6-1-2012

Nonprofit Marketing Education in the United States: An Examination and Interpretation of the Prevalance and Nature of Curriculum

Theresa Meier Conley
University of Denver

NONPROFIT MARKETING EDUCATION IN THE UNITED STATES:
AN EXAMINATION AND INTERPRETATION OF THE PREVALANCE
AND NATURE OF CURRICULUM

A Dissertation

Presented to

the Faculty of the Morgridge College of Education

University of Denver

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Theresa Meier Conley

June 2012

Advisor: P. Bruce Uhrmacher, Ph.D.

Author: Theresa Meier Conley
Title: NONPROFIT MARKETING EDUCATION IN THE UNITED STATES: AN EXAMINATION AND INTERPRETATION OF THE PREVALANCE AND NATURE OF CURRICULUM
Advisor: P. Bruce Uhrmacher, Ph.D.
Degree Date: June 2012

ABSTRACT

The nonprofit sector is a large, growing, and essential part of the United States economy. There is a history of inspired ideas and complex change in the nonprofit sector that marketing educators and business school administrators must understand if they are to be leaders in the continuing evolution of nonprofit marketing education.

This manuscript includes a summarized historical perspective, a selective review of literature from existing nonprofit management and marketing education, a discussion of relevant contemporary issues for consideration, and mixed-method research results regarding the prevalence and nature of nonprofit marketing education. The mixed-method research strategy includes three phases; the first is quantitative, followed by two qualitative phases.

The research results reveal four distinct themes that contribute new information to the practice of nonprofit marketing education: 1) undergraduate and graduate programs have similar curricula, but should be different so each is focused and delivered based on their respective experiences and outlooks while complementing business school realities; 2) the general tone of curricula elements and project work is often altruistic, and as a consequence is not effective in preparing undergraduate and graduate students to meet the marketing challenges unique to the nonprofit sector; 3) certificate programs in nonprofit marketing are few and represent a unique and untapped area of opportunity for business

schools to leverage existing resources and provide a needed service for existing nonprofit employees with little or no marketing education; and 4) the lack of uniform and clear terminology related to or associated with nonprofit marketing hampers the ability of faculty members to reach educational objectives on behalf of their students.

This manuscript concludes with discussion, interpretations, and recommendations to guide and further evolve curricula for nonprofit marketing education in the United States.

Acknowledgements

My committee, *Dr. Bruce Uhrmacher, Dr. Ginger Maloney, and Dr. Chuck Patti*, for their ability to allow me to work independently, yet guide me in a kind and constructive manner.

My husband, *Jeffrey Conley*, for his thoughtful discussion and suggestions about everything I care about—he has amazing passion, knowledge, and perspective.

My children, *Lauren and James Conley,* who always supported me and grew into teenagers during this process.

My mother, *Shirley Meier,* who worked as an educator and now spends her time traveling, writing, and being fully engaged in a wide variety of interests.

My father, *Henry Meier,* who is not here to see me complete this, but is always, always on my mind. "What would Dad do?"

My sister, *Cathy Spader*, who is a gifted writer and designer, as well as a special friend.

My friend, *Julie Iverson*, who remembers without fail, what I am working on and is always in my corner to support me.

Table of Contents

List of Tables

List of Figures

Chapter One: Introduction

> "It is perhaps the biggest unknown success story in American history"
>
> *—Richard Lyman, former Stanford president and historian, referring to the history of the nonprofit sector*

Research Rationale

It is a meaningful endeavor to research and analyze nonprofit marketing education in the United States. The nonprofit sector is a surprisingly large portion of the country's overall economic output. It employs a substantial number of the workforce. It is comprised of an extremely diverse set of entities whose missions and goals vary widely. The overall social and economic impact of the sector is significant, but the challenges are also significant. At times the nonprofit sector lacks ethical oversight—perpetuating skepticism among donors and the public. A "do-gooder" reputation coupled with a perception of low salaries hurts the ability to attract top talent. Confusion and negativity with terminology is a constant strain. The nonprofit sector is complex and requires specific marketing skills. Given that, higher education and business schools can shape the continued development of the nonprofit sector, and the nature and strength of the curricula will greatly aid in the effort to improve the stated issues. Despite all of the empirical data on the importance of the nonprofit sector, there is a dearth of information on how institutions of higher education address the need for marketing education in this sector. Information regarding what programs and courses are offered in nonprofit management is known, but comparative information regarding what programs and courses are offered in nonprofit marketing are limited in depth and sorely outdated. There is no research that evaluates curriculum and instruction strategies or the nature and intent of courses and programs. All of this, in light of a growing nonprofit sector and dynamic shifts and changes within the industry in the United States, clearly shows the relevance and importance of researching and analyzing nonprofit marketing education within a framework of higher education.

According to the *Chronicle of Philanthropy*, the growth of the nonprofit sector in the United States is robust. Over just the last 15 years, the number of nonprofits has doubled and more than one in every ten Americans in the workforce is employed by a nonprofit organization (NPO), excluding volunteers (Chronicle of Philanthropy [CP], 2011). Put in perspective, nonprofits employ more people than the federal government and the 50 state governments combined (O'Neill, 1989). Economically, $300 billion is donated internationally each year to nonprofit entities and there are over 70,000 foundations, the largest being the Gates Foundation (CP, 2011).

The nonprofit sector is also extremely diverse, being comprised of a large set of organizations and entities. The sector is considerably larger than the commonly thought-of government entities or large charities. The sector includes, but is not limited to, schools, hospitals, foundations, research institutions, welfare agencies, civic groups, religious organizations, colleges and universities, social action movements, arts and cultural organizations, community development groups, social and community groups, and youth sports clubs.

It is not only the sheer economic status and influence of the nonprofit sector, the number of workers employed, or the relative size or nature of the widely diverse nonprofit entities that makes research into education curricula in this area relevant, but it is also the different mission and stated goals of a nonprofit that distinguishes this sector. Nonprofit organizations must carefully balance the conflict that manifests itself in the competing interests of donors, volunteers, board members, and their customers/clients and the causes they manage. It is the relentless pressure from those interests of being viable and successful that is often in opposition to the stated purpose and goals to serve the public benefit—and all of the tension in other areas that can result from having so much work to do and so many stakeholders to satisfy. Successful leaders and marketers of nonprofit entities must accomplish this task with competent utilization of skills, training, experiences, and empathy, which often differs from a pure profit-driven enterprise. The leader’s job is formidable, and marketing is a strategic component to ensure a solid connection to the needs of the stakeholders and others with a vested interest.

It is these combined factors that make it compelling for more work to be done, which addresses nonprofit marketing education needs. There is a lack of understanding in the number of institutions that are currently offering some form of nonprofit marketing education as well as a lack of research that focuses on curriculum and instruction strategies. Because of this, there is a failure to address the unique requirements for this increasingly large and significant sector of our economy. It is the goal of this research to uncover the truth of what is currently happening in United States institutions in nonprofit marketing education so that a more comprehensive higher education strategy can be presented and utilized. Results should encourage and guide curriculum quality and focus.

The primary audience for this research is marketing educators in higher education who teach nonprofit marketing and/or associated topics (and administrators accountable for this topic) in business schools in the United States. Although results may be very useful to other audiences—such as nonprofit organizations, foreign institutions, students, industry consultants, etc.—these audiences are not the focus of this research. The researcher wishes the results of this study to be practical and useful for marketing educators and administrators; therefore, the goal of this research is more applied than theoretical. Applied research typically has a conceptual framework or "orientation" and describes how the research fits into past literature and research and into a given industry for application. This is described in detail in the research methods section of this proposal. The industry is "higher education," and the specific topic of concentration is "nonprofit marketing curriculum."

Aims of the Study

The nonprofit sector continues to expand and evolve with the changing needs of the United States, but has marketing curricula adequately adapted to the change? What exactly is being taught and how? What is the nature of the curricula? What terms are being used to describe and promote nonprofit marketing? These are valid questions for marketing educators and business school administrators who instruct and are responsible for nonprofit marketing education; answers will enable them to be leaders in evolving the curricula and preparing students to work in this sector.

The growth and advancement of nonprofit management education is not mirrored in the development of nonprofit marketing education, and evidence actually shows a decline in resources and interest in nonprofit marketing topics (Delene, 1981). So, what content elements are being taught and how are they delivered to our marketing students to enable them to be marketing leaders in a very complex and demanding sector? What content elements are considered important? Further research in the area of nonprofit marketing education is necessary to update and inventory nonprofit marketing offerings in business schools so the curriculum and instruction methods can be assessed and documented. It is important to understand what is being taught, what terms and ideas are being discussed, and how our higher education business school system in the United States is preparing students to enter a professional career in the nonprofit marketing area. Clearly, we need to ask these questions from an undergraduate, graduate, and certificate program level so we have a sense of offerings from the business school perspective. Asking these questions, analyzing the results, and sharing this knowledge with marketing educators will engage the academic community in a necessary dialogue directed toward improvement and will encourage further research to meet the current and changing needs of the dynamic and important nonprofit sector.

