

School of Planning, Public Policy and Management



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

**PPPM 680: Management of Nonprofit Organizations
Fall 2023 (CRN 14402)**

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Class Time:
Mondays, 4-6:50pm
Room: 242 Gerlinger

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)
- **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. You should write assignments carefully to convey a professional tone and elicit confidence in your work.

Community/Classroom Expectations

All members of the class (both students and instructor) can expect to:

- **Participate and Contribute:** All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. While all students should participate, participation is not limited to talking, and a range of participation activities support learning. Participation could include speaking aloud in the full class and in small groups, submitting questions prior to class, or engaging with Discussion posts. We will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.
- **Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
- **Help Everyone Learn:** Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

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 at <https://owl.uoregon.edu/>

Incomplete Policy

The University has recently updated their incomplete policy. Now, students must request an incomplete here: <https://registrar.uoregon.edu/current-students/incomplete-policy>. The link also includes information about the policy and eligibility for an incomplete. Once completing this form, I will be notified of the

request and will either accept or deny the request in writing. If accepted, we will come to an agreement in writing about expectations for completing any missing course components.

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.

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 or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Use of Artificial Intelligence (AI)

All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others (outside of group memo), including artificial intelligence systems (e.g., ChatGPT). Work you've completed for previous courses or are developing for other courses this term should not be submitted for this course without prior approval of the instructor. Please note that your work may be submitted to AI or plagiarism detection tools to ensure all work is human-created and original. Please also carefully read the academic integrity policy concerning plagiarism below.

Academic Integrity

The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I will report all suspected misconduct to the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include failure of the relevant assignment or exam, or of the course.

While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. All assignments will use [insert citation method], and you can find more support in using [citation method] at the UO Libraries' Citation Guides research guide.

If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I view student questions about academic integrity as a desire to act with integrity, so I welcome your questions.

Access and Accommodations

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning

environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

Sexual Violence, Harassment and Survivor Support

I am an “assisting employee,” which means that I will direct students who disclose prohibited discrimination and harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the university administration if the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). There is more information available on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO’s How to Get Support webpage.

I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.”

Grade Composition

| | | |
|------------------------------|--|-----|
| Memo Assignments | Two at (10%) each | |
| | 1) Mission drift or mission supporting? | 10% |
| | 2) Communications Plan (Group Memo) | 10% |
| Blog Posts and Responses | Three at 10 % Each | 30% |
| Quizzes | Completion grade if done on time – 1% each week | 10% |
| Participation and Attendance | | 10% |
| Final Paper | Your choice 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% |

Memo Assignments:

Memo assignments should be a 2 page (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.

Participation and Attendance

Participation and attendance counts as 10% of your grade. I appreciate your steady, well-read presence, especially if it's an effort for you. Discussion is a key method of learning in this class, and getting to know you is one of my favorite parts of teaching. I also like knowing whether or not you're okay. For all these reasons, I'm not a fan of mysterious disappearances.

If you are unable to attend class due to anxiety, illness, or emergency, you can make up that day's attendance grade by doing the following:

- Email me before class, or in the event of emergency, within 24 hours after class. I don't need to know the reason you are unable to attend, but let me know you won't be there.
- Complete the readings and review the lectures slides for the week. Watch any linked videos in the slides and/or click on links to explore the organization website or news articles.
- Complete a 3 page double-spaced essay on the materials or topic for the week. Upload to Canvas by Sunday midnight following the session you missed. If you miss the same week a blog post is due, you must write on an additional topic or mention in the readings or lectures separate from the blog prompt. Use APA formatting for any outside sources.
- Make sure you complete the weekly quiz and any other assignments due.

If you are unable to complete these steps and/or meeting other deadlines, please let me instructor know and we will work with you on a plan to make up the work. The makeup assignments are not meant to be punitive. They are meant to ensure that you process the week's materials and concepts, which you will build on throughout the course and program.

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.

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.

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 25): 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)

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

Readings:

- Frumkin Chapter 3-4
- National Council of Nonprofits. (2023) How to Start a Nonprofit (Make sure you follow and explore the links to the five steps at the bottom). *National Council of Nonprofits*, <https://www.councilofnonprofits.org/running-nonprofit/how-start-nonprofit>
- Goldstein, Dahna. (2017) Don't Do It: Don't Start a Nonprofit. *Boardsource Blog*, <https://blog.boardsource.org/blog/dont-start-a-nonprofit>

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

Week 3 (October 9): 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 16): 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/>

- Podcast: Appold, Katie (2022). Avoid Becoming a Netflix Docudrama: A Discussion on Nonprofit Ethics, *Nonprofit Hub*. <https://nonprofithub.org/podcast-nonprofit-sector-ethics/>
- 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 23): Nonprofit Resources (Giving and Volunteering)

Readings:

- Anheier, Helmut (2014) "Giving, Philanthropy and Foundations" and "Financing Nonprofit Organizations" in *Nonprofit Organizations: Theory, Management, Policy*. New York, Routledge.
- Podcast: *Munk Debate on Billionaire Philanthropy: Rob Reich vs. Beth Breeze (2022)* <https://www.youtube.com/watch?v=XFwikhuqZ38>
- Case: Simon, Harvey. (1999). "Generations Incorporated," Kennedy School of Government, Harvard University, Case No. C16-99-1544.0

Week 6 (October 30): Commercialization, Social Entrepreneurship and Social Enterprises

Readings:

- Battilana, et al. (2012). In Search of the Hybrid Ideal Download In Search of the Hybrid Ideal. *Stanford Social Innovation Review*, Summer, p. 50-55.
- 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 6): Civic Engagement and Advocacy

Readings:

- Frumkin Chapter 6
- 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 13): 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 20) - 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 27) – 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.
- Bowles, H. & Z. Williams. (2021) Self-Advocating in Early Career. *Harvard Kennedy School of Government, HKS Case 2203.0*.

FINAL Paper Due Tuesday, December 5 at midnight. Uploaded to Canvas.