



TOPIC: University of Baltimore: Master of Science in Nonprofit Management and Social Entrepreneurship

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: March 13, 2013

SUMMARY: The nonprofit sector in the U.S. employs a steadily increasing segment of the nation's working population. Recent research conducted at the Johns Hopkins University found that U.S. nonprofit establishments employed nearly 10.7 million paid workers and accounted for over 10 percent of non-governmental employment. Among non-governmental employers, the nonprofit sector ranks third behind retail trade and manufacturing. In Maryland, and specifically Baltimore, the nonprofit sector is a vital part of the economy. In a 2011 study, 11% of the Maryland state workforce was employed by nonprofits, and wages paid to nonprofit workers constituted 10% of the State wages. In Baltimore City, 27% of the workforce was employed by nonprofit organizations.

At present, UB students interested in nonprofit management must adapt skills and knowledge from management courses in either the business or public administration programs. However, nonprofit organizations face unique challenges due to their legal status, governance, and funding needs. Through development of a program targeted specifically at developing the skills needed by the nonprofit manager, the University can ensure a more highly qualified workforce to address the unique needs of this organizational sector.

Unlike other programs in Maryland, the M.S. in Nonprofit Management and Social Entrepreneurship emphasizes social enterprise as a part of its core curriculum. The specializations proposed allow students the opportunity to: focus on the role of Nongovernmental Organizations in addressing global problems, understand the role of nonprofits in health care provision, or take advantage of the University's resources in management skills and techniques through both the Public and Business Administration programs.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition and reallocation of funds.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Master of Science in Nonprofit Management and Social Entrepreneurship.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

Mission

The University of Baltimore's mission includes goals of:

- mak(ing) excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness; and
- combin(ing) theory and practice to create meaningful, real-world solutions to 21st-century urban challenges.

The proposed Master of Science in Nonprofit Management and Social Entrepreneurship will further the University's mission by training the next generation of nonprofit managers. As nonprofit organizations fill an ever-increasing need by providing services in a variety of areas from health care, education, and services to disadvantaged populations, there is a compelling need to offer specialized education to capture unique challenges faced by nonprofit organizations. This program will be offered jointly by the Merrick School of Business (MSB) and the College of Public Affairs (CPA).

Characteristics of the Proposed Program

The curriculum for the Master of Science in Nonprofit Management and Social Entrepreneurship was developed after review of the [Graduate Curricula Guidelines of the Nonprofit Academic Centers Council](#)¹ (NACC), a group of major nonprofit research, teaching, and service centers in the United States. The [guidelines](#) issued by the National Association of Schools of Public Affairs and Administration (NASPAA) for nonprofit education also served as a source of information on key elements that were consequently included in this program.²

Program Requirements: The Masters of Science in Nonprofit Management and Social Entrepreneurship program will consist of 36 to 39 credits including a core of 27 credits and 9 elective credits in one of three specialization tracks (Global Affairs, Health Management and General Management). If students have not had extensive management/leadership experience in the nonprofit sector, a three-credit-hour internship will be required. Materials related to the core courses and specialization courses may be found in Tables 1 and 2, found on pages 4 and 5 of this document. The course Concepts and Practices of Nonprofit Management will serve as a cornerstone course with students taking it within their first two semesters at the University. ENTR 760 (Social Enterprise and Entrepreneurship) will be taken by students after completion of PUAD 700 and four other core courses.

Students will have the option to select one of three specializations in the program. The Global Affairs track will use classes offered through the Global Affairs and Human Security Program in the College of Public Affairs and the Global Leadership program in MSB. As nearly 60 percent of all nonprofit employment is in the Health Sector (Salamon, Sokolowski and Geller, 2011), selected courses from the Health Systems Management Program at University of Baltimore will be used for the Health Track. Finally, the General Management Track will provide students the opportunity to take courses offered

¹ Nonprofit Academic Centers Council. 2007. [Curricula Guidelines for Graduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy](#). 2nd Revised Edition.

