

University of Arkansas at Little Rock

School of Public Affairs

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Office Hrs: M/Th 4-5:30 pm & by appt.

Course #: PADM 7336
Title: Nonprofit Management
Semester: Fall 2018
Meeting date / time: Monday 6:00-8:40 pm
Location: Ross Hall 209

General Course Description:

This course is designed to give MPA and Nonprofit Management Certificate students a broad theoretical and practical overview of the nonprofit sector. The topics covered in this course will prepare students for further study of nonprofit management, as well as provide a practical foundation for students who may work with public-private partnerships or forge other relationships with third sector organizations while working in the public service. The materials presented in this course will represent practical applied knowledge as well as introduce students to the body of literature on nonprofit and voluntary organizations.

The course also introduces students to applied research methods in nonprofit management. Students in the course will be integrated into an active community engaged research project, and be required to participate in hands-on applied research. Students will work with faith based organizations [FBOs] and community based organizations [CBOs], to collect and analyze data about their collaborations and partnership strategies. Participation in this course gives students exposure to qualitative methods that can be applied in the capstone. Students will code, analyze, interpret, and draw conclusions from the data. The results will be presented in an original research paper. **Note: consistent with, and in preparation for your capstone, this course will require connecting with community organizations outside of the classroom setting.**

Student Learning Objectives:

The material and exercises in this course will address each of the four major learning objectives for the Graduate Certificate in Nonprofit Management:

- Core Knowledge - knowledge and understanding of the nonprofit sector, including theories of the sector, principles of management and administration, and the unique nature of the nonprofit sector.
- Research Ability - the ability to locate research reports, policy papers, peer reviewed articles, and to read, analyze, and understand such reports at a basic technical level; collect and analyze primary data; develop organization specific recommendations.
- Applied Critical Thinking - the ability to identify problems within an organization, through the use both case studies and real-life settings, and develop and implement appropriate solutions to the problem.
- Communications Skills - the ability to present information to others in both professional and informal environments in an effective manner, whether in written, verbal, or other formats.

Course format

The course will include the use of both theory and practice. The course will combine several delivery modalities including structured discussion, lectures, peer learning via individual discussion and group work, online video materials, and visits from experts to deliver course content. **I will primarily use discussion to supplement traditional lecture. During a typical class meeting we will engage in debates, and structured reflections.** Therefore, it is expected that you will come to class having analyzed the assigned readings. Throughout the course you will be pushed to improve your critical thinking and persuasive writing.

Course policies

Attendance – Our course requires active participation and discussion. Therefore, it is important that you come to class and be prepared to discuss the readings. If you are unable to attend class because of work, family or other obligation please email me at: kaleach@ualr.edu. More than 2 absences will lower your grade by a full letter grade.

Blackboard – A Blackboard site is setup for this course. Each student is expected to check the site multiple times every week during the semester. Blackboard will be the primary venue for outside classroom communication between the instructor and students. Students can access the course site at: <https://blackboard.ualr.edu/>

Written work – This is a graduate level course and accordingly all written work, including online discussion posts, will be evaluated not only based on substance and persuasiveness, but also spelling, style, grammar, and organization. Proofread your work prior to submission. All assignments are to be uploaded via Blackboard. **No late work will be accepted.**

Academic integrity – All students are expected to be familiar with the University of Arkansas at Little Rock Integrity Standards. The UALR Academic Integrity Policy can be accessed here: <http://ualr.edu/deanofstudents/academic-integrity/>

Students with Disabilities: Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to document a disability) and need an accommodation, please contact me privately as soon as possible so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability. (UA Little Rock Policy 404.9)

Classroom culture

Electronic devices – Electronic and wireless devices have become an integral part of modern life. However, it is important that electronic/wireless devices are used appropriately. In consideration of your fellow students and to maintain an optimal learning environment, please silence cell phones while you are in class. **The use of electronic/wireless devices in class is a privilege and restricted to in-class activities**, including taking notes, viewing the lecture slides presented by the instructor, or accessing the internet for class-related information. If the instructor or one of your classmates says something that really strikes you please feel free to #MindBlown #SayWhat!!!!

It is expected that **learning** in our class will depend on **active participation and vigorous discussion**, but in **an atmosphere of mutual respect** among students and the instructor. Be creative and question what you read. All ideas and contributions are encouraged. **We will cover controversial social topics**. It is important to recognize that others may have different opinions and that we should discuss these issues in a cooperative and respectful manner. Students should feel free to challenge the instructor and one another assured that **the classroom is a safe environment to explore not only technical, but also controversial and provocative ideas**.

