PAFF 552
Issues in Nonprofit Administration
Spring 2016

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Class Meets: Tuesday 5:50-8:50pm
Room: University Downtown Center, 223
Office Hours: Wednesdays 3-6pm or by appointment. I will not hold office hours or appointments on days when the University is not in session (Please see Appendix A: Appe Spring 2016 Office Hours attached)

Course Description

Effective management and leadership in the nonprofit sector requires both an understanding of the basic principles of nonprofit organization and associated management challenges (covered in PAFF 551) and familiarity with current debates that are changing how they operate (PAFF 552).

The purpose of PAFF 552 is to introduce students to philanthropic giving and the range of challenges facing nonprofit organizations. PAFF 552 also seeks to identify and explore approaches that nonprofit practitioners and academics have proposed for addressing these challenges.

PAFF 552 is an “Issues” course, intended to introduce students to a range of topics. This semester, I will emphasize philanthropic giving and decision-making as well as related current debates about sector identity and legitimacy (such as the pressures of professionalization and marketization) for nonprofits working in the U.S. and we will also cover U.S. organizations working internationally. The course has four thematic units: Nonprofit Overview; Considerations for Giving to Nonprofit Organizations; Philanthropy, Foundations and Giving; and The Philanthropy Incubator in Action.

The course will aid in achieving the mission of the Department of Public Administration at Binghampton University, which is “to develop individual and institutional capacity for

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1 Special thanks to colleagues David Campbell (Binghamton University) and Renee Irvin (University of Oregon) for providing me versions of their syllabi and help with the PAFF 552 syllabus. Thank you also to Kim Clark for many substantive contributions in her role as a Graduate Assistant for the Department of Public Administration at Binghamton University.
community-based public practice.” PAFF 552 will focus on the development of skills that are critical to your success in the MPA program and in a public service career. As an issues course, specifically, we will center on the NASPAA\(^2\) competency: “to communicate and interact productively with a diverse and changing workforce and citizenry”. This will be especially important with our community work and work in teams with among classmates during the Philanthropy Incubator. Additionally, as with most MPA courses, we will stress the improvement of your critical thinking and (persuasive) writing skills and your ability to locate and digest large amounts of information. **Please note that this course requires independent research, persuasive writing, and persuasive public speaking.**

**Course Objectives**

**As a result of participating in PAFF 552, students will be able to:**

1. Analyze the role of philanthropy and nonprofit organizations in the United States and abroad and the context in which they operate.
2. Explain current opportunities and challenges within the philanthropic and nonprofit sector(s) and their implications for practice.

**In addition the course allows students to:**

3. Scrutinize the evolution of philanthropy and the nonprofit sector and address legitimacy issues along with the sector’s pressures to be accountable, more effective, more professional and engage in more ‘market-driven’ practices.
4. Experience and participate in the process of philanthropy through funds from the Latin American Partnership Fund and the Philanthropy Incubator class project. This is also intended to give students the opportunity to identify and learn more about local nonprofit organizations and international nonprofit organizations.

**Nonprofit Certificate Competencies**

This course counts as part of the required course work for the Certificate in Nonprofit Management. The certificate is intended to provide students with an introduction to core aspects of management and leadership in the nonprofit sector. The course of study emphasizes an introduction to essential aspects of nonprofit management, an overview of current policy and management issues, the development of analytical skills critical to effective work in the nonprofit sector and specialized course work in aspect of management (such as strategy development or grants management). The following are the specialized competencies to be gained from the required courses for the Certificate in Nonprofit Management:

1. The student demonstrates the ability to analyze an organization’s business model (revenues and expenses and the relationship between them), specifically its strengths and limitations.
2. The student demonstrates the ability to assess an organization’s board and senior leadership and how they carry out the governance function.

\(^2\)“NASPAA is an association of academic units (e.g. colleges, schools, departments, programs, centers) within universities that award graduate degrees in public administration, public policy, public affairs, and related fields” (www.naspaa.org).
3. The student demonstrates the ability to identify the internal and external forces that affect nonprofit organizations and the implications of those forces on decision making.
4. The student demonstrates the ability to analyze a nonprofit organization in terms of the distinctive role it plays in the community (such as its intended benefit and its contribution to civic life).

