The Nonprofit Role in Cross-Sector Collaboration
PPPA 6085, Section 11
The Trachtenberg School, The George Washington University
Mondays, 6:10-8:00pm
Duquesne 360
Spring 2015

“If you are not at the table, then you are on the menu”
(ARNOVA 2010, November 18, Plenary Session).

Instructor: Dr. Teresa Derrick-Mills, Instructor
Email: tderrick-mills@urban.org
Phone: 571-271-2694 (cell)
Office Hours and Location: Mondays, 4:30-6:00pm; in Dr. Newcomer’s office (MPA room 601N)

I am committed to finding a time to meet that works for both of us. Please send an email with your preferred dates/times to meet in person or by phone at least two business days prior to your preferred meeting date.

Course Description:

Have you ever wondered about the implications for nonprofits when they collaborate across sectors? How might it affect their missions, their services, and their relationship to community? This course provides a broad overview of the role the nonprofit sector plays in the United States. It describes the nonprofit sector as it exists today, its growth, its diversity, and its role in collaborating with the other sectors. It provides historical, current, and theoretical perspectives of the field, and discusses how these theories relate to action. It situates the field within the government and for profit sectors, analyzes the relationships and tensions among the sectors, and discusses some of the current challenges that have emerged partly as a result of these relationships. Because the nonprofit sector has become such a strong force in the United States, this course is appropriate for individuals who are, or plan to work, in either the public or nonprofit sectors.

Course Objectives:
The course is designed to help students comprehend the theories of the nonprofit sector and to apply them in practice. Such bridging from theory to practice requires critical analysis, reflection, and engagement on the part of the students. The class will provide the opportunity and atmosphere for such engagement, but the student must come to class having completed the readings and ready to share ideas, engage in discussions, and participate in any group activities.

The course will also encourage the development of several specific skills:
-- the ability to read, comprehend, and interpret written materials
-- the ability to write in a clear, concise manner with correct grammar
-- the ability to communicate orally
-- the ability to argue constructively and effectively with others
-- the ability to engage in logical, critical thinking

1, updated 12/28/14, The Nonprofit Role in Cross-Sector Collaboration Syllabus, Spring 2015
Course Requirements:

This is a reading and writing intensive class. The best way to improve your critical thinking skills is to exercise them through challenging reading, frequent writing, and engaging in class discussion. Written products will be graded through use of a grading rubric so that students can better see the elements of their writing that need improvement: mechanics, organization, analysis, understanding the purpose of the assignment, etc.

A. Class Participation (20%)

This includes both attendance in class and participation in class discussion. You cannot participate if you have not attended. Participation is part of the learning process for both the contributor and the listener. As public administrators you will interact with others inside and outside the workplace who think and understand things differently than you do. The issues we grapple with as public administrators are rarely clear cut. Classroom discussions provide a practice environment for learning how our thinking relates to others.

Everyone starts with 20 points. For each class session you miss, 1 point is deducted. For each class session where you attend but don’t participate, half (.5) a point is deducted.

B. Reflexive Writing (25%)

The 2009 ASPA Task Force report regarding excellence in Master’s of Public Administration Programs (JPAE) encouraged programs to “support effective and ethical administrative conduct, and stimulate graduates to think reflectively and reflexively of their responsibilities.... their own potential contributions to the public interest within a pluralistic, democratic republic.”

Students will be required to write four journal entries during the semester (each entry is a maximum of 2 pages). The journal entries will not be judged on mechanics, but rather on the intensity of your reflection. They should not read like an unembodied list, but rather a thoughtful reflection on your relationship to the material or questions posed. The first journal entry should focus on what you hope to learn during the semester. Other entries should be related to the readings and class discussions for that month. In the final journal entry, the student should reflect back on their first entry and answer the following questions (reflecting both on course content and course process): (1) what did you learn that you hoped you would? (2) how do you see the nonprofit sector in relation to the other sectors? (3) how do you expect to use the information/experience in the future?

