Contact information

Faculty instructor: Dr. Megan E. Tompkins-Stange, Ph.D.
Lecturer of Public Policy
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Office hours: Mondays, 1:30-3:00 PM; Thursdays, 10:00-11:30 AM (by appointment; sign up in advance at http://tinyurl.com/METSofficehours)

Graduate student instructor: Ryan Etzcorn
Email: ryanetz@umich.edu
Office: Weill Hall
Office hours: TBD

Class schedule
Mondays, 4:00PM-7:00PM, Weill Hall 1230

Course overview

This course fulfills the Public Management core requirement for M.P.P. students who are interested in the management of nonprofit organizations as key actors within public policy. The intent of the course is to prepare future nonprofit leaders to critically analyze management issues that define and constrain the nonprofit sector, particularly in terms of its relationship with government and social welfare provision, in the United States. The course is designed to provide not only a review of best practices in policy-oriented nonprofit management, but also to rigorously consider underlying normative issues that arise within the process of managing organizations. The class is designed using the case method, and is highly interactive and discussion-based, incorporating numerous small group activities, debates, applied exercises and simulations.

The course begins by establishing a conceptual framework that will be used throughout the course, which examines how the nonprofit sector can be understood through two contrasting disciplinary perspectives, drawn from economics and political science. The class will then discuss key institutional structures and legal rationales that have resulted in the nonprofit sector’s special tax privileges, and will analyze how nonprofits operate in partnership with or in complement to the state. We will apply these concepts to concrete problems in management, using a case-based approach. Topics include navigating organizational change, problems in governance and leadership, strategy development, performance management, measurement and evaluation, organizational growth, marketing and fundraising, communications and brand management.
Assignments and evaluation

Students will be evaluated based on the requirements below:

- **Class participation**: 40%
- **Written assignments**: 60% total
  - Analytical memo: 10%
  - Case study analysis: 20%
  - Grant proposal, including theory of change and logic model: 30%

Unless otherwise specified, all written assignments should be double-spaced with one-inch margins and completed in Times New Roman 12-point font.

All papers should be submitted in hard copy to the Graduate Student Instructor’s student box by 5 pm on the deadlines listed in the syllabus.

**Class participation.** The course is highly interactive and discussion-based, and as such, participation is a significant and crucial component of students’ experiences. Contributions in class should reveal a substantial familiarity with the assigned readings, a capacity to analyze the issues and problems under discussions, and an ability to incorporate, synthesize, and constructively criticize the comments of classmates. Students are expected to read all the readings assigned for every class session and actively engage in all in-class exercises, which will include small-group work as well as larger-group discussions and debates.

**Analytical memo.** This assignment is designed to demonstrate students’ comprehension of the conceptual framework presented at the outset of the course. Length: 3 pages. **Due February 9.**

**Case study analysis.** This assignment will require students to analyze a case study of an organization facing management challenges in a time of transition. Length: 5 pages. **Due March 23.**

**Grant writing proposal.** In teams of two, students will complete a grant proposal for a nonprofit organization of their choice. Each team will pair with another team to offer substantive feedback and document the written feedback as part of the final submission. Students should pursue organizations that they would like to write grants for early in the semester, in order to make appropriate contacts, schedule interviews and obtain background information. The substantive material necessary to complete the assignment will be taught in class on March 16. Length: 15 pages. **Due April 20.**

**Course policies**

- Students are expected to attend class regularly and on time, and to notify the instructor of all planned absences and late arrivals in advance, barring emergencies. Students who have more than one unexcused absence will relinquish their spaces in the class. Instances of lateness to class of more than 15 minutes, barring emergencies, will be counted as unexcused absences. Students must be present on the first day of class in order to remain enrolled, except by prior arrangement with the instructor.
• Paper extensions require prior arrangements with the instructor. There will be no exceptions to this policy, barring emergencies. Late papers will receive a deduction of one course grade per day, and papers that are more than two days late will not be accepted.
• The use of laptops and other electronic devices is not permitted in class, except when accommodations are necessary for students’ learning. Accommodations should be arranged with the instructor in advance of the course with appropriate documentation.
• Students are expected to conduct themselves with academic honesty and integrity as established at http://www.rackham.umich.edu/policies/academic_and_professional_integrity/.
• The instructor reserves the right to make reasonable changes to the syllabus throughout the course of the semester, with appropriate notice to students, in the event of timely news developments that may align with relevant topics under discussion. As such, students should rely on the copy of the syllabus that will be posted and updated regularly on CTools.

Class schedule

All readings are posted on CTools unless otherwise indicated.

Monday, January 12. Introduction, syllabus review, the evolving role of the nonprofit sector in relationship to the state; charitable tax exemption

Monday, January 19. MLK Day, no class

Monday, January 26. Conceptual frameworks for understanding nonprofits
• Materials on Green Dot Public Schools
Monday, February 2. No class

Monday, February 9. Environmental mapping, strategic planning, and theories of change
• W.K. Kellogg Foundation Logic Model Development guide
• Sample theories of change on CTools

Analytical memo due

Monday, February 16. Performance management and measuring impact
Speaker: Shelley Metzenbaum, director, Volcker Alliance (1:00-2:30 PM)
• Additional materials TBA

Monday, February 23. Contracting and collaboration with government

Monday, March 2. Spring break – no class

Monday, March 9. Challenges of philanthropic involvement in public arenas
• Ibarguen, A., M. Noland, R. Rapson and D. Walker. “Why Our Philanthropies Are Investing


**Monday, March 16. Managing money: development, fundraising, and grant writing**

- Pallotta, D. 2013. “The Way We Think About Charity Is Dead Wrong.” TED (watch the talk online at http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en
- “If the Founding Fathers Wrote a Grant Proposal.” Available at http://www.blueavocado.org/node/804
- Grant writing documents on CTools:
  - Sample Request For Proposals
  - “Approaching The Foundation”
  - “Knowledge Base – Letter Of Inquiry”
  - “Letter Of Inquiry Strategy”
  - “Writing A Successful Grant Proposal”
  - Sample successful grant proposal to Surdna Foundation

**Monday, March 23. Organizational growth, scaling, and mission creep**

- Other readings TBA

**Case study analysis due**

**Monday, March 30. Managing people: Board governance, executive leadership, and human resources**

Monday, April 6. Marketing, brand management and strategic communications

- Ch. 12 in Jossey Bass Handbook on Strategic Communications

Monday, April 13. Guest session taught by Ryan Etzcorn: Nonprofits in international context: Case study of Chinese civil society

- Readings TBA

Monday, April 20. Capstone case: Challenges of “evidence-based” growth: The Harlem Children’s Zone

- Canada, G. “HCZ Responds To Brookings.” Promise Neighborhoods blog, Policylink (July 22, 2010).
Grant writing assignment due