

University of Arkansas at Little Rock

School of Public Affairs

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

Course #: PADM 7336

Title: Nonprofit Management

Semester: Spring 2019

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, critical perspectives, and 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. We will discuss only one of many potential methodologies in nonprofit 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 collect, 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%

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. Response papers are to be approximately 400-500 words (**minimum 2 pages**) and reflect your **synthesis of the readings**. For example, 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. 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:

- February 25th -
- April 8th -
- April 29th -

Research and community engagement (40%)

- Ethics training – 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 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.

- Coding and analysis – 10% based on the coding scheme we discuss in class, code each transcripts [1st order & 2nd order codes].

- Data analysis report [based on interview and document data collected for both organizations]: 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! **This is a synthesis of both**

interviews. 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. **Link your analysis to material in the text and additional scholarly literature.** **Due no later than May 6th**

- Case description and profile: 10% Complete a case / organization summary [information on who you interviewed and their organization] for each organization you interview: 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

For University grading policy:

<https://ualr.edu/policy/home/student/grades-and-grading-grad/>

Note: Incomplete (I) grades will only be given for legitimate documented reasons.

Readings and themes

Note: this syllabus is subject to change. I will notify you in class or via Blackboard of any changes

Week		Topic / Readings & Assignments
1	Jan 28	Awkward icebreaker; 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 Chp 1 & Chp 2

		<p>Are Universities Charities? Why the nonprofit sector needs to go! Four Famous Organizations You might not Know Are Nonprofits Absurdist Faux Philanthropy</p> <p>Project intro and objectives</p>
2	Feb 4	<p>Theories of the nonprofit sector and organizations</p> <p>Our Lady of Perpetual Exemption presentation part I</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 IRS Tax Exemption Requirements - 501(c) 3 organizations https://www.irs.gov/charities-non-profits/charitable-organizations/exemption-requirements-section-501c3-organizations</p> <p>Tax guide for churches and religious organizations (IRS pub 1828) https://www.irs.gov/pub/irs-pdf/p1828.pdf</p> <p>CITI Certification due</p>
3	Feb 11	<p>African American Church in the community</p> <p>Our Lady of Perpetual Exemption presentation part II</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>Schneider, J. A. (2016). Envisioning Religiously Diverse Partnership Systems among Government, Faith Communities and FBOs. <i>Religions</i>, 7(8), 105.</p> <p>Abara, W., Coleman, J. D., Fairchild, A., Gaddist, B., & White, J. (2015). A faith-based community partnership to address HIV/AIDS in the Southern United States: Implementation, challenges, and lessons learned. <i>Journal of religion and health</i>, 54(1), 122-133.</p>

		<p>Goldman, M. V., & Roberson Jr, J. T. (2004). Churches, academic institutions, and public health: partnerships to eliminate health disparities. <i>NC Med J</i>, 65(6), 368-372.</p> <p>Recommended</p> <p>Rogers, B. W., & Ronsheim, D. (1998). Interfacing African American Churches with Agencies and Institutions: An expanding continuum of care with partial answers to welfare reform. <i>J. Soc. & Soc. Welfare</i>, 25, 105.</p> <p>Adkison-Bradley, C., Johnson, D., Sanders, J. L., Duncan, L., & Holcomb-McCoy, C. (2005). Forging a collaborative relationship between the Black church and the counseling profession. <i>Counseling and Values</i>, 49(2), 147-154.</p> <p>Littlefield, M. B. (2010). Social services, faith-based organizations, and the poor. <i>Nonprofit and Voluntary Sector Quarterly</i>, 39(6), 1014-1026.</p>
4	Feb 18	<p>Deadline for scheduling interviews</p> <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. <i>Nonprofit and Voluntary Sector Quarterly</i>, 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 –</p>
5	Feb 25	<p>Interviews, coding, and data analysis Research Methods in Nonprofit Management <u>Interviews [data collection]</u>, coding, and data analysis</p> <p>Required Reading:</p> <p>Aberbach, J. D., & Rockman, B. A. (2002). Conducting and coding elite interviews. <i>PS: Political Science & Politics</i>, 35(4), 673-676.</p> <p>Cochrane, A. (1998). Illusions of power: interviewing local elites. <i>Environment and Planning A</i>, 30(12), 2121-2132.</p>