Please see Reflexive Writing Assignment Instructions and Grading handout for complete information.

C. Applying Theory to The World Around You (30%)

You (in collaboration with your team) must select a nonprofit organization (it does not have to be based in the DC area and it can be of any size). You are to write a paper discussing the need your organization addresses, why your organization was formed, and its relationship with the other two sectors in the community. You should select at least one of the contemporary issues
discussed in class and discuss how that issue is/is not affecting the organization you selected and why. Think of yourself as creating a “case study” that you could use in the future to teach others. The paper should be 10-15 double-spaced pages. The paper will account for 25% of your final grade. Your entire group will receive the same grade for the paper. Prior to engaging in your case study research, your group will submit a Proposal Memo indicating your research intentions.

Your team will make a 5-8 minute presentation of the “case study” to your classmates during one of the two final class periods, and you will field questions from your classmates for 3-5 minutes. The presentation will account for 5% of your final grade.

Additional memo, paper, and presentation requirements are provided in a separate handout. We will discuss on January 26, 2015.

Final Exam (25%)
This is an essay exam to ensure that you have understood and integrated key concepts in the course. You will be provided with a list of five (5) questions and you will have to choose three (3) for your exam. Each response must be 1.5-2 pages in length. This is a take-home exam.

Student Learning Outcomes:
As a result of completing this course, students will be able to:

1. Evaluate, classify, and compare the roles of nonprofits as they relate to other sectors in the United States
2. Understand the complexity of relationships between nonprofits and governments
3. Understand the multidimensional relationship of nonprofits and for-profits
4. Analyze and interpret the tensions between the nonprofit sector and other sectors

Required Text:

Students are encouraged to keep up with nonprofit current events through such sites as:


Independent Sector: http://www.independentsector.org/

National Council of Nonprofits: http://www.councilofnonprofits.org/

The Foundation Center: http://foundationcenter.org/

Volunteering in America: http://www.volunteeringinamerica.gov/

Urban Institute’s Center on Nonprofits and Philanthropy: http://www.urban.org/center/cnp/index.cfm
Nonprofit Quarterly: https://nonprofitquarterly.org/
Nonprofit Policy Forum: http://www.bepress.com/npf/vol1/iss1/
Nonprofit and Voluntary Sector Quarterly: (can access by joining ARNOVA or through a library system)
ARNOVA: http://www.arnova.org/ (you can become a student member for $55 per year)
JustMeans (about corporate social responsibility): http://www.justmeans.com/
International NGO Training and Research Centre: http://www.intrac.org/
The Johns Hopkins Center for Civil Society Studies: http://www.ccss.jhu.edu/index.php?option=content&view=20
Think Tanks: http://www.hks.harvard.edu/library/research/guides/think-tanks-directory.htm

Course Schedule:

Week 1 (January 12): Course Overview, Discussion of Assignments, The nonprofit and voluntary sector in the United States: A Snapshot

Nonprofits & Government Text: Foreword, Preface, Introduction (pp. 1-18)


Independent Sector. (2011). Roles of the Nonprofit and Philanthropic Community. (See Blackboard.)


- Don’t get too caught up in the details of Muukonen article. Get a sense of the varying perspectives, fields, and elements. Pay special attention to his suggested framing of the issue. What do you think of when you think nonprofit?
- These readings provide context and vocabulary for the rest of the course. We will discuss these on the first day of class. Be ready to talk about your impressions, and come prepared to ask questions.

Additional Resource:

Internal Revenue Service (IRS) information for Charities and Other Nonprofits:
http://www.irs.gov/Charities-&-Non-Profits

**Week 2 (January 26): The changing structure of nonprofits: intermediaries, umbrellas, mergers, and networks**

Journal Entry 1 Due: Submit to Blackboard by 6pm today.

