



## PAD 6142: Nonprofit Management

Fall 2019



CRN: 81417

Professor: Dr. Dumont

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Class meets: Thursdays, 6:00 pm – 8:45 pm, [Jessie Ball duPont Center](#) (downtown)  
Materials available online on [Canvas](#)

Office hours: Office hours: Tuesdays, 1:30-5:30 pm; Downtown Thursdays, 5:00-6:00pm; and by appointment  
On [Skype](#): @getteinjax (message me informing me who you are)  
On [Twitter](#): @DrGDumont

**"Education is not the learning of facts, but the training of the mind to think."**  
**– Albert Einstein**

### Course Description:

This course will cover a broad scope of topics pertaining to the management and leadership of nonprofit organization in the United States. Topics include, but are not limited to, resource management, leadership, and current issues confronting nonprofits. This is a survey course and as such, each week students will be introduced to a new topic, which can be a course unto itself. The goal is to introduce students to each topic to better prepare them for the broad array of issues facing current and future nonprofit managers and leaders.

### Course Objectives:

Upon completion of this course, students will have a precursory understanding of the complexities involved in managing and leading nonprofit organizations in today's hyper-dynamic environment. Students will also develop and hone skills throughout the course that will enable them to:

1. Possess the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline in an orderly and understandable manner.  
*Measurement: Writing assignments, class interactions, and final presentation*
2. Lead and manage in public-serving organizations by being able to identify challenges in the sector.  
*Measurement: Final exam*
3. Identify and analyze the challenges facing the nonprofit sector.  
*Measurement: Final exam and final presentation*

### Course Format:

Each class will consist of the following elements: guest lecture (some weeks), Q&A, topic lecture, reading summaries, and class discussion. Please arrive prepared to engage in each element.

### Professional Interactions:

Be respectful and professional when you communicate with me, especially through email. Use this general “professional rule” when you email anyone in a professional setting (anyone who is not your friend or family member). General Rule: Use a greeting and address the person with their formal name (based on education) and conclude with a closing and your full name. In a university setting, you should address your instructors as “Dr.” or “Professor” and then last name. You may call me “Dr. Dumont” or “Professor Dumont.” You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at UNF and other professional experiences. Additionally, your professors at UNF teach more than one course, so you should specify (either in the subject or the body of the email), which course your question is in regard to.

### Course Schedule Overview

Week	Date	Room	Topic	Memo	Review
1	8/22	219	Introduction	None	None
2	8/29	318	Defining the Sector	None	None
3	9/5	318	Mission	9/1	9/3
4	9/12	318	Boards and Governance	9/8	9/10
5	9/19	219	Leadership and Authority	9/15	9/17
6	9/26	219	Management and Strategy	9/22	9/24
7	10/3	318	Nonprofit Finances	9/29	10/1
8	10/10	318	Nonprofit Fundraising	10/6	10/8
9	10/17	318	Employee and Volunteer Management	10/13	10/15
10	10/24	39	Advocacy	10/20	10/22
11	10/31	318	Outcome Assessment	10/27	10/29
12	11/7	318	Marketing and Communication	11/3	11/5
13	11/14	318	Accountability/ Stakeholder Engagement	11/10	11/12
14	<b>11/21*</b>	Online	Legal & Ethical Issues	11/17	11/19
15	12/5	318	Future of the NP Sector		

\* Class will be online this week.

## Required Materials:

1. Renz, D. and Associates (2016) *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, 4th ed., San Francisco: Jossey-Bass. (e-book available for free through the UNF library)
2. Golensky, M. (2011) *Strategic Leadership and Management in Nonprofit Organizations*. Chicago: Lyceum Books.
3. All other readings are available online through the UNF library or Canvas.

## Course Requirements and Grading:

### **Three Memos** – 30% (300 points, 100 each memo)

Students will write and submit three memorandums (Memos). The topics for the memos align with the course topics. In the syllabus, there are “memo” prompts following each week’s reading lists. The weekly assignment is to complete the week’s readings, do additional research (if needed) and respond to the question outlined in the memo assignment. Each memo needs to include at least two of the week’s readings.

**Memo Assignments:** During the **first seven days immediately after the first class**, students are asked to review the memo topics in the syllabus, and email the professor ([g.dumont@unf.edu](mailto:g.dumont@unf.edu)) the top **four** choices, in the order of interest. **NOTE THE MEMO NUMBERS IN THE EMAIL, NOT THE TOPIC OR THE WEEK!** Do not pick two consecutive memos; make sure there is at least 1 week between memos you are requesting so you can receive feedback before writing your next memo. I will make sure that there is adequate time between your memo assignments and your assigned memo critique.

Memos will be assigned on a first come, first serve basis; those who get their request in earlier during this 7-day time frame are more likely to get all the memo topics that interest them. There is never a guarantee that you will get all your memo choices, but every attempt will be made for each student to at least one of their choices. Memo assignments will be posted during the second week of class.