Research Questions

1. From an instructor's or administrator's perspective, what is the prevalence of nonprofit marketing education for undergraduate, graduate, and certificate programs within business schools in the United States?
    a. Generally, have these nonprofit marketing offerings increased, decreased, or remained consistent over the past 5 to 10 years? Why?

    b. What form does nonprofit marketing education take in the United States (stand-alone course or an integrated course, major, minor, concentration, certificate, etc.)?

2. From an instructor's or administrator's perspective, what is the nature of the curricula and pedagogy of nonprofit marketing education for undergraduate, graduate, and certificate programs within business schools in the United States?
    a. What is the aim and intention of the curricula?
    b. What are the main curricula content elements—at what level are they addressed and to what degree are they seen as important?
    c. What instruction methods and pedagogical dimensions are used in curricula delivery?
3. From an instructor's or administrator's perspective, what terminology is being used, or could be used, to describe and promote nonprofit marketing courses and content?
    a. What is the interest level of "cause marketing" as compared to "nonprofit marketing"?
    b. To what degree is the terminology understood?
    c. What terms are used as course titles or in context with this topic?
    d. Are there terms or titles that could be used more effectively?

Overview of Research Method and Design

The research was conducted in three phases. Chapter Three describes this mixed-method approach and process in detail. Briefly, Phase 1 is a 23-question survey, Phase 2 is an analysis of 10 syllabi, and Phase 3 is one-on-one interviews with five marketing faculty who teach nonprofit marketing. The analysis and results (Chapter Four) were guided and informed by content in the literature review, Eisner's *Method of Educational Connoisseurship and Criticism*, and grounded theory principles. Figure 1 illustrates the research methodology and how it was used during the research process.

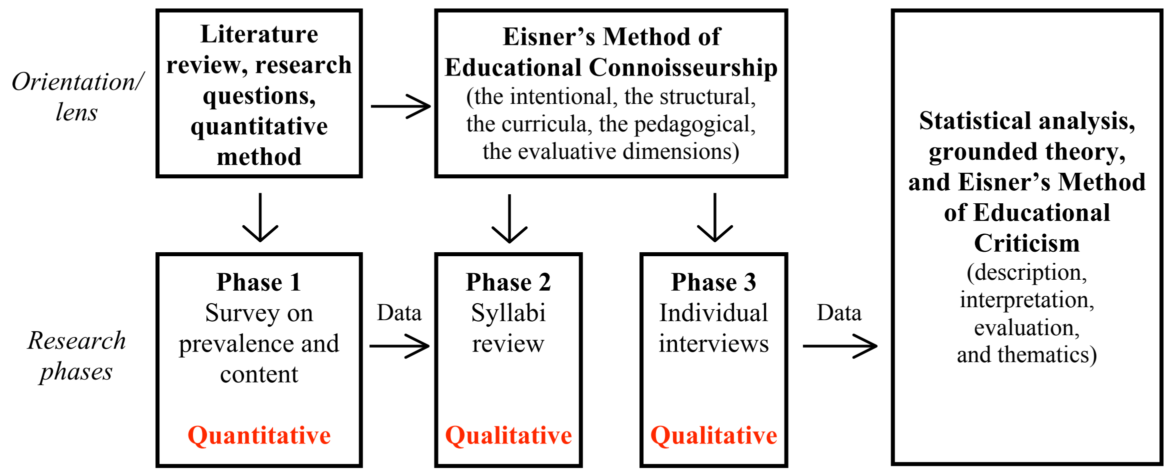


Figure 1. Mixed-method research orientation and process.

Chapter Two—Literature Review

A review of the literature reveals the colorful history and evolution of the nonprofit sector and nonprofit organizations (NPOs) in the United States and provides context for what is occurring in higher education within the management and marketing disciplines to support this increasingly important sector. The nonprofit sector is important because of its cultural, economic, and historical influence; for its size, growth, and complexity; and for its effect on American society. Figure 2 gives an overview of the literature review process, insights from each section, and how they then culminate in the research questions.

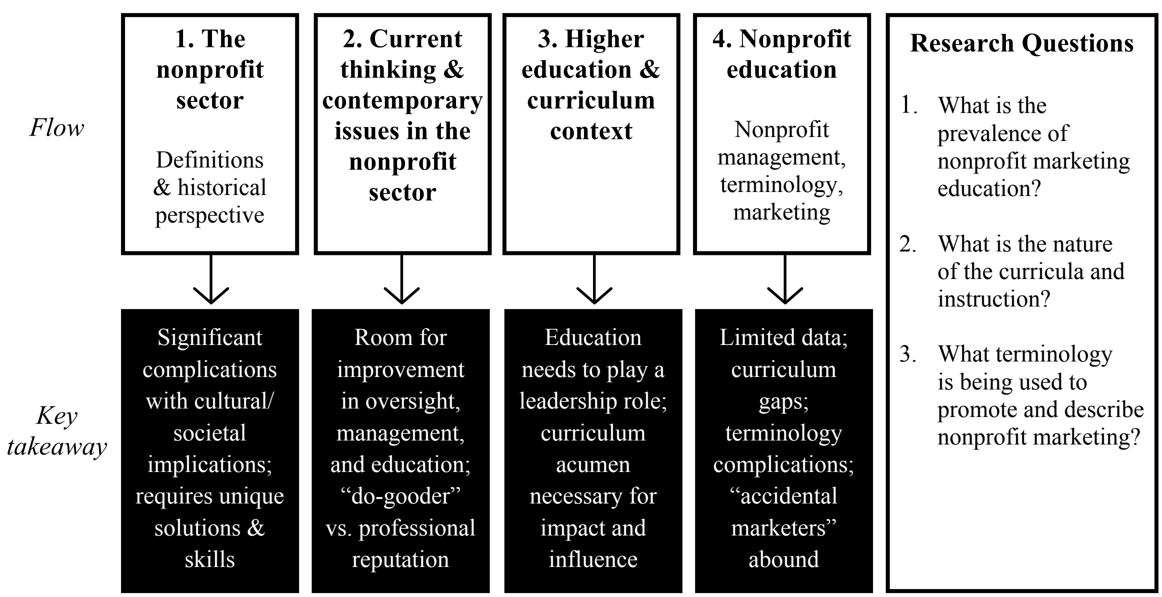


Figure 2. Literature review process and research questions.

It is through the nonprofit sector and NPOs that Americans have managed and expressed their religious, cultural, and ethnic diversity (Hammack, 2001). The growth of NPOs is believed to have contributed to the rise of democratization around the world, creating more open societies and giving people a voice and a mode of collective expression (Frumkin, 2002). Specifically, women, minority groups, and others have used NPOs to create alternative political and economic power structures to advance and influence their own particular needs and goals. The history of the nonprofit sector is also the history of wealth, power, and the white majority using the nonprofit sector to influence and maintain power. Public scrutiny and skepticism have plagued this sector and continues to be an issue (Hammack, 2001). The history of how the competing interests and sentiments envision the role, mission, and goals of a nonprofit reflect the many differing views of what a nonprofit is and what it should be. The myriad and sometimes conflicting views are worthy of contemplation and scholarly research; they merit investigation and a contemplative look at how higher education institutions develop curricula and deliver instructional techniques to support this sector.

The sheer size of the nonprofit sector is staggering. Over $300 billion was donated to the nonprofit sector in 2009—that is 2.1% (and higher, depending on the calculation) of the United States gross domestic product (GDP) and a rise from 1.8% GDP in 1974 (Giving USA Report, 2010). Approximately 1 in 10 people work for an NPO—and that does not include over six million unpaid volunteers (CP, 2011; Smith, 2000). Clearly there is a vital need for highly educated and strategic professionals to lead NPOs, and the world would benefit from the full-time services of the brightest graduates coming out of our nation's top MBA programs (Pallotta, 2009). Pallotta states, "The for-profit rule book attracts top [educated] talent and rewards them, while the nonprofit rule book discourages top educated talent and strictly limits reward" (2009). There needs to be a change in our thinking. There needs to be educational assessment and continuous improvement so that the academy inspires and prepares students to pursue fulfilling and rewarding careers in nonprofit marketing.

NPOs encompass and affect many aspects of society. They reflect the rights to organize and participate in American life. Their function is an expansion of federal support for health, education, and welfare activities, and is also a reflection of the wealth and good fortune of many American citizens (Hammack, 2001). Within this framework, nonprofit marketing concepts and education play an important role and must continue to evolve with the challenges of this dynamic sector.

Literature shows there is a large diversity of offerings and curriculum models being used for nonprofit marketing education. This manuscript will illuminate a picture of this situation while laying the groundwork for necessary research. It is apparent that there is need for additional work to review nonprofit marketing offerings within the United States and to give a thoughtful analysis of the nature of this curriculum. This will enable development of new and necessary curriculum and instruction insight and methods to better serve the growing and influential nonprofit sector.

