

## School of Planning, Public Policy and Management



**University of Oregon  
School of Planning, Public Policy and Management**

**PPPM 680: Management of Nonprofit Organizations  
Fall 2022 (CRN 11736)**

Professor Dyana Mason  
Office: 147C Hendricks Hall  
Phone: 541.346.2324  
Email: [dmason@uoregon.edu](mailto:dmason@uoregon.edu)  
Office Hours: Mondays 2-4, or at [www.calendly.com/dyanamason/officehours](http://www.calendly.com/dyanamason/officehours)

Class Time:  
Mondays, 4-6:50pm  
Room: 105 Esslinger

### Overview

This course will cover principles of effective management in nonprofit organizations, focusing on leadership, governance, legal structure and standards, strategic communications, volunteer administration and the role of nonprofits in solving some of society's greatest problems. This course will not only provide a "how to" in managing nonprofit organizations, but will provide some of the research and theory on issues facing nonprofits, and help us approach problems from a strategic perspective grounded in both theory and practice. In doing so, we will use real world examples and experiences to ensure that academic lessons translate to the nonprofit experience.

### Competencies

By completing this course, students will be able to:

- Understand and evaluate core management concepts in nonprofit organizations.
- Evaluate leading ethical concerns in organizations as they relate to governance, management and equity and inclusion.
- Review and analyze existing "best practices" in nonprofit theory and management.
- Understand the trends, and future of, nonprofit management and organizations.
- Research one area of nonprofit management more deeply to build expertise.
- Write compelling and persuasive professional communications and research papers.

### Assigned Textbook (Required):

- *On Being Nonprofit: A Conceptual and Policy Primer* by Peter Frumkin (2002) Cambridge, MA: Harvard University Press. ISBN: 978-0674018358 (free download at [library.uoregon.edu](http://library.uoregon.edu))
- **Additional readings** are listed below with links or found on Canvas. Students are also encouraged to follow the blogs of one or more nonprofit news sites. We will likely discuss current

events (as they pertain to the nonprofit sector) in class. Students are encouraged to email the class or instructor with relevant articles or reports they may come across.

### **Course Website**

The course website is located on the University of Oregon's Learning Management System (LMS), Canvas. You can find it at <https://canvas.uoregon.edu>. The class syllabus, announcements and other materials will be posted there. Please check it frequently for updates.

### **General Requirements and Information**

The format of the course will be readings with lectures and discussions. It is expected that the assigned readings will be completed prior to the date in which they will be covered in the lecture. Any discussions in class, including guest lectures and discussion of questions brought up by fellow students, are likely to appear on the midterm exam. In addition, all assigned readings are fair game for inclusion on the midterm exam unless explicitly exempted. You should write assignments carefully to convey a professional tone and elicit confidence in your work.

### **Covid Contingencies**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

### **Classroom Environment**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

### **Professional Practice**

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be typewritten.

### **Course Workload**

A general guideline for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

### **Writing Lab**

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the

Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment (If available due to Covid-19). <https://owl.uoregon.edu/>

### **Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete for the course will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons.

### **Well-Being and Wellness**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

### **Plagiarism and Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students or and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

### **Documented Disabilities**

Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/>) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center for assistance with access or disability-related questions or concerns..

### **Sexual Violence, Harassment and Survivor Support**

I am a Student-Directed Employee, which means I will direct students who disclose sexual

harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructors of this class are required to report all other forms of prohibited discrimination or harassment to the university administration.

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](https://investigations.uoregon.edu/employee-responsibilities).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

### **Inclusion Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, gender identity or expression and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

## Grade Composition

Memo Assignments	Two at (15%) each	
	1) Mission drift or mission supporting?	15%
	2) Communications Plan (Group Memo)	15%
Blog Posts and Responses	Three at 10 % Each	30%
Quizzes	Completion grade if done on time – 1% each week	10%
Final Paper	Abstract due week 3 (5%), Final Product (25%)	30%

## Grade Distribution

A+	100% +
A	94-99.99%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

## Covid and Participation, Assignments, Quizzes and Tests

Please don't come to class if you are feeling sick. In the event you are not able to attend class due to illness or quarantine, please follow the following steps to keep up to date with course content:

- 1) Notify your me (the instructor) of your absence
- 2) Ask a friend for notes/review slides online
- 3) Make sure you complete weekly quiz online and any other assignments.

