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**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	<b>SW 393T18</b>	<b>Instructor:</b>	<b>Julia Cuba Lewis, MSW</b>
<b>Unique Number:</b>	<b>61800</b>	<b>Email:</b>	<b>jcubalewis@utexas.edu</b>
<b>Semester:</b>	<b>Fall 2021</b>	<b>Phone:</b>	<b>512-656-8712</b>
<b>Meeting Time:</b>	<b>Mondays, 5:30 - 8:30pm</b>	<b>Office Room:</b>	<b>Zoom</b>
<b>Meeting Place:</b>	<b>SSW 2.118</b>	<b>Office Hours:</b>	<b>By appointment</b>

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**NONPROFIT MANAGEMENT OF HUMAN SERVICES**

**Please note: the structure of this course is subject to change pending new information from the University of Texas regarding COVID-19.**

**I. STANDARDIZED COURSE DESCRIPTION**

This course emphasizes achievement of human service goals and objectives through management control processes such as programming, budgeting, accounting, fiscal and programmatic data systems, and evaluation. Knowledge and skills in strategic planning are emphasized as well for the on-going assessment of an organization's internal and external environment; organizational strengths, threats, and opportunities; and system integrity with organizational mission as well as social work values and ethics. Course materials and assignments provide the basis for evaluating these processes as students prepare for field education in a variety of community agencies.

**II. STANDARDIZED COURSE OBJECTIVES**

By the end of the course students will be able to:

1. Analyze the contributions of internal management control processes, including planning, programming, budgeting, fiscal management, information systems, and evaluation, in the effective pursuit of human service organization goals and objectives;
2. Conduct an internal management audit/operations analysis of a human service organization utilizing appropriate qualitative and quantitative statistical techniques;
3. Create functional program budgets;
4. Apply strategic planning principles for on-going assessment of an organization's internal and external environment, threats and opportunities, and system integrity with organizational mission and social work values and ethics;

5. Critique strategic planning, budgeting, fiscal, and programmatic management systems of a human service organization while demonstrating knowledge of values and ethical issues in social work practice;
6. Understand the role of diversity in organizational management and develop skills to evaluate strategies and practices to overcome barriers to professional advancement and successful performance due to age, race, gender, social class, culture, religion, sexual orientation, and physical or mental ability.

### **III. TEACHING METHODS**

Teaching methods will consist of lectures, discussion, individual and group exercises, presentations, guest lectures by practitioners-in-the-field, debates, case studies and asynchronous work. All classes will be held in person except for the first class, which will be held online. I will post the Zoom link on Canvas on the morning of the first class day.

### **IV. REQUIRED TEXTS**

Rodriguez Heyman, D. & Brenner, L. (2019). Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals. Hoboken, NJ: John Wiley & Sons, Inc.

Villanueva, E. (2018). *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*. Oakland, CA: Berrett-Koehler Publishers, Inc.

### **V. REQUIRED TEXTS ON CANVAS**

Else, W. "How to Realign with Your Nonprofit's Core Values." *Nonprofit Pro*, 24 July 2019, [www.nonprofitpro.com/post/how-to-realign-with-your-nonprofits-core-values/](http://www.nonprofitpro.com/post/how-to-realign-with-your-nonprofits-core-values/).

Forti, M. "Six Theory of Change Pitfalls to Avoid.." *Stanford Social Innovation Review*, 23 May 2012, [https://ssir.org/articles/entry/six\\_theory\\_of\\_change\\_pitfalls\\_to\\_avoid](https://ssir.org/articles/entry/six_theory_of_change_pitfalls_to_avoid)

Kunreuther, F. and Thomas-Breitfeld, S. (2020). *Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap*.

Le, V. "Have Nonprofit and Philanthropy Become the 'White Moderate' That Dr. King Warned Us About?" *Nonprofit AF*, 1 June 2020, [nonprofitaf.com/2020/06/have-nonprofit-and-philanthropy-become-the-white-moderate-that-dr-king-warned-us-about/](http://nonprofitaf.com/2020/06/have-nonprofit-and-philanthropy-become-the-white-moderate-that-dr-king-warned-us-about/).

