Historical context of fund raising	Kelly chapter 5	Reaction Paper #3 due noon, 9/12
9/17	<b>Dr. Kathleen Kelly Guest Scholar</b>		
9/22	Organizational context of fund raising	Kelly Chapter 6	Reaction Paper #4 due noon, 9/19
9/24	<b>Annual Giving Guest speakers: Denise Stobbie, Dir of Annual Fund, UF Law School Devon Mathias, Dir of the Florida Fund (telethon) Kerri Mitchell, Asst Dir, Annual fund, UF Law School</b>		Bring sample direct mail pieces
9/29	Legal context of fund raising	Kelly Chapter 7	Reaction Paper #5 due noon, 9/26
10/1	Discussion of Annual Giving pieces and readings Individual Major Giving	Kelly Chapter 12	
10/6	Planned Giving	Kelly chapter 13	Reaction Paper #6 due noon, 10/3
10/8	Major & Planned Giving		
10/13	Ethical context of fund raising	Kelly Chapter 8	Reaction Paper #7 due noon, 10/10
10/15	<b>Guest Speaker on Major Giving Jancy Houck, Asst VP for Development UF Medical Schools</b>		
10/20	<b>Guest Speaker on relationship between Fund Raising and Public Relations, as practitioners see it Michelle Hinson, Dir of Development, Institute for Public Relations</b>		
10/22	Theory of fund raising	Kelly Chapter 9 pp 3324-387	Reaction Paper #8 due noon, 10/20

10/27	PRSA Conference No Class		
10/29	Brief discussion of paper topics to determine any "clusters" Advancement Services	Grassroots Fundraising Journal 22(1) pp 7-13; 22(2) pp4-9 and 14-17. On reserve in Neuharth Library. Download and explore Fundraiser Basic from <a href="http://www.fundraiser-software.com">www.fundraiser-software.com</a>	A not-more-than one page description of your proposed paper topic. Include the general area of research interest, is the "issue" and your initial thought about what the research question or hypothesis might be. The topic must be directly related to fund raising
11/3	Individual 15 minute meetings re papers, starting at 1:00		
11/5	Donor publics	Kelly Chapter 15	Reaction Paper #9 due noon, 11/3
11/10	Managing expectations, goals, bosses, & colleagues		
11/12	Capital Campaigns	Kelly Chapter 14	Reaction Paper #10 due noon, 11/10
11/17	Guest speaker on Capital campaigns Barbara Miles, Asso VP UF Foundation		
11/19	ARNOVA conference No class		
11/24	Guest Speaker on Corporate and Foundation Fund Raising Chris Needles, Dir of Corp & Fdn Relations UF Foundation		
11/26	Research paper preparation day No class		
12/1	Research paper preparation day No class		
12/3	Guest Speaker Paul Robell, VP for Development UF Managing up: Trustees, the president, the Board, being strategic		
12/8	Prepare for roundtable discussion of student papers, off-site	Bring a 100 word abstract of your paper. ( the paper does not yet have to be totally finished.)	This class will meet for not-more-than 50 minutes
12/10	Presentation of student papers		This class will meet for at least 100 minutes, off-site where we can have food.



**Kent State University  
College of Arts and Sciences  
Department of Political Science  
Master of Public Administration Program**

**NONPROFIT LAW**

**PADM 60382**

**COURSE SYLLABUS**

**SPRING 2003**

**Kathleen Hale, J.D.**

**Office phone: 330.672.2060  
Office fax: 330.672.3362  
Course Email: MPA web site**

**Contact hours: Monday 7:00 p.m. ñ 9:00 p.m.**

**A course email exchange and/or discussion board will begin during the semester and will be cleared at regular intervals.**

*In accordance with University policy, students with a documented disability who require accommodations to obtain equal access in this course must contact the instructor at the beginning of the course or when given an assignment for which an accommodations is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services at Kent State University.*

## **Course Objectives**

The purpose of this course is to provide you with an introduction to the legal personality of nonprofit organizations in the United States and in the State of Ohio. You will become familiar with the various types of tax-exempt status under the Internal Revenue Code, and the basic requirements for establishing and operating a nonprofit organization, with specific attention to the requirements in Ohio. You will gain an understanding of the legal issues that impact nonprofit organizations, including principles of nonprofit governance and board behavior, fiduciary responsibilities, fiscal and programmatic oversight requirements, financial accountability, political advocacy and lobbying, compensation and benefits, recordkeeping and disclosure issues, and other emerging policy matters.