Please see Appendix B: Competency Assessments in the Nonprofit Management and Local Government Management Specializations attached to this syllabus for more information on the completion of the Nonprofit Management Certification.

**Books**

Readings for this course will be drawn from the required texts and additional materials on Blackboard. Books are available at the University Bookstore.

**Required:**


**Highly Recommended:**


**Method of Instruction**

This course is organized as a seminar. Classes will involve a combination of presentation, class and group discussions, and class and group activities. Students are expected to have read the material assigned for the day and be prepared to discuss it at that class.

**Community Engaged Learning (CEL) course**

This is a designated Community Engaged Learning (CEL) course. CEL courses are credit-bearing and students are involved in a community setting such that the experience is linked to course content, enriches learning, and benefits the community in some way.

**Latin American Partnership Fund**

PAFF 552 has been awarded $1,000.00 through the Latin American Partnership Fund. Thanks to the support of a Binghamton University alumni donor, the College of Community and Public Affairs (CCPA) has this fund to support the strengthening of partnerships in Latin America. Students, faculty or staff with interests in Latin America may apply for small scholarships to
support their study abroad, research or other activities. We will use this funding to support a U.S. 501(c)(3) nonprofit organization which is doing projects in Latin America in order to consider issues related to social change and global philanthropy. Based on the evaluation of organizations and the values informing the class’ giving, we will reach a consensus (or at least a conclusion of voting) on which organization should receive the funds.

**Philanthropy Incubator**

Professor David Campbell established the Philanthropy Incubator in 2008 to cultivate habits of philanthropy among Binghamton University students. The program provides students with grant money and other raised money to distribute to local nonprofit organizations as part of course work in which they learn about philanthropy and the essential role nonprofit organizations play in building vibrant communities. The grant-making experience contributes to students' preparation for engaged citizenship and preparation as public service professionals (see its website: [http://www.binghamton.edu/public-administration/philanthropy-incubator/](http://www.binghamton.edu/public-administration/philanthropy-incubator/))

The Masters in Public Administration Graduate Student Organization will organize and host ‘Party with a Purpose’, during the 2016 spring semester. The event will be a networking opportunity for students, faculty, alumni and the greater Binghamton community. ‘Party with a Purpose’ (PWAP) will also serve as a fundraiser for the Philanthropy Incubator. While not required for the course, PAFF 552 students are very encouraged to attend as large portion of the course will relate to the distribution of the funds to a local nonprofit organization using the funds from PWAP. PWAP will be held on April 9, 2016 in Binghamton.

We will discuss the Latin American Partnership Fund and Philanthropy Incubator class projects in the class sessions. However, each student needs to familiarize themselves with two important roles they will play:

**Information Preparation and Presentation:** First, students will prepare persuasive, written descriptions (memoranda) about both local and international nonprofit organizations to inform class decision making. For the Latin American Partnership Fund students will decide on organizations through individual research and class discussion. For the Philanthropy Incubator students will divide into teams (hopefully based on students’ preferences) and each team will complete background research on ‘their’ finalist local organization, communicate with the organization and conduct an on-site visit. Students will prepare a group presentation on May 3 about the finalist organization for the benefit of other students in the class. The presentation is each team’s opportunity to present its persuasive arguments for the donation of the PWAP funds to be awarded to “their” finalist organization. Further details will be discussed as a class.

**Decision Making as Stewards of the Latin American Partnership Fund and Philanthropy Incubator:** As stewards of the Latin American Partnership Fund you will become familiar with the Fund’s objectives and respect the donor’s wishes through your funding allocation to a nonprofit organization working in Latin America. As stewards of the Philanthropy Incubator, students will reach a consensus (or at least a conclusion of voting) on which organization should receive the funds. On May 12th we will arrange a public presentation of the award to the nonprofit organization. Further details will be discussed as a class.
Course Requirements

Your course grade will be based upon the following six elements:

1. Class Engagement and Participation 10%
2. Short Response Papers 40%
3. Four Memoranda 30%
4. Site Visit Report 5%
5. Team Presentation 15%

Final course grades are determined using the following scale:

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<th>Total Points</th>
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Assignments & Explanation of Grading Criteria

Class Engagement and Participation (10%): The purpose of Masters of Public Administration program is to prepare a student to be an organizational leader, a role that places a premium on collaborative work, communications and evaluation skills and professionalism. Attending class, and stating your opinion about the topic of the day is not sufficient for a passing participation grade. Instead, I will look for evidence that you synthesize the week’s course material into your understanding of the field and that you integrate discussion of classmates into your own contributions.