If you are unable to complete these steps and/or meeting other deadlines, please let your GE and the instructor know and we will work with you on a plan to make up the work.

## Memo Assignments:

Memo assignments should be a 2 page (double or single-spaced) memo answering the questions posed in the prompt on Canvas. Students should, at a minimum, draw from the assigned readings and class discussions in responding to the assignment prompt. Personal experiences and other academic or practitioner sources can also be included. Cite your sources using either footnotes/endnotes or APA-style formatting. The assignment prompts offer guides for proper formatting. You should upload your response by the due date and time on Canvas. Late assignments will penalized at 5% per day.

One memo (Assignment #2) is a group memo that will be completed in teams of 3-4. Groups will be assigned by the instructor.

“A” Memos will make an argument or recommendations, supported by evidence (readings, lectures and discussions - outside sources are not required). They will also have appropriately formatted citations, and be organized in memo format as recommended by the instructor.

### **Blog Posts:**

During three weeks of the course, you will write a blog post to share your reflections on the readings and lectures for the week. Each blog post should respond to the prompt questions for the assignment. Your job is to integrate and synthesize the readings, lectures and discussions.

- Blog posts will be due on Fridays at 5pm.
- You will also respond to two of your classmates' posts by Sundays at midnight.
- Grading will comprise of 80% for your original post, 20% for your comments on your classmates' posts.

*Note: I'm not looking for students to read every blog post by all of your classmates. Feel free to skim topics in posts that seem most interesting to you and select the two you respond to. Don't just pick the first two available, though. Pick posts that speak to your interests and perspectives. Your responses should bring a new perspective to the discussion. Ask the original poster questions to spur additional thinking and/or suggest an alternative viewpoint.*

“A” blog posts will go beyond summarizing the readings and instead, synthesizing and reflecting on what you have learned, or any outstanding questions you have. Tell me what you think. Do you agree? Why or why not? What does the evidence (readings/other sources) say about your opinions on the matter? “A” posts will also be typo free and responses will be thoughtful.

### **Quizzes**

There will be ten weekly quizzes, which will cover key concepts from the readings and lectures for the week. These will be due Sunday night following that week's content (so, Week 1's quiz will be the Sunday after Week 1). You will receive full credit for completing the quiz on time, regardless of correct or incorrect answers. The quiz will close at midnight Sunday, and no makeups will be provided. Each quiz is worth 1% of your final grade.

### **Nonprofit Analysis Report**

Your course/term paper will consist of an analysis of an existing nonprofit organization. The nonprofit analysis consists of two parts:

#### 1) Abstract

You must select the organization you will be analyzing and submit an abstract in week 3 of class (worth 5% of your total grade), in order to have it approved by the instructor. I will review chosen organization and give feedback if needed.

Include a paragraph with at least 1 sentence each on the following:

- Name of organization
- 501c-status (should be on website or Form 990. If an international org – are they registered in another country as a charity?)
- Mission of organization

#### 2) Final Analysis Report

The final analysis should be focus on one nonprofit organization that is active in Eugene or elsewhere. The final paper should be approximately 10 pages long, single-spaced using 12 point font and 1-inch margins, not including your bibliography or appended materials (pictures, graphs, charts, etc.). References throughout should be properly cited using either Footnotes/endnotes, or APA author-date formatting. I expect you to draw from course materials in your analysis to provide source material for best-practices, as well as at least 3-5 outside sources (practitioner guides or books, academic articles).

I expect that in order to adequately research an organization, you will need to rely on more than the organization's website(s). Research should include secondary source material (news articles, etc.) and/or primary source material with an interview with staff or volunteers in the organization. These sources should also be cited in your final paper. I strongly encourage you to pick an organization you have not worked with before either as a staff or a board member.

If you would like to receive feedback on a draft of your final paper, you are encouraged to submit your draft to the instructor two weeks before the due date by email. I will take up to one week to review and provide comments and return it to you. No draft papers will be accepted later than two weeks before the final due date.

All papers should include:

- Name, mission and brief history of organization
- Primary programs, activities and tactics
- Organizational structure and governance
- Brief financial overview, including revenue, revenue sources and leading expenses for the last three years (Form 990s)
- SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis
- Recommendations flowing from your SWOT analysis
- Conclusion

The SWOT and Recommendations sections of your paper should make up approximately half of your final report. In other words, your analysis of the organization is the main focus of the paper. The other sections are to provide relevant background and context with which to frame your analysis.