Required text

Worth, Michael J., Nonprofit Management: Principles and Practice (4th edition). Thousand Oaks, CA: Sage Publications, Inc., 2017. ISBN 978-1-4833-7599-1. Referred to as Worth in readings.

Other readings as required on the syllabus are accessible via Blackboard

Grading

Assignments (60%)

- Participation – 10%

It is **important that you come to class** and be prepared. You are **expected to read the assigned materials prior** to coming to class and be **prepared to discuss the material, respond to questions, and to offer insight**. Your participation grade will be based on the following my evaluation of your preparedness; your in-class discussion; questions posed; and online posts. See attendance policy above.

- Response papers - 20%

Response papers are to be approximately 400-500 words (approx 2 pages) and reflect your synthesis of the readings. Your response papers can compare/contrast the readings; agree/disagree with the readings for stated reasons; identify theoretical / methodological gaps in the readings etc. The goal is a critical analysis of what you have read. The papers are not simply a summary of what you have read. You are required to **submit four (4) response papers** over the course of the semester. You can submit responses to any of the topics covered. The papers are due by 5:30 pm on day that the topic is discussed. Please **end your response**

- paper with a question for class discussion.** Response papers are to be uploaded to the response paper folder on Blackboard.
- Case analysis – 30%
We will analyze three (3) cases to apply the concepts we discuss in class. Case analysis requires students to critically examine real world, or in some instances hypothetical, events in the context of the theoretical work covered during the course. **Students are required to integrate a minimum of two (2) additional readings into their analysis of the cases;** using examples from the case explain how the concepts/theories we discuss in class relate to the case; be sure to clearly define and discuss any theoretical concepts utilized in your analysis; describe your reaction to the case and how it relates to your own experiences; propose your solution to any questions presented. **We will discuss the case in class, then students will submit individual papers 800-1000 words, minimum 4 pages in length.** Papers must be uploaded to our Blackboard site. Individual case analyses are due by 9:00 pm on the following dates:
 - October 1st - Guardian Ad Litem of Madison County
 - October 29th - New Funding, new Beginnings: To collaborate or not to collaborate?
 - November 12th - Collaboration for Civic Change

Research and community engagement (40%)

- Ethics training – 5% must complete **MANDATORY** IRB certification training **BEFORE** proceeding
- Interview sessions – 10% must complete **minimum 2 in person interviews.** With the participant's permission, interviews are to be recorded. If participants do not agree to be recorded you are to take field notes of your interview. Your notes and transcripts will be analyzed by the class. Submit a memo [400 words] for each interview reflecting your initial thoughts on the data [interview], include overall impressions and ideas [e.g. how open was your interviewee, reserved and / or reluctant to share information etc]; issues discussed; what questions worked well and which didn't; what questions would you have asked; describe noticeable emotional responses; how the participant interacted with you; your ability to relate to & access local knowledge held by the participant; how you dealt with difficult questions and uncomfortable material; feedback on the interview protocol. Ideally interviews are to be concluded by October 15th.
- Coding and analysis – 5% based on the coding scheme we develop in class, code your transcript [1st order & 2nd order codes].
- Data analysis report [based on interview and document data collected]: 10%
Submit a memo [**minimum 800** -1200 words] describing the partnerships discussed, how the partnerships form and under what conditions; detail the internal partnership decision making process; what barriers might be preventing partnerships from forming. Immerse yourself in the data! What are your recommendations for enhancing collaborative efforts and the organizational structures that need to be in place. Support your analysis with data from your

interview and document analysis. It would be important to link your analysis to material in the text and additional scholarly literature.

- Case description and profile: 10% Complete a case / organization summary [information on who you interviewed and their organization]: demographic info; position at organization; pertinent organizational characteristics [size, number employees / volunteers, sector, services offered, clients served, mission, programs offered, organization chart, funding streams, etc.] Please provide as much detail as you can. Publicly available information would be useful.
 - o Include a document summary [info on any documents that relate to the organization participating in the study]: 990s, partnership agreements, MOUs, policy briefs, organization histories, external reports etc.

