1. Management of nonprofit organizations – an overview

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THEORETICAL BACKGROUND

A general course in Nonprofit Management spends a bit of time discussing both comparative global perspectives of nonprofit management education and the scope and significance of the nonprofit sector. These topics are included in NACC curricular guidelines developed by the Nonprofit Academic Centers Council (2015). NACC guidelines 1.0 and 2.0 are strongly rooted in the liberal arts, are complex and interdisciplinary in nature, and are shown in Table 1.1.

As NACC guidelines 1.0 and 2.0 cover many topics, it is nearly impossible to cover these guidelines in one chapter. However, a brief overview of the literature and theories that are most helpful in teaching nonprofit management is provided.

COMPARATIVE PERSPECTIVE OF THE NONPROFIT SECTOR GLOBALLY

Conducting a comparative study of the nonprofit sector globally is challenging due to the variety in terms of size, definitions of terminology and concepts, and differences in legal structures. Several research projects over the years have focused on the comparisons between nonprofit sectors across the globe, of which the following are pertinent: the Johns Hopkins Comparative Nonprofit Sector Project, National Satellite Accounts, CIVICUS Civil Society Index, USAID CSO Sustainability Index, and the NGO Law Monitor.

The Johns Hopkins Comparative Nonprofit Sector Project was the first systematic effort to conduct a comparative study. Its first phase of study was completed in 1994, which compared eight countries, which was later extended to 16 countries in phase 2 (Salamon, 1999). In the early 2000s, this project was studying 45 countries. Although there are a lot of variations in the size and scope of the nonprofits in each country examined, with a pre-dominance

Table 1.1 Comparative global perspectives (NACC guideline 1.0) and scope and significance of the nonprofit sector (NACC guideline 2.0)

Graduate		Undergraduate	
1.1	Relationship of global social, economic and political trends on the role, function and impact of voluntary action, civil society, the nonprofit sector and philanthropy.	1.1	Structure – both formal and informal. individual and collective – of civil society and philanthropy across cultures and global contexts.
1.2	Theoretical frameworks for societal value and socioeconomic dynamics in philanthropy and volunteering in a global context.	1.2	How individual philanthropy, voluntary behavior and volunteerism is expressed in different cultural and global contexts.
1.3	How individual philanthropy, voluntary action and volunteerism is expressed in different cultural and global contexts.	1.3	Role of civil society, voluntary action and nonprofit/nongovernmental organizations in social movements and social change.
1.4	Structure and regulation of philanthropic and voluntary behavior within different political contexts, including formal, informal and alternative associational forms.	1.4	Role of various religious traditions in shaping civil society and philanthropy.
1.5	Role of various religious and cultural traditions in shaping philanthropy and voluntary behavior.	-	
2.1	Evolving role and function of philanthropic, nonprofit, voluntary and civil society organizations in relation to other sectors including the emergence of new forms of social enterprise.	2.1	Size, impact and trends in philanthropy, nongovernmental organizations and associational development in a global context.
2.2	Size, impact of, and global/cultural contextual influences on philanthropy, voluntarism and the nonprofit/nongovernmental sector.	2.2	Diversity of forms of philanthropic action and the diversity of fields of activity.
2.3	Diversity of types, forms and language that is used to describe voluntary action within society.	2.3	Relationship and dynamics among the governmental, nonprofit, for-profit and household sectors and evolving forms of social sector forms.

Graduate	Undergraduate
2.4 Diversity of activity undertaken by nonprofit, voluntary and civil society organizations, including both charitable and mutual benefit organizations, as well as those formally and informally structured.	-
2.5 Relationship and dynamics among and between the nonprofit, government and for-profit sectors including public-private partnerships and hybrid forms of structure to achieve social purpose.	
2.6 Comparative global trends distinguishing civic engagement and voluntary action from nonprofit direct service providers and other nonprofit/nongovernmental forms.	

of welfare service organizations, this project found that the nonprofit sector had a considerable economic impact on each country. In 2013, Salamon and colleagues found that the nonprofit sector is a major employer overall, with variations among countries, thus maintaining a significant economic clout.