Nonprofit Defined

The nonprofit sector has special tax status in the Internal Revenue Code (IRC), and in simple terms, NPOs can be understood by their particular tax exemption status and their organizational purpose or mission (O'Neill, 1989, p. 2). Table 1 shows the basic

Organization Reference Chart from the Internal Revenue Service publication 557, that sets forth the particular tax exempt 501(c) designation for an organization. To obtain a tax exempt status, the entity must apply for and obtain a nonprofit designation.

Table 1
Internal Revenue Code, Organization Reference Chart, p. 65-66, Publication 557

501(c)(1)	Corporations organized under act of congress (including federal credit unions)
501(c)(2)	Title holding corporation for exempt organization
501(c)(3)	Religious, educational, charitable, scientific, literary, testing for public safety, to foster national or international amateur sports competition, or prevention of cruelty to children or animals organizations, may not lobby for legislation
501(c)(4)	Civic leagues, social welfare organizations, and local associations of employees, may lobby
501(c)(5)	Labor, agricultural, and horticultural organizations
501(c)(6)	Business leagues, chambers of commerce, real estate boards, etc.
501(c)(7)	Social and recreational clubs
501(c)(8)	Fraternal beneficiary societies and associations
501(c)(9)	Voluntary employees beneficiary associations
501(c)(10)	Domestic fraternal societies and associations
501(c)(11)	Teachers' retirement fund associations
501(c)(12)	Benevolent life insurance associations, mutual ditch or irrigation companies, mutual or cooperative telephone companies, etc.
501(c)(13)	Cemetery companies
501(c)(14)	State-chartered credit unions, mutual reserve funds
501(c)(15)	Mutual insurance companies or associations
501(c)(16)	Cooperative organizations to finance crop operations
501(c)(17)	Supplemental unemployment benefit trusts
501(c)(18)	Employee-funded pension trust (created before June 25, 1959)
501(c)(19)	Post or organization of past or present members of the armed forces
501(c)(21)	Black lung benefit trusts
501(c)(22)	Withdrawal liability payment fund
501(c)(23)	Veterans organization (created before 1880)
501(c)(25)	Title-holding corporations or trusts with multiple parents
501(c)(26)	State-sponsored organization providing health coverage for high-risk individuals
501(c)(27)	State-sponsored workers' compensation reinsurance organization
501(c)(28)	National railroad retirement investment trust

However, almost nothing about the tax code is simple and in many instances showing and defining "nonprofit status" is more easily done by defining what it is not.

Well-known Yale lawyer-economist, Hansmann, took such an approach when he set forth factors that distinguish the role of nonprofits from that of for-profit entities and government organizations by coining the phrase “nondistribution constraint” (1980). It is a common misconception that NPOs are prohibited from making a profit, but they can operate profitably and many indeed do so. According to Hansmann, the nondistribution constraint encourages NPOs to use dollars, either from donations or government, in accord with their mission and their stated service (1980) directly, because monitoring and enforcement make profiteering high risk; and indirectly, because entrepreneurs primarily interested in profit apply their talents elsewhere. The intended constraint is that profits from NPOs must go back into serving out the mission and purpose of the organization and are not distributed to any stakeholders or equity interests. Whereas the for-profit organization *raison d'être* is to make a profit (earnings in excess of what is needed to pay to deliver a service or product), the government organization *raison d'être* is to establish and manage policy and social order (law and structure), and the nonprofit organizations *raison d'être* is to fill a void within the two sectors—for-profit and government—by providing vital additional services for the good or betterment of society.

As reflected in the many categories recognized in the IRC, NPO services often are for a specific cause or need (O’Neill, 1989, p. 2) and can take a variety of forms. For example, NPOs range from huge healthcare institutions to minority action groups to youth sports clubs. About 90% of NPOs fall under the codes encompassing 501(c)(3) or 501(c)(4) designations. 501(c)(3)s include schools, hospitals, foundations, cultural organizations, and traditional charities. 501(c)(4)s include civic leagues and social welfare organizations. Other provisions of the code provide for mutual benefit associations like labor unions, worker's cooperatives, veteran's organizations, or political groups or parties.

What does the IRC actually state about NPOs? In total, the IRC specifically sets forth 28 types of organizations exempt from paying federal income tax. Of these 28 types, a distinction is made between 501(c)(3) charitable nonprofit organizations and 501(c)(4) "mutual benefit" organizations. Unlike 501(c)(3) organizations, 501(c)(4) organizations are permitted to actively lobby for legislation and participate in political campaigns and elections as long as campaigning is not the organization's primary purpose (irs.org). As previously stated, charitable nonprofit organizations that are designated under 501(c)(3) and 501(c)(4) account for approximately 90% of the total employees and revenues of the nonprofit sector (O'Neil, 1999, p. 3).

Aside from the specific and commonly referenced legal definitions set forth in the IRC, there have been other important and scholarly attempts to define the nonprofit sector and NPOs. Of these, perhaps Salamon is the most widely known. The work of Salamon and other scholars defines the nonprofit sector in nonlegal terms and is consequently more in accord with their actual composition (1999, pp. 10-11). Salamon sets forth key identifying characteristics that provide a framework for defining nonprofit organizations, understanding them within the context of America's history, and can aid in the continuing development of NPOs. Salamon provides six key characteristics that define an NPO (1999):

1. They are *formal organizations* operating under relevant law, legally distinct from their officers, capable of holding property, engaging in contracts, and persisting over time.

2. They are *"private,"* institutionally separate from government (though government officials may appoint some members of their government boards).

3. They are *nonprofit distributing* (though they may sell services, pay high salaries, and accumulate surpluses).

4. They are *self-governing* (though they must obey relevant general laws).

5. They are *voluntary* in the sense that the participation on their boards or in providing them with support is not required by law.

6. They serve some "*public benefit.*"

In addition to the specific and somewhat narrowly focused legal definitions and the scholarly efforts defining them, NPOs are sometimes perceived in general economic terms and are consequently defined by such *de facto* categorization. In some investigations, NPOs are often indirectly referenced and categorized as a subset of a greater overall economic factor. These observations are warranted as the nonprofit sector has grown to become a rather substantial and important part of the American economy. Recent studies show that from an economic standpoint the nonprofit sector is big and getting bigger. There are now more than 1.5 million nonprofit organizations in the United States (Smith, 2000). Even though not taking into account the more than six million "full-time equivalent" volunteers (Smith, 2000), studies have shown as much as 10% of nonagricultural employment and up to 8% of the gross domestic product in the nonprofit sector, compared to 1% of nonagricultural employment in 1900 (Hammack, 2002; CP 2011). The manner in which nonprofits operate, their respective goals, their interaction with the public, their relationship with contributors and donors, and their obligation to the public benefit combine to make the economic definitions largely unspecific and sometimes blurred.

The distinction between nonprofits, for-profits, and government entities is often blurred in contemporary society, and these respective entities are often competing with each other for attention and customers. For example, hospital organizations exist in all three sectors and are primarily managed in the same manner in all three sectors (Jervis & Sherer, 2005), which adds to public scrutiny and increases the confusion of terminology.

Sources of Income for Nonprofit Organizations

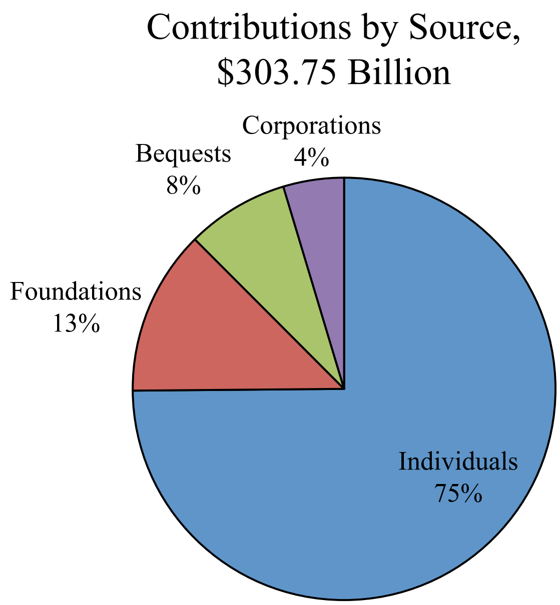
Historically, the largest source of income for nonprofit organizations is fees for services (O'Neill, 1999, p. 9). According to Smith, approximately 50% of these revenues come from fees for service like membership dues, earnings on investments, and other commercial ventures. Another 30% comes from federal, state, or local government via grants, and the final 20% comes from philanthropic or private donor gifts (2000). NPOs in America have never relied solely on private donations. They have earned more income from fees (hospital fees, library memberships, school tuition and fees for services, etc.) than they have received in donations. For example, orchestras, operas, and museums that have received large private donations also charge an admission fee, and hospitals have always charged those who could afford to pay for services. NPOs have always operated in a free-market economy where competition is fierce, and they have dealt with both the positive (tax exemption) and the negative (public scrutiny) consequences of their incomeproducing activities (Hammack, 2002) while pursuing government attention to relevant causes.