² National Association of Schools of Public Affairs and Administration. 2006. [Guidelines for Graduate Professional Education in Nonprofit Organizations, Management and Leadership](#), revised.

through the Master of Public Administration or the Master of Business Administration programs for topics such as performance measurement, marketing, and advanced human resource management issues.

Program Administration and Admissions:

The program will be administered by a committee of six faculty members appointed by the Deans of CPA and MSB. The program committee will be drawn equally from each academic unit and will set policy, review applications for admission, and conduct ongoing assessments of the program.

Acceptance to the program will be competitive. Students will be eligible for admission to the program if they hold a Bachelor's degree from a regionally accredited university with a minimum grade point average of 3.00. Students wishing to transfer from other graduate programs are expected to have maintained a 3.00 in their prior coursework. Students whose GPA fails to meet the articulated standards may be admitted to the program on a conditional basis, at the program director's discretion, provided that other aspects of the applicant's application and experience reflect an ability to successfully complete graduate studies.

Applicants should submit transcripts from all universities attended, a personal statement, a resume and at least one letter of recommendation in addition to the completed application.

Educational objectives and intended student learning outcomes

Both the NACC and NASPAA guidelines show a great deal of commonality in the curricula components that should be covered in a nonprofit management program. From these guidelines, a set of student learning outcomes was derived. Graduates of the program will be able to:

- Understand the role of the non-profit sector, its scope, economics, significance and history. Students will be able to compare and contrast the nonprofit sector from the for-profit and governmental sectors;
- Analyze issues related to the unique legal, ethical and governance structures of the non-profit sector. When posed with problems and cases involving these types of issues, students should be able to apply their knowledge to develop solutions to these problems;
- Develop financial models to ensure sustainability of non-profits. These models include different types of revenue streams, fund-raising, philanthropic gifts, and use of social enterprise mechanisms. Students will be able to compare and evaluate the use of various models under different scenarios; and
- Identify the different types of accountability under which nonprofit organizations must operate. Among the types of accountability are financial accountability and accountability to multiple stakeholders for organizational mission.

For program level student outcomes, an annual assessment will be conducted at the beginning of the program in PUAD 600, the cornerstone course for one of the student learning outcomes listed above. Students will then be tested on the same student learning outcome in ENTR 760, the capstone course for the program. In addition, course level assessments will be conducted in each of the core classes for the program. Finally, indirect measures gathered through student satisfaction surveys and focus groups will be used to help continually refine program offerings. The course level assessments and indirect

measures will be particularly critical in the early years of the program, until a full program cycle has been offered.

Table 1. Core Curriculum for the Proposed Program

<i>Core Curriculum(27 credits)</i>	<i>Credits</i>	<i>Description</i>
PUAD : 700 Concepts and Practice of Nonprofits (new course)	3	Nonprofit organizations serve as the foundation for the Third Sector of the Economy. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist.
HSER 600: Fundraising and Grant Writing (new course)	3	The course will provide students with a thorough grounding in the principles and practices of fundraising and grant proposal development. The course is structured to mirror the process of fundraising management, and by the end of the program participants will have developed: 1) a fundraising plan or a grant proposal for their own nonprofit, or 2) a case study of the organization. The course will then conclude with an examination of the critical managerial and sectoral issues impacting the fundraising function, such as campaign integration, benchmarking of performance and public trust and confidence.
PUAD 629: Public Program Evaluation (existing course)	3	Systematic application of quantitative and qualitative research methods to the assessment of public policy interventions. Covers topics within formative and summative evaluation contexts, including needs assessments, impact evaluation and process evaluation.
MGMT 600: Leading and Managing People (existing course)	3	The course will help develop key competencies in areas such as: managing human resources; working with individuals and groups inside or outside the organization; leading and managing change; and learning to lead.
ACCT 600: Accounting Fundamentals for Non-profit Organizations (new course)	3	This course will cover basic accounting and financial management principles for non-accountants. Included in this course will be an introduction to financial reporting, fund accounting
PUAD 734: Strategic Management (existing course)	3	Covers the steps involved in developing a strategic plan for public and nonprofit organizations. Students learn how to perform a stakeholder analysis, conduct a situation analysis, develop appropriate mission statements, design effective performance measures, and implement a strategic plan.
PUAD 621: Public and Nonprofit Personnel Management (revised course)	3	Study the roles of the personnel functions and the application of problem-solving techniques, and the development of relevant personnel laws and regulations.
Legal Issues in Nonprofit Administration (new course)	3	This course will focus on the unique legal issues confronting nonprofit organizations from 501 (c) 3 status to limitations on lobbying and legal accountability requirements. New legal organizational forms for nonprofits will be also be reviewed.
ENTR 760 Social Enterprise and Entrepreneurship (existing course)	3	Studies how successful nonprofit organizations respond to the challenges of expanding their impact, being socially responsible and fiscally accountable, and finding new sources of revenue. Investigates innovative ways to generate both financial and social returns on their investments. Students will engage with social entrepreneurs to evaluate and respond to market opportunities to develop and grow social enterprises.