### **Re-Write Option**

For the first memo and the final analysis, you may submit a revised assignment to me no more than one week (7 days) after you receive the grade and assignment feedback. You must respond to comments I made in the feedback for your assignment, or provide a letter/email to me explaining why you chose not to make the change(s). I will review revisions and re-grade your assignment. This option is not available for the second memo, blog posts or quizzes. Email re-writes to [dmason@uoregon.edu](mailto:dmason@uoregon.edu).

You may receive up to one letter increase in grade with a re-write (B to A, B- to A-) so do your best on your first draft.

### **Explanation of Grading System**

These are the general expectations for all written assignments in this class.

- C+ and Lower (below 80)
  - **Unacceptable work for professionals or upper level undergraduate/graduate courses**
  - Factual errors or calculation errors
  - Poorly written (misspellings, typos, poor grammar, poor sentence structure, poor organization)
  - Graphics poor (inaccurate tables, poor titles, no data sources)
- B- (81-83)
  - **Below acceptable standards for professionals**
  - Minor errors of fact or calculation
  - Poorly constructed text or organization, unclear graphics
  - Rushed or lack of attention to overall product
- B (84-86)
  - **Meets minimal professional standards**
  - Factually and technically correct
  - Clear message to readers
  - May lack precision in language and presentation of data

- B+ (87-90)
  - **Solid professional work**
  - Factually and technically correct
  - Excellent tables and graphics
  - Falls short in some areas (content, structure, writing proficiency)
- A- (91-93)
  - **High quality professional work**
  - Technically, methodologically, and factually 100% accurate
  - Fall short of highest quality work in organization, flow of text or presentation
  - Clearly conveys conclusions to audience
- A (94-99)
  - **Highest quality work**
  - Technically, methodologically, and factually 100% accurate
  - Efficient language and graphics presented with emphasis
  - Easy to navigate and follow, concise and well-constructed writing
  - Clear about main points and evidence provided to support these points
  - All graphics are clear and titled, sources, labeled

## **Tentative Schedule of Lectures and Readings**

(Subject to Change; Any Changes Will Be Communicated by Email and Added to Canvas)

### **Week 1 (September 26): NO CLASS Session, but please complete readings and first quiz**

Readings:

- Frumkin, Chapter 1
- Gilmore, Ruth Wilson (2017). "in the shadow of the shadow state," in INCITE! Women of Color Against Violence: *The Revolution Will Not Be Funded*, New York, USA: Duke University Press, 2017.
- Review the Nonprofit Association of Oregon's website ([www.nao.org](http://www.nao.org))

### **Week 2 (October 3) : Introduction, The Roles of Nonprofits, Establishing a Nonprofit**

Readings:

- Frumkin Chapter 3-4
- Manzo and Espy. (2001) "Get Ready, Get Set: What You Need to Know Before Starting a Nonprofit", Center for Nonprofit Management (Section 1 of this guide only)

**Due: Blog Post #1 – Prompt on Canvas Due 5pm Friday, Responses by 11:59pm Sunday**

### **Week 3 (October 10): Governance, Structure and Board/Staff Relationships**

Readings:

- Berman, Chapters 5-6
- Block, Stephen R. (1998) "Executive Director", in *Understanding Nonprofit Organizations: Governance, Leadership and Management*, Eds. J. Steven Ott and Lisa Dicke. Boulder, Co: Westview Press (2012).
- Case: Sontag, Deborah (2001). "Who Brought Bernadine Healy Down?" *The New York Times Magazine*, December 23. Available at: <http://www.nytimes.com/2001/12/23/magazine/who-brought-bernadine-healy-down.html>

**Due:** Your choice for your final analysis due by Sunday at 11:59, uploaded to Canvas (description of your chosen organization, and its mission and activities – 1 paragraph total).