Class Engagement and Participation will be measured by in-class discussions and activities. Each class session I will assign a grade of 1, meaning that you made a positive contribution (measured by engagement and contribution to in-class discussions and activities). The presentation of Issue Briefs (further explained below) in groups, and to the class, also are factored into your Class Engagement and Participation grade. In addition, demonstrated preparation for any guest speakers will be assessed for your class session and overall Class Engagement and Participation grade. The following activities are examples that will result in a 0 participation score for a class session:

- Absence or tardiness at the beginning of class or after break
- Poor/non preparation for class discussions
- Poor/non preparation for guest speakers
• Failure to complete an assigned reading
• Failure to contribute to in-class or small group discussions/in-class assignments
• Disrupting the class by using computers or electronic devices inappropriately
• Excessive conversations
• Inappropriate participation in class discussions

The bottom line is if you contribute positively to class discussions, are an active listener and fully engage in other in-class activities, you will score a 1 for participation in that session.

Short Response Papers (40%). In order to understand current debates in philanthropy and the nonprofit sector, it is important to understand the context and environment in which nonprofit organizations operate and the themes they tackle within their work. You are required to prepare 8 short response papers (2-4 paragraphs) throughout the semester, responding to prompt questions which I will provide based on the readings.

Responses to questions should be 2-4 paragraphs long, single-spaced, plus a bibliography. They should be in complete sentences with one-inch margins, using Times New Roman 12 point font. Briefs need to use APA citation style and will be graded out of a 100 point scale. **We will spend 30-60 minutes in every class indicated on the syllabus discussing these short response papers. Please be prepared to contribute.**

Memorandum 1: The Philanthropy Incubator ‘Argument’ (10%): Part of your challenge as a student in PAFF 552 and as a steward of the Philanthropy Incubator is to properly explain the program to potential donors, ticket purchasers for Party with a Purpose, and community members at large. This 2-page persuasive and concise memorandum will organize your thoughts and make a solid argument that supports the existence of the Philanthropy Incubator. The assignment seeks to help each student (and us as a class) better understand the structure, and the potential, of this type of community funding model. More details and further instructions will be given in class. Due on February 9.

Memorandum 2: Quantitative Literacy Exercise and Memorandum (10%): Quantitative Literacy is the ability to understand, interpret and use numbers and data analyses in decision making. For this assignment, you will focus on interpreting and using quantitative information and findings to inform organizational decision making. You will read about the state of giving and about the economic and social factors that influence giving in the U.S. You will be given prompt questions to prepare and then in the February 23 class session, you will be grouped in teams of 3-4 to work on the exercise. Each team will turn in one memo by 8:50pm on February 23.

Memoranda 3 and 4: Recommendations to the Class (10%):

**Memo 3, Recommendation to the Class (5%):** You will prepare a 2-page persuasive and concise memorandum directed to the class. This document is designed to attract other students to vote for your favored organization working internationally. For this memo, you will choose an organization working internationally from the class compiled list. More details and further instructions will be given in class. Due on March 1.
Memo 4, Recommendation to the Class (5%): You will prepare a 2-page persuasive and concise memorandum directed to the class. This document is designed to attract and/or make a recommendation to other students to vote for your favored local organization to be one of the five finalist organizations. You will be assigned an organization to profile on March 15. More details and further instructions will be given in class. Due on March 22.

Site Visit Report (5%): You have several weeks in late April to do the team research on your assigned local nonprofit organization which is in the running for the Philanthropy Incubator funding. As a team, you will prepare a 2-page site visit report. More details and further instructions will be given in class. Due on April 26.

Persuasive Summary of Local Finalist Organization by Team (10%): As a team, you will prepare a 4-page persuasive and concise memorandum. This document should be a summary of your research and team presentations. More details and further instructions will be given in class. Due on May 3.