The course is designed to provide a foundation for academic analysis of legal issues affecting nonprofit organizations, both in the context of contemporary law and regulation and also in the context of ongoing debates about the role of nonprofit organizations in public life. The approach is to familiarize you with legal issues surrounding nonprofit formation and operation, and the framework that is used to assess risks for noncompliance. The course is designed to provide you with a broad foundation for critical analysis of the roles and behavior of nonprofit organizations as they relate to their fiduciaries.

## **Course Timeline**

The course is presented in a numbered weekly format. Each week includes a lecture posted to the course site, weekly assignments (labeled Problems and Applications, and Discussion Questions), and additional readings. Note that Discussion Questions are also assignments, and are repeated under Points of Discussion on the course site in anticipation of potential on-line group interaction.

Course materials for each week will be posted to the course site not later than Monday at 10:00 a.m. of the course week. Some lecture material and assignments have been posted in advance, and to the extent that material is posted in advance, you are free to work ahead. If you work ahead, please check back to see whether there are supplemental readings or lecture material for the week; some topics will have updates as a result of legislative or policy developments. The Problems and Applications and Discussion Questions will remain as posted with this syllabus and will not be changed as the course progresses.

## **Textbooks**

Hopkins, Bruce R. *Starting and Managing a Nonprofit Organization: A Legal Guide*. New York: John Wiley & Sons, Inc. 3<sup>rd</sup> Ed. 2001.

Salamon, Lester M. *America's Nonprofit Sector: A Primer*. New York: Foundation Center. 2<sup>nd</sup> Ed. 1999.

Hall, Peter D. *Inventing the Nonprofit Sector and Other Essays on Philanthropy, Voluntarism and Nonprofit Organizations*. Baltimore: Johns Hopkins University Press. 2002.

Readings are not assigned in a weekly format; the nature of the course dictates that your work will be highly self-guided. I recommend that you read Hopkins in full at the beginning of the course, and read as many sections of Hall as you feel may apply to the weekly topic. Frequently more than one chapter (Hopkins) or essay (Hall) will be pertinent; these readings are self-evident from the tables of contents in each book. The topic is both complex and diverse, and your understanding will be enhanced to the extent that you are able to synthesize the material. Supplementary readings are listed for each week as suggestions for additional understanding, and of course you are free to read as widely on the topic as you like. If you would like suggestions on readings or resources in addition to those posted, please contact me through the course email.

The following is an outline of the course by weekly topic.

<b>Week</b>	<b>Monday</b>	<b>Topic</b>
<b>1</b>	01/13/03	Nonprofit Organizations and Ohio Profile
<b>2</b>	01/20/03	Theoretical Foundations for the Nonprofit Sector
<b>3</b>	01/27/03	Formation Requirements under Federal and State Law
<b>4</b>	02/03/03	Perspectives on Foundations
<b>5</b>	02/10/03	Fiduciary Relationships
<b>6</b>	02/17/03	Public Records and Transparency
<b>7</b>	02/24/03	Legislative Activities ( <a href="#">final paper outline due</a> )
<b>8</b>	03/03/03	Political Activities
<b>9</b>	03/10/03	Unrelated Business Income, Excess Benefit Transactions, Compensation Issues
<b>10</b>	03/17/03	Volunteers ( <a href="#">final paper Part I due for review ñ optional</a> )
	03/24/03	Spring Break
<b>11</b>	03/31/03	Recordkeeping Requirements
<b>12</b>	04/07/03	Ohio Accountability Legislation ( <a href="#">final paper Part II due for review ñ optional</a> )
<b>13</b>	04/14/03	Faith Based and Community Based Organizations
<b>14</b>	04/21/03	Board and Management Interaction Models
<b>15</b>	04/28/03	(To be determined based on student input and interest)
<b>16</b>	05/05/03	Exam Week ( <a href="#">final paper due</a> )

## **Course Requirements and Student Evaluation for Successful Course Completion**

Course requirements are formatted in three ways. The first two requirements are two types of weekly assignments. The third requirement is the course paper. Additional course requirements will be established for students enrolled in a doctoral program and will be addressed on an individual basis.

The two weekly assignments are described as follows:

### **(1) Problems and Applications**

Problems and Applications are tasks for you to complete in consideration of the weekly topic, and are designed to reinforce your basic knowledge of the topic. For each task, you are required to submit your written response to me via email to the course web site formatted as an attachment in standard Word document format. Periodically throughout the course, student responses to Problems and Applications will be shared across the class.