**Style & Audience:** The memo should be organized as a professional, formal memorandum to the board of directors of a nonprofit organization. Memos should be well-organized, clear, and succinct. The audience for the memo needs to be real (i.e., pick a local nonprofit that you are interested in). Ideally, you can frame these assignments based on your current work environment or the organization where you hope to apply.<sup>1</sup>

**Format and Length:** Memos should be no more than two pages long. Use subheadings and organizing sentences to guide the reader. Board members are very busy so they need to be able to find information they are looking for quickly. **DO NOT USE PASSIVE VOICE** – attribute all actions to an actor.

The standard for all assignments is Times New Roman font, size 12-point, 1.15-spaced, and margins of 1” on all sides. *Note: You may need to change the settings in your word processing program!*

**Content:** This is a professional program, thus professional presentation and language use is expected. Grades will reflect content, analysis, presentation, grammar and language use. All written assignments must be fully referenced and include appropriate in-text citations and a full works cited section.

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<sup>1</sup> If you are working for a nonprofit agency during this semester, I strongly recommend that you discuss the topics with them beforehand and select those that they will find useful.

Students must cite works properly and consistently, using the American Psychological Association (APA) style (<http://www.apastyle.org/index.html>). All work that is borrowed directly, paraphrased, or alluded to must be properly cited. Plagiarism – borrowing any idea, theory, information, or facts that are not common knowledge without acknowledging the source – is a very serious offence and will be detected. The academic honor code applies under all conditions. See [Academic Integrity](#).

#### Memo framework

Memos should be formatted as memos. In other words, use the following format:

To:

From:

RE:

First paragraph: let your reader know what the memo is about (the prompt in the syllabus, in your own words)

**Subheading** (what this section is discussing)

Discuss

**Subheadings** (what this section is discussing)

Discuss

*Use as many subheads you need to clearly complete the assignment.*

**Recommendations**

Supported by argument(s) in memo

See Memo Rubric below for more information on how this portion of your grade is calculated.

**Submission:** When uploading your memo, please use the following format for the file name: Last Name, Initial of First Name, and Memo number (1, 2, or 3). Example: Dumont G 1

All memos must be submitted through Canvas in Microsoft Word. If you do not have that program, it is available to you for free as a registered UNF student at:

[http://www.unf.edu/its/hardware\\_software/Software\\_for\\_Students.aspx](http://www.unf.edu/its/hardware_software/Software_for_Students.aspx) (Word is part of Office 365).

*Memos must be uploaded the Monday by 11:59 pm prior to class* on the day that the topic will be discussed. Only one memo can be handed in per week. **There are absolutely no exceptions to the submission requirements.**

#### ***Memo Critiques – 5% (50 points)***

Students will write a 1-page *constructive critique* of a classmate's memo during the semester. The purpose of this critique is to provide feedback to the writer on his or her selected options, and whether you have any additional suggestions. The *critique is due the Wednesday by 11:59 pm prior to class*.

#### ***Participation – 5% (50 points)***

Students are expected to participate in class discussions. Participation needs to be substantive, and be supported by the readings.

#### ***Final – 10% (100 points)***

The final exam will be an oral presentation of what you see as the three most important topics, and why, for nonprofit executives. You will need to use visuals, and provide classmates with handout of an outline of your presentation and citations of the sources you based your analysis from. You will have 5 minutes for your presentation, and 3 minutes for Q&A.

## Grades

Grades will be calculated according to the following breakdown:

Grade	Points
A	>470
A-	450-469
B+	435-449
B	420-434
B-	400-419
C+	385-399
C	360-384
D	300-359
F	<300

To calculate your grade, add up the points on each assignment, and then match that number with the corresponding letter grade.

## Detailed Course Schedule

*(subject to change)*

### **WEEK 1: Introduction**

- Salamon, L. M. (1998). [Nonprofit Organizations: America's invisible sector](#)   *Issues of Democracy* 3(1).
- LeRoux and Feeney (2013). [Factors Attracting Individuals to Nonprofit Management over Public and Private Sector Management](#).   *Nonprofit Management and Leadership*, 24(1): 43-62.
- Boris, E. (1998). Myths about the Nonprofit Sector. Available at: <http://www.urban.org/url.cfm?ID=307554&renderforprint=1> (Links to an external site.) (4 pages).
- *Optional:*
  - Browse the website of Independent Sector (<http://www.independentsector.org/> (Links to an external site.))
  - Renz, Chapter 1: Hall. Historical Perspectives on Nonprofit Organizations in the United States, 3-33.

### **WEEK 2: Defining the Nonprofit Sector (online)**

- Golensky, Chapters 1 – 3, pages 1 – 40.
- Renz, Chapter 3: Never. “The Changing Context of Nonprofit Leadership and Management,” 80-99.

- Bromlet and Meyer (2017). ["They Are All Organizations": The Culture Roots of Blurring Between the Nonprofit, Business, and Government Sectors.](#)   *Administration and Society*, 49(7): 939-966.