Team Presentation (15%): Your team will have 15 minutes to persuade other students to vote for your organization and there will be up to 10 minutes for any Q & A. In addition, you should prepare a 1-page (can be front and back) handout for students with important information and which can be referenced during deliberations and decision-making. Additionally, teams are responsible for answering all questions and providing further information if requested for decision making the following week. (Grade distribution: 10% for the group as a whole and 5% for your own component of the team presentation.) Due on May 3.

Class Policies

Handing in Assignments. You must submit most of your assignments to me via Blackboard (under the assignment name tab in week’s content folder) prior to the beginning of the class period for which they are assigned. I do not accept hard copies of papers or memoranda. If you do not submit your assignment via Blackboard on time, I will deduct 3 points automatically. As noted below under “Late Penalties,” assignments that are turned in late will be penalized. Anything more than 1 hour late will receive a standard penalty, that is, I will deduct one full letter grade for each 24-hour period (or portion thereof) the assignment is late. Assignments that are more than 4 days late (including weekend days) will not be accepted and will be assigned a grade of F (0 points). Only in the case of a documented emergency will an assignment be accepted late without a penalty. If you anticipate a problem due to other obligations, you are expected to complete and submit the assignment early.

1) Your assignment must use one of the following formats: .doc or .docx
2) Your document file name must have the following format: Your family name/the assignment name.

Academic Honesty. Public service and administration fields demand the highest ethical standards among its practitioners. Plagiarism, cheating, falsifying information, etc. will not be tolerated. Students are expected to comply with the Academic Honesty Policies of CCPA and Binghamton University, and to uphold the ASPA Code of Ethics (assigned reading for October 10th) in their research and writing activities. As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the
highest professional standards of ethics. Students are expected to comply with the Academic Honesty Code for Binghamton University (http://www2.binghamton.edu/watson/about/academic-honesty.html). Violations of the Code will be taken seriously. Students should refer to the CCPA Ethics and Integrity policy available in the CCPA Dean’s office.

All members of the university community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all classroom, laboratory, and written work for which a person claims credit is in fact that person’s own work. Binghamton University has obtained a license with Turnitin.com to facilitate faculty assessment of the originality of work that is submitted by students. Students assume responsibility for the content, integrity and originality of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism), or if they use, request or give unauthorized assistance in any academic work (cheating). At a minimum, you should expect to fail this course and be severed from the MPA program if you commit any acts of academic dishonesty. If you have any doubts about proper conduct, check with your instructor or err on the side of caution.

Accommodations for Students with Disabilities. Binghamton University is committed to full and equitable access for all enrolled students. If you have or believe you have a disability and would benefit from any accommodation(s), you may self-identify by registering with Services for Students with Disabilities (SSD) located in University Union, Room 119. It is your responsibility to inform either your instructor or an SSD representative in a timely manner if the accommodations are not meeting your needs. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, please inform the instructor. The best time to make arrangements for accommodation is at the beginning of the semester, however if you develop a disability or recognize the need for accommodation later in the semester, you may request accommodations from that point forward.

Diversity and Learning Environment. The faculty and staff in the College of Community and Public Affairs are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe and respectful class atmosphere. In return, it is expected that each student will honor and respect the opinions and feelings of others.

Syllabus as a Contract. This syllabus is a contract. You are responsible for reading this syllabus in its entirety. Continued enrollment in the class indicates that you understand and accept the terms contained herein. If you have any questions or concerns about any policies, assignments, grading criteria or any other aspect of the course, please meet with me to resolve those issues prior to the withdrawal deadline.

Office Hours and E-mail Communication. I welcome your visits during my office hours to get to know you better and to discuss material in greater depth than we have time for in class; you do not need to wait for a problem to arise or limit your conversations to class-related concerns. Office hours or appointments are an appropriate time and venue in which to discuss details related to class projects, problems you are having with the course, or other issues that cannot be answered with simple “yes” or “no” responses. E-mail is an appropriate means of
communication for quick questions, announcements, or notifications that do not require a response. I will usually respond to emails within 48 hours. **Please write “PAFF 552” in the subject line of emails. Please check your email regularly for emails from me as well.**

**Responsibility for Material Presented in Class.** You are responsible for material covered in class. Material that is not included in the assigned readings will be presented in class. Requirements and expectations for assignments may also be presented in class; these will apply to you even if you are not in class when the information is presented. You are responsible for the course material and for meeting specifications for assignments.