### **(2) Discussion Questions**

Discussion Questions are questions that require additional reflection on the topic, including consideration of the readings and your experience. For each discussion question you are required to submit your written response via email to the course web site formatted as an attachment in standard Word document format. The body of your response to a discussion question must exceed 200 words and is limited to 500 words. Literature citations are not required for an acceptable response; note that consideration of citations may enhance your overall experience and understanding. Periodically throughout the course, student responses to Discussion Questions will be shared across the class.

### **Problems and Applications and Discussion Questions - Assignment Due Dates**

Responses to Problems and Applications and Discussion Questions are due not later than 10:00 p.m. on Tuesday of the class week following the week of the assignment. As an example, the assignment for class week #1 is due not later than 10:00 p.m. of the Tuesday of class week #2.

You will receive full credit for your response to each task, if you post your response within the time frame and if your response is on point. Credit for late responses will be reduced by one letter grade after 10:00 p.m. on the pertinent Tuesday. Incomplete responses will not receive full credit. No credit will be provided for any Problem and Application or Discussion Question assignment posted after 10:00 p.m. on the pertinent Wednesday.

Due dates are also posted on the course site in the Calendar.

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### Course Paper Requirements and Due Dates

You will provide a final paper of 3,000 words that will consist of:

1. a 1,500-word section that addresses the following:
  - a. Identification of a legal/public policy problem which impacts nonprofit organizations;
  - b. Identification of one or more nonprofit organizations; and
  - c. A profile of the environment within which the organization(s) operate, including regulatory, administrative, and service components; and
2. a 1,500-word section that presents the following:
  - a. a summary of literature supporting arguments on the various sides of the legal/policy problem (not less than 8 independent sources per side);
  - b. a summary of not less than one first-person account of the view on each of the various sides identified; and
  - c. your conclusion(s) and recommendation(s) regarding the legal/policy problem.

Items 1.a and 1.b and an outline of 1.c. are due not later than February 27, 2003.

If you would like to receive my preliminary remarks about the final paper, I will provide them on each of the two sections according to the following schedule. I will provide remarks on the first 1,500 words on materials submitted not later than March 20, 2003. Provision of this section by this date is optional and does provide additional course credit. I will provide remarks on the second 1,500 words only if I have timely received the first 1,500 words. I will provide remarks on the second 1,500 words for materials submitted not later than April 17, 2003. Provision of this material by this date is optional and does not provide additional course credit.

The final paper is due during the week of May 5, 2003, at the exam time posted in the KSU exam schedule. Due dates are also posted on the course site in the Calendar.

### Requirements for Course Grading:

<b>Item</b>	<b>Elements</b>	<b>Share of Final Grade</b>
<b>Problems and Applications</b>	15 weekly assignments	30%
<b>Discussion Questions</b>	15 weekly assignments	30%
<b>Paper</b>	Outline, Part I, Part II, Final	40%

Untimely submission of any elements per the deadlines established in the course syllabus will result in less than full credit up to and including lack of any credit for the element.

Your course grade is determined entirely by your effort and level of achievement and is not determined in relation to the effort or level of achievement of other students.

**University of San Francisco**  
**College of Professional Studies**

**Master of Nonprofit Administration (MNA)**

**Syllabus**  
**Spring Semester 2004**

**NA 677**  
**Governance, Strategic Planning, and**  
**Organizational Effectiveness**  
**N0604**

Thursdays, 4:45-8:45 PM, Lone Mountain 152

**Instructor:** Kathleen M. Fletcher, MPA, Ed.D  
56 Woodside Drive  
San Anselmo, CA 94960  
415/454-7585 (office phone)  
415/454-1560 (fax)  
415/422-5121 (USF phone)  
[fletcher@usfca.edu](mailto:fletcher@usfca.edu)  
Available by phone Monday-Friday, 9 AM to 5 PM  
Recommend communications by email

**Course Description**

This course analyzes the roles and responsibilities of nonprofit boards and the role of the executive director with the board. Techniques for recruiting and retaining board members and for policy development are studied. The course also covers the role of strategic planning in the management of nonprofit organizations, procedures and models of strategic planning, and the results of strategic planning, which may include strategic restructuring. Finally, the course explores various definitions of nonprofit organizational effectiveness, the ways in which effectiveness is measured in the nonprofit sector, and issues of accountability to the organization's different stakeholder groups.