### **WEEK 3: *Mission***

- Jones, M. (2007). [The Multiple Sources of Mission Drift.](#)   *Nonprofit and Voluntary Sector Quarterly*, 36: 299-307.
- McDonald, R. (2007). [An Investigation of Innovation in Nonprofit Organizations: The Role of Organizational Mission](#).   *Nonprofit and Voluntary Sector Quarterly*, 36: 256-281.
- Berlan, David (2018). [Understanding nonprofit missions as dynamic and interpretive conceptions.](#) *Nonprofit Management and Leadership*, 28(3): 413-422.

#### **Memo #1: Mission**

Your Board of Directors has many new members on it, and they are unfamiliar with the important role the organization's mission statement plays in the nonprofit sector. The board has asked you provide a summary of what they should take into account with regard to the mission statement when making policy decisions for the organization. Conclude your memo with a recommendation for a way forward for your organization.

### **WEEK 4: *Boards and Governance***

- Golensky, Chapter 4, pages 43 – 67 and Chapter 13, pages 266 – 281.
- Renz, Chapter 5: Renz “Leadership, Governance, and the Work of the Board,” 127-164.
- Bradshaw, P. (2009). [A Contingency Approach to Nonprofit Governance](#).   *Nonprofit Management and Leadership*, 20(1), 61-81.
- E-case study: Board Chair and Executive Director Relations (approx. 45 minutes)

#### **Memo #2: Board roles and responsibilities**

You are asked to design your organization's board member orientation plan, in order to explain their responsibilities to new board members. The board asked you to address the following questions: (1) What are board members legally required to do? (2) What additional “best practices” should board members try to accomplish to meet public expectations? and (3) Why is there disagreement about the proper activities of board members, and should your organization care?

### **WEEK 5: *Leadership and Authority: Executive Direction***

- Golensky, Chapters 5 & 6, pages 68 – 97
- Renz, Chapter 6: Herman, “Executive Leadership,” 167-186.

- Kearns, et al. (2015). [Leadership skills as construed by nonprofit chief executives.](#)   
*Leadership and Org Development*, 36(6): 712-727.
- E-case study: The Nonprofit Executive Journey (approx. 60 minutes)

### **Memo #3: Leadership and Authority**

The board has asked what you think you can do better to manage and lead the organization. They noted they are happy with your work, but want to make sure that you continue to think outside the box and remain ready to face external challenges. Be specific on what you will do and why.

### **WEEK 6: *Management and Strategic Planning***

- Golensky, Chapters 7 & 8, pages 99-117;127-145.
- Renz, Chapter 8: Brown, “Strategic Management,” 217-236.
- Renz, Chapter 9: Bryson, “Strategic Planning and the Strategic Change Cycle,” 240-269.
- E-case study: Leading with a Theory of Change (approx. 90 minutes)

### **Memo #4: Commercial activity**

Your nonprofit organization is facing a financial challenge due to a decrease in contributions due because of the economic downturn. The board wants you to present them with some options as to the direction the organization should go in to remain viable. Write a memo briefly describing the current situation, how strategic management can help, and the process involved.

### **WEEK 7: *Nonprofit Financial Management***

- Golensky, Chapter 10, pages 166 – 184
- Renz, Chapter 17: Bell and Ellis, “Financial Leadership in Nonprofit Organizations,” 477-487.
- Renz, Chapter 19: Young and Soh, “Nonprofit Finance: Developing Nonprofit Resources,” 509-533.
- Grant and Potoski (2015). [Collective Reputations Affect Donations to Nonprofits](#)   
*Journal of Policy Analysis and Management*, 34(4): 835-852.
- E-case study: Reliability and Autonomy in Nonprofit Finances (approx. 45 minutes)

Optional: Review the following:

[Formal nonprofit financial accountability](#)

IRS Forms, "Charities & Nonprofits" Resources: <http://www.irs.gov/charities/index.html>

Look over the following sites:

- Form 990 series: <http://www.irs.gov/charities/article/0,,id=184445,00.html>
- Applying for 501(c)(3) status brochure, <http://www.irs.gov/pub/irs-pdf/p4220.pdf>
- FAQ Public Disclosure Requirements: [http://www.irs.gov/pub/irs-tege/091110\\_eo\\_publicdisclosure\\_faqs.pdf](http://www.irs.gov/pub/irs-tege/091110_eo_publicdisclosure_faqs.pdf)
- IRS Exemption Forms.  
<http://www.irs.gov/charities/charitable/article/0,,id=123056,00.html>

### **Memo #5: Sustainability**

The board is worried that the current economic situation is going to have a negative impact on the organization. They have asked you to draw up a memo identifying a couple possible funding sources (outside of fundraising events) and what some of the pros and cons are of each. They also want you to provide them with a brief overview on how the organization manages its finance, just to make sure that the process is current and they will not have to worry about that too if funding sources grow scarce.