However, some data on this topic suggest that government contribution *can* represent almost half of nonprofit revenue—depending, of course, on the organization capability, size, purpose, and how the revenue categories are calculated. By 1975, government had replaced private donors as the largest source of NPO revenue, after fees (DiMaggio & Anheier, 1990). The role of government influence and reliance on NPOs is important and most agree that government agencies alone cannot meet the social need of the United States—so there is a reciprocal relationship between government and NPOs. The government needs NPOs to deliver what a society requires. For example, George W. Bush's oft-stated goals around increasing reliance on the nonprofit sector were well documented (Haas, 2000) and there was a general acknowledgement from the public of the growing need for the nonprofit sector to provide services in place of the government (Mirabella & Wish, 2000).

Conflicts in the Sector

Since the late 1960s there has been a growing sense of conflict between the abundance of the growing American economy and the needs of a growing and diverse culture and the need for government support. In the 1960s, many American consumers still adhered to a "puritanical" concept that tried to balance mass consumption and an automated society with giving back to society individually (Lazer, 1969) while encouraging government participation in culture and society. Lazer's idea of balance and giving back based on ability to do so harks back to earlier theories on the advent of nonprofit sector—a cyclical analysis that requires a partnership between the public and private sector (individual and business) for the benefit of society (1969).

Out of donations made, those by individuals make up the largest component of philanthropic and charitable giving—74% according to the Giving USA 2009 report (produced annually by the Giving USA Foundation at The Center of Philanthropy at Indiana University.) Philanthropic and charitable reports do not include funding from government entities; it is not considered charity or philanthropy. The manner in which philanthropic and charitable donations are categorized in the Giving USA 2010 report is shown in Figure 3. Looking at the data over expanding and contracting economic periods, we see that donations in 2009 fell about 3.6% but still represented over $307 billion. Even as long-time individual donors needed to pull back a bit, the Giving USA report estimates that charitable giving in 2009 was 2.1% of the gross domestic product, compared with 1.8% in 1974. Depending on how these numbers are calculated, by some measures charitable giving could account for even more. The largest recipient group is religion, which represents 33%, followed by education at 16% (Giving USA, 2010).



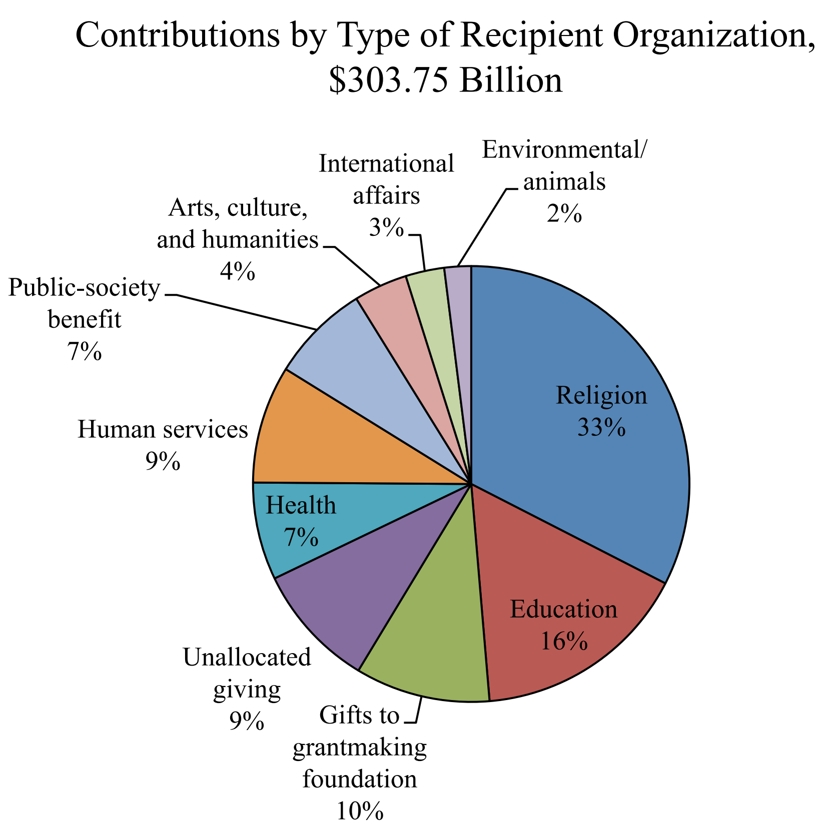


Figure 3. Philanthropic and charitable donations, 2009.

Like some other areas of study, there is confusion and ambiguity regarding terms associated with the nonprofit sector and there is an ongoing quest for clarity and agreement on what a term connotes by those who care and study this topic. For example, in the marketing field, the term “marketing communications” has gone through many definitional changes and there still is not consensus on its final meaning (Patti, 2012).

NPOs are often thought of as philanthropic, charitable, or public benefit organizations—private organizations serving the public good (O’Neill, 1989, p. 2).

The word “profit” comes from the Latin noun *profectus* for “progress” and the verb *proficere* for “to advance.” Therefore the word nonprofit means nonprogress. (Pallotta, 2009)

Frumkin’s evaluation of terms gives us a basic illustration of the terms and alternatives (being used in academia and by practitioners) and shows that all have their issues and no term is perfect to define this dynamic sector (2002). Frumkin suggests the most important takeaway from learning about terms and their alternatives is to acknowledge that most terms are used to define nonprofit organizations by viewing them in isolation or how they are “not” something else (2002). Generally, in an academic setting, the term “nonprofit organization” and “nonprofit sector” is used instead of “nongovernment organizations,” although they can often mean the same thing (Smith, 2000). Frumkin suggests that nongovernment organizations is a term more often used in international settings and developing countries due to past conflict with government influences (2002). Clearly no term is perfect, but the term “nonprofit” apologizes for itself before it begins; the sector suffers from the distinction of being the only sector whose name begins with a negative, as Harvard professor Grossman has noted (Pallotta, 2009, p. 4). Table 2 shows all of the terms associated with "nonprofit." For the purposes of this manuscript, the term nonprofit organizations (NPOs) will be used to encompass all the entities in the nonprofit sector.

Table 2
Terms Associated with "Nonprofit"

Term	**Notes**
The Tax-Exempt Sector	Legal and government term, narrowest and most descriptive; based on Internal Revenue Code first established in 1913; term out of favor because it did not fully represent a variety of purposes and causes
The Nongovernmental Sector (NGO)	Developed in the 1970s to be broader term; in opposition to the government sector; popular term in international context especially where government holds power and influence in developing countries
The Independent Sector	Became popular in the 1980s due to the development of a national trade association that represents grant-making and grant-receiving organizations; out of favor because nonprofits are not free or independent from government or the private sector
The Third Sector/The Third America	Popularized by researchers in the field of voluntary action; limited because it had a negative feeling for many that it was third behind for-profit and government sectors in importance; still used in research community
The Civil Society Sector	Coined by political theorists who used the term to define a broad private realm outside of the government and state; problems are that it can include business entities; used sporadically in international context
The Commons	Recent term communicating ethical considerations; used to acknowledge a "shared concern" and participation among entities and relationships among stakeholders; positive because it is not necessarily framed in opposition to business or government
The Charitable Sector	Dominant in European countries, harkens back to Victorian England and class elitism associated with rich giving to the poor; not inclusive of self help or community empowerment
The Voluntary Sector	Popular in the United States and internationally because of its clarity of work for the public good; criticized for obscuring the growing professionalism and financial importance of the sector
The Nonproprietary Sector	Used because it emphasizes the ownerless characteristic; issues arise because government entities are also nonproprietary in nature
The Nonprofit Sector	Made popular in the 1950s and 60s; most widely used term in trade and industry press; emphasizes the benevolent character of the sector; simple term to understand

Note. Summary matrix developed with content from the book, *On Being Nonprofit*, Peter Frumkin (2002)

Historical Perspective

A wide variety of theories and ideas are associated with the history of NPOs. By reviewing the volatile religious and politically charged history of charitable giving and volunteerism in the United States, one can start to understand some fundamental ideas. It is essential to understanding the present and appreciating how historical events have guided educational practices and the curriculum and instruction in nonprofit marketing. A review of theories related to nonprofit and charitable beliefs shows how religious principles and our heritage of caring for society and the community of people within it are intertwined. It is an assessment of historical scholarly and practical writings that can give insight of, and from, a nonprofit marketing educational perspective.

Neighbors helping neighbors in need has occurred since the time human communities started being observed and documented. However, the development of the present day functional and organized NPOs is a classic American innovation. The varying theories regarding how it all started have a common thread of some key ingredients: the American pioneering spirit, religious beliefs, political heritage, and wealthy influence. "It is perhaps the biggest *unknown* success story in American history," says Richard Lyman, former Stanford president and historian, referring to the history of the nonprofit sector (Pallotta, 2009).