We will discuss the Group Project today.

http://www.metapress.com.proxygw.wrlc.org/content/95221r146406557g/fulltext.pdf

Nancy Roob, Edna McConnell Clark Foundation, After the Leap Conference Morning Keynote (December 2013): A More Effective Path for Grant Making (about 45 minutes).  
http://www.aftertheleap.org/media/a-more-effective-path-for-grantmaking/


**Week 3 (February 2): The Sector’s Distinctive Values and Contributions to Society**

*Nonprofits & Government Text: Introduction (pp. 18-28), Chapter 1, Chapter 9*

- Pay special attention to the discussion in Chapter 1 about complementary, supplementary, or adversarial. We will explore these dimensions of the nonprofit-government relationship throughout the course.
- Also focus on the special meaning of values in nonprofits and the implications identified.

Foundations: Joel Fleishman audio: http://www.urban.org/issues/joelfleishmanfoundationsrole.cfm


Rockefeller Philanthropy Advisors. Fund for Shared Insight:

- Overview: http://www.fundforsharedinsight.org/#funding
- About: http://www.fundforsharedinsight.org/what-is-shared-insight/

Call for proposals (closed 10/14): [http://www.fundforsharedinsight.org/grants/overview](http://www.fundforsharedinsight.org/grants/overview)

**Week 4 (February 9): Examining critical issues of the nonprofit and voluntary sector: Competition, government contracting, and scaling up**

Form teams. We will do this in the last 45 minutes of class so teams have time to meet.


- ROCA – Who We Are: [http://rocainc.org/who-we-are/](http://rocainc.org/who-we-are/)

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Read/listen to all of these with an eye for the contemporary issues and discussions in the nonprofit sector. What are the issues? What is the role of intermediary organizations? How do for profit organizations factor in? How would you map the relationship of nonprofits and government based on these discussions? How would you map the relationships between nonprofits?

6, updated 12/28/14, The Nonprofit Role in Cross-Sector Collaboration Syllabus, Spring 2015
Week 5 (February 23): Nonprofit Theories: Political, Economic, Social, and Community

Journal Entry 2 Due: Submit to Blackboard by 6pm today.

We will divide up the readings for this class session. Each student will be assigned three readings and should be prepared to lead class discussion on those readings.


- Pay special attention to his discussion of values and theories.


- According to Economic and Political Theories, why do nonprofits exist?


- What perspectives are presented here? How do they vary from the economic and political theories?

Week 6 (March 2): Theory to Action – the Relationship with Government, Part 1: Tax Treatments and Budget Allowances

Speaker, TBD

Paper Memo Due. Submit to Blackboard by 6pm today.

Nonprofits & Government Text: Chapters 4 & 5


**Week 7 (March 16):**

*Theory to Action -- Relationship with Government, Part 2: Service Delivery and Information*

*Speaker, TBD*

*Nonprofits & Government Text: Chapter 2 & Chapter 7*

Derrick-Mills Dissertation Excerpts on Governance Networks (See Blackboard.)

Te’eni, Dov and Young, Dennis. (2003). The Changing Role of Nonprofits in a Network Economy. *Nonprofit and Voluntary Sector Quarterly*, 32: 397-414. (See Blackboard.)


**Week 8 (March 23): Theory to Action – Relationship with Government, Part 3: Generating Knowledge and Innovation**

*Speaker, TBD*


The Social Innovation Fund for the Corporation for National and Community Service (a federal agency)


- LAYC – About Us (see also their Promoter Pathway program also supported by SIF): [http://www.layc-dc.org/index.php/about-us-intro.html](http://www.layc-dc.org/index.php/about-us-intro.html)

9, updated 12/28/14, The Nonprofit Role in Cross-Sector Collaboration Syllabus, Spring 2015
Week 9 (March 30): Theory to Action -- Relationship with Government, Part 4: Citizen Development and Advocacy

Speaker, TBD

Journal Entry 3 Due: Submit to Blackboard by 6pm today.

Nonprofits & Government Text: Chapter 10


- Be prepared to discussed advocacy vs. lobbying vs. citizen development
- Be prepared to discuss how these examples promote “citizen development.” Bring other examples to discuss in class.