Polanco, H. "Models and Components of a Great Nonprofit Dashboard." *Nonprofit Quarterly*, 9 May 2016, <https://nonprofitquarterly.org/financial-management-models-of-a-great-nonprofit-dashboard/>

Weldon, M. "Nonprofits So White: New Report on Lack of Inclusion Offers Strategies." *Take the Lead*, 22 June 2020, [www.taketheleadwomen.com/blog/nonprofits-so-white-new-report-on-lack-of-inclusion-offers-strategies](http://www.taketheleadwomen.com/blog/nonprofits-so-white-new-report-on-lack-of-inclusion-offers-strategies).

Zinn, P. "Community Engagement Sprouts Fresh Ideas and Nonprofit Leadership." *Race to Lead*, 16 May 2018, [www.gmafoundations.com/nonprofit-leadership-development/](http://www.gmafoundations.com/nonprofit-leadership-development/).

Additional required and optional readings will be made available on Canvas.

## **VI. COURSE REQUIREMENTS – ASSIGNMENTS**

**Class Attendance** (13 pts total - 1 pt/day)

**Canvas Observations/Questions** (9 pts total – 1 pt/9 weeks)

Students are required to submit a unique observation or question (which has not already been written about) on Canvas prior to the start of class based upon the readings due that day. Students can respond to other students, but must have one unique post of their own to be awarded credit. The observations and questions will be used in class as time permits.

**Reading Reflection Paper** (10 pts)

Reading reflection of Kunreuther and Thomas-Breitfeld's *Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap*. This reading can be found on Canvas.

The purpose of the reading reflection assignment is to allow students to consider the ways in which nonprofits may contribute to systemic racism and strategies to heal the resulting organizational and community trauma.

1. Summarize the concepts, facts and stories which resonated with you. Why did they resonate with you?
2. Reflect on your feelings about the elements of the reading that resonated with you.
3. What in the reading, if anything, makes you hopeful?

This assignment should be two pages, single spaced, 11 point font. Citations not needed. 10 points. Due September 20<sup>th</sup> at 5:30 PM electronically via Canvas.

**Nonprofit Alignment Audit Paper** (18 pts)

Select a nonprofit of your choice and assess whether the following elements of the organization are aligned: vision, mission, values, board, staff, programs, evaluation data (if available), fundraising strategies, events, marketing language, annual report (if available), volunteer opportunities and strategic goals (if available). You may only choose a non-profit which has the required elements visible on their website. Please include the following in your paper:

- Provide the name and website of the organization.
- Review and assess the level of alignment of each element to the overall organization. (7 pts)

- Discuss what criteria you used to assess alignment and why. (7 pts)
- Give the organization an “alignment grade” and explain why. (4 pts)

This assignment should be four pages, single spaced, 11 point font. Citations not needed. 18 points. Due November 8<sup>th</sup> at 5:30 PM electronically via Canvas.

**Nonprofit Concept Paper (40 Pts.) and Presentation (10 Pts.)**

Groups will develop an idea for a nonprofit organization and submit a comprehensive description of key elements of the nonprofit. The paper is divided into 8 parts. Groups will have protected time to work on their ideas/proposal throughout the semester and gain feedback from the instructor. At the end of the semester, each group will be required to present their final nonprofit proposal (*PowerPoint/video*). Final group presentations will be no more than 15 minutes with an additional 5 minutes for questions and answers. Groups will receive instructor feedback on the paper and presentation and peer feedback on the presentation. Groups will demonstrate they integrated the readings, followed the assignment guidance, and analyzed the group process to include the lessons learned. Below is a high-level outline of the written assignment’s key elements. Each section should be 1-2 pages single-spaced.

**Part 1: Vision and Mission (5 pts/ 1-2 pages)**

- List the Vision and Mission.
- What process did you use to craft them?
- What factors will you keep in mind to ensure alignment with the rest of the organization?

**Part 2: Values and Culture (5 pts/ 1-2 pages)**

- List the values and describe the culture.
- How did you come up with your values? Why?
- How are the values aligned with the rest of the organization?
- What strategies would you implement to create and maintain your desired culture?
- How does equity play a role in your values and culture?