		<p>Leech, B. L. (2002). Asking questions: techniques for semistructured interviews. <i>PS: Political Science & Politics</i>, 35(4), 665-668.</p> <p>Sage Research Methods video on Semi-structured interviews</p> <p>Recommended</p> <p>Hunter, A. (1993). Local knowledge and local power: Notes on the ethnography of local community elites. <i>Journal of Contemporary Ethnography</i>, 22(1), 36-58.</p> <p>Bleich, E., & Pekkanen, R. (2013). How to report interview data. <i>Interview research in political science</i>, 1, 84-105.</p> <p>Case analysis due:</p>
6	Mar 4	<p>Interviews, coding, and data analysis</p> <p>Research Methods in Nonprofit Management Interviews [data collection], <u>coding, and data analysis</u></p> <p>Required Reading:</p> <p>Elliott, V. (2018). Thinking about the Coding Process in Qualitative Data Analysis. <i>The Qualitative Report</i>, 23(11), 2850-2861. Retrieved from https://nsuworks.nova.edu/tqr/vol23/iss11/14</p> <p>DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. <i>Field methods</i>, 23(2), 136-155.</p> <p>Saldana (2009) <i>The Coding Manual for Qualitative Researchers</i> Chp 1-2; Chp 3: pg. 45-53, 67-77; focus on structural, descriptive and InVivo coding</p>
7	Mar 11 ASPA Conference	<p>Strategy & capacity; Collaborations partnerships & mergers ASPA Conference</p> <p>Required Reading: Worth Chp 7-8</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>
8	Mar 18	SPRING BREAK – Make good life choices!!!!
9	Mar 25	Data discussion
10	Apr 1	<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 discussion and simulation –</p>
11	Apr 8	<p>Guest lecture:</p> <p>Critical race methodology & counter narratives.</p>

		<p>Required Reading: Solórzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. <i>Qualitative inquiry</i>, 8(1), 23-44.</p> <p>LeChasseur, K. (2014). Critical race theory and the meaning of “community” in district partnerships. <i>Equity & Excellence in Education</i>, 47(3), 305-320.</p> <p>Parker, L., & Lynn, M. (2002). What’s race got to do with it? Critical race theory’s conflicts with and connections to qualitative research methodology and epistemology. <i>Qualitative inquiry</i>, 8(1), 7-22.</p> <p>Hunter, M. (2002). Rethinking epistemology, methodology, and racism: or, is White sociology really dead?. <i>Race and Society</i>, 5(2), 119-138.</p> <p>Recommended</p> <p>Stansbury, K. L., Marshall, G. L., Hall, J., Simpson, G. M., & Bullock, K. (2017). Community engagement with African American clergy: faith-based model for culturally competent practice. <i>Aging & mental health</i>, 1-6.</p> <p>Case analysis due: –</p>
12	Apr 15	Data discussion
13	Apr 22	<p>Collaborative governance (The Bad & Ugly)</p> <p>Required Reading: Wolf, T (2016). Places where collective impact gets it wrong. Available here: http://www.gjcpp.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>

		Case discussion:
14	Apr 29	Case analysis due:
15	May 6	Consultation week Due: Data analysis report
	May 13	Final papers and assignments due
		<p>Elitism and power in nonprofit practice (just for your reference if you're interested)</p> <p>Cnaan, R. A. (1991). Neighborhood-representing organizations: How democratic are they?. <i>Social Service Review</i>, 65(4), 614-634.</p> <p>Danley, S. (2018a). Community Elites or Community Elitism? the Democratic Challenge of Empowering Community. In <i>Handbook of Community Movements and Local Organizations in the 21st Century</i> (pp. 79-94). Springer, Cham.</p> <p>Ramdas, K.N., Bishop, M., & Green, M. (2011). Point-counterpoints: Philanthrocapitalism. <i>Stanford Socio Innovation Review</i> https://ssir.org/point_counterpoint/philanthrocapitalism</p> <p>Nickel, P.N. & Eikenberry, A. (2009). A critique of the discourse of marketized philanthropy. <i>American Behavioral Scientist</i>, 52(7), 974-989.</p> <p>Recommended</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>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>

Acknowledgment of UALR Academic Integrity Policy

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

Academic Integrity Policy is available at <http://ualr.edu/deanofstudents/academic-integrity/>

I _____ (please print) acknowledge I read and understand UA Little Rock's Policy on Academic Integrity.

Signature

Date

This form must be signed and returned by **February 4th, 2019**.