PA 4101: Management and Governance of Nonprofit Organizations

Spring Semester 2018
Class Meetings: 4:40-7:25 PM, Tuesdays in Humphrey 25

Instructor Contact Information

Instructor(s):
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Office Hours: 3:00-4:00 PM Mondays or by appointment

Teaching Assistant:
Name: Samantha Hodges
Email: hodge084@umn.edu
Telephone: 
Office Location: 
Office Hours:

Communication

- Best way to contact Steph and Samantha is via email
- Phone numbers are for emergency use
- Most communication from Steph and Samantha will be via email or QuickMail
- Please allow 48 hours for responses to emails, draft assignments, or other communications
- Grades will be returned within two weeks of submission
**Course Description**

As the environment for nonprofits continues to change, the demand for measured and innovative management and governance is at a premium. Unique issues facing nonprofit managers and leaders include tensions between the nonprofit mission and the ever-changing funding markets, participation in policymaking, professionalism of the sector, accountability demands, and the challenges of part-time volunteers as board members providing governance, oversight, and leadership.

The course begins by exploring the sector, what makes nonprofits unique, its history in the US, the theoretical underpinnings for its existence, and its scope and impact on society. From there, we examine governance and accountability of nonprofit boards, funding challenges, strategic management theory and practice, the role of nonprofits in policymaking, program design, evaluation, and the unique aspects of nonprofit finance. Throughout, we will examine real world examples and review the theories and practice that apply to them.

Making generalizations about nonprofits will be difficult because of the size and diversity of the sector and, therefore, the types of organizations in it. We will endeavor to be sensitive to that challenge by drawing upon examples from the many subsectors including health, religious institutions, performing arts, human services, and advocacy organizations.

**Course Goals and Learning Objectives**

The teaching method will be an active and interactive model drawing upon readings, discussions, online presentations of material with videos, teaching case studies, and a collaborative project. The delivery of this class will combine online and face-to-face elements with a large reliance on student participation.

- Understand what the nonprofit sector is and how it compares to and interacts with business and government
- Understand the theory of the sector and what makes it unique
- Understand management practices and the characteristics of successful nonprofit organizations

**Required and Recommended Materials and Location**

**Required materials**


*Other required readings, case studies, and materials can be found on the Moodle course site.*

**eReserves and eBooks**

You can access course materials on eReserves right on the course Moodle site. Alternately, you can log in to the Reserves Direct website with your internet ID and password. (This is the same information you would use to log in to your U of M email.) Or, choose the course from the Library Course Page and click on the Course Reserves tab.
Course Moodle Site

The course website is an important part of the course and is located on Moodle. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information. If you are not familiar with Moodle, a good way to get started is to watch the “student orientation resources” at http://it.umn.edu/course-management-system-moodle-related/students.

Moodle sites can be accessed on any computer that has an internet connection and a web browser. The UMN Moodle support team recommends using Chrome or Mozilla Firefox, which you can download free at www.google.com/chrome or http://firefox.com.

To access the Moodle course website, go to https://moodle.umn.edu and sign in with your internet ID and password. For questions, you may contact moodle@umn.edu or the course instructor.

General Description of Assignments and Other Student Work

Students will need to fulfill the following requirements:

1. Complete all assigned readings, and videos before the class in which they are covered. For example, read Worth chapters 1 and 2 by 4:40 PM January 23rd.

2. Classroom participation: An attendance sheet will be distributed at least once during every class. Students with more than 2 absences must meet with the instructor to discuss ongoing participation in the course. Assessment criteria:
   a. Participate in class discussions according to the hallmarks listed below.
   b. Include any applied relevant course concepts, theories, or materials correctly.
   c. Respond to classmates using relevant course concepts and providing substantive feedback.
   d. Apply relevant professional, personal, or other real world experiences.
   e. Support position with applicable resources beyond assigned reading.