### **WEEK 8: Nonprofit Fundraising**

- Renz, Chapter 18: Nathan and Temple. "Philanthropy and Fundraising: The Comprehensive Development Program," 488-507.
- Renz, Chapter 12: Helm. "Social Enterprise and Nonprofit Ventures," 334-364.
- Sandberg (2016). [Against the Cult\(ure\) of the Entrepreneur for the Nonprofit Sector](#). 
- Mahoney (2012), "Nonprofit Fundraising," Parts 1-4
  - <https://blogs.constantcontact.com/nonprofit-fundraising-event-part-1/> (Links to an external site.)Links to an external site.
  - <https://blogs.constantcontact.com/successful-nonprofit-fundraising-event-promotion/> (Links to an external site.)Links to an external site.
  - <https://blogs.constantcontact.com/successful-nonprofit-fundraising-event-getting-sponsors/> (Links to an external site.)Links to an external site.
  - <https://blogs.constantcontact.com/successful-nonprofit-fundraising-final-2-months/> (Links to an external site.)Links to an external site.

### **Memo #6 Fundraising**

The Board has been thinking about starting a new fundraising event. They want you to 1) identify an event that fits the organization, 2) lay out the process for what needs to be done to successfully implement the event, and 3) present what benefits, other than money, can be expected.

### **WEEK 9: Employee and Volunteer Management**

- Golensky, Chapter 14, pages 223 - 228.
- Golensky, Chapter 16, pages 283-299.

- Renz, Chapter 22: Watson and Abzug, "Effective Human Resource Management: Nonprofit Staffing for the Future," 597-635.
- Renz, Chapter 24: Jeff Budney, "Designing and Managing Volunteer Programs," 688-727.
- Bright (2016). "[Is Public Service Motivation a Better Explanation of Nonprofit Career Preference than Government Career Preference?](#)" *Public Personnel Management*, 45(4): 405-424.
- Optional:
  - *Herman (2<sup>nd</sup> ed), Chapter 25: Nancy Macduff, Principles of Training Volunteers and Employees, 310-344. (Available on Canvas)*
  - *Herman (2<sup>nd</sup> ed.), Chapter 22: Stephen McCurley, Keeping the Community Involved: Recruiting and Retaining Volunteers, 587-622. (Available on Canvas)*
  - Browse: [http://www.mapnp.org/library/hr\\_mgmnt/hr\\_mgmnt.htm](http://www.mapnp.org/library/hr_mgmnt/hr_mgmnt.htm)  
[http://www.mncn.org/info/basic\\_hr.htm#Personnel%20Policies](http://www.mncn.org/info/basic_hr.htm#Personnel%20Policies)

### **Memo #7: The Hiring Process**

Your organization is starting up a new program. The board has asked you to inform them as to the process of creating a new position and the issues that should be taken into account while in the hiring process (from the description of the position through the interviewing process) of finding a person to fill it. They also want to know how you intend to get the new employee acclimated into the organization and working smoothly with the organization's volunteers.

### **WEEK 10: Nonprofit Advocacy and Partnerships**

- Renz, Chapter 15: Austin and Seitanidi, "Value Creation Through Collaboration," 427-443.
- Renz, Chapter 20: Smith, "Managing the Challenges of Government Contracts," 536-560.
- Renz, Chapter 14: Avner, "Advocacy, Lobbying, and Social Change," 396-425.
- E-case study: Nonprofit Advocacy Advances Organization Mission (approx. 60 minutes)

### **Memo #8: Advocacy**

Your organization is hoping to bolster its relationship with the state government as a means to increase services to clients and generate funds to hire more professional staff. Compose a memo to your Board of Directors outlining the costs and benefits of nonprofit organizations providing services on behalf of state governments (e.g contracts or grants). What can your organization hope to gain from these new contracts or grants? What are the challenges or dangers of taking this approach?

### ***WEEK 11:      Outcome Assessment/Organizational Effectiveness***

- Golensky, Chapter 11, pages 186 – 202.
- Renz, Chapter 16: Thomas, “Outcome Assessment and Program Evaluation,” 444-473.
- Renz, Chapter 10: Renz and Herman, “Understanding nonprofit Effectiveness,” 274-290.
- Watch videos about GuideStar (Canvas)

#### **Memo #9: The Effectiveness Dilemma**

Even though many are calling for more measurements to demonstrate how effective nonprofits are in their work, your board has acknowledged that demonstrating organizational effectiveness sometimes is a difficult task for your organization. Members want to hear your point of view, so they have something to tell people who ask them, how effective is the nonprofit on which you sit on the board. They want you to answer what makes it difficult to demonstrate your organization’s effectiveness? Be specific in your answer.

### ***WEEK 12:      Marketing and Communication***

- Golensky, Chapter 12, pages 203 - 218.
- Renz, Chapter 13: Gainer, “Marketing for Nonprofit Organizations,” 366-394.
- E-case study: Komen Foundation (approx. 90 minutes)

#### **Memo #10: Nonprofit Marketing**

Your board asks you to write them a memo describing the range of nonprofit marketing tools and resources. How is nonprofit marketing different from commercial marketing? How can your organization expand its marketing activities? What tools do you suggest be used and why?