## **Learning Outcomes**

1. Students will understand the purposes, roles, and responsibilities of nonprofit boards and be able to develop a job description for board members.
2. Based on readings and class discussions, students will be able to analyze the effectiveness of specific nonprofit boards.
3. Students will understand the role of the nonprofit executive director with the board and be able to describe how a skilled executive director works with his or her board.
4. Students will understand how policy is developed in nonprofit organizations and be able to describe the appropriate policy-making role of the board vis-à-vis the management role of the staff.
5. Students will understand the board membership process and be able to develop a recruitment and retention plan for a nonprofit board.
6. Students will be able to identify the purpose and use of strategic planning, the general outline of steps in strategic planning models, and the factors leading to success in strategic planning.
7. Students will be able to develop a strategic planning process for a specific nonprofit board.
8. Students will look critically at strategic planning, be able to identify circumstances under which strategic planning is difficult to achieve, and describe alternatives to strategic planning that may be appropriate under such circumstances.
9. Students will understand that the results of strategic planning sometimes include strategic restructuring (mergers, consolidations, etc.) and be able to identify the reasons for and barriers to such restructuring.
10. Students will understand that organizational effectiveness in the nonprofit sector has many definitions and will be able to develop a multi-dimensional model of measuring effectiveness.
11. Students will understand nonprofit organizations' accountability to various stakeholder groups and be able to identify effective ways to act according to in harmony with that accountability.
12. Students will be able to identify and understand the ethical dilemmas nonprofit managers face in the areas of governance, planning, and organizational effectiveness and be able to develop their own ethical standards in those areas.
13. Students will be able to analyze research articles in the areas of nonprofit governance, planning, and organizational effectiveness and assess the value of each article to theory and practice.

## **Course Format**

The course will be taught using a combination of lecture and discussion, case discussions, group work, and on-line resources.

## **Course Requirements**

Students should come to the first class session having obtained the required texts and reader and having read the assigned material for Session One. Students are required to prepare for each session by reading the assigned texts and preparing for case discussions. Between classes, students are required to log onto the course using Blackboard and carry out the web-based assignments for each session.

## **Papers**

Students will write three papers for the course. Papers 1 and 2 will require application of principles taught in class to a specific organization, preferably the organization where the student now works.

Organizations where the student previously worked or volunteered are also acceptable. Students should speak to the instructor early with questions about selection of an appropriate organization.

Papers should be double-spaced and reflect careful composition and proofreading. Papers will be evaluated on how well the student applies the class material to a real-life situation and on such criteria as clarity, organization, presentation, originality, and comprehensiveness. Correct spelling, grammar, and punctuation are expected and will be considered in evaluating the papers.

### ***Paper 1, due at the beginning of Session 3:***

Write a 4- to 6-page paper analyzing your organization's board and its current performance and potential. How well does the board fulfill its roles and responsibilities? Does the board interact appropriately with the executive director? Does the current make-up of the board meet the agency's needs? What should you do (or would you do if you were the Executive Director) to improve your board?

### ***Paper 2, due at the beginning of Session 6:***

Using the information presenting in class and in the reading, write a 4- to 6-page paper in which you describe a strategic planning process that would work well in your organization or your department. Specify what methodology you would use, who would be involved, what the timetable would be, what products would result, how the plan would be monitored and evaluated, and what obstacles would have to be overcome to make the process successful.

**OR**

Based on the information presented in class and in the reading, write a 4- to 6-page paper critiquing a strategic planning process you have been involved in with your organization or with some other nonprofit. What worked well and what didn't? Why was it successful or unsuccessful? What could have been done to make it more successful? What obstacles must be overcome to have a more successful process?

### ***Paper 3, due at the beginning of Session 7:***

After completing the readings for Session 7, write a 2- to 3-page paper reflecting on how you think organizational effectiveness in nonprofit organizations should be defined. What do you think makes a nonprofit effective? What factors should be measured? What criteria should be used to judge effectiveness? Whose perceptions of effectiveness should be considered?