Scholarly research indicates there were relatively few nonprofit organizations in early colonial America (Salamon, 1999). During this period, the British monarch governed any formal nonprofit-like activity (Hammack, 2002). After the American Revolution and American independence however, nonprofits and voluntary associations started to propagate (Brown, 1973). Most of this was led by religious entities, but Brown suggests a wide variety of factors, in addition to religious influences, led to the growth that included the influence of the frontier, increasing population density, an increase in literacy, and favorable government policies (1973). Other scholars believe the growth and evolution of NPOs were a combination of three differing entities. Status groups, professionals, and the State were all particularly active in developing the NPO environment we recognize today (DiMaggio & Anheier, 1990). By the late 1800s, formation of NPOs came from emerging status groups (made up predominately of upper class as well as religious and ethnic communities) eager to control disruptive urban environments and define social boundaries (DiMaggio & Anheier, 1990). The historic underpinnings of this influence remain today as such groups still hold significant power. They are represented by corporate interests, management as directors or officers, and lead volunteer committees. They oversee and are responsible for donations and serve as trustees while sustaining NPOs' legitimacy and influence. The professionals (predominately white male) gained influence within NPOs during what is commonly referred to as the Progressive Era ("Progressivism," n.d.) in the beginning of the twentieth century. DiMaggio and Anheier suggest professionals leveraged their reach, wealth, and educational pedigree by advocating reforms in a wide range of economic, political, social, and moral topics (1990). Their beliefs in a service-oriented culture, autonomy from market drivers, and expertise on behalf of the common good were key ideas that connected professionals to the mission and purpose of NPOs (DiMaggio & Anheier, 1990). During this time the state, referring at that time to the overall government, was also an important factor and influence in the evolution of NPOs as they already grappled with limited resources.

World War II and its effect was also very influential in the furthered growth of nonprofits in America. Oft-cited scholar Hammack suggests there were three factors that accounted for the rapid growth in the nonprofit sector after World War II: 1) the increasing affluence of the American people requiring and paying for more services; 2) the programs launched under President Lyndon B. Johnson and President John F. Kennedy—specifically the Great Society that supported health, education, and other programs, in addition to expansions in research, arts activities, and social causes; and 3) the civil rights movement that persuaded federal courts to end practices that in effect limited the development of nonprofit organizations' ability to assist minority groups (2001). It was during this time period that nonprofits started to utilize concepts from the First Amendment. Individual rights of speech, belief, and assembly provided a variety of religious, educational, and human services and created a political foundation that enabled their dependence on voluntary contribution, earned income, and government policies (Hammack, 2002).

Reform made it more complex for religious organizations to lead nonprofits, but their overall influence remained important. Often underestimated was the amount of charitable services that were developed and offered via established churches in colonial times—churches provided almost all formal education, most of the libraries, most of the efforts to reform personal behaviors, and important aid to the poor (Hammack, 2002). Eventually, the Constitutional separation between church and state at the federal level, with increasing pressure on the state level, ensured religious efforts and influence became refocused and accounted for what Hammack indicates was new demand for NPO reform (2002).

Nonprofits are strongly value-oriented. This is true today as well as in the past (O'Neill & Fletcher, 1998) and one can see evidence of their influence throughout American cultural and educational institutions. Some think the development of formal organized charities began with old-world New England Puritan beliefs (guided by the Calvinist religious doctrine) that humans are born with original sin and are inherently evil; that the self is depraved with thoughts of lust, desire, and greed—all of which are unavoidable and undesirable human characteristics. As the early Puritan merchants, farmers, and craftsman prospered in the free-market system of the new America, guilt and hand-wringing drove the construction of formal charities as a way of absolution, or balance, from this human depravity (Lazer, 1969). In short, helping others and giving to the needy became the penance for capitalistic success and human evil (Pallotta, 2009). Puritans, who did *not* distinguish between church and state, controlled the areas that evolved into Massachusetts, Maine, New Hampshire, and Connecticut (Hammack, 2001) and maintained control of the College of William and Mary. Eventually, however, Puritan control of political and religious entities began to be limited in New England. Anglicans (who controlled King's College, University of Pennsylvania, Harvard, and briefly Yale) and Protestants, who initially supported Puritan efforts, played a significant role in developing and defining what we now call a civil society (Maier, 1971, 1991). A civil society refers to the arena of uncoerced collective action around shared interests, purposes, and values and in theory, its institutional forms are distinct from those of the state, family, and market—though in practice, the boundaries between state, civil society, family, and market are often complex, blurred, and negotiated ("Civil Society," n.d.).

As mentioned previously, the Internal Revenue Code played an important role in how we define and conceive of nonprofits. President Wilson signed the present Federal Income Tax Act in October 1913, which exempted charitable organizations from paying taxes. Prior to this time, federal income tax laws had been repealed or held unconstitutional (Talley, 2001), so this was an historic time for nonprofit organizations and it was when the public first started using the term “nonprofit.” This set in motion more than a century of development, growth, and public scrutiny of the nonprofit sector. This scrutiny is so consistent that the public is frequently made aware of unscrupulous NPOs via the mass media.

It wasn’t until the late 1900s that serious scholars and policymakers started looking closely at the nonprofit sector (O’Neill, 2005). Much of the early research, starting in the 1970s, was encouraged by well-known philanthropist John D. Rockefeller III and others. It was their observation that favorable public sentiment and respect towards nonprofit organizations was wavering. This resulted in a variety of outreach and projects intended to educate the public, policymakers, and government officials about the purpose and importance of the nonprofit sector and to improve nonprofit accountability. Most notable of these projects were the reports from “The Commission on Private Philanthropy and Public Needs” from 1977 (often referred to as the Filer Commission Report) that were a comprehensive and data-rich look at trends, behavioral studies, regulation, and taxation issues to help bring context to this topic, document nonprofit activity, and calm public concerns (The Commission on Private Philanthropy and Public Needs, Department of Treasury, 1977).

Current Thinking and Contemporary Issues

Rules, tax codes, laws, formalities, processes, and tradition together developed into what we know of and how we know nonprofits today. That is, we know NPOs as a part of the American culture that gives voice and support to worthy causes and bolsters those who seek to make change, and as an integral and important part of the fabric of American culture. The large nonprofit sector (or third sector) still constitutes the middle way for meeting social need without resorting to the profit motive on one hand or the government bureaucracy on the other (Kotler, 1979). It continues to work despite all the issues and flaws. People in America from every part of the country with a diverse set of ideas have organized to provide services Americans need (Hammack, 2002), and this allows for a fertile ground for additional innovation and thought on nonprofit development.

Thanks in large part to early government efforts and vocal philanthropists, data and statistics from the nonprofit sector are now readily available, but there remains a veneer of skepticism about how this sector is managed and assessed and consistent public scrutiny exists. In large part, this is due to the unclear and complicated nature of NPO stakeholder groups (sometime referred to as “publics”). Nonprofits serve many stakeholders or “masters”—individual volunteers, grant givers, board members, municipalities, the local community, and clients/customers—and they all have stakes, claims, and interest in an NPO’s success. For example, generally, in business, your customers are your most important stakeholders, and in government you need to answer to the voters. NPOs suffer from a lack of clear oversight and controls. Consequently, in the nonprofit sector, such clear lines of ownership and accountability are absent

(Frumkin, 2002, p. 5) and that leads to a variety of issues and concerns for all of those who have an interest in the purpose of the NPOs. The strength of influence for nonprofits typically depends on how and where they get the majority of their funding. This issue can often lead to poor decisions or conflict within stakeholder groups and affect overall effectiveness of purpose. Because of this complex set of circumstances, nonprofits are concurrently seen as a visible and passionate force in society as well as an elusive mass of contradictions (Frumkin, 2002, p. 5). Out of this developed nonprofit "watchdog" organizations that are nongovernment entities that provide publicly available oversight to nonprofit organizations.

Watchdog organizations have a variety of objectives and criteria they use to evaluate the effectiveness of NPOs. Watchdog organizations play an increasingly influential role in the assessment of charities and continue to guide philanthropic giving. There have been ample articles on guiding philanthropists on how to "give away" their money in a savvy manner. It is a trendy topic in contemporary America. The wealthy rely on these watchdog organizations to help raise visibility and accountability to their giving strategies. The nation's major watchdog or ratings organization, BBB Wise Giving Alliance, has released guidelines that call on NPOs to devote at least 65% of their total expenditures to charitable programs. The American Institute for Philanthropy, another watchdog organization, recommends 60% (Pallotta, 2009, p. 132). Both organizations use different criteria and have different objectives—and they themselves are nonprofits. There is no consensus within the nonprofit sector for a common set of criteria or a common guideline percentage—because each NPO is different in purpose, funding, and process. Another watchdog, Charity Navigator, a large organization that rates about 5,500 charities, gives efficiency ratings to help philanthropists intelligently, stating that charities that are efficient spend less money and raise more (http://www.charitynavigator.org). So, added to the complexity of managing nonprofit stakeholders, NPO leaders are now saddled with the inconsistent criteria that watchdog organizations use to assess and report on NPOs.

When big money is involved problems arise that can interfere with the work of reputable nonprofits and even take watchdog organizations by surprise. For example, Greg Mortenson, author of the best-selling *Three Cups of Tea* and head of the $20 million-a-year charity Central Asia Institute, is being investigated for making false claims in his novel about building schools in Pakistan and Afghanistan and potentially mishandling millions of dollars in donations—much of which came from the popularity of his novel. According to an article in the Wall Street Journal, Charity Navigator gave Mortenson's organization its highest rating of four stars (McWhirter, 2011) prior to the recent scandal stemming from the investigation by a television news reporting program.