### ***WEEK 13:      Accountability and Stakeholder Engagement***

- Golensky, Chapter 9, 146 – 165.
- Balser and McClusky (2005). [Managing stakeholder relationships and nonprofit organization effectiveness.](#)  *Nonprofit Management and Leadership*, 15(3): 295-315.
- Renz, Chapter 4: Ebrahim, “The Many Faces of Nonprofit Accountability,” 102-120.
- Candler, G. and Dumont, G. (2010). [A Nonprofit Accountability Framework.](#)  *Canadian Public Administration*, 53(2): 259-279.
- Dumont (2013). [Nonprofit Virtual Accountability Index](#) . *Nonprofit and Voluntary Sector Quarterly*, 42(5): 1049-1067.

## **Memo #11: Stakeholder engagement**

Your board wants you to clearly define for them who *all* the organization's stakeholders are, their relationship with the organization, and how the organization can be more accountable to its stakeholders.

### **WEEK 14: Legal Issues & Ethics in NPOs**

- Renz, Chapter 7: Jeavons, "Ethical Nonprofit Management," 188-214.
- Renz, Chapter 2: Hopkins and Gross, "The Legal Framework of the Nonprofit Sector In The United States," 43-79.
- Independent Sector (2007). Principles for Good Governance and Ethics Practices. Available at:  
[http://www.independentsector.org/uploads/Accountability\\_Documents/Principles\\_for\\_Good\\_Governance\\_and\\_Ethical\\_Practice.pdf](http://www.independentsector.org/uploads/Accountability_Documents/Principles_for_Good_Governance_and_Ethical_Practice.pdf) (Links to an external site.)
- Bowman (2012). Nonprofit Accountability and Ethics: Rotting from the head Down. *Nonprofit Quarterly*, Oct. 26. Available at:  
<http://www.nonprofitquarterly.org/management/21259-nonprofit-accountability-and-ethics-rotting-from-the-head-down.html> (Links to an external site.)

### Applying for nonprofit status

Browse:

IRS (2006). Compliance Guide for 501(c)(3) Public Charities. Available at:

<http://www.irs.gov/pub/irs-pdf/p4221pc.pdf>

Lifecycle of a public charity:

<http://www.irs.gov/charities/charitable/article/0,,id=122670,00.html>

Forming a nonprofit: <http://www.citmedialaw.org/legal-guide/forming-nonprofit-corporation>

Forming a nonprofit in FL: <http://www.citmedialaw.org/legal-guide/florida/forming-nonprofit-corporation-florida>

## **Memo #12: Keeping Status**

Your board has noticed that some nonprofits were losing their 501(c)(3) tax-exempt status. Concerned over this, they want you to inform them what the organization legally needs to do (actions, forms, disclosure etc.) to make sure that the organization does not lose its status. Write a memo addressing two to three of the topics you feel are the most important for them to know regarding upholding the intent of the law and how it aligns with the organization's ethical obligations.

### **Week 15: Final: Future of the Nonprofit Sector**

- Renz, Conclusion: The Future of Nonprofit Management, 734-745.

## **Class Policies:**

*Attendance:* There is a strong positive correlation between class attendance and student performance. I expect you to show up for every class. Being in class affords you the opportunity to ask questions and learn from your fellow students. Please limit your absences to one class only. When you are not able to attend, please email me.

*Tardiness:* I expect all students to get to class on time and remain in class for the duration of the class period. This is especially important since our guest speakers speak at the beginning of the class and I do not want students walking in when guests are in the middle of their presentation. If you are late, you will be marked absent. If lateness becomes a problem, I will lock the door at the beginning of class and will not let late students in.

*Breaks:* Please ensure that all your personal business is completed before class. DO NOT get up and leave the room; I find it to not only be distracting, but rude. If you have an emergency, that is fine, but an emergency must be an emergency, and emergencies by definition do not happen often.

Given that this is almost a three-hour class, there will be a break to rejuvenate. Please return to class by the end of break so that the class can proceed with minimal interruptions. There is a lot of information that needs to be covered, so your promptness is very much appreciated.

*Early Dismissal:* Do not leave class early unless you have informed me prior to the beginning of class that you need to leave. If you leave early, I will mark you absent for the whole class unless you have received prior approval.

*Decorum:* I expect professional decorum in the classroom at all times. Do not read the newspaper, surf the web, play with your cell phone, talk to your friends, or sleep during class. Do not come to class late or leave early. All of these actions are not only rude to your professor and peers, but are also not acceptable in a collegiate or professional setting. Engaging in any of the afore mentioned activities will have a severe negative impact on your grade.

I expect everyone in the class to show each other respect and debate in a professional manner. Ad homonyms are NOT allowed. I will not tolerate students attacking other people in the room, verbally or otherwise, over their views and/or understanding of the data. Perspectives, and others' responses to them, need to be based on data, not ideology or beliefs. If you do not know the data, research it before class and be ready to provide the source of the data (e.g. census bureau, text book, etc.). This extends to all forms of communication, including but not limited to, face-to-face, email, video, and social media.