Table 2. Elective Courses for the Specializations in Global Affairs, Health, and General Management

Global Affairs Specialization	Health Specialization	General Management
GAHS 504 Seminar in Globalization and Social Change	HSMG 630 Legal Environment of Health-Care Management	PUAD 785 Public Sector Performance Measurement
GAHS 508 International Organizations	HSMG 697 Health Insurance and Pre-paid Health care	MGMT 745 Sustainability Management
GAHS 600 Managing NGOs	PUAD 755 Health Administration	MKT 742 Social, Non-profit and Public Sector Marketing
MGMT 780 Leading Across Cultures	PUAD 756 Managed Care Administration	HSAD 610 Strategies for Human Services Planning
PUAD 704 Managing Diversity		MGMT 730 Leading, Learning and Change
		PUAD 797 Nonprofit Management: Applied Skills Seminar
		PUAD 704 Managing Diversity
		ENTR 771 The Design/Business Link

Identify any specialized accreditation or graduate certification requirements for this program and its students.

When the program has MHEC and USM approval, CPA will seek membership in the Nonprofit Academic Centers Council. Although this is not a formal accreditation process, membership in NACC is considered an important attribute for nonprofit teaching and research centers.

Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

In addition to the assessment of student learning outcomes outlined above, the program will be evaluated in conformity with the NACC Indicators of Quality in Nonprofit Academic Centers.³ NACC sets five standards for educational programs in nonprofit management with each of these areas having measurable objectives:⁴

1. Centers are involved in the development and provision of a curriculum that responds to current issues and needs of the field;
2. Centers ensure an educational program that is responsive to the needs of diverse stakeholders;

³ Nonprofit Academic Centers Coordinating Council. 2006. In Pursuit of Excellence: Indicators of Quality in Nonprofit Academic Centers.

⁴ The objectives related to each standard can be found in Appendix A of this proposal.

3. Centers ensure that both subject matter and pedagogy is responsive to diversity in the field as well as diversity of students;
4. Centers ensure that teaching is directed to achieve student-related outcomes;
5. Centers ensure the involvement of highly qualified faculty.

With the exception of the student learning outcomes standard (#4—this outcome will be evaluated continuously), one standard will be selected each year for review by the program committee. Data will be collected on each of the objectives listed for that standard and reviewed by the committee for continuous improvement and a report will be formulated for review by the two Deans whose academic units are involved in offering this program.

Consistency with the State’s minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

The MS in Nonprofit Management and Social Entrepreneurship is committed to minority student achievement and success. The University of Baltimore has long been committed to providing educational access to a diverse student body and actively reaches out to minority students as part of the recruitment process. The University also has programs to assist in the retention of a diverse student population through graduation.

Relationship to low productivity programs identified by the Commission:

The program is not related to low productivity programs in the state.

Critical and compelling regional or Statewide need as identified in the State Plan:

Under Goal 5 of the Maryland State Plan for Post-Secondary Education (2009), MHEC establishes the need for educational programs that promote economic growth and vitality through the development of a highly qualified workforce. The nonprofit sector of Maryland’s economy constitutes a sizeable proportion of both Maryland and Baltimore City workforces (see below).