Evidence suggests that it is the diversity of purpose or mission, the large number of varying designations of nonprofits, the diverse stakeholder groups, and a myriad of watchdog organizations that cause confusion and skepticism within the general population and lead to IRS attention. In a recent article in the Chronicle of Philanthropy entitled, "IRS Steps Up Scrutiny of Nonprofits," it is set forth how the IRS plans to take a closer look at charity decisions, including loans to top officials, and whether NPOs pay sufficient employment taxes. From 2008 to 2009, the IRS increased audits on charities by 30% (Frazier, 2010). Criticism and public debate over nonprofit executive compensation for officers also has had attention, as budget-strapped donors look more carefully at the NPOs they choose to support (Frazier, 2010).

Pallota, a charity fundraising innovator, public speaker, and contrarian author, suggests fresh concepts and ideas that challenge how most people in the United States think about nonprofits and charities (2009). These ideas are controversial, but do help underscore why there is still so much to do to educate future leaders and marketing strategists in the nonprofit sector. Of Pallotta's ideas—which include unique compensation concepts, risk-taking models, and profit leverage—the one that is most interesting is his core assertion that for charities to run well, to solve the world's big problems, we need to hire the most talented people to run them (2009). He explains most people agree with this core assertion but almost immediately then complain about high salaries for NPO executives. He poses the following questions as a means of discussion: "What if the system that allows people to satisfy their self-interest, as well as the interests of others, turns out to be the most effective way to help those in need? For instance, the greatest suffering masses of the world would no doubt benefit from the highly valued services of the brightest graduates from the nation's top MBA programs. Would they not?" (Pallotta, 2009). This capitalistic, provocative viewpoint on traditional NPO leadership thinking helps frame a necessary inquiry on how we educate and guide our best and brightest to fill these open positions in management and marketing. How do we encourage and inspire them to serve in these roles given all the complexities, issues, and public scrutiny? The growth in size and the important role of the nonprofit sector will be accompanied by continuing growth and global attention of nonprofit education (Smith, 2000; Salamon, 1999).

Higher Education and Curricula Context

What is the role of higher education in our society? What are the critical components of curricula for higher education? And how does knowing this inform and further the discussion on nonprofit marketing education?

In 1990, The Carnegie Foundation for the Advancement of Teaching initiated a study of community as it related to college and university campuses entitled, "Campus Life: In Search of Community." For this, Boyer developed six principles that define the kind of community every higher educational institution should strive for:

1. A college is an educationally purposeful community, a place where the faculty and students share academic goals and work together to strengthen teaching and learning on campus.

2. A college is an open community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.

3. A college is a just community, a place where the sacredness of the person is honored and where diversity is aggressively pursued.

4. A college is a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.

5. A college is a caring community, a place where the well-being of each member is sensitively supported and where service to others is encouraged.

6. A college is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared (Boyer, 1990).

When one views this list, the connection between the community and the higher education institution is clear and interestingly mirrors so many of the characteristics that are seen in the nonprofit sector. This makes sense since most institutions of higher education are NPOs as well. Specifically, the items above that speak to an educationally purposeful community, a place of common good and well-being, the freedom of expression, and where diversity is pursued and honored are consistent with definitions shared before relating directly to the goals and mission of NPOs. The role of higher education in our society and communities is important and directly related to nonprofit sensibilities and cultural relevance. Dewey states, “I believe that education is the fundamental method of social progress” (Dewey, 1897). Other educational theorists after Dewey shared this vision of education’s role in society as influential and inspirational.

The word “curriculum” means “to run a course” in Latin. Curriculum is defined as “planned activities sponsored by the school” (Tanner & Tanner, 1980) or, in other words, it refers “to the content and purpose of an educational program together with their organization” (Walker, 1986). Tyler, in his deceptively simple rationale for viewing, analyzing, and interpreting the curriculum (and instruction) prompted him to identify these fundamental questions:

1. What educational purposes should the school seek to attain?

2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?

4. How can we determine whether these purposes are being attained? (1949)

It is these early fundamentals that led to what we know as "learning objectives" or "learning goals" that populate most higher education syllabi. This list of questions is a straightforward method of thinking through the curriculum development process. From a slightly different lens, Eisner speaks of a "curricular dimension" that "focuses upon the quality of the curriculum's content and goals and the activities employed to engage students in" (1998). Eisner indicates, "…to make judgments about the significance of content, one must know the content being taught and the alternatives to that content within the field" (1998, pg. 78). His curricular dimensions pose the following critical questions:

1. Is the content up to date?

2. From a disciplinary perspective, is it important?

3. How is it being interpreted by the teacher and understood by the students?

4. What are the means though which this content is encountered?

5. Do the activities engage students?

6. Do they elicit higher order thinking?

7. Is the content being taught and learned in ways that enable students to apply or perceive its relevance to matters outside the subject?

More recently Gow states, “Intellectually challenging and relevant to the individual needs as well as the lives of students—seem fundamental to me as characteristics of excellent curriculum” (2009).

As discussed earlier, the role of education is connected to the nonprofit through its overarching goals and community influence, and now we can see how curricula are also connected to the sensibilities of the nonprofit sector. It would seem that culturally responsible curricula would take into consideration many of these same ideas.

The constructivism curriculum approach, developed by Jean Piaget, seeks to go beyond teaching to place more emphasis on the student rather than the teacher (Piaget, 1977). The idea human beings generate knowledge and meaning from an interaction between their experiences and their ideas. In this method, teachers are seen as facilitators or coaches who assist students in constructing their own conceptualizations and solutions to problems (Piaget, 1977; Gold, 2001).

One can’t talk about the role of education in contemporary times without mentioning the role of institutional rankings for undergraduate and graduate education. How an institution is perceived by potential students and their parents is critical to the reputation and admissions strategy of any private or public institution. College guides and ranking publications is a lucrative business. For example, over 100 different guidebooks and rankings are available (Hunter, 1995), and this makes a big impact and is big business—the *U. S. News and World Report* ranking which comes out in the fall is its biggest selling issue by far, selling approximately 2.2 million copies reaching 11 million people (Dichev, 2001). Pike concluded that, “The results of the present research [on college rankings] raise serious questions about whether the criteria used by guidebooks and ratings provide appropriate information to parents and prospective students about the academic quality of colleges and universities” (2003). The point is that whether the rankings are for undergraduates or graduate programs, being a part of this process is a necessity. This is a reality for institutions and business schools in the Unites States and may affect how educational quality is assessed, how curricula are judged, and how curricula are delivered.

Nonprofit Management Education

There has been an increase in the number of colleges and universities in the United States involved in the education of nonprofit managers, and there are two major influences in educational history that helped modern nonprofit management education develop: the advent of business schools and post-World War II prosperity.

In 1881, the earliest documented general management program in the United States came from the Wharton School of Finance and Commerce at the University of Pennsylvania; that program formalized a professional education around business administration. This was followed by Columbia University, the University of Chicago, and the University of California at Berkeley, which also began offering general management education in the late nineteenth century. The addition of business and moneymaking education as a part of the academy were seen by some as unworthy of university attention and caused much debate at the time. Nevertheless, these institutions laid the foundation for future courses and programs that dealt with the policies and administration of nonprofit organizations (O'Neill, 2005).

The second influence was the growth of the American economy after World War II. This stimulated the growth of business education (O'Neill, 2005) so managers could learn and practice the skills and aptitudes of business in order to manage larger and more complicated organizations. These two influences are the foundation for nonprofit management education in the United States.

In 1977, Columbia University established the Institute for Not-for-Profit Management that offered the first certificate program for nonprofit managers (O'Neill & Fletcher, 1998). The first nonprofit management concentration was offered at the University of Missouri within its Management of Public Administration Department in 1981 (Smith, 1999; O'Neill & Fletcher, 1998). One researcher, using triangulation techniques, traced generic nonprofit management education back to the roots of the Chicago Young Men's Christian Association (YMCA) College and its bachelor and master of Humanics in 1911 (Lee, 2010) that trained secretaries/administrators to professionally run hundreds of local YMCAs throughout the country. Lee states, "The YMCA is to nonprofit management education what the railroads were to business administration" and "they would be educated rather than trained" (2010). The word "humanics" (closely related to liberal humanities) generally meant the study of human nature and human affairs (Doggett 1943; Ashcraft, 2001; Lee, 2010) and reflected a broad focus on student development as well as social, cultural, and societal issues (Lee, 2010). This attention to student development, in addition to skill-based training via a critical approach, is critical to how educators addressed the needs of educating people to run early NPOs.

Other factors have also contributed to growth of nonprofit management education, but perhaps most important is the general growth of the nonprofit sector itself (Smith, 2000). O'Neill credits the stimulation of activity and attention by academic entrepreneurs and major contributors and foundations including Kellogg, Lilly, Atlantic Philanthropies, Ford, Packard, Hewlett, and Hearst (2005). With investment from major foundations, academic institutions organized and launched nonprofit management education courses, majors, concentrations, certificates, degree programs, and even separate "centers."