More recently, Salamon et al. (2017) argue that the social origins theory can best be used to compare variations in civil society across countries. Social origins theory explains that civil society across countries varies due to the various power relations among groups of individuals and institutions within each country (Salamon et al., 2017). Salamon and his colleagues developed a framework called the structural operational definition of the nonprofit sector, which includes five dimensions: (1) Organized; (2) Private; (3) Self-governing; (4) Nonprofit distributing; and (5) Non-compulsory (Salamon and Anheier, 1997; Salamon et al., 2004; 2017).

Casey (2016), who also studies civil societies in various countries, puts forth the cultural frames concept that identifies the nonprofits sector based on collective data corresponding to economic, political, and social regimes. This frame or template reflects the patterns of development within the nonprofit sector across countries as a response to the change in the relationships between public and private sectors as well as philanthropy. The template is based on the following: “the relative dominance of the state versus civil society and ... the level of economic development of the country” (Casey, 2016, p. 204). The frames are liberal, corporatist, social democratic, emerging, developing, and authoritarian (see Casey, 2016 for a detailed discussion).

In addition to comparison studies of civil societies across countries, more recent studies of the nonprofit sector education opportunities in various countries have been covered in several issues in the *Journal of Nonprofit Education and Leadership* (Mirabella et al., 2019; Mirabella and Hvenmark, 2015).

Moreover, there have been studies that focus on various nonprofit and philanthropic topics within countries. For example: Corporate Philanthropy in China, or Volunteering in Malawi, in which many peer-reviewed articles are published in the *International Journal of Voluntary and Nonprofit Organizations* (*Voluntas*). Finally, this chapter cannot begin to cover the various perspectives and studies about nonprofit management, voluntary action, and philanthropy from various cultural, religious, and social lenses, which scholars have access to through many nonprofit management textbooks and journals. The authors provide a list of these books and journals in Appendix 1.A that nonprofit management education educators can use.

SCOPE AND SIGNIFICANCE OF THE NONPROFIT SECTOR

The size and scope of the nonprofit sector has also increased significantly since the Revenue Act of 1954 which established modern-day 501c nonprofit organizations. Most of the studies of the size and scope of the nonprofit sector in the United States have focused on the number of nonprofits and types of nonprofits. The annual data provided by the National Center for Charitable Statistics and more specifically the annual *Nonprofit Sector in a Brief* states that “Approximately 1.56 million nonprofits were registered with the Internal Revenue Service (IRS) in 2015, an increase of 10.4 percent from 2005” (McKeever, 2018).

With more than 30 types of nonprofit organizations, people are most familiar with the 501c3 organizations, also known as public charities. There are ten sub-sectors within the nonprofit sector, these sub-sectors include:

- Arts, Culture, and Humanities;
- Education;
- Environment and Animals;
- Health;
- Human Services;
- International, Foreign Affairs;
- Public, Societal Benefit;
- Religion Related;
- Mutual/Membership Benefit;
- Unknown, Unclassified (McKeever, 2018).

Healthcare and Education are the largest sub-sectors. The majority of public charities report less than \$500 000 in expenses; 501c3 nonprofits reported \$1.84 trillion in expenses and nearly \$3.67 trillion in total assets for 2015 (McKeever, 2018). Nonprofit Workers comprise 10 percent of the USA workforce. Nonprofit employment is scattered across a wide variety of fields, from information and scientific services to religion and civic affairs. The bulk of this employment, however, is in human services, and within that broad category, in health services (Salamon and Newhouse, 2019).

Although the US nonprofit sector size and scope have been defined and described, there has been more emergent research explaining the scope of the nonprofit sector. Casey (2016) attributes it to a multitude of factors: “bottom-up growth in social action, activism, and civic participation,” “top-down developmental policies by governments that see nonprofits as instruments for achieving their own objectives, by the for-profit business sector seeking to demonstrate its adherence to corporate social responsibilities, and by the growing nonprofit

sector that seeks to perpetuate and expand its activities” (Casey, 2016, p. 188). The growth within this sector is also an output of the changing needs of the society and their diminishing reliance on the governmental sector that traditionally provided for the welfare of the people.

There are many theories used to compare the nonprofit sector to the other two sectors (public and for-profit) as well as there are theories to describe how nonprofits operate. Educators typically pick and choose which theories to use based on their academic discipline. Many of these theories are included throughout this book. The theories explain why nonprofits exist in society as well as the challenges and opportunities of running “for the public good”.