Hallmarks of good participation include:
- Being respectful of others at all times.
- Listening, trying to understand what others are saying and why they are saying it.
- Monitoring your own participation in terms of amount and quality.
- Providing context and content to the discussion.
- Bringing your own experiences when relevant to the discussion.
- Suggesting additional resources for the group to consider.
- Risk-taking, presenting an opposing view or different interpretation of the data.

If you do not feel comfortable speaking during class, you must contact your instructor to make other arrangements to meet class participation requirements before the beginning of week 2.
3. Quizzes: Each quiz consists of ten questions and is based on the assigned readings, podcasts, videos, and lectures. Assessment will be made according to the percentage of correct answers provided and the timeliness of completion. Quizzes will be opened at the end of class the previous week and close on the following Tuesday at noon. For example, the quiz for week four will open after the end of the week three class (7:30 PM) and close at noon on Tuesday of week four.

4. Discussion Posts: The discussion questions are included in the syllabus and will be on Moodle. You are to use your experience, course readings and concepts to answer the question from your perspective. You should use your critical thinking to consider the question from your point of view, more than merely repeating what the text says. Similar to the quizzes, the discussion posts will be opened at the end of class the previous week and close on the following Tuesday at noon. Discussion posts should be at least 500 words, but no more than 750 words.

5. Two case study memos. The case study consists of two parts: 1) analysis directed to a member of the organization under study (memo) and 2) explanation to the instructor of the analysis and recommendations (note). The case study is assessed on a 100-point scale using the following criteria:

   a. Thorough analysis of the facts presented. (25 points)
   b. Appropriateness of the recommendations given the analysis and the parameters of the case. (25 points)
   c. Application of course materials (readings, podcasts, videos) in note to the instructor to support analysis and recommendations. (25 points)
   d. Mechanics and style—free of spelling, typographical, and grammatical errors; within size, page, margin, and font limitations; and appropriate for the identified audience with respect to content, tone, and professionalism. (25 points)

Case studies must be submitted via Moodle as a single document in MS Word in 12-point font with 1” margins on all sides. Memos are limited to one page and notes to the instructor are limited to two pages.

6. In-Depth Group Case Study: Students will be placed in groups to work together on a single case study. The grade for the case study will consist of two parts:
   a. The score for the case study presentation, memo, and note to the instructor (75%).
   b. Group presentation to the class (25%).

The group case study is different from individual case studies in that students will present their memo to the organization in class. Presentations must be created in PowerPoint or similar software (Keynote, Prezi) and the oral presentation can be no more than 15 minutes and no more than 9 slides (description, analysis using 3-5 tools, and recommendations). The note to the instructor should be a 4-page document. Assessment criteria are the same as those identified for individual case studies.

To summarize, the final grade will be determined using the following weights:

| Classroom Participation | 10% |
Weekly participation and completion of assignments on time is essential for this class. Unless otherwise noted, all written assignments must be uploaded to Moodle before the beginning of the class session on which they are due. Incompletes are strongly discouraged, rarely given, and only granted after a student and the instructor have mutually agreed upon a timetable for completion of all coursework. No extra credit is allowed.

Your cumulative score will determine your final grade. This course uses the standard University grading scale:

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University Grading Standards
A achievement that is outstanding relative to the level necessary to meet course requirements
B achievement that is significantly above the level necessary to meet course requirements
C achievement that meets the course requirements in every respect
D achievement that is worthy of credit even though it fails to meet fully the course requirements
S achievement that is satisfactory (in this course, equivalent to a C grade or better).
F/N represents failure or no credit, and signifies that work was either 1) completed, but at a level of achievement that is not worthy of credit, or 2) not completed, with no agreement between the instructors and the student that the student would be awarded an I.
I (incomplete) assigned at the discretion of the instructors when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completed the course requirements on time. Requires a written agreement between the instructor and the student.

Policy for Making Up Missed Exams and Grading Late Work
There are no exams for this course. Late assignments will be penalized ½ grade per 24-hour period (or fraction thereof) unless you have made special arrangements with your instructor in advance of the due date.