The basis of nonprofit management education theory propagated the idea that nonprofit management significantly differs from generic for-profit management. There were skeptics who believed management is management and a generic management model was adequate irrespective of the purpose and roles of the organization being managed. However, it is now widely held that there is a difference in need that is in large part due to for-profit organizations failing to supply the kinds and quantities of goods and services that are needed in society and addressed specifically by NPOs. The fundamental public benefit of the NPO's mission, and their nondistribution restriction, requires a specific curriculum (Smith, 2000) and instructional approach for any given institution.

Mirabella, a leading scholar on the topic, did a 10-year study of the prevalence of nonprofits between 1996 and 2006. As of 2006, there were 240 universities and colleges that provide courses and 426 programs, in total, in the United States—a 50% increase in programs since 1996 (2007). These nonprofit management courses are offered in a variety of colleges within the university, are offered at both undergraduate and graduate levels, are sometimes a concentration of three of more courses, and are offered for credit and noncredit hours (Mirabella, 1995). Upon looking at the data, one sees a large increase of 6% in the number of institutions offering programs, but a much more substantial increase of 25% in actual program offerings—showing that a few institutions are offering a greater diversity of programs. Whether curricula should have primarily an internal management skill focus or external advocacy/policy focus is still under debate by many institutions (Mirabella, 2007). Additionally, electronic mailing lists such as the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and the International Society for Third Sector Research (ISTR) are utilized as resources and check points.

Growth in higher educational offerings mirrors the growth of the nonprofit sector itself. Generally, NPOs in the United States have doubled in the past 15 years, and in the past 10 years data show a 33% increase in institutions offering nonprofit management education (Mirabella, 2007). The most comprehensive work on the prevalence and ongoing auditing of nonprofit management education is done by Mirabella (2007) from Seton Hall University. Key highlights from her research include:

1. There is a variety of courses in nonprofit management and philanthropic studies in higher education in the United States—this includes graduate (including PhD), undergraduate, continuing education, certificates, and noncredit programs.

2. Currently there are almost 240 universities offering courses in nonprofit education management in the United States—roughly a 33% increase over a 10-year period. Table 3 shows how that looks from program detail.

Table 3
Program Detail of 240 Universities Offering Nonprofit Management Education

Program Type	**1996**	**2006**
Undergraduate courses	66	117
Graduate courses	128	161
Noncredit courses (certificate, etc.)	51	75
Continuing education	39	56
Online courses	Data not available	17
Number of institutions	179	238
Number of programs	284	426

3. A graduate concentration (three or more courses) in nonprofit management increased by 50% from 1996 to 2006.

4. Program curricula content were sorted into three buckets (outside function, boundary spanning, and inside function) and had nine subcategories. Of note within these categories is that marketing and public relations (found in the outside function bucket) made the second smallest gain over a 10-year period, led closely by strategic planning.

5. There is a wide variety of ways in which nonprofit curricula are offered—there are no standards in place, but graduate curriculum guidelines published by the NACC (Nonprofit Academic Centers Council, 2004, p. 4) provide a curricular foundation and some undergraduate programs get curriculum guidance from NLA.

6. An international emphasis in nonprofit management education is growing. Most courses provide students with an overview of international dimensions, the relationship between international NPOs, and current understanding of its relationship to civil society.

7. Institutional location for nonprofit management education programs were seen in Arts and Sciences, Business, Business and Public Administration, Public Affairs and Administration, Social Work, Graduate or Professional school, and in multiple locations (interdisciplinary).

The appropriate curriculum in nonprofit management education continues to be a point of discussion. For example, Leduc and McAdam's article in 1988, in the book, *Educating Managers in Nonprofit Education,* edited by O'Neill and Young (p. 95-96, 1998), developed three areas of potential curriculum focus: 1) field-specific education (*e.g.* healthcare, the arts, etc.), 2) basic nonprofit management education (human resources management, economics, finance, etc.), and 3) applied nonprofit education (*e.g.* fundraising accounting, volunteer management, etc.).

Due to the increase in attention, curriculum guidelines were put in place by the NACC to "provide a solid curricular foundation upon which to strengthen existing or build new graduate degree programs" (p. 4). Of note, a category called "Marketing and Communications" is one of the curriculum topics the NACC addresses in the guidelines, but the array of categories across many academic disciplines include, but is not limited to, history, ethics, public policy, human resources, information management, marketing and communications, governance, international considerations, sustainability, accounting and finance, advocacy, and law. Mirabella's research found that out of nine categories, marketing and public relations show a very small gain over the 10-year period relative to the other management-focused categories (2007).

The National Association of Schools of Public Affairs and Administration (NASPAA) also offers guidelines for graduate education in NPO management and leadership. “These guidelines are far more general, but foster innovation in the field and preserve flexibility to pursue different educational program missions” (NASPAA website, http://naspaa.org, retrieved March 1, 2011). Both guidelines emphasize history, values, ethics, philosophy, law, finance, human resource and volunteer management, internal and external relations, and governance. The NASPAA graduate guidelines place more emphasis on theoretical ideas such as philanthropy, volunteerism, international concerns, civic engagement, as well as policy making and analysis.

Undergraduate nonprofit management programs show the largest increase in growth—rising 70% from 1996 to 2006 compared with 26% over the same time span for graduate programs (Mirabella, 2007). It is recognized by Mirabella that the data collection methods used for undergraduate offerings may lead to misleadingly high growth due to the increase in awareness of the inventory research process itself over the 10 years (2007).

The recently renamed Nonprofit Leadership Alliance (NLA) organization, formerly American Humanics, founded in 1948 in Kansas City, Missouri, is the only national organization with the specific interest of initiating and sustaining undergraduate academic programs and preparing young people for professional certification in the nonprofit sector. Grant support from the Kellogg Foundation and others has allowed nonprofit education in the undergraduate area to flourish in recent years whether they are affiliates of NLA or not (Ashcraft, 2001).

According to the NLA website (http://www.humanics.org/site/com) there are about 70 affiliated colleges and universities offering certificates, which is down from a high of 100 a few years ago (Dolch, Ernst, McClusky, Mirabella, & Sadow, 2007).

Approximately two-thirds of the documented 117 undergraduate programs in the United States are connected in some manner with the NLA program and its curriculum guidelines that focus on a variety of educational goals, including student development (Dolch et al., 2007).

The theory of student identity development—often referred to as the "seven vectors of student development"—developed by Chickering (1969) and further refined by Chickering and Reisser (1993) were used as a guiding set of principles in the NLA organization and undergraduate curriculum for NLA affiliates. This theory was developed to examine and assess the identity development process of students in higher education and includes the following components: developing competence, managing emotions, moving through autonomy to interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. "An educationally powerful curriculum encourages the development of intellectual and interpersonal competence, sense of competence, identity, purpose and integrity" (Chickering & Reisser, 1993). Given the principles of the NLA organization, it was established early that a curriculum that was skill-based needed to be coupled with a developmental curriculum in order to achieve an educational experience that fully prepared students for the complex and demanding nature of working in an NPO.

NLA is structured as a partnership of alliances that includes nonprofit partners (*e.g.* American Red Cross, Boy Scouts of America, Habitat for Humanity, etc.), collaborating professional organizations (*e.g.* Americorps, The College Fund, The Learning Institute, The Society for Nonprofit Organizations, etc.), and a diverse group of private and public institutions of higher education around the United States with a common list of primary themes: leadership and service, professionalism, competencies/certifications (demonstrated skills like written and oral communication, volunteer management, fundraising principles, and understanding cultural differences and sensitivities), and inclusiveness. Combined, these themes seek to bring consistency and effectiveness to undergraduate education (Ashcraft, 2001). The benefit of forming and assessing the appropriateness of partnerships in business, government, and nonprofit organizations is key to success in curriculum and is mirrored in day-to-day needs of any given nonprofit's purpose and mission (Mirabella, 2007). Educational delivery of these themes varies greatly through the United States and includes certificates, majors, minors, and noncredit options. Dolch et al. concludes that after review, it is this variety of curriculum offerings and locations that adds to the strength and effectiveness of preparing undergraduates for management and service in NPOs (2007).

The programs in the United States typically include competency-based skills, volunteer management, fundraising, and service-learning components (Ashcraft, 2001; Dolch et al., 2007), and there is a recent growing emphasis on interdisciplinary components, leadership development, technology preparation, and career placement—which correlates appropriately with the present trends and needs in higher education (Dolch et al., 2007; Mirabella, 2007).

O'Neill has suggested nonprofit management education is largely a phenomenon of the past two decades (p. 5) and might be viewed as merely seen within the context of professional education in the United States. However, separate attention for nonprofit management education in university programs (versus generic management) is necessary because it's distinct in a variety of ways (Young, 1999, p. 13) and the preparation of leaders and managers for NPOs is worthy of analysis and understanding (Ashcraft, 2001). The premise that there are important differences between the management of for-profit and government organizations and the realities of managing NPOs is now generally accepted and supported (O'Neill, 1998). The commonly acknowledged differences relate to accountability to the public trust, variety of funding sources, difficulty in specifying performance indicators, legal context, presence of a volunteer workforce, governance factors, and organizational complexities (Hodgkin, 1993, Fletcher, 2005; O'Neill & Young, 1988).