Grading

I will calculate your grades by summing the points you have accumulated and dividing by the total points available (500), to convert your grade to a 100-point scale. Grades will be assigned according to the following:

A	91-100
B	81-90
C	71-80
D	61-70
F	<60

Readings and themes

Week		Topic / Readings & Assignments
1	Aug 20th	<p>Awkward ice breaker; overly dramatic intros; and what we're doing over the next few weeks ... #ReadTheSyllabus</p> <p>Nonprofit management as a profession & field of study (briefly)</p> <p>Overview of nonprofit sector</p> <p>Required Reading: Worth Chp 1 & Chp 2</p> <p>Are Universities Charities? Why the nonprofit sector needs to go! Four Famous Organizations You might not Know Are Nonprofits</p>

		Project intro and objectives
2	Aug 27th	<p>Theories of the nonprofit sector and organizations</p> <p>Required Reading: Worth Chp 3</p> <p>Salamon, L. M. (1987). Of market failure, voluntary failure, and third-party government: Toward a theory of government-nonprofit relations in the modern welfare state. <i>Journal of voluntary action research</i>, 16(1-2), 29-49.</p> <p>DiMaggio, P. J., & Anheier, H. K. (1990). The sociology of nonprofit organizations and sectors. <i>Annual review of sociology</i>, 16(1), 137-159.</p> <p>Recommended Guo, C., & Musso, J. A. (2007). Representation in nonprofit and voluntary organizations: A conceptual framework. <i>Nonprofit and Voluntary Sector Quarterly</i>, 36(2), 308-326.</p> <p>CITI Certification due</p>
3	Sept 3rd	Labor Day
4	Sept 10	<p>Congregations and collaboration</p> <p>Required Reading: Ramsay, M. (1998). Redeeming the city: Exploring the relationship between church and metropolis. <i>Urban Affairs Review</i>, 33(5), 595-626.</p> <p>Werber, L., Derose, K. P., Domínguez, B. X., & Mata, M. A. (2012). Religious congregations' collaborations: With whom do they work and what resources do they share in addressing HIV and other health issues?. <i>Health Education & Behavior</i>, 39(6), 777-788. https://europepmc.org/articles/pmc3543114</p> <p>Chaves, M., & Tsitsos, W. (2001). Congregations and social services: What they do, how they do it, and with whom. <i>Nonprofit and Voluntary Sector Quarterly</i>, 30(4), 660-683.</p> <p>Thomas, M. L. (2009). Faith and collaboration: A qualitative analysis of faith-based social service programs in organizational relationships. <i>Administration in Social Work</i>, 33(1), 40-60. https://www.tandfonline.com/doi/abs/10.1080/03643100802508643</p> <p>Recommended Littlefield, M. B. (2010). Social services, faith-based organizations, and the poor. <i>Nonprofit and Voluntary Sector Quarterly</i>, 39(6), 1014-1026.</p> <p>Howell-Moroney, M. (2009). Fostering capacity: The role of faith-based congregations in the child welfare system in the United States. <i>Intl Journal of Public Administration</i>, 32(1), 24-41.</p>

5	Sept 17	<p>Deadline for scheduling interviews</p> <p>Interviews, coding, and data analysis</p> <p>Required Reading: Bleich, E., & Pekkanen, R. (2013). How to report interview data. Interview research in political science, 1, 84-105.</p> <p>Leech, B. L. (2002). Asking questions: techniques for semistructured interviews. PS: Political Science & Politics, 35(4), 665-668.</p> <p>Aberbach, J. D., & Rockman, B. A. (2002). Conducting and coding elite interviews. PS: Political Science & Politics, 35(4), 673-676.</p> <p>Saldana (2009) The Coding Manual for Qualitative Researchers Chp 1-2; Chp 3: pg. 45-53, 67-77; focus on structural, descriptive and InVivo coding</p> <p>Kimchi, J., Polivka, B., & Stevenson, J. S. (1991). Triangulation: operational definitions. Nursing research, 40(6), 364-366.</p> <p>Recommended Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). Field research in political science: practices and principles. Cambridge University Press.</p>
6	Sept 24	<p>Nonprofit leadership & boards</p> <p>Required Reading: Worth Chp 4-5</p> <p>Van Puyvelde, S., Caers, R., Du Bois, C., & Jegers, M. (2012). The governance of nonprofit organizations: Integrating agency theory with stakeholder and stewardship theories. Nonprofit and Voluntary Sector Quarterly, 41(3), 431-451.</p> <p>Boosting Nonprofit Board Performance,” SSIR, July, 2014. Available here: https://ssir.org/articles/entry/boosting_nonprofit_board_performance_where_it_counts</p> <p>Case discussion – Guardian Ad Litem of Madison County. (Engbers & Bisha 2011, focus on board role & composition, leadership, and board skillset)</p>
7	Oct 1	<p>Interviews, coding, and data analysis *interviews concluded* analysis begins</p> <p>Case study as a research method</p> <p>Required Reading: Research Methods in Nonprofit Management [we will discuss only one of many potential methodologies in nonprofit research]</p>