- Read all. What roles does the report identify for nonprofit organizations? How does it suggest that nonprofits relate to the other sectors? Be prepared to discuss not only the content, but how the document and process for creating it relate to our other key class concepts.


Hudson Institute. September 2014. Creating Clarity for Nonprofits (panel discussion). Either view the video or read the transcript. http://www.hudson.org/events/1189-creating-clarity-for-nonprofits92014

“Join Our Action Network” some examples (A Google search of: “join our action network” nonprofit, yielded 4,590 results)

National Council of La Raza: http://www.nclr.org/index.php/take_action/sign_up_for_action_alerts/

American Farmland Trust: http://action.farmland.org/site/PageServer?pagename=ActionAlertSignup

- Find your own. Bring an example to class. What is the nonprofit classification of the organization? What does the action network consist of?

Week 10 (April 6): The Nonprofit Role in Facilitating Nonprofit-For Profit Collaboration

Speaker, TBD

Submit Draft of Applying Theory of to the World Around You paper: Bring hard copy to class.

Dees, Gregory and Battle Anderson, Beth. (2004). Sector-Bending: Blurring the Lines between Nonprofit and For-profit. (Edited by Peter Frumkin and Jonathan B. Imber). In Search of the Nonprofit Sector, pp. 51-71 (Chapter 4). (Electronic Reserve.)

Mapping the Fourth Sector. Professor will provide most up-to-date materials available.

No Kid Hungry. Share Our Strength: http://www.nokidhungry.org/

Read through all tabs. In what ways do they engage with for profit organizations? In what ways do they engage with government? What is the nonprofit, for profit, government relationship? Reflect on what Dees and Battle-Anderson have to say – what do you see here?


Speaker, TBD

Receive feedback on paper draft: Returned at end of class period.

Derrick-Mills Dissertation Excerpts on Accountability. (See Blackboard.)

- **Read for an overview of the types of accountability.**

Derrick-Mills Dissertation Excerpts on Performance Measurement (See Blackboard.)

- **Read as an overview to performance measurement vs. performance management.**


- **Reflect on how government-nonprofit relationships help or hinder innovation as presented here. Be prepared to discuss not only the content, but how the document and process for creating it relate to our other key class concepts.**


- **HUD-VASH Best Practices – Version 1.0, April 2012:**


Final Journal Assignment Due: Submit to Blackboard by 6pm today.

Nonprofits & Government Text: Chapters 11 & 12


- Everyone read first 38 pages; other pages as assigned. Each person should come to class ready to talk about the first 38 pages and their assigned set. Be prepared to discuss not only the content, but how the document and process for creating it relate to our other key class concepts. Record your thoughts/reactions as you reach each type of recommendation.

- Now read these two articles. Do you have any different thoughts or reactions to the above recommendations after reading? Be prepared to compare/contrast your thoughts in class discussion. How does accountability relate to other government-nonprofit concepts we have discussed in class?


- Reflect back on last week’s discussion about the CNCS performance measurement development. Do you have any new thoughts or perspectives after reading this article?


- This article is written from the government perspective, but it provides insights on the accountability relationship between governments and nonprofits.

Week 13 (April 27): Student Project Presentations

Week 14 (Wed, April 29): Student Project Presentations and Wrap Up

Applying Theory to the World Around You Paper Due: Submit to Blackboard by 11:59pm today.

Final Exam will be due on the date the in-class final exam is scheduled by the University. It must be submitted electronically through Blackboard.