**Collaborative Work.** I encourage you to meet with classmates to discuss topics, study and exchange ideas. However, individual assignments must be yours and yours alone.

**Professionalism.** As a professional degree program, the MPA program demands that students demonstrate the level of professionalism that will be expected of them upon graduation. This applies to students’ communication in writing, as well as their conduct in and out of the classroom. In addition, please dress appropriately to class.

**Professionalism of Assignments.** *All written work must conform to current APA style guidelines.* Assignments which do not generally conform to APA style guidelines will not be accepted and will be assigned a grade of F (0). If you have questions about the expectations for any assignments, you should inquire with me far enough in advance to allow you to complete the assignment on time. Completed assignments must be word-processed and carefully proofread to reflect an appropriate level of professionalism and detail.

Students are expected to submit assignments that meet professional standards in both content and style. Professional content requires thorough research and the demonstrated ability to articulate logical and insightful arguments and critical thinking skills. Professionalism in style demands that written assignments be professional in appearance, clearly written, and free of grammatical, spelling, and syntax errors.

**Cell Phones and Electronic Communication.** Cell phone conversations, text messaging and other forms of electronic communication are expressly forbidden during class time. If you need to leave your phone on for work or family reasons, set the phone to vibrate and excuse yourself from the classroom before answering the call. In the same way, students using laptops in class may only use them for note taking. Answering e-mail or instant messaging is also not permitted.

**Workload.** This is a 3 credit hour graduate seminar in a professional masters degree program. As such, you should expect to spend, on average, 8-10 hours per week outside of class on readings and assignments for the course. You are advised to keep up on the work for this class as catching up can be an overwhelming task. All reading assignments, exams, homework and due dates are listed in the syllabus, so there is no excuse for being unprepared. The reading load varies from week to week so you are advised to look ahead in the syllabus and to plan your schedule accordingly.

**Late Penalties.** Assignments are to be submitted to the instructor by Blackboard’s Assignment link PRIOR to the start of class on the due date listed in the syllabus. Assignments that are turned in late will be penalized half a letter grade for each 24 hour period (or portion thereof) the
assignment is late. Assignments that are more than 4 days late (including weekend days) will not be accepted and will be assigned a grade of F (0 points). Only in the case of a documented emergency will an assignment be accepted late without a penalty. If you anticipate a problem due to other obligations, you are expected to complete and submit the assignment early.

**Absences.** Consistent with University policy, students are expected to come on time to every class meeting and on time.

**Children in Class.** Parents who are students sometimes find that they are confronted with a choice of attending class or taking care of their child. This course applies a child-friendly policy, and you may bring the child to class when necessary. Please keep in mind that three hours is a long time for a child to play/read/work quietly. If necessary, be prepared to take your child out of the classroom. Also, the Information Commons is not an appropriate location for unsupervised children.

**Incompletes.** No incompletes will be awarded for this course without explicit medical or university certification indicating that you are unable to complete the course due to circumstances beyond your control which developed after the last day to withdraw from the course, and only if you were passing the course (with a grade of B or better) up until that time. Incompletes cannot be used to avoid an unsatisfactory grade. Family “crises,” workplace demands, or heavy workloads in other courses do not constitute sufficient grounds for an incomplete.

**Removal for Non-Attendance.** I do not administratively remove students from my courses for non-attendance. I consider it your responsibility to withdraw from the course, pursuant to University deadlines and procedures, if you do not wish to receive a grade.

**Extra Credit/Bonus Work.** This class does not provide opportunities for extra credit or bonus work.

**Problems & Complaints.** If you have any problems or complaints about me, the course or classmates, please come and talk with me during my office hours or other appointed time. As a public administrator you will be responsible for conflict resolution, so now is a good time to practice those skills. If you are not satisfied with the resolution of the problem that the instructor provides, you may take your concerns to either the Director of Graduate Studies (if the problem involves another student or the course), or the Department Chair (if the problem involves a faculty or staff member).
Tentative Schedule of Topics, Readings and Assignments

Note: Deadlines listed below are subject to modification at the instructor’s discretion in response to changing class needs. All changes will be announced in class. Any guest speakers will be announced as they are scheduled.