*Recordings:* You are not allowed to record lectures without my prior written approval.

*Late assignments/make-up exams:* I do not accept late work. If you have a situation that requires an exception, you must notify me well in advance for consideration. If you are granted an extension, late memos will be penalized by having one grade deducted for every day it is late past the original due date.

*Cell Phones:* This is a professional class, and it will be conducted as such. No cell phone use during class. This includes not only calls, but also text messaging, Internet browsing, and instant messaging as well. Please turn your cell phone off or put it in airplane mode.

*Communications:* My contact information is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day. When emailing me, you can expect a response within 24-hours, Monday through Friday. I make every attempt I can to NOT be online on weekends. That said it is best to contact me during the week with any questions.

*Academic Dishonesty:* Cheating, through any means, will not be tolerated in this course. You are not only cheating yourself (any wasting your money), it is unfair to students who do not seek an 'easy' way to obtain their desired grade. The followings statements are from UNF's Catalog (<http://www.unf.edu/catalog/catalog.aspx?id=15032403681>).

#### Course Content

A course may deal with subjects, issues, or perspectives to which some might object. Such objections will not exempt a student from course requirements. The University of North Florida stands behind the right of its instructors to include material that is challenging in any number of ways. The faculty urges students to discuss any concerns they might have concerning the content of their courses with their instructors.

#### Claiming One's Own Work

Each student is honor-bound to submit under his or her name or signature only his or her own work; to fully acknowledge his or her use of any information, ideas, or other matter belonging to someone else, and to properly document the source in question; and to offer for credit only that work which he or she has completed in relation to the current course.

#### Violations of Academic Integrity

Under this heading the University of North Florida Student Handbook identifies several types of violations; these include but are not limited to: cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action. Possible action includes, but is not limited to, failing the student on the work in question, failing the student for the course, notifying the appropriate academic dean or Vice President for Student Affairs, and requesting additional action be taken.

The consequences of a breach of academic integrity may result in an F, which is unforgivable, regardless of withdrawal status. To view the Student Handbook, [click here](#).

To ensure equity in the grading process, I make every effort to catch students who are being dishonest.

*Disabilities:* Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in the College of Education and Human Resources (Building 57), Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. For further information, contact the DRC by phone (904) 620-2769, email ([drc@unf.edu](mailto:drc@unf.edu)), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

Military and veteran students may need both physical and academic accommodations. Contact Ray Wikstrom, Director of Military and Veterans' Resource Center by phone (904) 620-2655, or by email at [ray.wikstrom@unf.edu](mailto:ray.wikstrom@unf.edu). You can also visit their website at: <http://www.unf.edu/military-veterans/>.

*Obligations* – I expect you to arrive to class on time and prepared. Prepared means to make sure you have completed the readings before class. If you have any questions or concerns, please let me know. I will make myself available to help you outside of class if necessary.

*Academic Resources:* As a student in this program, you have the privilege of accessing an abundance of credible academic resources and popular media, including an array of academic publications through the library and numerous magazines and newspapers. Your colleagues and the instructor expect that you will be well informed on current events and will reference your work with reputable publications. Although Wikipedia may be a convenient starting point for your work, it is not an acceptable source of credible information.

*Technology:* All assignments are submitted through Blackboard, so it is up to you to know how to use the program.

As a UNF student, you also have access to an array of software programs. In addition to Microsoft Office, you also have free access to anti virus software.

[http://www.unf.edu/its/hardware\\_software/Software\\_for\\_Students.aspx](http://www.unf.edu/its/hardware_software/Software_for_Students.aspx)

*Department of Political Science and Public Administration website:* Students are strongly encouraged to visit the public administration department's website for information: <http://www.unf.edu/coas/polsci-pubadmin/>.

For information on the many career options available to Political Science and Public Administration majors, go to *What Can You Do with a Political Science and Public Administration Major* at:

<http://www.unf.edu/coas/pspa/Careers.aspx>

*UNF Nonprofit Certifiacate and Concentration Facebook page:* If you have a Facebook account, I strongly encourage you to join [UNF's Nonprofit Facebook page](https://www.facebook.com/groups/197251970311828/) (<https://www.facebook.com/groups/197251970311828/>). Members include current and past students who enrolled in UNF's nonprofit courses. This is a great opportunity for you to network with others in Northeast Florida's nonprofit community, stay up-to-date on happenings in the sector, and socialize with your classmates.