At present, UB students interested in nonprofit management must adapt skills and knowledge from management courses in either the business or public administration programs. However, nonprofit organizations face unique challenges due to their legal status, governance, and funding needs. Through development of a program targeted specifically at developing the skills needed by the nonprofit manager, we ensure a more highly qualified workforce to address the unique needs of this organizational sector.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

The nonprofit sector in the United States employs a steadily increasing segment of the nation's working population. Recent research conducted at Johns Hopkins University found that U.S. nonprofit establishments employed nearly 10.7 million paid workers and accounted for over 10 percent of non-governmental employment.⁵ Among non-governmental employers, the nonprofit sector ranks third behind retail trade and manufacturing.

In Maryland, and specifically in Baltimore, the nonprofit sector is a vital part of the economy. In a 2011 study, 11 percent of the Maryland state workforce was employed by nonprofits, and wages paid to nonprofit workers constituted 10 percent of the State wages. In Baltimore City, 27 percent of the workforce was employed by nonprofit organizations.⁶

Recent data show that nonprofit sector employment nationally and locally is holding its own during the recent economic downturn. According to a recent report, nonprofit employment actually grew during the 2007-2009 recession by 1.9% while employment in the for-profit sector declined by -3.7% nationally. Maryland nonprofit employment grew during the same time period by 2.2% while for-profit sector employment declined 3.1%.⁷ In 2011, 43% of organizational respondents said that they had increased the size of their staff and 43% of nonprofit leaders said that they planned to increase staff size in 2012.⁸

Reasonableness of program duplication:

The Seton Hall University database on Nonprofit Management Education lists four offerings in Nonprofit Management education in the State of Maryland.⁹ At the University of Maryland, College Park, students may take a concentration in Nonprofit Management and Leadership within the Master of Public Policy Program. The University of Maryland, University College offers a certificate in Nonprofit Financial Management. Notre Dame University offers a Master of Arts and a Certificate Program in Nonprofit Management.

Creating this new master's level program at the University of Baltimore is supported by strong elements at the university that will substantially contribute to formation and operation of this degree program. These elements include:

- As part of the College of Public Affairs, the Master of Public Administration Program (MPA) offers courses in nonprofit management, leadership and skills needed by nonprofit managers (Performance Measurement, Strategic Planning). The MPA has a long recognized mission to provide nonprofit as well as public sector management education.
- The Schaefer Center for Public Policy conducts research about and for nonprofit organizations as well as organizing the Weinberg Fellows Program (<http://weinbergfellows.org>). This Fellows Program is a leadership development initiative for executive directors of agencies serving disadvantaged residents of Maryland. It

⁵ Lester Salamon, S. Wojciech Sokolowski, and Stephanie Geller. 2011. [Holding the Fort: Nonprofit Employment During a Decade of Turmoil](#). Johns Hopkins University: Center for Civil Society Studies.

⁶ Maryland Association of Nonprofits. 2011 Nonprofits by the Numbers. Accessed at: <http://www.marylandnonprofits.org/dnn/Portals/0/Documents/Educate/Nonprofits%20by%20the%20Numbers%202011%20State-wide%20Summary%20Union%20Ave%20address.pdf>

⁷ Lester Salamon, S. Wojciech Sokolowski, and Stephanie Geller. 2011. [Holding the Fort: Nonprofit Employment During a Decade of Turmoil](#). Johns Hopkins University: Center for Civil Society Studies.

⁸ Nonprofit HR Solutions. 2012. [Nonprofit Employment Trends Survey](#). Accessed at: http://www.nonprofithr.com/index.php?src=gendocs&ref=trends%20survey_2012_graphic&category=interior

⁹ Data base can be accessed at: <http://academic.shu.edu/npo/>

provides hands-on, practical, interactive sessions focused on key elements on nonprofit management; exploration of issues important to agency leaders; the chance to meet and form long-term relationships with peers; and opportunities to identify and connect to a rich network of resources. The Schaefer Center has also created a Certified Public Manager Program (noncredit) with a track specifically targeted toward nonprofits.

