PPPM
Department of Planning, Public Policy and Management

O UNIVERSITY OF OREGON

University of Oregon
School of Planning, Public Policy and Management

PPPM 688: Nonprofit Consultancy
Spring 2024 | Tues and Thurs 8:30 – 9:50am | Eslinger 107

Instructor and Team Coach: Elena Fracchia
Email: efracchi@uoregon.edu
Office Hours: Scheduled as requested via Zoom

Team Coach: Kim Thompson (kimt@uoregon.edu)

Course Description
PPPM 688 Nonprofit Management Consultancy is an experiential learning course where students will utilize many of the professional skills learned throughout the program for and with select nonprofit organizations in the area. As the capstone course for the Masters in Nonprofit Management, it is intended to provide students an opportunity to bring the breadth of their coursework and personal experience to bear in assisting a nonprofit organization in meeting its needs.

Using the knowledge you have gained throughout the Certificate and Master of Nonprofit Management programs, students will assess organizational needs and recommend solutions for organizational success. The course will focus on assessment skills, project management, and evaluation. Some of the topics, although basic in nature and critical to success in the nonprofit professional world, are often not executed well in practice. Students will be expected to internalize and master the course concepts, and use these skills to deliver the final course product, reflecting well on both the student and the University. All oral and written communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and editing.

This course is complementary to other service-learning courses, including PPPM 526 Strategic Planning, PPPM 581 Fundraising for Nonprofits and PPPM 565 Program Evaluation. The intent for this course is to train you as leaders of nonprofit organizations to perform these projects on your own.

Projects completed for this course will vary according to the organization. After the initial assessment of needs, students will conduct projects which are intended to be of educational value to the students and substantive value to the organizations. The intent for this course is not necessarily to train students to become consultants, but instead to train students as leaders of nonprofit organizations where you will be required to perform these projects with your own existing staff members.

Competencies
By completing this course, students will be able to:

- Conduct a needs assessment in partnership with the staff of a nonprofit organization.
- Develop a project and/or evaluation plan, including goals and timeline.
- Utilizing skills from previous coursework, additional readings and/or professional experience, provide the assigned organization a professional report and presentation of your project and recommendations, along with any other identified deliverables.
- Write compelling and persuasive professional communications.
- Present your findings and recommendations in a professional manner to the organization, using available and appropriate technologies.

Course Website
The course website is located on the University of Oregon's Canvas system (https://canvas.uoregon.edu). The class syllabus, announcements and other materials will be posted there. Please check it frequently for updates. In addition, I will use the "announcements" function in Canvas to communicate with you.

Course Format
Students working in teams will focus on local/regional/statewide nonprofit organizations specifically selected for the course by the instructor. Student groups will be assigned to work with a specific organization. Students will present results and recommendations to key personnel at the organization at the end of the term and provide next and future steps for addressing problem areas identified. Class time will include skill-building sessions, a forum to work with the assigned team and receive instructor consultation. Class time will also focus on completing a professional final report and presentation for the organization.

Required Reading
There is no required textbook for this course, but I expect students to identify readings and resources that are relevant to their particular project and will provide support for their recommendations. Google Scholar (www.scholar.google.com) is one good resource, Independent Sector (www.independentsector.org) and BoardSource (www.boardsource.org) are two more to start with.

Grade Composition

Participation		20%
Individual Journals	Four at 5% each	20%
Team Weekly Deliverables	(Ex: Revised workplan and research plan, Weekly workplans, visual component draft, annotated outline, Drafts)	10%
Graphic Product	Graphic component due week 8	15%
Presentation	Due beginning of week 10	15%
Final Report	Due beginning of week 10	20%
Total		**100**

Grade Distribution

A	94-100%
A-	90-93.99%
B+	87-89.99%
B	84-86.99%
B-	80-83.99%
C+	77-79.99%

C	74-76.99%
C-	70-73.99%
D+	67-69.99%
D	64-66.99%
D-	60-63.99%
F	Under 60%

Participation and Engagement
We will meet every Tues/Thurs at 8:30 am in Allen 101. In addition to the course meetings, you will meet remotely with your clients at least twice during the term outside of class time. The class times will be spent on a mix of content/lecture and group work time.

You will meet outside class time as a group with your coach weekly at a mutually convenient time. These can be scheduled in person or via Zoom depending on group preference. Since this is a group project, missing these meetings will have a negative impact on your team; you may miss no more than two group/class meetings to keep full participation points.

Individual Journals
During the term, you will individually write four journal assignments reflecting on the course, your team and your project. They would be approximately 500-words each (one page single-spaced, or two-pages double-spaced) reflecting on the prompt provided. Upload your journals to Canvas. They will be graded on being proofread and relatively free of grammatical errors and typos, and thoughtful responses to the prompt. You may also use the language in your, or your teammates' journals, in your final group report if relevant. Late journals will be penalized 5% per day.

Team Weekly Deliverables
Weekly during the term, your team will be responsible for turning in at least one group deliverable, including the team charter, workplan, weekly work plans, draft outline of your report, draft of the visual component, the draft final report and the draft presentation/infographic. Since these are opportunities for your team coach and the instructor to provide feedback during the process of project development and creation, they will be graded more like a "group participation" deliverable. For these, you will be graded (as a group) on the thoroughness and consideration of the assignment, even if it still needs a significant amount more work. The more developed these are, the better your final projects will be. In other words, do your best on these assignments and you will be set up well for success.