**Part 3: Board and Staff (5 pts/ 1-2 pages)**

- Who are your board and staff members? Credentials? Demographics? Why?
- How is the make-up of your board and staff aligned with the rest of your organization?
- What are a few key policies will you put into place for the board? For staff?
- What strategies will you use to attract the right people?
- What strategies will you use to retain the right people?
- What criteria will you use to identify people who should be terminated?
- How does equity play a role with your policies, structure and selection of your board and staff?

**Part 4: Programs and Evaluation (5 pts/ 1-2 pages)**

- What is the signature program of this organization? Why?
- How is it evaluated? Why?
- Who evaluates it?
- How is the data used?

- How is this program and its evaluation aligned with the rest of the organization?
- How does equity play a role with your programs and evaluation?

**Part 5: Annual Budget** (5 pts/ 1-2 pages)

- What is the annual budget for your organization? Make a line item budget which includes income and expenses.
- Provide a brief written explanation for your major line items.
- What factors are in place to ensure sustainability?
- How is your budget aligned with the rest of your organization?
- How does equity play a role with your budget?

**Part 6: Community Engagement** (5 pts/ 1-2 pages)

- How do you fundraise to achieve your budget? Why?
- If you have events, what are they and why?
- How do you utilize volunteers? Why?
- How do you market your organization? Why?
- How is your community engagement aligned with the rest of your organization?
- How does equity play a role with your community engagement strategies?

**Part 7: Key Performance Indicators** (5 pts/ 1-2 pages)

- What are the top three key performance indicators your organization tracks? Why?
- How do you track them?
- Who in the organization is responsible for tracking and reporting these KPI's?
- How often and in what setting do you look at them?
- How are they aligned with the rest of the organization?
- How does equity play a role in the development of your KPI's?

**Part 8: Group Process** (5 pts/ 1-2 pages)

- What strategies did you use in order to keep all parts of your organization aligned when working as a group?

This assignment should be 1-2 pages per section, single spaced. Please use APA 7<sup>th</sup> edition format. Paper (40 pts) due November 29<sup>th</sup> at 5:30 PM electronically via Canvas. Only one member of the group should submit the paper on Canvas. In-class group presentations (10 pts) will be held on December 6<sup>th</sup>. All members of the group must participate in the presentation.

Grading of all written assignments will take into account the quality of the writing as well as the content. Only one assignment requires APA 7<sup>th</sup> edition (Nonprofit Concept Paper), and all other assignments should be written single spaced, and 11 point font. Written material should be carefully proof-read and errors (punctuation, typographical, spelling) corrected. I strongly encourage you to read your paper several times and, if possible, have someone else proofread it.

**Assignment Summary:**

Class Attendance (Individual)	Weekly (13 out of 13 weeks)	13 pts
Canvas Questions (Individual)	Weekly (9 out of 13 weeks)	9 pts

Reading Reflection Paper (Individual)	September 20 <sup>th</sup> at 5:30 pm	10 pts
Nonprofit Alignment Audit Paper (Individual)	November 8 <sup>th</sup> at 5:30 pm	18 pts
Nonprofit Concept Paper (Group)	November 29 <sup>th</sup> at 5:30 pm	40 pts
Nonprofit Concept Presentation (Group)	December 6 <sup>th</sup> at 5:30 pm	10 pts

Total: 100 pts

## **VII. GRADES**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## **VIII. CLASS POLICIES**

1. Students are expected to attend class sessions regularly and to participate in an interactive framework between students and professor. Attendance will count towards the grade as students accumulate one point per attended class. Late attendance or leaving early will be counted as an absence and the student will not accrue a point for that class. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Students are required to ask a question on Canvas about the readings prior to the start of nine out of the thirteen classes. The calendar for when students must ask these questions is below. Each question is worth 1 point. Failure to demonstrate through discussions that one has comprehended the readings will also be considered in assigning the final grade. If the student has an emergency and must miss a class, the instructor expects advance notice. Students are responsible for any material missed due to absences.
2. Except in the case of extreme emergencies and then only with the permission of the professor, late assignments will not be accepted without penalty. Late assignments will result in deduction of 2 points per day. Students are expected to turn in all required assignments on the agreed-upon due dates. If the due date is a problem, then the student should contact the professor and negotiate another due date well in advance.
3. Student feedback is welcome. Students are also encouraged to provide feedback during the semester by phone, email, or appointment.