Summary of Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Reflexive Writing: Journal Entry 1</td>
<td>Jan. 26, Submit to Blackboard by 6pm</td>
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<tr>
<td>Reflexive Writing: Journal Entry 2</td>
<td>Feb. 23, Submit to Blackboard by 6pm</td>
</tr>
<tr>
<td>Reflexive Writing: Journal Entry 3</td>
<td>March 30, Submit to Blackboard by 6pm</td>
</tr>
<tr>
<td>Reflexive Writing: Journal Entry 4</td>
<td>April 20, Submit to Blackboard by 11:59pm</td>
</tr>
</tbody>
</table>

Group Paper: Form Teams | Feb. 9, Last half of class session
---|---
Group Paper: Memo | March 2, Submit to Blackboard by 6pm
Group Paper: Draft 1 | April 6, Bring hard copy to class
Group Paper: Receive Feedback | April 13, Provided at end of class
Group Paper: Final Draft | April 29, Submit to Blackboard by 11:59pm
Group Presentation | April 27 or 29 as assigned

Final Examination | Submitted to Blackboard by 6pm on day University schedules in-class exam

**Course Grading Overview**

You will receive points for each assignment/course component as indicated above. You will NOT receive a letter grade for each assignment/course component. The points you earn for each assignment/course component will be added together to determine your point total, and therefore your grade. Grades will be assigned in the following manner: A, A-, B+, B, B-, C+, C, C-, F. The following point totals align with course grades:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Total Points Earned</th>
<th>Course Grade</th>
<th>Total Points Earned</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>A-</td>
<td>86-91</td>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>B+</td>
<td>80-85</td>
<td>C-</td>
<td>55-59</td>
</tr>
<tr>
<td>B</td>
<td>74-79</td>
<td>F</td>
<td>&lt;55</td>
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<tr>
<td>B-</td>
<td>70-73</td>
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### Points per Assignment/Course Component

<table>
<thead>
<tr>
<th>Assignment/Course Component</th>
<th>Possible Points</th>
<th>How you earn points</th>
<th>Points You Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>20 points</td>
<td>Everyone starts with 20 points. For each class session you miss, 1 point is deducted. For each class session where you attend but don’t participate, half (.5) a point is deducted.</td>
<td></td>
</tr>
<tr>
<td>Journal Entry 1</td>
<td>5 points</td>
<td>Follow Reflexive Writing Instructions. You have an opportunity for a no penalty do-over.</td>
<td></td>
</tr>
<tr>
<td>Journal Entry 2</td>
<td>5 points</td>
<td>Follow Reflexive Writing Instructions.</td>
<td></td>
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<tr>
<td>Journal Entry 3</td>
<td>5 points</td>
<td>Follow Reflexive Writing Instructions.</td>
<td></td>
</tr>
<tr>
<td>Journal Entry 4</td>
<td>10 points</td>
<td>Follow Reflexive Writing Instructions.</td>
<td></td>
</tr>
<tr>
<td>Group Paper (including memo)</td>
<td>25 points</td>
<td>Follow Applying Theory to the World Around You Instructions and Rubric.</td>
<td></td>
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<tr>
<td>Group Presentation</td>
<td>5 points</td>
<td>Follow Applying Theory to the World Around You Instructions.</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>25 points</td>
<td>Instructions will be provided with Exam at end of semester. It will be a take-home essay exam.</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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**TSPPPA CLASS POLICIES**

**Incompletes:** A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook.

**Submission of Written Work Products Outside of the Classroom:** It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

**Submission of Written Work Products after Due Date: Policy on Late Work:** All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

**Academic Honesty:** All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. (see http://www.gwu.edu/~ntegrity/code.html)

Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

**Changing Grades After Completion of Course:** No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

**The Syllabus:** This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

**Accommodation for Students with Disabilities:** In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.

University Counseling Center: The University Counseling Center (UCC), 202-994-5300, offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students include:

- Crisis and emergency mental health consultations
- Confidential assessment, counseling services (individual and small group), and referrals

[Http://gwired.gwu.edu/counsel/counselingservices/academicsupportservices]
Grading Criteria

A
Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

A-
Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well reasoned, and meets professional standards.

B+
Good: Sound work for a graduate student; well reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

B
Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

B-
Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A "B-" average in all courses is not sufficient to sustain graduate status in “good standing.”)

C+/ C / C-
Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

F
Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.