		<p>Gerring, J. (2004). What is a case study and what is it good for?. American political science review, 98(2), 341-354.</p> <p>Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research a menu of qualitative and quantitative options. <i>Political Research Quarterly</i>, 61(2), 294-308.</p> <p>Geddes, B. (1990). How the cases you choose affect the answers you get: Selection bias in comparative politics. <i>Political analysis</i>, 131-150.</p> <p>Eisenhardt, K. M. (1989). Building theories from case study research. Academy of management review, 14(4), 532-550.</p> <p>Case analysis due: Guardian Ad Litem of Madison County. (Engbers & Bisha 2011)</p>
8	Oct 8	<p>Collaborations partnerships & mergers</p> <p>Required Reading: Worth Chp 8</p> <p>Forrer, J., Kee, J., Newcomer, K., & Boyer, E. (2010). Public-private partnerships and the public accountability question. <i>Public Administration Review</i>, 70(3), 475-484.</p> <p>Bryson, J. M., Crosby, B. C., & Stone, M. M. (2006). The Design and Implementation of Cross Sector Collaborations: Propositions from the Literature. <i>Public Administration Review</i> 66:6 (Supplement), 44-55.</p> <p>Provan, K & Milward, H. B. (2001). Do Networks Really Work? A Framework for Evaluating Public Sector Organizational Networks. <i>Public Administration Review</i> 61:4, 414-423.</p> <p>Recommended</p> <p>McGuire, M. (2006). Collaborative public management: Assessing what we know and how we know it. <i>Public administration review</i>, 66(s1), 33-43.</p> <p>Shier, M. L., & Handy, F. (2016). Cross-sector partnerships: Factors supporting social innovation by nonprofits. <i>Human Service Organizations: Management, Leadership & Governance</i>, 40(3), 253-266.</p>
9	Oct 15	<p>Guest lecture: *Coding completed*</p> <p>Case discussion and simulation – New Funding, new Beginnings: To collaborate or not to collaborate? (AbouAssi & Herrold, 2014; focus on Collaboration, Strategic planning, and Mapping)</p>
10	Oct 22	<p>Faith-based organizations and collaborations</p> <p>Required Reading:</p>

		<p>Campbell, D. (2016). Small Faith-Related Organizations as Partners in Local Social Service Networks. <i>Religions</i>, 7(5), 57.</p> <p>Rogers, R. K. (2009). Community collaboration: Practices of effective collaboration as reported by three urban faith-based social service programs. <i>Social Work and Christianity</i>, 36(3), 326.</p> <p>Sinha, J. W. (2013). Examining Pros and Cons of Collaboration with Small to Midsized, Grassroots, and Strongly Faith-Based Partners. <i>Journal of Leadership Studies</i>, 7(1), 61-69.</p> <p>Kline, N. (2010). Disparate Power and Disparate Resources: Collaboration Between Faith-based and Activist Organizations for Central Florida Farmworkers. <i>NAPA Bulletin</i>, 33(1), 126-142.</p> <p>Recommended</p> <p>Kegler, M. C., Hall, S. M., & Kiser, M. (2010). Facilitators, challenges, and collaborative activities in faith and health partnerships to address health disparities. <i>Health Education & Behavior</i>, 37(5), 665-679. http://journals.sagepub.com/doi/pdf/10.1177/1090198110363882?utm_campaign=1122a&utm_medium=email&utm_content=online&utm_source=eNewsletter&priorityCode=&utm_term=Apr-11</p>
11	Oct 29	<p>Collaborative governance (The Good)</p> <p>Required Reading:</p> <p>Ansell, C. & A. Gash (2008). Collaborative governance in theory and practice. <i>Journal of Public Administration Research and Theory Advancement</i>, doi:10.1093/jopart/mum032.</p> <p>Bingham, L.B., T. Nabatchi, & R. O’Leary (2005). The new governance: Practices and processes for stakeholder and citizen participation in the work of government. <i>Public Administration Review</i> 65(5): 547-558.</p> <p>Agranoff, R. (2006). Inside collaborative networks: Ten lessons for public managers. <i>Public Administration Review</i>, Special Issue, 56-65.</p> <p>Frederickson, H. G. (2005). Whatever happened to public management? Governance, governance everywhere. In E. Ferlie et al., eds., <i>The Oxford Handbook of Public Management</i>. Oxford, UK: Oxford University Press, 282-304.</p> <p>Recommended</p> <p>Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. <i>Public Administration Review</i>, 60(6), 549-559</p> <p>Case analysis due – New Funding, new Beginnings: To collaborate or not to collaborate? (AbouAssi & Herrold, 2014)</p>
12	Nov 5	Data discussion