## **IX. UNIVERSITY POLICIES**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## **X. COURSE SCHEDULE**

(Subject to change)

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignments Due</b>
8/30	Intro/Overview	
9/13	Mission/Vision	Intro & Chapter 1 of Decolonizing Wealth on Canvas Chapter 1 of Nonprofit Management 101 Share at least one question or observation on Canvas about the reading
9/20	Undoing Racism in Nonprofits	<b>ASSIGNMENT DUE: Reading Reflection Paper</b> Blog post: <a href="#">“Have Nonprofit and Philanthropy Become the ‘White Moderate’ That Dr. King Warned Us About?”</a> Blog Post: <a href="#">“Nonprofits So White”</a> Share at least one question or observation on Canvas about the reading
9/27	Strategic Planning	Chapter 5 of Nonprofit Management 101 Blog post: <a href="#">“Creating Space for New Voices and Environmental Action”</a> Share at least one question or observation on Canvas about the reading
10/4	Data	Blog Post: <a href="#">“Six Theory of Change Pitfalls to Avoid”</a> Blog Post: <a href="#">“Models and Components of a Great Nonprofit Dashboard”</a> Share at least one question or observation on Canvas about the reading
10/18	Budget	Chapter 12 of Nonprofit Management 101 Share at least one question or observation on Canvas about the reading
10/25	Fundraising	Chapter 17 of Nonprofit Management 101 Share at least one question or observation on Canvas about the reading
11/1	Board Governance	Chapter 30 of Nonprofit Management 101 Share at least one question or observation on Canvas about the reading
11/8	Human Resources	Chapter 8 of Nonprofit Management 101 Blog post: <a href="#">“How to Realign with Your Nonprofit’s Core Values”</a> Share at least one question or observation on Canvas about the reading
11/15	Recap	<b>ASSIGNMENT DUE: Nonprofit Alignment Audit</b>
11/22	Leadership	Chapter 4 of Nonprofit Management 101 Share at least one question or observation on Canvas about the reading
11/29	ED Panel	<b>ASSIGNMENT DUE: Group Nonprofit Concept Paper</b>
12/6	Presentations/Closing	<b>ASSIGNMENT DUE: In-Class Group Presentations</b>

## **XI. BIBLIOGRAPHY**

Elsy, W. “How to Realign With Your Nonprofit’s Core Values.” *Nonprofit Pro*, 24 July 2019, [www.nonprofitpro.com/post/how-to-realign-with-your-nonprofits-core-values/](http://www.nonprofitpro.com/post/how-to-realign-with-your-nonprofits-core-values/).

Forti, M. "Six Theory of Change Pitfalls to Avoid.." *Stanford Social Innovation Review*, 23 May 2012, [https://ssir.org/articles/entry/six\\_theory\\_of\\_change\\_pitfalls\\_to\\_avoid](https://ssir.org/articles/entry/six_theory_of_change_pitfalls_to_avoid)

Kunreuther, F. and Thomas-Breitfeld, S. (2020). *Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap*.

Le, V. "Have Nonprofit and Philanthropy Become the 'White Moderate' That Dr. King Warned Us About?" *Nonprofit AF*, 1 June 2020, [nonprofitaf.com/2020/06/have-nonprofit-and-philanthropy-become-the-white-moderate-that-dr-king-warned-us-about/](https://nonprofitaf.com/2020/06/have-nonprofit-and-philanthropy-become-the-white-moderate-that-dr-king-warned-us-about/).

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Zinn, P. "Community Engagement Sprouts Fresh Ideas and Nonprofit Leadership." *Race to Lead*, 16 May 2018, [www.gmafoundations.com/nonprofit-leadership-development/](https://www.gmafoundations.com/nonprofit-leadership-development/).