## Grading

The final course grade will be determined according to the following way proportions:

<u>Requirement</u>	<u>Grade Weight</u>
Class participation (includes website assignments)	20%
Board assessment paper	30%
Strategic planning paper	30%
Organizational effectiveness paper	20%

## Texts Required

*Nonprofit Boards: Roles, Responsibilities, and Performance*, by Diane J. Duca. San Francisco: Wiley/Jossey-Bass, 1996. **Students are expected to purchase this book and do the assigned reading for Session One before the first class.**

*Course Reader for NA 677*, to be purchased from the USF bookstore. **Students are expected to purchase this reader and do the assigned reading for Session One before the first class.**

*Nonprofit Boards and Leadership: Cases on Governance, Change, and Board-Staff Dynamics*, by Miriam M. Wood, Editor. San Francisco: Wiley/Jossey-Bass, 1996

*Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook*, by Michael Allison and Jude Kaye. San Francisco: Wiley/Jossey-Bass, 1997

## Schedule of Classes and Assignments

### Session 1, January 29

#### **Introduction to Nonprofit Boards: Models, Roles and Responsibilities, Legal Liabilities**

Text:

Duca, Chapters 1, 2, 5 (pp. 80-87), and 6

Reader:

Drucker, P. "Lessons for Successful Nonprofit Governance"

Topics:

Definition and historical background of boards

Types of boards in the nonprofit sector

Models of board governance

Roles and responsibilities of board members

Legal liabilities of boards

**Session 2, February 5**  
**Board Policy-Making**  
**Board Structure and Organization**

Text:

Duca, Chapters 3, 4 (pp. 55-63), 5 (pp. 69-80), and 7  
Wood, Chapters 7 and 9

Reader:

Fletcher, K. "Effective Boards: How Executive Directors Define and Develop Them"  
Edwards, K. "Six Characteristics of Successful Board-Chief Executive Relationships"  
Chait, R. and Taylor, B. "Charting the Territory of Nonprofit Boards"  
Taylor, B., Chait, R., and Holland, T. "The New Work of the Nonprofit Board"

Topics:

Role of the executive director in relation to the board  
Levels of policy in nonprofit organizations  
Board policy-making process  
Board structure and organization

**Session 3, February 12**  
**The Board Membership Process**  
**Board Development and Board Self-Assessment**

*Paper 1 due at this session.*

Text:

Duca, Chapters 4 (pp. 63-67), 8 (pp. 117-123), and 9  
Wood, Chapters 5 and 6

Reader:

Fletcher, K. "Building Diverse Boards: Lessons from a Case Study of Planned Parenthood Affiliates"  
Sullivan, L. "Trial by Fire: Nonprofit Startups Feel the Heat"

Topics:

Board member recruitment and retention  
Board diversity  
Board development  
Ethical issues in governance

**Session 4, February 26**  
**Nonprofit Strategies**  
**Introduction to Strategic Planning**

Text:

Allison and Kaye, Introduction, Chapters 1 and 2  
Wood, Chapters 2 and 13

Reader:

Siciliano, J. "The Relationship Between Formal Planning and Performance in Nonprofit Organizations"

Topics:

Dimensions of nonprofit strategies

Definition and uses of strategic planning

Models of strategic planning

Ethical issues in strategic planning

### **Session 5, March 4**

#### **Strategic Planning: Components of the Process**

Text:

Allison and Kay, Chapters 3 and 4

Wood, Chapter 12

Reader:

Roller, R. "Strategy Formulation in Nonprofit Social Services Organizations: A Proposed Framework"

Topics:

Mission and vision statements

Mission-focused management

Situation analysis and identification of critical issues

Developing goals and objectives

Writing the strategic plan

### **Session 6, March 11**

#### **Implementing and Monitoring Strategic Plans**

#### **Alternatives to Strategic Planning**

#### **Mergers and Consolidations**

*Paper 2 due at this session.*

Text:

Allison and Kaye, Chapter 5

Wood, Chapter 11

Reader:

Salipante, P. and Golden-Biddle, K. "Managing Traditionality and Strategic Change in Nonprofit Organizations"

Sheehan, Jr., R. "Achieving Growth and High Quality by Strategic Intent"

Topics:

Implementing strategic plans and monitoring their implementation

Obstacles to strategic planning

Alternative approaches to strategic planning

Mergers and consolidations

**Session 7, March 18**  
**Organizational Effectiveness**

*Paper 3 due at this session.*

Reader:

Herman, R. and Renz, D. "Nonprofit Organizational Effectiveness: Practical Implications of Research on an Elusive Concept"

Frumkin, P. "Going Beyond Efficiency"

Green, J.C. and Griesinger, D.W. "Board Performance and Organizational Effectiveness in Nonprofit Social Services Organizations"

Duntley, M. "Dick's End Run"

Topics:

Definitions and measures of organizational effectiveness in the nonprofit sector

Evaluation as a management tool for determining effectiveness

Effectiveness, accountability, and ethical practice