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### Nonprofit Management Websites:

Association for Research in Nonprofit Organizations and Voluntary Action (ARNOVA):

<http://www.arnova.org/>

Independent Sector: [www.independentsector.org](http://www.independentsector.org)

Guidestar: [www.guidestar.org](http://www.guidestar.org)

The Internet Nonprofit Center: [www.nonprofits.org](http://www.nonprofits.org)

The Foundation Center: [www.foundationcenter.org](http://www.foundationcenter.org)

American Religion Data Archive: [www.thearda.com](http://www.thearda.com)

Energize, especially for leaders of nonprofits: [www.energizeinc.com](http://www.energizeinc.com)

One stop shopping for volunteers, job seekers, etc: [www.idealyst.org](http://www.idealyst.org)

## Memo Rubric

Your memos should follow these guidelines:

1. Identify the issue/state the question (5 points)
2. Content (40 points)
3. Write professionally (30 points)
4. Cite sources in text, correctly (15 points)
5. Follow instructions/feedback (10 points)

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1. **Identify the issue**/state the question, main theme, etc.
  - a. Avoid the 'mystery novel' approach to professional writing. Tell your reader in the first paragraph, if not the first line, what the memo seeks to do. Do this as clearly as possible, with a "This memo will..." statement, if necessary.
2. **Content**
  - a. Note that the likelihood of misinterpreting what you've read (or falling for a particularly biased, distorted take on an issue) is inversely related to the amount of reading that you do. If you have any questions about the readings, please contact me, or ask for clarification on the discussion board from your peers.
  - b. Note that this is a class about *nonprofit management*, not the management of *private* companies.
3. **Write professionally**
  - a. Write for an informed layperson *on the street*, rather than for experts, idiots, or your class teacher. Remember your audience: the Board of Directors.
  - b. Use quotations sparingly. This is meant to be a memo by you, not a collection of selected quotes that you thought were especially relevant to the topic.
  - c. Use a professional tone. Don't force it. **Some pet peeves (you WILL points!!!!):**
    - i. Don't use contractions (e.g. don't).
    - ii. Avoid rhetorical questions (e.g. Why is this the case?).
    - iii. Avoid starting a sentence with a conjunction (e.g. The memo was bad. And she started a sentence with and.).
    - iv. Avoid singular/plural inconsistency (e.g. The student lost points for singular/plural consistency in their memo). Please note, that when referring to an organization, it is a single organization (or unit of government, or agency) and it should be referred to as "it", not "their" or "them."
4. **Cite sources correctly, in text and in the bibliography**
  - a. EVERY memo must include course at least two readings from the topic's week.
  - b. Use quotes sparingly. In other words, only use a quote if you cannot put it better in your own words. Even when not quoting, you still need to cite where you got the information.
  - c. Please use APA. Key points:
    - i. Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or bibliography), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
      1. This means that if you cite something as (Smith 2000) in the narrative, the source should be listed alphabetically under Smith in the list of works cited.
      2. **Do not cite urls in text.**
      3. Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
    - ii. Bibliographic references should be informative on their own. Listing a url is not enough, as your reader should be able to get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.

- iii. You don't need a quotation in order to include a citation.
- iv. Example of in-text citation: (Shafritz, et al. 2013). Example of Works Cited citation: Shafritz, J. M., Russell, E. W., & Borick, C. P. (2013). *Introducing Public Administration* (8th ed.). New York: Pearson Longman.
- v. When citing from an edited volume (which the Renz & Assoc. text is), make sure to use the proper format: Last name of author of the CHAPTER, first initial. (2010). Title of chapter. In Renz & Assoc. (eds.) *Jossey-Bass Handbook of Nonprofit Management and Leadership*, 3<sup>rd</sup> ed. (pgs ####-####). San Francisco: John Wiley & Sons.
- vi. Note, again, the admonishment against plagiarism, and consult UNFs Academic Honesty Policy. If you are caught plagiarizing, you will fail the assignment, and possibly the class!

#### 5. Follow instructions

- a. Pay attention to the various course requirements.
- b. Formatting the memo is included here.

#### 6. Not addressing feedback (debits)

- a. I take a lot of time to provide you with detailed feedback. If you make the same mistakes in a subsequent memo, you will lose points. The more times you make the same mistakes, the more points you lose.

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### Memo Rubric (visual)

Writing Rubric				
Criteria	Ratings			Pts
Identify the Issue	Clearly stated the topic in the first paragraph 5.0 pts	Alluded to the paper's content 3.0 pts	Did not inform the reader what the paper was about 0.0 pts	5.0 pts
Content	Displayed mastery of the topic(s) 40.0 pts	Displayed an understanding of the topic(s) with some errors 24.0 pts	Did not display an understanding of the topic 0.0 pts	40.0 pts
Write professionally	Near perfect grammar, sentence structure, and no spelling mistakes 30.0 pts	Some mistakes with grammar, sentence structure, and/or spelling 21.0 pts	Many grammatical errors and/or spelling mistakes 0.0 pts	30.0 pts
Citing	All materials referenced in the text were in the works cited section, and correctly formatted. 15.0 pts	Referenced materials were listed, but were not correctly formatted (quotations, page numbers, and/or works cited section). 8.0 pts	Materials were not referenced nor listed. 0.0 pts	15.0 pts
Logical presentation of material	Well-balanced, easy to follow writing 5.0 pts	Flow was somewhat hard to follow 3.0 pts	Flow was hard to follow 0.0 pts	5.0 pts
Follow directions	The writer followed all assigned directions and previous feedback 5.0 pts	The writer did not follow all assigned directions and/or previous feedback 0.0 pts		5.0 pts
Total Points: 100.0				

### Paper Critique Rubric

Your critical review should use the following guidelines:

- Analysis or argument
  - Does the writer make appropriate suggestions for the specific organization?
  - Are the writer's suggestions supported by the readings?
- Writing
  - Did the writer use professional language?
  - Are there spelling errors or grammatical mistakes?
- Citing
  - Did the writer cite references appropriately?