UNIT 1: Nonprofit Sector Overview

Class 1 (January 26): Introduction
- Salamon, Lester. (2012). The Resilient Sector. In Salamon, L. The State of Nonprofit America (Chapter 1) (Bb) (review)
- The Man Who Couldn’t Stop Giving. The Atlantic. (Bb)
- In class: Introduction of Latin American Partnership Fund and Philanthropy Incubator projects
- In class: Party with a Purpose Introduction
- In class: The Philanthropy Incubator ‘Argument’ Memo Instructions

Class 2 (February 2): Philanthropy, the Nonprofit Sector and Institutional Models
- READ the course syllabus thoroughly (Bb)
- See content folder for materials from local federated funding models.
- Due before class session: Short Response Paper #1
Class 3 (February 9): Challenges to the Sector: Identity, Marketization, Ineffectiveness and the NPIC

- Ted Talk (If you have not seen this): Dan Pallotta: The way we think about charity is dead wrong
  http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_worng.html
- Kestenbaum, D. (2013). What happens when you just give money to poor people? Planet Money (Bb)
- **Due before class session:** Short Response Paper #2
- **Memorandum 1: The Philanthropy Incubator ‘Argument’ due via Blackboard prior to class**
UNIT 2: Considerations for Giving to Nonprofit Organizations

Class 4 (February 16): The Nonprofit Sector and Resources for Finding Organizations: The Local and the Global

- South Central New York Executive Directors Group (2011). The Socioeconomic Impact of Non-Profit Organization in Broome County. (Bb)
- Robinson, D. (2013, June 29). Lax controls lead to nonprofit thefts in the Southern Tier. Pressconnects. (Bb)
- Anything Goes: Approval of Nonprofit Status by the IRS (Bb)
- Familiarize yourself with: Guidestar: http://www2.guidestar.org/rxg/help/faqs/form-990/index.aspx#faq1942
- Familiarize yourself with National Center for Nonprofit Statistics: http://nccs.urban.org/
- Select five local nonprofit 501(c)(3) organizations to profile for possible receipt of the grant. Rank them in order of preference. Your list of five organizations is due before class via Blackboard and in hard copy in class. Please submit your list by 4pm (so I can compile them if possible before class!)
- Select three nonprofit 501(c)(3) organizations working internationally to profile for possible receipt of the Latin American Partnership Funds. Rank them in order of preference. Your list of three organizations is due before class via Blackboard and in hard copy in class. Please submit your list by 4pm (so I can compile them if possible before class!)
- Due before class session: Short Response Paper #3

Class 5 (February 23): Factors that Influence Giving

- Giving USA Highlights, 2015 (Bb)
- Review and Prepare for Prompt Questions (Bb)
- In class: Quantitative Literacy Exercise and Memorandum 2
- In class: Please have a computer available in class (To be further discussed)
Class 6 (March 1): To Give Locally or Internationally?

- Costello, A. (2015, December 1). Before you write out checks on Giving Tuesday, consider this. The Word, PRI. (Bb)
- The Great Surge in Developing Nations No One is Talking About: https://soundcloud.com/tinyspark/good-news-about-life-in-developing-nations
- Ted Talk (If you have not seen this): Peter Singer: The why and how of effective altruism, if not familiar, watch the TedTalk: https://www.ted.com/talks/peter_singer_the_why_and_how_of_effective_altruism?language=en
- **Due before class session:** Short Response Paper #4
- **Memorandum 3:** Memo 3, Recommendation to the Class assignment is due about an organization working internationally from the list the class has compiled. It is your choice which organization to profile.