- Merrick School of Business has a legacy of serving the social enterprise in Baltimore and beyond. Its Entrepreneurship Center offers seminars targeted to the nonprofit community. The MBA program has a series of existing graduate courses designed to give professionals the opportunity to develop leadership skills and to better serve the nonprofit sector. Over sixty nonprofit organizations have already participated in social entrepreneurship classes through MSB.
- The Jacob France Center of the Merrick School of Business is the home of the Baltimore Neighborhood Indicators Alliance (BNAI-JFI). The goal and mission of the BNAI-JFI is to provide accurate data and objective research to a wide range of groups, organizations and agencies that result in positive poverty change.

Unlike other programs in Maryland, the M.S. in Nonprofit Management and Social Entrepreneurship emphasizes social enterprise as part of its core curriculum. The specializations proposed through the program allow students the opportunity to:

- Focus on the role of Nongovernmental Organizations in addressing global problems;
- Understand the role of nonprofits in health care provision (over 60% of all nonprofits in Maryland are in the health care area); or
- Take advantage of the University’s resources in management skills and techniques through both the Public and Business Administration programs.

Relevance to Historically Black Institutions (HBIs)

None of the HBIs in Maryland have a program similar to proposed M.S. in Nonprofit Management and Social Entrepreneurship. The proposed program will have no impact on the HBIs.

Resources and Finance

Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Faculty teaching in the program will consist primarily of full-time faculty at the University of Baltimore (see Table 3 below), although adjunct instructors with demonstrated expertise in the nonprofit sector will be recruited to teach in the program.

Table 3. Faculty Members and Associated Courses for the M.S. in Nonprofit Management and Social Entrepreneurship Program

Professor Name	Rank/Title	Terminal Degree	Status	Courses
Brown, Samuel	Associate Professor	Ph.D., Public	Full-Time	PUAD 629, 700

		Administration	Faculty	
Cotten, Ann	Director, Schaefer Center for Public Policy	D.P.A., Public Administration	Staff, Part-time Faculty	PUAD 734
Wyatt-Nichol, Heather	Assistant Professor	Ph.D., Public Administration	Full-Time Faculty	PUAD 621, 704
Weiss, J.C.	Executive in Residence	M.B.A.	Full-time Faculty	ENTR 760
Pearson, Bridal	Assistant Professor	Ph.D., Human Services Administration	Full-Time Faculty	HSER 600
Barquero, Carla	Assistant Professor	Ph.D., Political Science	Full-Time Faculty	GAHS 504, 508
Bento, Regina	Professor	Ph.D., Business Administration	Full-Time Faculty	MGMT 730
Julnes, Patria	Professor	Ph.D., Public Administration	Full-Time Faculty	PUAD 785
Stickney, Lisa	Assistant Professor	Ph.D., Business Administration	Full-time Faculty	MGMT 600
Julnes, George	Professor	Ph.D., Psychology	Full-Time Faculty	PUAD 629
Tong, Dalton	Instructor	M.B.A.	Full-Time Faculty	ACCT 600
Luchsinger, Vincent	Professor	Ph.D., Business Administration	Full-Time Faculty	MGMT 745

Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

As noted above, most of the courses in the new program are currently being taught at the University of Baltimore. Open source databases, government archives and online resources will be used in this program. Peer reviewed journal articles that are indexed through ResearchPort should encompass most of the principal journals in the area of nonprofit management and are available through Langsdale Library or Interlibrary Loan.

Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

It is intended that these courses would need only general classrooms and not specialized facilities. In addition, some of these courses could be offered in the online format.

Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

Five of the core courses in the M.S. Program in Nonprofit Management and Social Entrepreneurship are existing courses and offered regularly through the Master of Public Administration or the Master of Business Administration programs. All of the specialization courses are offered through these programs or the Master's degree programs in Health Systems Management, Global Affairs and Human Security, or Human Services Administration. It is anticipated that adjunct faculty will be used for additional sections of these courses as the new program grows.

In the case of the new courses offered through this program, it is anticipated that a full-time faculty member will offer PUAD 700, an Executive in Residence will offer ACCT 600 and adjunct faculty will offer some sections of classes. In this manner, the program can tap into the expertise of the nonprofit community in the Baltimore area.