TEACHING APPLICATIONS FOR NACC GUIDELINES 1.0 AND 2.0

The depth and breadth of NACC guidelines 1.0 and 2.0 are vast. There are many directions in which educators can go in teaching an overview of nonprofit organizations, voluntary actions, philanthropy and civil society. An introductory nonprofit management and/or philanthropic studies course introduces students to the role and purpose of civil society and the nonprofit sector and the various theories that explain the sector. The introductory course also explains the interdisciplinary nature of the nonprofit and philanthropic sector, which is influenced by sociology, economics, political science, public policy, and other various social science disciplines.

There have been a variety of nonprofit management textbooks published in the past ten to fifteen years, which are listed in Appendix 1.A. (This list is not meant to be comprehensive but provides examples that instructors can use in teaching about the nonprofit and philanthropic sector and nonprofit management in general.)

In teaching about NACC guideline 1.0, the comparisons of civil society across country borders, it is helpful to have robust discussion questions prepared so students can explain and understand the complexity of civil society perspectives. Sample teaching activities and discussion questions are provided below:

1. Pick two countries that are described in Salamon et al. (2017), Casey (2016), and Mirabella et al. (2019), and any other scholarly articles that are found that describe civil society in those countries.
 - a. What are the similarities in descriptions?
 - b. What are the differences in the descriptions?
2. Identify three nonprofits (or NGOs) that are incorporated in three different countries.

- a. Use the Structural-Operational Definition of the Nonprofit Sector framework to compare these three nonprofit organizations (Salamon and Anheier, 1997; Salamon et al., 2004).
3. Provide multiple articles about Civil Society and national perspectives of civil societies within various countries throughout the world.
4. Pick a religious or cultural tradition in your country. Conduct an internet search and discuss how nonprofit organizations (or NGOs, or voluntary associations) have played a role in either establishing those traditions or maintaining the tradition.

In teaching about NACC guideline 2.0, there are a variety of exercises included in most textbooks. Here are a few examples:

1. Provide a list of organizations and ask students to check the ones that are 501c3 public charities. Then discuss why the ones on the list are public charities. (Adapted from Golensky, 2015.)
2. Describe the attributes or key features of each sector within the United States or another country. What are the positives and what are the challenges?
3. Compare and contrast the features of a for-profit, nonprofit and government-run healthcare organization.
4. Read “6 easy ways to make your nonprofit more transparent” (Fritz, 2019). Pick a nonprofit and go through the list; does it have all of the characteristics listed?

Another teaching strategy for a nonprofit management overview class is to have students conduct a semester-long consulting project for a nonprofit organization. A variation of this project is used in the undergraduate, graduate, and online classroom environments. A common undergraduate assignment is to interview an executive director about their nonprofit management practices and needs. Sample questionnaires are provided through the Performance Imperative (2019), a framework for high performing nonprofit organizations (Leap Ambassadors, n.d.). Graduate students can both interview the executive director about their practices and needs and then provide assistance in addressing their needs. Detailed instructions for the nonprofit management consulting project are provided in Appendix 1.B.

In conclusion, the literature, resources and teaching applications discussed in this chapter provide a brief overview of the complexities of teaching nonprofit management in the college classroom. Nonprofit educators can take the tools discussed in this chapter and adapt them to their disciplinary background and classroom application.

DISCUSSION QUESTIONS (REPEATED FROM WITHIN THE CHAPTER)

1. Pick two countries that are described in Salamon et al. (2017), Casey (2016), and Mirabella et al. (2019) and any other scholarly articles that are found that describe civil society in those countries.
 - a. What are the similarities in descriptions?
 - b. What are the differences in the descriptions?
2. Identify three nonprofits (or NGOs) that are incorporated in three different countries.
 - a. Use the Structural-Operational Definition of the Nonprofit Sector framework to compare these three nonprofit organizations (Salamon and Anheier, 1997; Salamon et al., 2004).
3. Provide multiple articles about civil society and national perspectives of civil societies within various countries throughout the world.
4. Pick a religious or cultural tradition in your country. Conduct an internet search and discuss how nonprofit organizations (or NGOs, or voluntary associations) have played a role in either establishing those traditions or maintaining the tradition.
5. Provide a list of organizations and ask students to check the ones that are 501c3 public charities. Then discuss why the ones on the list are public charities. (Adapted from Golensky, 2015.).
6. Describe the attributes or key features of each sector within the United States or another country. What are the positives, what are the challenges?
7. Compare and contrast the features of a for-profit, nonprofit and government-run healthcare organization.
8. Read “6 easy ways to make your nonprofit more transparent” (Fritz, 2019). Pick a nonprofit and go through the list; does it have all of the characteristics listed?