Final Exams
There is no final exam for this course.
Course Schedule

Week 1 – January 16

Topics:

- Course overview and structure
- Social responsibility
- Organizations
- Nonprofit Organizations

In-Class Activities:

- Know your sector
- Nonprofit myths

Week 2 – January 23

Topics:

- History in the US
- Structure and Taxonomy of Nonprofit Organizations

Readings:

- Worth, Chapters 1 and 2
- Historical Perspectives on Nonprofit Organizations in the United States, Peter Dobkin, Chapter 1, Jossey-Bass Handbook of Nonprofit Leadership and Management (skim only and bring copy of this with you to class)
- [https://www.councilofnonprofits.org/what-is-a-nonprofit](https://www.councilofnonprofits.org/what-is-a-nonprofit)
- [https://nonprofitquarterly.org/2008/08/14/playing-by-the-nfls-tax-exempt-rules/](https://nonprofitquarterly.org/2008/08/14/playing-by-the-nfls-tax-exempt-rules/)

Assignment Due:

- Quiz

In-Class Activities:

- How to do case studies
- Tax exemption and the NFL
Week 3 – January 30

Topics:

- Ethics
- Accountability

Readings:

- Jeavons, Ethical Nonprofit Management: Core Values and Key Practices, JBH Chapter 7
- Ebrahim, The Many Faces of Nonprofit Accountability, JBH Chapter 4
- Two articles on Community Action

Assignments Due:

- Discussion Post: Should nonprofits be held to a higher ethical standard than for-profit businesses or government? Why or why not?

In-Class Activities:

- What happened at Community Action?
- Assign first case: Delmar Dilemma, due on February 20

Week 4 – February 6

Topics:

- Theories of the Nonprofit Sector
- Relationship of the Nonprofit Sector to Business and Government
- Stakeholders

Readings:

- Worth, Chapter 3
- Bryson, “What to Do When Stakeholders Matter”
- Who Speaks for Us?
- http://www.hubertproject.org/hubert-material/175/

Assignments Due:

- Quiz

In-Class Activities:
Who Speaks for Us? Electronic Hallway Case Study

Week 5 – February 13

Topics:

- Resource environment
- Business models

Readings:

- [http://ssir.org/articles/entry/finding_your_funding_model](http://ssir.org/articles/entry/finding_your_funding_model)
- [http://nvs.sagepub.com/content/28/3/246.full.pdf+html](http://nvs.sagepub.com/content/28/3/246.full.pdf+html)
- [https://nonprofitsassistancefund.org/blog/2014/01/social-enterprise-if-you-build-it-they-probably-wont-come](https://nonprofitsassistancefund.org/blog/2014/01/social-enterprise-if-you-build-it-they-probably-wont-come)
- [https://nonprofitquarterly.org/2016/08/16/graphic-re-visioning-nonprofit-overhead/](https://nonprofitquarterly.org/2016/08/16/graphic-re-visioning-nonprofit-overhead/)

Assignments Due:

- Discussion Post: What do nonprofit organizations have to think about when diversifying their sources of revenue? How should they think about things like the industry they are in (like the arts, housing, mental health, etc) and the potential sources of revenue (like donations, grants, earned income, and contracts)?

In-Class Activities:

- Allison Wagstrom, Nonprofits Assistance Fund
- How Minnesota Public Radio looks at funding (in Worth)

Week 6 – February 20

Topics:

- How individual NPOs interact with the external environment
- Using alliances to maximize resources, access, and impact
- Collaborating in a competitive landscape
- Incorporating advocacy to influence others

Readings:

Assignments Due:

- Quiz
- Memo #1 Due

In-Class Activities:

- Rebecca Lucero, Minnesota Council of Nonprofits
- Discuss N Street Village and Miriam’s House case in Worth

Week 7 - February 27

Topics:

- NPO framework and life cycles
- Boards
- Strategic Planning
- Mission, Vision, Values
- Board-ED Relationship

Readings:

- Worth, Chapters 4, 5, 7

Assignments Due:

- Discussion Post: If you were a nonprofit executive director, how would you describe the ideal board for which to work?

