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| Instructor: SeRena M. Hill, M.P.A. | Course #: PADM 7336 |
| Office: Ross Hall 641 | Title: Nonprofit Management |
| Email: scmckisick@ualr.edu | Semester: Spring 2020 |
| Phone: 501.569.3402 | Meeting date / time: Wednesday 6:00-8:40 pm |
| Office Hrs: M/T/W 4-5:00 pm & by appt. | 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.

**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 find research reports, and to read, analyze, and understand such reports at a basic technical level.
* 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.**

**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 obligations please email me at: [scmckisick@ualr.edu](mailto:scmckisick@ualr.edu). Multiple absences from class will lower your 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. Proof read 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](http://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.

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

Assignments

Participation – 15% (2000 pts).

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: response papers; my evaluation of your preparedness; your in-class discussion; and questions posed. See attendance policy above.

Response Papers

Response papers are to be approximately about 1 page 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. You are required to submit five (4) response papers over the course of the semester. The papers are due by 5:00 pm on the 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. Response papers are due:

January 29

February 12

March 11

April 22

Moderator Assignment

Each student will choose a week and present the topics for discussion and debate for class. There will only be one student presentation per week. Student presenters will serve as moderator and policy expert of the policy issue.

The format of the policy issue presentation should be as follows:

* + 1. Overview of Issue; Facts/ Figures; Relevant Information; Actors; etc.
    2. Competing arguments in policy debate
    3. Reconciliation of competing arguments possible? Future directions?
    4. Discussion questions for class

Case analysis – 45% (200pts)

Case analysis require 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 4 – 5 pages in length**. Papers must be uploaded to our Blackboard site. Individual case analyses are due by 9:00 pm on the following dates:

* February 26 - Guardian Ad Litem of Madison County
* March 18 - New Funding, new Beginnings: To collaborate or not to collaborate?
* April 8 - HIV Prevention, Treatment and Education: Utilizing the tools of collaborative

Final research paper / literature review and presentation – 40% (200pts)

There are **two options** for the final paper. **Option 1:** Write a case study of a local nonprofit organization organized around a main issue or topic of interest to you. **Option 2:** Write a conceptual/ theoretical paper on a topic relevant to the course materials. You will present your findings / review to the class during the last 2 class sessions. Details will be distributed in class.