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- Nonprofit Academic Centers Council (2015). *Curricular Guidelines for Graduate Study in Philanthropy, the Nonprofit Sector and Nonprofit Leadership*, 2nd edn., Cleveland, OH: NACC.
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- Salamon, L.M. and Newhouse, C.L. (2019). The 2019 Nonprofit Employment Report, *Nonprofit Economic Data Bulletin*, no. 47. Baltimore, MD: Johns Hopkins Center for Civil Society Studies
- Salamon, L.M. and Sokolowski, S.W. and associates (2004). *Global civil society: Dimensions of the nonprofit sector* (Vol. 2). Bloomfield, CT: Kumarian Press.
- Salamon, L.M. and Sokolowski, S.W. (2006). Employment in America's charities: A profile, The Johns Hopkins Center for Civil Society Studies, Nonprofit Employment Bulletin Number 26.
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- Salamon, Lester M., Sokolowski, S. Wojciech, Haddock, Megan A. and Tice, Helen S. (2013). The state of global civil society and volunteering: Latest findings from the implementation of the UN *Nonprofit Handbook*. Working Paper No. 49, Baltimore, MD: Johns Hopkins Center for Civil Society Studies.

APPENDIX 1.A

TEACHING NONPROFIT MANAGEMENT RESOURCES

Textbooks

- Anheier, Helmut (2014). *Nonprofit Organizations: Theory, Management, Policy*. 2nd edn. Routledge;
- Golensky, Martha (2010). *Strategic Leadership and Management in Nonprofit Organizations*. Lyceum Books;
- Grobman, Gary (2015). *An Introduction to the Nonprofit Sector*. 4th edn, White Hat Communications;
- Ott, J. Steven and Lisa A. Dicke (2016). *The Nature of the Nonprofit Sector*. 3rd edn. Westview Press;
- Ott, J. Steven and Lisa A. Dicke (2016). *Managing Nonprofit Organizations*. 3rd edn. Westview Press;
- Renz, David O. and Associates (2016). *The Jossey-Bass Handbook of Nonprofit Leadership and Management*. 4th edn. Jossey-Bass;
- Tschirhart, Mary and Wolfgang Bielefeld (2012). *Managing Nonprofit Organizations*. Wiley;
- Vaughan, Shannon and Shelly Arsneault (2014). *Managing Nonprofit Organizations in a Policy World*. CQ Press, Sage. [new edn forthcoming];
- Worth, Michael (2019). *Nonprofit Management: Principles of Practice*. 5th edn., CQ Press, Sage.

In addition, there are several books that are helpful in providing context in teaching nonprofit management and the voluntary sector.

- Powell, Walter W. and Richard Steinberg (2006). *The Nonprofit Sector: A Research Handbook*. 2nd edn. New Haven, CT and London, UK: Yale Press;
- Heyman, Darian Rodriguez (2011). *Nonprofit Management 101: A Complete Practical Guide for Leaders and Professionals*. San Francisco, CA: Jossey-Bass;
- Agard, Kathy A. (2011). *Leadership in Nonprofit Organizations: A Reference Handbook*. Thousand Oaks, CA: Sage Publications.

General Information/Websites about the Nonprofit Sector

- Urban Institute's National Center for Charitable Statistics: The Nonprofit Sector in a Brief <https://nccs.urban.org/publication/nonprofit-sector-brief>

-2018#the-nonprofit-sector-in-brief-2018-public-charities-giving-and-volunteering;

- Guidestar by Candid <https://www.guidestar.org/>;
- Foundation Center <https://foundationcenter.org/>;
- National Council of Nonprofits <https://www.councilofnonprofits.org/> (Lists all the state associations);
- Independent Sector <https://independentsector.org/>;
- Council on Foundations <https://www.cof.org/>;
- Grantmakers for Effective Organizations <https://www.geofunders.org/>;
- Foundation Center by Candid <https://foundationcenter.org/>;
- Idealist https://www.idealists.org/en/?searchMode=true&searchType=MAIN_SEARCH&type=JOB;
- Nonprofit Speak 101 <https://idealistcareers.org/nonprofit-speak-101/>.