### **Week 4 (October 17): Performance, Accountability and Ethics**

Readings:

- Ebrahim, Alnoor (2010) "The Many Faces of Nonprofit Accountability", *The Jossey-Bass Handbook of Nonprofit Leadership and Management, Third Edition*. Renz, David O. (Ed). San Francisco: John Wiley and Sons.
- Le, Vu (2019) "So you don't think race, equity, diversity, and inclusion are relevant to your mission," March 25. <https://nonprofitaf.com/2019/03/so-you-dont-think-race-equity-diversity-and-inclusion-are-relevant-to-your-mission/>
- Case: Scott, Esther (2002). Standards for Child Sponsorship Agencies (A), Kennedy School of Government, Case C16-02-1664.0

**Memo #1- Prompt on Canvas. Uploaded by 11:59 Sunday**

### **Week 5 (October 24): Nonprofit Resources (Finances, Staff and Volunteers)**

Readings:

- Anheier, Helmut (2014) "Giving, Philanthropy and Foundations" and "Financing Nonprofit Organizations" in *Nonprofit Organizations: Theory, Management, Policy*. New York, Routledge.
- Reich, Rob (2005). "The Failure of Philanthropy." *Stanford Social Innovation Review*, Winter.
- Case: Simon, Harvey. (1999). "Generations Incorporated," Kennedy School of Government, Harvard University, Case No. C16-99-1544.0

### **Week 6 (October 31): Commercialization, Social Entrepreneurship and Social Enterprises**

Readings:

- Frumkin, Chapter 5.
- Ganz, M., Kay, T., & Spicer, J. (2018). Social enterprise is not social change. *Stanford Social Innovation Review*, 16(2), 59.
- Case: VisionSpring: Business Model Iteration in Pursuit of Vision for All (2017), by Erin Worsham, Robyn Fehrman, and Cathy Clark. Published by the Global Innovation Exchange. Accessible at: <http://scalingpathways.globalinnovationexchange.org/resources/scaling-pathways-case-study-visionspring>

**Blog Post #2 – Uploaded Friday by 5, Responses Sunday by 11:59pm.**

### **Week 7 (November 7): Civic Engagement and Advocacy**

Readings:

- Frumkin Chapter 6, and re-read Chapter 2 (skimmed in week 2)
- Mason, Dyana P. (2017) "Yes You Can – And Should! Nonprofit Advocacy as a Core Competency," *Nonprofit Quarterly*, November 17. Accessible at: <https://nonprofitquarterly.org/2017/11/17/yes-can-nonprofit-advocacy-core-competency/>.
- Case: Simons, Robert (2009) *American Cancer Society: Access to Care*. Harvard Business School.

**Blog Post #3 – Due by 5pm Sunday, Responses by 11:59 Sunday**

### **Week 8 (November 14): Marketing and Communications**

Readings:

- Worth, Michael (2014) Chapter 10: "Marketing and Communications" in *Nonprofit Management: Principles and Practice* (Third Edition). Thousand Oaks: Sage, pp. 238-261.
- Pressgrove, G., McKeever, B. W., & Jang, S. M. (2018). What is Contagious? Exploring why content goes viral on Twitter: A case study of the ALS Ice Bucket Challenge. *International Journal of Nonprofit and Voluntary Sector Marketing*, 23(1), e1586.

Due: Memo #2 - Group Memo You will find the prompt on Canvas. Due Sunday at 11:59 uploaded to Canvas.

### **Week 9 (November 21) - NGOs and VolunTourism**

Readings:

- Missoni, Eduardo and Danielle Alesani (2014) "International Nongovernmental Organizations," in *Management of International Institutions and NGOs: Frameworks, Practices and Challenges* (Missoni and Alesani, Eds). London: Routledge.
- Listen to the podcast: "Charity versus Solidarity: Do Development NGOs do More Harm than Good?", *Global Research News Hour Episode 34*, (2013) at: <http://www.globalresearch.ca/charity-versus-solidarity-do-development-ngos-do-more-harm-than-good/5343236>
- Zakaria, Rafia (2014). "The White Tourist's Burden", *Al Jazeera America*. Download at: <http://america.aljazeera.com/opinions/2014/4/volunteer-tourismwhitevoluntouristsafricaaidsorphans.html>

**Week 10 (November 28) – Collective Action Pilot and Wrap-Up**

- "Nonprofit Sector Trends". National Council of Nonprofits <https://www.councilofnonprofits.org/nonprofit-sector-trends>
- Stewart, A. J., & Kuenzi, K. (2018). The nonprofit career ladder: Exploring career paths as leadership development for future nonprofit executives. *Public Personnel Management*, 47(4), 359-381.

**FINAL Paper Due Wednesday, Dec 7 at 5pm. Uploaded to Canvas.**