In-Class Activities:

- Julia Classen, Aurora Consulting
- Organization life cycle stages
- Discuss Board Meeting Facilitation

Week 8 – March 6

Topics:

- Managing staff and volunteers
- Conflict and change
- Teamwork

Readings:
- Worth, Chapter 9
- http://ssir.org/articles/entry/the_new_volunteer_workforce

Assignments Due:
- Quiz

In-Class Activities:
- Katie Walsh, HandsOn Twin Cities
- Assign second case, CARE Bangladesh, due on March 27

Week 9 – Spring Break!

Week 10 – March 20

Topics:
- Program design
- Evaluation
- Communications strategies

Readings:
- Handbook of Practical Program Evaluation, Chapter 1, Planning and Designing Useful Evaluations and Chapter 3, Logic Models
- Worth, Chapter 10

Assignments Due:
- Discussion Post: On what criteria should a nonprofit be evaluated? Do you think the different stakeholders of a nonprofit organization may evaluate it differently? How so?

In-Class Activities:
- Field Trip to Mixed Blood Theater
- How to tell a story
- Assign Group Case Study, Due May 1
Week 11 – March 27

Topics:

- When is a dollar not a dollar
- How do you know if an organization is financially healthy?
- Budgeting
- These are the tools NPOs use to gauge their financial health

Readings:

- https://nonprofitsassistancefund.org/resources/item/characteristics-of-financially-healthy-nonprofits
- http://www.hubertproject.org/hubert-material/373/
- https://nonprofitsassistancefund.org/resources/item/10-step-budgeting-checklist
- http://ssir.org/articles/entry/the_nonprofit_starvation_cycle
- Hull House Case Study in Worth, Chapter 11

Assignments Due:

- Quiz
- Case Memo #2

In-Class Activities:

- Discuss Hull House Case

Week 12 – April 3

Topics:

- Philanthropy and Fundraising

Readings:

- Worth, Chapter 13
- https://nonprofitquarterly.org/2013/01/18/choosing-your-fundraising-strategies/
- Giving Pledge

Assignments Due:

- Discussion Post: Some people argue that donors should receive a more generous tax deduction for gifts to organizations that serve the poor, such as homeless shelters, than
they receive for first to institutions that primarily serve the affluent, such as symphony orchestras. Do you agree or disagree? Why?

In-Class Activities:

- Discuss case studies in Worth, Chapter 13

**Week 13 – April 10**

Topics:

- NGOs

Readings

- Worth, Chapter 17

Assignments Due:

- Quiz

In-Class Activities:

- Debola Simulation Case

**Week 14 – April 17**

Putting it into practice, going back to first day. What does this mean now that you’ve gone through the course?

- What are you going to do?
- Doing things on the individual level
- Personal reflection
- How to get a job
- How to become a board member
- What are your next steps
- Additional classes
- Evaluation

Assignments Due:
• Discussion Posts: What do you know about nonprofits now that you didn’t before taking this class? How does your new knowledge about nonprofits influence the way you will interact with them in the future (possibly as a donor, volunteer, or employee)?

Week 15 – April 24
Group case study prep time

Week 16 – May 1
Group case study presentation

• What is your analysis of the issues? What are the priorities? Why?
• How would you solve it?
• Show your work

University of Minnesota Policy Statements

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/education/studentresp.
Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/education/makeupwork.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/education/studentresp.

Grading and Transcripts:
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A 4.000 - Represents achievement that is outstanding relative to the level necessary to
meet course requirements

A-  3.667
B+  3.333
B   3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-  2.667
C+  2.333
C   2.000 - Represents achievement that meets the course requirements in every respect
C-  1.667
D+  1.333
D   1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S   Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: [http://policy.umn.edu/education/gradingtranscripts](http://policy.umn.edu/education/gradingtranscripts).

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf)

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.

as of/revised [DATE]