- Suggestions for improvement
  - What would you add to the writer's suggestions?

Criteria		Ratings			Pts
Analysis of argument Connects argument's pros and cons with the current week's readings and previous weeks, and places it into proper context for issue and organization .		25 pts Exceeds expectations	15 pts Meets expectations	0 pts Does not meet expectations	25 pts
Writing		10 pts Exceeds expectations	5 pts Meets expectations	0 pts Does not meet expectations	10 pts
Citing		5 pts Exceeds expectations	3 pts Meets expectations	0 pts Does not meet expectations	5 pts
Suggestions for improvement		10 pts Exceeds expectations	10 pts Meets expectations	0 pts Does not meet expectations	10 pts
					Total Points: 50

## Final Presentation Rubric

The final has two parts: a detailed handout and the presentation. The handout's grade is folded into the first grading criteria below: content. The other three components, clarity, visuals, and technology, are based on the presentation.

Presentation rubric				
Criteria	Ratings			Pts
Content	Proficient: The presenter understood the concepts and applied them correctly. 40 pts	Competent: Presenter understood some of the concepts and/or did not apply them all correctly. 20 pts	Novice: The presenter did not display an understanding of the concepts and/or was not able to apply them correctly. 0 pts	40 pts
Clarity	Proficient: Presenter spoke clearly, and at a good speed. 30 pts	Competent: Difficulty understanding what the presenter was saying. Took away from the content of the presentation. 15 pts	Novice: Could not understand what the presenter was saying. 0 pts	30 pts
Visual	Proficient: Slides were easy to read with no spelling or grammar errors. 20 pts	Competent: Slides helped the presentation, but there were a few spelling/grammar errors. 10 pts	Novice: Slides did not add to the presentation. Words misspelled and/or could not read the content 0 pts	20 pts
Technology	Proficient: Used the available technology effectively to enhance presentation. 10 pts	Competent: Demonstrated a basic understanding of how to use technology to present. 5 pts	Novice: Did not attempt to utilize technology. 0 pts	10 pts
				Total Points: 100

## Common Comments on Past Memos and Papers (don't do these things)

I have found that I have had to repeatedly use the same comments over and over again on student memos. To avoid having to keep repeating this, below is a list of comments addressing common mistakes that are made on student memos. Please read through each, and follow the link for more clarification. The links are pretty fun, so I would follow them to see where they go...

### Grammar

1. [Restrictive versus unrestrictive clauses. Here is a great link when and how to use which v that: <http://grammar.quickanddirtytips.com/which-versus-that.aspx>]
2. [Improper semi colon use. See <http://theoatmeal.com/comics/semicolon> for a good (and humorous) summary]
3. [Use 'who' when referring to people and use 'that' when referring to things. Here is a link that goes into more detail: <http://grammar.quickanddirtytips.com/who-versus-that.aspx>]
4. [Wrong form. They're v there v their. See <http://englishplus.com/grammar/00000256.htm>]
5. [Here is a great link on when to use affect v effect: <http://grammar.quickanddirtytips.com/affect-versus-effect.aspx>]
6. [Here is a good link for when to use 'a' and when to use 'an': <http://grammar.quickanddirtytips.com/a-versus-an.aspx>]
7. [Pronouns refer to the noun that immediately precedes them. See <http://www.grammarbook.com/grammar/pronoun.asp>]
8. [Spell out single digit numbers. Here is a good link about writing numbers: <http://www.grammarbook.com/numbers/numbers.asp>]

### Professional Writing

1. [Do not use contractions. See syllabus.]
2. [Too informal for a professional memo]
3. [Only capitalize formal names and titles]
4. [Avoid rhetorical questions. See syllabus.]
5. [Spelling – proofread!]

### Citing

1. [When the information can be found in the text, cite the text, not me.]
2. [Include all the authors of a book. If more than three, use the first author's last name followed by 'et al. (year).']
3. [When citing from an edited book, you must use the author of the chapter's name, not the editor.]
4. [See APA on how to cite from edited volumes in text and the works cited section.]
5. [You must include the page number whenever using a direct quote.]
6. [Citations must go within the sentence. See syllabus.]
7. [Authors' names must go in the order that they are listed on the book or article.]
8. [There are no in-text citations. You need to let the reader know where you are getting the information.]
9. [Do not use book titles in text. See syllabus.]

### Formatting/ Following directions

1. Times New Roman, 12-point font
2. 1-inch margins