M.S. in Nonprofit Management & Social Entrepreneurship

TABLE 1: RESOURCES¹

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (80% of c+g below)	\$74,160	\$185,400	\$259,560	\$259,560	\$259,560
a. #F.T. Students	0	0	0	0	0
b. Annual Tuition/Fee Rate					
c. Annual Full Time Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # Part Time Students	10	25	35	35	35
e. Credit Hour Rate	\$618	\$618	\$618	\$618	\$618
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$92,700	\$231,750	\$324,450	\$324,450	\$324,450
3. Grants, Contracts, & Other External Sources					
4. Other Sources					
TOTAL (Add 1 - 4)	\$74,160	\$185,400	\$259,560	\$259,560	\$259,560

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b+c below)	\$25,920	\$25,920	\$25,920	\$25,920	\$25,920
a. #FTE ²					
b. Total Salary ³	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
c. Total Benefits ⁴	\$1,920	\$1,920	\$1,920	\$1,920	\$1,920
2. Total Administrative Staff Expenses (b + c below)	\$8,915	\$8,915	\$8,915	\$8,915	\$8,915
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary (1 FTE=\$68,000 ave.)	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800
c. Total Benefits	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115
3. Total Support Staff Expenses (b + c below)	\$12,104	\$12,104	\$12,104	\$12,104	\$12,104

a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary (1 FTE=\$40,000 ave.)	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
c. Total Benefits	\$4,104	\$4,104	\$4,104	\$4,104	\$4,104
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1-7)	\$46,939	\$46,939	\$46,939	\$46,939	\$46,939

¹ Revenue data is based on the assumption that the program will admit 10 students in the first year and 15 students in years 2-5; that these students will take 15 credit hours per year; and that most students will complete the program in 2.5 years.

² FTE based on use of existing faculty and courses currently being offered. Adjunct faculty will be used to teach one of the new courses proposed. Some additional adjunct resources may be needed to add more sections of core course in MPA or MBA programs.

³ 8 courses will be taught by adjuncts at a rate of \$3,000-\$3,500 per course, based on MPA/MBA adjunct salary rates

⁴ Based on 7 adjunct faculty sections @8% benefits.

APPENDIX A. Indicators of High Quality Educational Offerings for Nonprofit Academic Centers (NACC Indicators of Quality in Nonprofit Academic Centers)

C1. Centers are involved in the development and provision of a curriculum that responds to current issues and needs of the field.

- The curriculum reflects the latest scholarly and practice knowledge.
- The curriculum is regularly reviewed to ensure responsiveness to the field.
- The curriculum incorporates the dynamic nature of a diverse sector that spans the globe.
- The curriculum reflects the goals of the host degree or program.
- Masters and doctoral level courses and degrees in nonprofit and philanthropic studies continue to expand.

C2. Centers ensure an educational program that is responsive to the needs of its diverse stakeholders.

- A significant number of students are enrolled in philanthropic and nonprofit studies courses.
- Students report that the curriculum is responsive to their goals and expectations.
- Community key informants indicate that the curriculum reflects and incorporates key issues in the field of practice.

C3. Centers ensure that both subject matter and pedagogy is responsive to the diversity of the field as well as the diversity of the students.

- Issues of diversity and inclusion are incorporated into all courses.
- Special programs exist to build cultural competency.

C4. Centers ensure that teaching is directed to achieve student-related outcomes.

- Students develop and effectively apply critical thinking and analytical skills.
- Student competencies improve observably and measurably.
- Graduates of nonprofit and philanthropic programs progress in their careers.

C5. Centers ensure the involvement of high quality faculty.

- Departments give high priority to teaching performance in the selection and supervision of faculty.
- Adjunct faculty are carefully recruited and supervised.
- Faculty who teach nonprofit and philanthropic studies courses have been recognized by their peers for their teaching excellence.

- Faculty receive favorable student evaluations, particularly with regard to student reports of significant learning and professional development.
- A majority of instructional faculty are permanent, full-time appointments within an academic program.