**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:

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

**Readings and themes**

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| Week | Date | | Topic / Readings & Assignments |
| 1 | 1/22 | | Awkward ice breaker; overly dramatic intros; and what we’re doing over the next few weeks ... #ReadTheSyllabus  Nonprofit management as a profession & field of study (briefly)  Overview of nonprofit sector  **Required Reading:**  Worth Chap 1 & Chap 2  Are Universities Charities? Why the nonprofit sector needs to go!  Four Famous Organizations You might not Know Are Nonprofits |
| 2 | 1/29 | | Theories of the nonprofit sector and organizations  **Required Reading:**  Worth Chap 3  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. Journal of voluntary action research, 16(1-2), 29-49.  DiMaggio, P. J., & Anheier, H. K. (1990). The sociology of nonprofit organizations and sectors. Annual review of sociology, 16(1), 137-159.  **Recommended**  Guo, C., & Musso, J. A. (2007). Representation in nonprofit and voluntary organizations: A conceptual framework. Nonprofit and Voluntary Sector Quarterly, 36(2), 308-326.  **Response Paper Due** |
| 3 | 2/5 | | Nonprofit leadership & boards  **Required Reading:**  Worth Chap 4-5  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.  Boosting Nonprofit Board Performance,” SSIR, July, 2014. Available here:  <https://ssir.org/articles/entry/boosting_nonprofit_board_performance_where_it_counts>  **Student Moderator** |
| 4 | 2/12 | Accountability in NPOs; measuring effectiveness & performance  Developing strategy and building capacity.  **Required Reading:**  Worth Chap 6-7  Carman, J. G. (2010). The accountability movement: What’s wrong with this theory of change? Nonprofit and Voluntary Sector Quarterly, 39(2), 256-274.  Glickman, N. J. & Servon, L. (2008). More than bricks and sticks: Five components of community development corporation capacity. In J. DeFilippis & S. Saeger (Eds.), The Community Development Reader, New York, NY: Routledge, pp. 46-61.  **Response Paper Due**  **Deadline for selecting final paper options**  **Please email me your selection.** | |
| 5 | 2/19 | **Guest Lecture: TBD**  **Case discussion** – Guardian Ad Litem of Madison County. (Engbers & Bisha 2011, focus on board role & composition, leadership, and board skillset) | |
| 6 | 2/26 | | CDCs & Community-Based Organizations  **Required Reading:**  Stoecker. R. (1997). The CDC model of urban development: a critique and an alternative. In J. DeFilippis and S. Saegert (Ed.), The Community Development Reader. (pp. 303-309). New York, N.Y.: Routledge Press.  Smith, D. H. (1997). The rest of the nonprofit sector: Grassroots associations as the dark matter ignored in prevailing" flat earth" maps of the sector. Nonprofit and Voluntary Sector Quarterly, 26(2), 114-131.  Lake, R. W., & Newman, K. (2002). Differential citizenship in the shadow state. GeoJournal, 58(2), 109-120.  Elwood, S. (2002). Neighborhood revitalization through collaboration: Assessing the implications of neoliberal urban policy at the grassroots. GeoJournal, 58(2), 121-130.  **Recommended**  Saegert, S. (2006). Building civic capacity in urban neighborhoods: An empirically grounded anatomy. Journal of Urban Affairs, 28(3), 275-294.  **Case analysis due**: Guardian Ad Litem of Madison County. (Engbers & Bisha 2011) |
| 7 | 3/4 | | **Case discussion and simulation** – New Funding, new Beginnings: To collaborate or not to collaborate? (AbouAssi & Herrold, 2014; focus on Collaboration, Strategic planning, and Mapping)  **Guest lecture:** TBA |
| 8 | 3/11 | | Collaborations partnerships & mergers  **Required Reading:**  Worth Chap 8  Forrer, J., Kee, J., Newcomer, K., & Boyer, E. (2010). Public-private partnerships and the public accountability question. Public Administration Review, 70(3), 475-484.  Bryson, J. M., Crosby, B. C., & Stone, M. M. (2006). The Design and Implementation of Cross Sector Collaborations: Propositions from the Literature. Public Administration Review 66:6 (Supplement), 44-55.  Provan, K & Milward, H. B. (2001). Do Networks Really Work? A Framework for Evaluating Public Sector Organizational Networks. Public Administration Review 61:4, 414-423.  **Recommended**  McGuire, M. (2006). Collaborative public management: Assessing what we know and how we know it. Public administration review, 66(s1), 33-43.  Wolf, T (2016). Places where collective impact gets it wrong. Available here: <http://www.gjcpp.org/en/resource.php?issue=21&resource=200>  **Student Moderator**  **Response Paper Due** |
| 10 | 3/18 | | Collaborative governance  **Required Reading:**  Ansell, C. & A. Gash (2008). Collaborative governance in theory and practice. Journal of Public Administration Research and Theory Advancement, doi:10.1093/jopart/mum032.  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. Public Administration Review 65(5): 547-558.  Agranoff, R. (2006). Inside collaborative networks: Ten lessons for public managers. Public Administration Review, Special Issue, 56-65.  Frederickson, H. G. (2005). Whatever happened to public management? Governance, governance everywhere. In E. Ferlie et al., eds., The Oxford Handbook of Public Management. Oxford, UK: Oxford University Press, 282-304.  **Recommended**  Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. Public Administration Review, 60(6), 549-559  **Case analysis due** – New Funding, new Beginnings: To collaborate or not to collaborate? (AbouAssi & Herrold, 2014) |
| 11 | 3/25 | | SPRING BREAK-Have FUN! |
| 12 | 4/1 | | Philanthropic fund raising & Earned income strategies  **Required Reading:**  Worth Chap 13 & 14  Barman, E. (2008). With strings attached: Nonprofits and the adoption of donor choice. Nonprofit and Voluntary Sector Quarterly, 37(1), 39-56.  Eikenberry, A. M., & Kluver, J. D. (2004). The marketization of the nonprofit sector: Civil society at risk? Public administration review, 64(2), 132-140.  Eikenberry, A. M. (2009). Refusing the market: A democratic discourse for voluntary and nonprofit organizations. Nonprofit and Voluntary Sector Quarterly.  **Recommended**  Morris, D. (2008). Tainted Money and Charity: Do 501 (c)(3) s Have a Right to Refuse a Gift? Nonprofit and Voluntary Sector Quarterly, 37(4), 743-755.  **Student Moderator**  **Final paper draft outline due** |
| 12 | 4/8 | | **Case discussion:** Collaboration for Civic Change (Appe & Saidel, 2010)  **Consultation day** |
| 13 | 4/15 | | Government grants and contracting  **Required Reading:**  Worth Chap 15  Sclar, E. D. (2001). You don't always get what you pay for: The economics of privatization. Cornell University Press.  \_\_ “The Urge to privatize: From the Bureaucratic State to the Contract State” p. 1-19  \_\_ “What is the Public Buying? Identifying the Contracted Public Good” p. 20-44  Milward, H. B., & Provan, K. (2003). Managing the Hollow State Collaboration and Contracting. Public Management Review, 5(1), 1-18.  **Recommended**  Bush, R. (1992). Survival of the nonprofit spirit in a for-profit world. Nonprofit and Voluntary Sector Quarterly, 21(4), 391-410.  **Guest lecture:** TBA  **Case analysis due:** Collaboration for Civic Change (Appe & Saidel, 2010) |
| 14 | 4/22 | | Social entrepreneurship  **Required Reading:**  Worth Chap 16  Dees, J. G. (1998). The meaning of social entrepreneurship.  Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. Stanford social innovation review, 5(2), 28-39.  Austin, J., Stevenson, H., & Wei‐Skillern, J. (2006). Social and commercial entrepreneurship: same, different, or both? Entrepreneurship theory and practice, 30(1), 1-22  **Recommended**  Dover, G., & Lawrence, T. B. (2012). The role of power in nonprofit innovation. Nonprofit and Voluntary Sector Quarterly, 41(6), 991-1013.  **Student Moderator**  **Response Due** |
|  | 4/29 | | Class presentations |
|  | May 6 | | **Final papers due** |