News Sites and Journals

- *Chronicle of Philanthropy* <https://www.philanthropy.com/>;
- *Nonprofit Quarterly* <https://nonprofitquarterly.org/>;
- *Nonprofit Times* <https://www.thenonprofittimes.com/>;
- *Nonprofit Voluntary Sector Quarterly* <https://journals.sagepub.com/home/nvs>;
- *Nonprofit Management and Leadership* <http://www.iupress.indiana.edu/pages.php?pid=101&CDpath=4>;
- *Journal of Nonprofit Education and Leadership* <https://js.sagamorepub.com/jnel/>;
- *Journal of Public and Nonprofit Affairs* <https://www.jpna.org/index.php/jpna>;
- *Philanthropy Journal* <https://philanthropyjournal.org/>;
- *Philanthropy and Education* <http://www.iupress.indiana.edu/pages.php?pid=101&CDpath=4>;
- *International Journal of Nonprofit and Voluntary Sector Marketing* <https://onlinelibrary.wiley.com/journal/1479103x>;
- *Voluntas: International Journal of Voluntary and Nonprofit Organizations* <https://www.springer.com/social+sciences/journal/11266>;
- *Foundation Review* <https://scholarworks.gvsu.edu/tfr/>.

Nonprofit Networking

- Alliance for Nonprofit Management <https://allianceonline.site-ym.com/>;
- Council on Foundations <https://www.cof.org/>;
- Young Nonprofit Professionals Network <http://www.ynpn.org/>;
- Emerging Practitioners in Philanthropy <https://www.epip.org/>;

- Upswell <https://upswell.org/>;
- State Association Conferences <https://www.councilofnonprofits.org/>;
- Association for Research on Nonprofit Organizations and Voluntary Action <https://www.arnova.org/>;
- International Society for Third Sector Research <https://www.istr.org/>;

Nonprofit Education Program Information

- Roseanne Mirabella at Seton Hall University <http://academic.shu.edu/npo/>;
- NACC website <http://www.nonprofit-academic-centers-council.org/>;
- Nonprofit Leadership Alliance <https://www.nonprofitleadershipalliance.org/>.

Nonprofit Careers Books and Resources

- Busse, M. (2008). *The Idealist Guide to Nonprofit Careers for First Time Job Seekers*. 249 pp. Hundreds of Heads Books. Idealist;
- Cryer, S. (2008). *The Nonprofit Career Guide: How to Land a Job That Makes a Difference*. American Humanics;
- Gassner Otting, L. (2007). *Change Your Career: Transitioning to the Nonprofit Sector*. 270 pp. Kaplan;
- Harris, T. and Thurman, R. (2011). *How to Become a Nonprofit Rockstar: 50 Ways to Accelerate Your Career*. Nonprofit Rockstar Publishing;
- Joiner, S. and Busse, M. (2008). *The Idealist Guide to Nonprofit Careers for Sector Switchers*. 249 pp. Hundreds of Heads Books;
- Lowell, S. (2000). *The Harvard Business School Guide to Careers in the Nonprofit Sector*. Harvard University Press;
- Wilson, A., Barham, A. and Hammock, J. (2008). *Practical Idealists: Changing the World and Getting Paid* (Studies in Global Equity). Publisher unknown.

APPENDIX 1.B

SEMESTER-LONG CONSULTING PROJECT

Research shows that 70 percent of learning is done by experiencing challenging assignments and on-the-job learning (Lombardo and Eichinger, 2010). This is one of the reasons why I assign experiential projects in all my classes. In ____ class, you will complete an individual consulting project plan for a nonprofit organization. You will develop a project proposal for the organization, gather data through interviews and/or surveys and then create a plan for the organization. You will follow stages 1–3, and 6 as identified in “The process” within the book: *Consulting with Nonprofits: A Practitioner’s Guide* (Lucas, 1998). At the end of the project, the organization will evaluate you as a consultant and you will reflect on the experience.