Graphic/InfoGraphic/Web Design
Clear communication is central to the work we do with policy makers, other professionals, and community members. Increasingly, our audiences have short attention spans and are becoming acclimated to receiving information in short visual bursts. If we really want our audiences to understand, retain, and perhaps act upon the work we do, we must find ways to invite their attention and then help them quickly digest information.

The purpose of the assignment is to practice clear, digestible communication that helps your audience easily understand some of the key takeaways/messages from your project through visual representation. This approach to communication is a critical building block for ensuring your work has an impact. The final version of your graphic piece will be due Tuesday of week 8.

Group Presentations
Students are responsible for two presentations during the term. The first will be an in class presentation during week 9, which can be considered a practice presentation. All group members must participate roughly equally in the presentation. The second will be the presentation to your client (date

and location TBD in week 10 or finals week). The presentation should last 25-35 minutes, with time for questions.   These will be presenting in-person for class, and handled either remotely or in-person for client depending on client preference and availability.

The content of your presentations will be determined in large part by your client needs and scope of your project, but should include the following:
- A brief overview of the organization and mission
- The scope of work
- The process undertaken to meet client goals
- Findings
- Recommendations

You will be graded on the content of your presentation, the quality of your findings and recommendations, and presentation style (professional dress, engaging, not reading from notes or speaking to slides, confident tone). Groups are encouraged to practice, particularly before the presentation to your client.

Reports
An annotated outline of your report is due week 5. A near complete draft report is due week 9. This should be a nearly finished draft that can be honed through questions asked during your class presentation, and through instructor feedback. Your draft report will be returned to you with comments by the end of week 8.

Your final report will be presented to your client when appropriate and uploaded to Canvas by Monday June 6 at 12 noon. It should be 10-15 single-spaced pages with the following information included:

- An overview of the organization, its mission and programs
- The scope of work/research questions
- Your process for evaluating the research questions
- Your findings
- Your recommendations
- Bibliography (not included in page total)
- Appendices with any material you produced for the client (i.e., board job description, fundraising plan, project evaluation timeline, resources, etc., not included in page total).

Individual sections may be different based on the scope of work required by your client, but should broadly match the sections above.

You are expected to support your evaluation and recommendations with citations from the literature, research and/or best practices. These can be provided in an endnote or footnote, with a bibliography page. If you have several citations on one page, you may want to consider using endnotes for ease of reading.

A grading rubric will be provided on Canvas. Any late reports will be penalized 5% a day.

Professional Practice
This course is a capstone experience in the Master of Nonprofit Management and Graduate Certificate in Nonprofit Management degree programs. As such, 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 editing.

- 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 typed.
- It's possible your project will require use of a spreadsheet program for data analysis and graphing. Some familiarity with a spreadsheet program (e.g. Excel), as well as basic concepts in mathematics and algebra at the high school level will be used when we cover the analytic components of the material.
- You will also be required to use PowerPoint, Prezi or another software program for your presentations at the end of the term on your final project.

Group Work
If there are any conflicts that can't be successfully resolved during the term by teammates, please notify your instructor or coach as soon as possible. As a part of your final presentation and report grades, you will have a chance to evaluate each of your teammates' contributions to the final presentations and report. **There is no guarantee that all students in a group will receive the same grade.**

Roles and Responsibilities
Each team will be assigned a team coach that will assist with group management and project development, but the course instructor will assess and grade all work. It is good to note the key roles each group plays in a successful project:

Course Instructor – Elena Fracchia
- Provide an environment for students to successfully provide professional quality services and develop professionally and personally.
- Oversee methodological integrity and quality control of project.
- Provide feedback to student teams on writing, presentation skills, team work, etc.
- Create feedback mechanism on the program for internal and external audiences.
- Assess/grade all deliverables.

Team Coaches –Elena Fracchia & Kim Thompson
- Support an environment for students to successfully provide professional quality services and develop professionally and personally.
- Supervise and advise students on matters relating to project development, team management and professional development.
- Provide feedback to student teams on writing, presentation skills, team work, etc.

Student Team Members
- Do the project work – project planning, research, interviews, data analysis, community engagement, report writing.
- Manage the day-to-day operations of the project, including setting team and client meetings, leading meetings, delegating and communicating tasks, ongoing use of work plan.
- Build professional skills on team management, client relationships, professional writing and presentations of findings.
- Communicate with clients on a regular basis.
- Consult with team coach and/or instructor on a regular basis.
- Co-create project work plan with team coach.
- Identify and assign leadership role(s) to team members during each phase of the project.
- Tend to and promote team morale. Be a good teammate!
- Integrate learning from PPPM coursework into your project.

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 working on your project, client communications, group meetings, etc.

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 gradate student tutors are available on a drop-in basis or by appoint. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Accessibility Education Center send a letter verifying the disability.

Missed Class Policy
See participation grade section.

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 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 acceptable to the instructor."

Academic Misconduct and Plagiarism
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For 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: www.libweb.uoregon.edu/guides/plagiarism/students.

Diversity, Inclusion and Respect 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 normative and 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, 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. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at http://bias.uoregon.edu or brt@uoregon.edu

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. 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 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.

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.