		<p>Case discussion: Collaboration for Civic Change (Appe & Saidel, 2010)</p>
13	Nov 12	<p>Collaborative governance (The Bad & Ugly)</p> <p>Required Reading: Wolf, T (2016). Places where collective impact gets it wrong. Available here: http://www.gjcpc.org/en/resource.php?issue=21&resource=200</p> <p>Andrews, R., & Entwistle, T. (2010). Does cross-sectoral partnership deliver? An empirical exploration of public service effectiveness, efficiency and equity. <i>Journal of Public Administration Research and Theory</i>, 20, 679-701.</p> <p>Harris, R. (2016). Farewell to the Urban Regimes. In A. Bridges & M. Fortner (Eds.), <i>Urban Citizenship and American Democracy: The Historical and Institutional Roots of Local Politics and Policy</i> (pp. 125–159). Albany, NY: State University of New York Press.</p> <p>Hula, R., Jackson-Elmoore, C., & Reese, L. (2014). NGOs: Gaining Policy Influence Through Collaborative Networks. Available here: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2481092</p> <p>Recommended</p> <p>Babiak, K., & Thibault, L. (2009). Challenges in multiple cross-sector partnerships. <i>Nonprofit and Voluntary Sector Quarterly</i>, 38, 117-143.</p> <p>Case analysis due: Collaboration for Civic Change (Appe & Saidel, 2010)</p>
14	Nov 19	Fall Break (make good life choices!)
15	Nov 26	<p>Contracting out & social entrepreneurship</p> <p>Required Reading: Worth Chp 15 & 16</p> <p>Dees, J. G. (1998). The meaning of social entrepreneurship.</p> <p>Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. <i>Stanford social innovation review</i>, 5(2), 28-39.</p> <p>Sclar, E. D. (2001). <i>You don't always get what you pay for: The economics of privatization</i>. Cornell University Press.</p> <p>__ “The Urge to privatize: From the Bureaucratic State to the Contract State” p. 1-19</p> <p>__ “What is the Public Buying? Identifying the Contracted Public Good” p. 20-44</p> <p>Milward, H. B., & Provan, K. (2003). Managing the Hollow State Collaboration and Contracting. <i>Public Management Review</i>, 5(1), 1-18.</p>

		<p>Recommended</p> <p>Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: same, different, or both? <i>Entrepreneurship theory and practice</i>, 30(1), 1-22</p> <p>Eikenberry, A. M., & Kluver, J. D. (2004). The marketization of the nonprofit sector: Civil society at risk?. <i>Public administration review</i>, 64(2), 132-140.</p> <p>Eikenberry, A. M. (2009). Refusing the market: A democratic discourse for voluntary and nonprofit organizations. <i>Nonprofit and Voluntary Sector Quarterly</i>.</p> <p>Additionally Recommended</p> <p>Bush, R. (1992). Survival of the nonprofit spirit in a for-profit world. <i>Nonprofit and Voluntary Sector Quarterly</i>, 21(4), 391-410.</p> <p>Dover, G., & Lawrence, T. B. (2012). The role of power in nonprofit innovation. <i>Nonprofit and Voluntary Sector Quarterly</i>, 41(6), 991-1013.</p> <p>Morris, D. (2008). Tainted Money and Charity: Do 501 (c)(3) s Have a Right to Refuse a Gift? <i>Nonprofit and Voluntary Sector Quarterly</i>, 37(4), 743-755.</p>
	Dec 3	Consultation week
	Dec 10	Final papers and assignments due