Please note that this project is meant to be a plan for a nonprofit organization. You provide tools, templates, and resources, so the organization can implement the plan effectively. For example, if you are helping with their volunteer recruitment plan, you can recommend specific places where the organization can post the volunteer job description and even create a sample job description; however, the organization will need to send the job descriptions to the organizations you have identified in the recruitment plan. Additionally, if you are doing a social media plan, you can provide sample tweets and identify the days of the week those tweets will go out, and resources for how to track tweet responses. However, the organization will need to actually send out the tweets. It is important to tie your recommendations to the data you gathered. Here are some ideas:

- A Board Manual;
- Marketing Plan;
- Social Media Plan;
- Employee Training and Development Plan;
- Fundraising Plan;
- Financial Management Policies;
- Volunteer Recruitment and Management Plan;
- Advocacy Materials.

Assignment 1: Project Proposal, Consent Letter and Timeline (Reading: Stage 1)

- The first step in the consulting project is identifying the organization, determining the project topic and setting a project timeline.
- See p. 29 of the book: *Consulting with Nonprofits* that describes in detail the components of this paper. Paper should be a 5+ double-spaced report and include the following components:
 - Cover page
 - Background
 - How the project idea came about
 - Project Objectives
 - What your implementation plan will achieve
 - Work Plan
 - What you will do throughout the semester (e.g., collect data through questionnaires, provide recommendations based on results from the questionnaire)
 - Products
 - The end-product the organization will receive (implementation plan with specific resources)
 - Credentials
 - A brief bio about yourself
 - References
 - Include consent letter and the project timeline in the appendix.

Assignment 2a: Survey or Interview Questions (Reading: Stage 2)

- Draft survey or interview questions to professor for review.
 - Identify at least 5 people to interview or 10 people to survey who are connected to the organization
 - Review organizational documents in addition to interviews or surveying.

Assignment 2b: Summary Data Report (Reading: Stage 2)

- Should be a 15+ page double-spaced report, not including the appendix and include the following components:
 - Executive summary
 - Table of Contents
 - Background

- Methodology
- Findings
- Implications that inform the implementation plan
- Conclusion
- References
- Appendix
 - Interview and/or survey questions.

Assignment 3a: Implementation Plan (Reading: Stage 3)

- This assignment is a plan for implementing the recommendations based on the data gathered in the data summary reports. This is NOT a plan for the organization to create a plan.
- See page 82 of the book *Consulting with Nonprofits* for detailed sections of the paper. Should be a 15+ double-spaced report, not including the resources, templates and appendices and include the following components
 - Background
 - Goals and Strategies
 - Goals and strategies are what you recommend based on the data summary report
 - Action Plan
 - One overall timeline of goals and strategies, who is responsible for the actions
 - Communications
 - Resources
 - Provide outside resources and best practice examples for the organization. You may reference some of the course readings; however, you must incorporate outside sources other than course readings for the implementation plan (you can reference resources found on the web, through Twitter, etc.)
 - This is where you cite outside resources that can be used in implementing the plan
 - How much employee time (hours) it will take to implement the plan
 - Monitoring
 - This is where you explain how the organization will monitor implementing the plan
 - Conclusion
 - References.

Assignment 3b: Presentation

- You will also conduct a 12-minute presentation to the class about all the steps you took in the consulting project. This presentation will not include the results of the client assessment (e.g., one slide on proposal, two slides data gathered, three slides implementation plan, one side conclusion/next steps).

Assignment 4: Terminating the Consulting Project (Reading: Stage 6)

- Use a client evaluation form template and submit it to the organization.
- Once the evaluation is returned, write a 3+ page double-spaced report that includes your own analysis of the project from your perspective as a consultant working with an organization, your response to the client evaluation and include the following components:
 - Background
 - Project Goals
 - Client Feedback
 - Consultant Response/Narrative Experience
 - Answer the questions on page 102
 - Client evaluation as appendix.