Class 7 (March 8): Organizational Impact and Accountability

- Read all Memorandum by your classmates (posted on Bb)
- TED Talk: Bramberger, David, on learning from failure in an NGO: http://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failur e.html
- **Due before class session:** Short Response Paper #5
- **In class:** Class values
- **In class:** Limit to 5 international organizations
Class 8 (March 15) Decision-making in Giving

- Sullivan, P. (2013, June 28). Two Paths for Charitable Giving: From the Head or From the Heart. The New York Times. (Bb)
- The Case for Evidence-Based Aid: https://soundcloud.com/tinyspark/the-case-for-evidence-based-aid
- Review the Give Well website (http://www.givewell.org/), particularly the blog: http://blog.givewell.org/ and giving criteria, including hyperlinks that elaborate those criteria.
- Assess what you think about GiveWell, the Life You Can Save, and Charity Navigator websites
- Read the blog entry on decision-making frameworks. http://blog.givewell.org/2013/08/08/passive-vs-rational-vs-quantified/ and posted on Bb
- Due before class session: Short Response Paper #6
- In class: Give money away!!!
- In class: By the end of the class, students will know which local organization to profile in the Memo 4, Recommendation to the Class assignment.

UNIT 3: Philanthropy, Foundations and Giving

Class 9 (March 22): Philanthropy and Giving I

- Rockefeller, J. D. (n.d.). The Difficult Art of Giving. In J. D. Rockefeller, Random reminiscences of men and events. (Bb)
- Memorandum 4: Recommendation Memo 4 about a local organization
- Prepare an elevator speech—no more than 25 words—introducing your organization to the class.

****Spring Break March 25-April 3****
Class 10 (April 5): Philanthropy and Giving II
• Read all Memorandum by your classmates (posted on Bb)
• Listen to On Point Podcast: [http://onpoint.wbur.org/2015/12/01/giving-tuesday-charity-crowdsourcing](http://onpoint.wbur.org/2015/12/01/giving-tuesday-charity-crowdsourcing)
• **Due before class session:** Short Response Paper #7
• **In-class:** Class will select 5 organizations and form teams.
• **In-class:** Philanthropy Incubator Teams class time.

***April 9th: Party with a Purpose!!!!***

Class 11 (April 12): Foundations and Giving
• *Foundation Growth and Giving, 2012*, available at foundationcenter.org/gainknowledge/research/pdf/fgge12.pdf and posted on Bb
• **Due before class session:** Short Response Paper #8
• **In class:** Philanthropy Incubator Teams class time.

UNIT 4: The Philanthropy Incubator in Action

Class 12 (April 19): Philanthropy Incubator Team Preparation
• Time with teams/fieldwork/site visit (optional)

Class 13 (April 26): Philanthropy Incubator Team Preparation
• Time with teams/fieldwork/site visit (optional)
• **Site Visit Report:** Please submit to me by 8:50pm via Blackboard
Class 14 (May 3): Team Presentations
• Dress professionally, please.
• Teams submit PDFs of Handouts and PPT slides via Blackboard prior to class.
• Final Memorandum: Persuasive Summary of Finalist Organization by Teams due via Blackboard prior to class.

Class 15 (May 10): Deliberation and Decision Making
• Teams are to be prepared to provide any information requested on April 22 during Team Presentations.
• Review your notes from the Team Presentations.
• Review the 1-page summaries on the five organizations.
• In class: Deliberation and Decision Making.

**May 12 1:00-3:00pm (TBD): Presentation of Grant to Winning Organization
• More details to come, event on main campus.
• Dress professionally, please.
Appendix A: Appe Spring 2016 Office Hours

Office Hours are generally held Wednesday 3-6pm or by appointment. I will not hold office hours or appointments on days when the University is not in session. Please note semester schedule below. If making an appointment, please note that I am generally most available in the UDC on Mondays, Tuesdays, and Wednesdays.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>1/27</td>
<td>3-6pm</td>
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<td>2/3</td>
<td>3-6pm</td>
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<tr>
<td>2/10</td>
<td>3-6pm</td>
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<tr>
<td>2/17</td>
<td>3-6pm</td>
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<tr>
<td>2/24</td>
<td><strong>no scheduled office hours this week, by appointment please</strong></td>
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<td>3/2</td>
<td>3-6pm</td>
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<td>3/9</td>
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<td>3/16</td>
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<td>3/23</td>
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<tr>
<td>3/30</td>
<td><strong>no scheduled office hours this week, by appointment please</strong></td>
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<tr>
<td>4/6</td>
<td>3-6pm</td>
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<tr>
<td>4/13</td>
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<tr>
<td>4/20</td>
<td><strong>no scheduled office hours this week, by appointment please</strong></td>
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<td>4/27</td>
<td><strong>no scheduled office hours this week, by appointment please</strong></td>
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<td>5/4</td>
<td>3-6pm</td>
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<td>5/11</td>
<td>3-6pm</td>
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** Office Hours schedule listed above is subject to modification at my discretion. All changes will be announced in class.
Appendix B: Competency Assessments in the Nonprofit Management Specialization