Spelling errors, grammatical mistakes, typographical errors, etc. will lead to a reduced grade. Each report should be cohesive, well structured, flow logically and be easy to understand. Therefore, fulfilling the content requirements alone will not be enough, and poorly written or sloppy papers will be graded lower. All references must be cited in the body of the paper and in a reference page.

You will need to follow the APA style for each report. I recommend you schedule an appointment with the writing center to check your work before you submit it to me.

Consent Letter

Date

TO: _____ (organization contact person)

_____ (organization)
_____ (phone # & email address for contact)

_____ (name) is a student enrolled in _____ program at _____ University. This student is participating in a class _____ that includes applied-learning components. Applied learning, as you may be aware, is a teaching method in which students better grasp the course curriculum by actively engaging in community work and then integrating their experiences into the course material through reflection activities.

The student has elected to work on a project for your organization, as part of this class. Below is a description of the parameters. Several project components will be submitted to your organization throughout the semester.

If the student working on this project is not employed by your organization, we ask that you provide them a brief orientation that includes an overview of your organization, your mission, the population you serve, and why volunteers are important to your organization. This will help your agency and the student involved in the project find a way to best meet the learning objectives of the course and your agency goals.

We expect your agency representatives to meet frequently with the student so that the student can successfully carry out the assigned tasks and complete his or her applied-learning project. Our students are professionals who are dedicated to performing the specific duties and responsibilities assigned in a manner that contributes positively to the goals of your organization.

The _____ program wants to express its appreciation to your organization for agreeing to engage with our students. We hope that this will be a mutually worthwhile learning experience for the student, your agency, and the university. Please don't hesitate to contact me if you have any questions about the project.

With thanks,
Professor

[Consent letter adapted from Institute for Nonprofit Education and Leadership at the University of San Diego]

**Description of Applied Project for _____(Organization Name),
Date _____**

The student will complete a consulting plan project of your choosing. This entails completing a project proposal that outlines the expectations and time-line of the project, collecting data (through structured interviews or a survey) and then submitting a data report. After the data is collected, the student will provide recommendations and an implementation plan. In return, the student will request you to evaluate the quality of their work.

Organizational Time Commitment Summary

- 1 hour for organizational representative to meet with the student consultant to plan the consulting project.
- 30 mins for organizational representative to review consulting project proposal and provide feedback.
- 60 mins for organizational representative to meet with the student consultant to create the data plan and review survey and or interview questions.
 - 30 mins to administer each survey or interview to program staff or volunteers
 - 30 mins for each staff member or volunteer to take survey or participate in interviews
 - 60 mins for organizational representative to review data summary report results and meet with student consultant to discuss implementation plan ideas
- 60 mins for organizational representative to complete consulting evaluation.
- 1–2 hours to attend student's in-class presentation.
- 1–2 hours of email correspondence (throughout the semester).

Totals

- Organizational representative time commitment: 12–14 hours.
- Each staff member's time commitment: 30 minutes.

In-kind value of this project: \$3000.

Consent from Organization

I understand that _____ (student name) will be completing a project within my organization. I understand that the student and I must come up with a consulting project idea that he/she is able to complete within the confines of the semester. I agree to meet frequently with the student so

that he/she can successfully carry out the assigned tasks and complete his/her applied-learning project.

Signed,

Organizational Representative

_____ Organization.

Table 1.B1 Project timeline to organization

Project Stage	Description	Who is Needed	Org. Time Commitment	Due Date
Step 1: Consulting Proposal & Project Timeline	Meet with student and discuss consulting project timeline	Organizational Representative	1 hour	-
Step 1: Consulting Proposal & Project Timeline	Provide feedback so student can complete this assignment	Organizational Representative	30 minutes	-
Step 2a: Data Collection	Complete interviews/and or surveys	Organizational Representative	30 min – 1 hour per interview or survey	-
Step 2b: Data Summary Report	Meet with student to discuss findings in Data Summary Report	Organizational Representative	1 hour	-
Step 3: Implementation Plan	Paper and presentation (<i>organizational staff are invited to student presentations</i>)	Organizational Representative and other staff	2.5 hours (class duration)	-
Step 4: Terminating the Consulting Project	Complete the client evaluation	Organizational Representative	1 hour	-
All steps	Email correspondence with student	Organizational Representative	1–2 hours	Throughout the semester
-	Total	-	12–14 hours	-