The MPA program at Binghamton University engages in a number of assessment activities to determine the extent to which students have acquired and can demonstrate the expected competencies associated with the degree. Most notably, we evaluate performance on key criteria during the internship, praxis, and capstone courses using input from faculty and practitioners. Individually, these evaluations assess a particular student’s competencies; collectively, these evaluations provide a measure of how well the program is doing. The MPA program has a well-developed assessment process for the common core of the program, and now we are beginning the process of implementing an assessment of the two specializations or certificate areas. For students who are pursuing a certificate in either Nonprofit Management and Leadership or Local Government Management and Leadership, additional competencies specific to those areas are expected and will be assessed using a portfolio prepared by the student and evaluated by a group of expert practitioners from our MPA Advisory Board. The portfolio assessment will be mandatory for: (1) students entering the MPA program and pursuing a certificate as of Fall 2014 and (2) students pursuing a stand-alone certificate as of Fall 2014. For students who entered the MPA program or began pursuing a stand-alone certificate prior to Fall 2014, submitting a Portfolio is highly recommended as a means of professional development and as a tool that can help with job placement. Portfolios are not graded; they are a tool for program assessment rather than individual student assessment. The process is described below.

In the final semester of study in the MPA program, students will submit a Portfolio consisting of samples of work from classes, internships, or other projects which demonstrate the required competencies (see the evaluation rubrics).

The Portfolio shall take the following form:

1. A current resume and statement of professional interests and goals as they relate to the certificate area;
2. A list of items included in the Portfolio with either a brief description or a matrix linking the items to the competencies; and
3. Appropriate samples of the student’s work (memos, assignments, papers, reports, videos, or other examples of work which demonstrate the knowledge and skills).

A student may demonstrate all of the required competencies with a single document or may need to submit several items to address the various competencies. Portfolio items may be assignments previously submitted for a course, prepared at an internship or work site, or may be prepared specifically for the Portfolio. Students should submit “clean” copies of assignments without comments or grades from faculty. In general, the Portfolio items shall be limited to individual work, however a sample of group work may be included for a portion of the Portfolio. When group work is included, the student must provide a description of the individual role in the group project and contribution to the group product.

The Portfolio is to be submitted electronically to the Department Secretary on the last day of the semester which you are graduating. For students admitted in fall 2014 or later, submission of the Portfolio by the deadline is required for certification of candidacy for the MPA degree, however because the Portfolio is primarily a program assessment, student performance on the Portfolio will not influence a student’s grades or graduation.
Following completion of the final semester, Portfolios will be distributed to a subcommittee of the MPA Advisory Board with expertise in the specialization area. The Portfolios will be evaluated using the rubrics provided below. In addition to the closed-ended rubric evaluations, the practitioner evaluators will also provide more general comments and suggestions.

Comments from the advisory board members who evaluate the portfolios will be shared with students within 2 months of graduation and may be used for continued professional development. It is also expected that the portfolio as well as the comments from the practitioners will be a useful tool during the job search process.

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<thead>
<tr>
<th>NONPROFIT MANAGEMENT AND LEADERSHIP RUBRIC FOR EVALUATION OF COMPETENCIES</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>The student demonstrates the ability to analyze an organization’s business model (revenues and expenses and the relationship between them), specifically its strengths and limitations.</td>
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<td>The student demonstrates the ability to assess an organization’s board and senior leadership and how they carry out the governance function.</td>
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<td>The student demonstrates the ability to identify the internal and external forces that affect nonprofit organizations and the implications of those forces on decision making.</td>
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<td>The student demonstrates the ability to analyze a nonprofit organization in terms of the distinctive role it plays in the community (such as its intended benefit and its contribution to civic life).</td>
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<td>The student writes clearly and concisely for a professional audience</td>
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<td>The length, format, and tone of writing are appropriate for the intended audience.</td>
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<td>The student demonstrates the competencies I would look for in an employee who is a recent graduate of an MPA program</td>
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