Certificate programs are typically aligned with a continuing education program, have not increased much, and seem to have leveled off since 2002 (Mirabella, 2007). There were both elimination of programs (that were stand-alone and not affiliated with a graduate program) and some slight growth for institutions that have stable graduate programs in place. Limited additional research has been done in this area to understand the dynamics of certificate programs.

Consensus is that the best educational programs now provide knowledge, skills, and values, which are of particular importance to nonprofit leaders and managers as validated by the growth of this sector and prestigious and diverse curricular designs and educational programs in the United States (Smith, 2000). Such programs are found within public administration, public policy, business administration, and other locations on campus.

The history of nonprofit management education shows a complicated and dynamic relationship between the academic institution and the realities or practice (O'Neill, 2005). Emerging curriculum models in nonprofit management education are starting to include social enterprise and entrepreneurship to further embrace contemporary international and social challenges (Mirabella, 2007) and help students understand the role of the nonprofit sector in a democratic society, in building community, and in public issue advocacy (Dolch et al., 2007). It is strongly suggested in the literature that nonprofit management education should have a cross-functional and collaborative curriculum and concentrations to aid student development and instruction in the theory, skills, and knowledge to manage complex stakeholder relationships within the community.

As mentioned, the NLA program and student development philosophy are guided predominately by the Seven Vectors Model from A.W. Chickering (1969) whose often-cited and well-established theoretical framework acknowledges that students face demanding challenges and opportunities as they go through college (Ashcraft, 2010). Chickering developed the seven vectors model specifically for faculty and not for student affairs professionals (Thomas & Chickering, 1984), but now the model is used frequently in both environments. According to Ashcraft, Chickering's seven vectors model is "the theory that has influenced thought about student development on campus more than any other" (1996, p. 11). It's a model that appropriately acknowledges the complexities of student life and the pressures students face while attending college. In brief, the seven vectors, revised slightly in 1993 to reflect research findings of the time, include: a) Developing Competence—intellectual, physical and manual, and interpersonal; b) Managing Emotions—anger, fear, anxiety, and a range of other emotions that must be dealt with for emotional health and well-being; c) Moving Through Autonomy Toward Interdependence—taking responsibility for pursuing self-selected goals and independence; d) Developing Mature Interpersonal Relationships—tolerance and appreciation of differences and capacity for intimacy; e) Establishing Identity—discovering what kinds of experiences are found to be satisfying, safe, or destructive and unpleasant, self-identity and acceptance, and comfort with sense of self that includes one's spirit, mind, and body; f) Developing Purpose—combining energy and desire with a destination, pursuing vocational plans or aspirations, personal interests, and interpersonal and family commitments; and g) Developing Integrity—tied closely to establishing identity and developing purpose, humanizing values, personalizing values, developing congruence, and respecting others' beliefs while consciously affirming personal core values and beliefs (Chickering & Reisser, 1993).

Nonprofit management topics are related to student development theory because of the unique requirements of the curriculum that necessitate students to have a high degree of empathy as well as an understanding of dynamic systems, processes, stakeholders, and the complexity of multiple target audiences and issues (Conley, 2011). Chickering's student development identity theory is iterative, and often a student can progress in one area but regress in other areas throughout their educational experience, regardless of age (Ashcraft, 2001). It is logical for Chickering's concepts to be applied to both undergraduate and graduate curricula and curricula focused on nonprofit marketing. Specifically, vector F and G of Chickering's seven vectors speak to some unique characteristics of curricula focused on nonprofit education.

This adaptation of student development theory helped inform the curriculum of NLA-affiliated schools across the United States (Ashcraft, 2001) and complement and elegantly balance the competencies that are core to the NLA curriculum. In brief, the

NLA competencies are divided between professional and foundational competencies, as seen below, and are combined with requirements of an internship, leadership and service activities, attendance at the Management/Leadership Institute, and completion of a baccalaureate degree. The NLA-affiliated schools support a multidisciplinary model of nonprofit education (Ashcraft, 2001).

Table 4
Nonprofit Leadership Alliance Competencies

NLA Professional Competencies	
Board/Committee Development	An understanding and purpose of the role of the board of directors
Community Outreach/Marketing and Public Relations	An understanding of the role of community outreach and marketing strategies
Diversity Awareness	An understanding of professional practice and interaction skills in culturally diverse environments
Ethics and Values	An understanding of personal and organizational ethical standards
Fundraising Principles & Practices	An understanding of the variety of fundraising tactics including grants, major and planned gifts, annual funds, and special events
Historical and Philosophical Foundations	An understanding of the unique role of nonprofits in society
Information Management & Technology	An understanding of basic computer technology literacy and how it benefits a modern nonprofit organization
Nonprofit Accounting & Financial Management	An understanding of basic nonprofit accounting practices, budget development, and basic financial processes
Nonprofit Management	An understanding of the importance of mission orientation, public policy processes, strategic planning, and human resource procedures
Program Planning, Implementation and Evaluation	The ability to assess needs within a population and increase program quality and inclusiveness
Risk Management and Legal Issues	A working knowledge of risk management, crisis management, and the basic legal issues
Volunteer Management	An understanding of American volunteerism coupled with the ability to harness volunteer service
Youth and Adult Development	The ability to develop unique activities and programs for youth and adults
NLA Foundational Competencies	
Career Development and Exploration	Personal commitment to the mission of a nonprofit organization
Communication Skills	Use of effective verbal and nonverbal communication skills
Employable Skills	The ability to develop an effective resume and interview techniques
Personal Attributes	The ability to demonstrate a positive attitude, initiative, ethical and responsible character, and time management skills

Source: Nonprofit Leadership Alliance website, retrieved 10 March 2011

Although the NLA has over 60 years of contribution, some suggest that its influence on education has only recently been effective. There is now broad support from grant-giving organizations and others to shift toward more accountability and assessment of program details and outcomes, and the NLA is being pushed by funding organizations and the public to go beyond anecdotal evidence (Ashcraft, 2001). As Ashcraft predicts, "It is hard to imagine that NLA can either ignore its place in academic or practitioner circles or be ignored by those in the academy or in the field of practice who help influence the future of nonprofit management education" (2001). In general, undergraduate programs, whether affiliated with NLA or whether the student eventually works in an NPO environment, strive to produce persons who can make a difference in the community (Dolch et al., 2007) and are relevant and necessary for educating the future of nonprofit leadership.

Given the importance of Chickering's student development theory within the nonprofit educational framework of the NLA, this manuscript will come back to this as it further evaluates the nature of nonprofit marketing education in the United States and how it encourages the development of intellectual and personal capabilities that are vital to working in and leading NPOs. Often, service learning and internships are a part of these educational experiences.

Course integration and interdisciplinary nonprofit management courses between different departments and colleges on campus are starting to be more accepted, but still have challenges and skeptics. Often this effort across departments and colleges is precipitated by a grant award that stipulates a collaborative and integrated approach to curriculum development and teaching. One such example occurred in 1993 when a small private university received a $5 million grant from an external private foundation as part of a larger agenda to create a public service major that combined a variety of disciplines (Jervis & Sherer, 2005). Logically, scholars who are interested in philanthropy and the nonprofit sector come from a variety of disciplines and professional schools, but very few institutions received institutional support for faculty crossover due to compensation and accountability complexities (Mercer, 1997). Regardless of internal institutional struggles, nonprofit management continued to get attention and support from donors and well-known foundations.

Two of the largest donations to Harvard University in the early 1990s supported teaching and research on philanthropy and nonprofit organizations (Mercer, 1997). Other university research centers, like Indiana University Center on Philanthropy (the largest) and those at Yale and City University of New York have momentum. Some of these centers are stable and are receiving continued hard-earned support from their institution, but some programs are struggling in recent years (Mercer, 1997). Some of the literature suggests struggling centers and programs have a variety of issues to manage. First, much of the funding for struggling centers comes from established grant-makers and foundations that encourage applied research and teaching that directly benefits NPOs. Although this is valued in the industry, some feel it is devalued in the academic environment and may lead to a center not getting the necessary internal support and resources (Mercer, 1997). Second, the centers must deal with the eclectic mix of scholars focused in this area—programs and centers are located everywhere from divinity schools to business schools, which results in a diversity of research, but consequently reduces the impact and focus of the overall reach and influence of this concentration. Also, reduced assistance from large benefactors due to the poor economy is causing concern and increased competition for donations. This, coupled with an added skepticism from the public regarding executive pay, accusations of fraud, and overall public confusion on purpose, emphasizes the need to evaluate how those centers and programs are influencing nonprofit management education.

Mirabella and Wish (2001) reviewed the content mix of nonprofit management courses using their curricular model that was influenced by the work of Young from 1987. This model categorized curricula into three categories: 1) inside function, 2) outside function, and 3) boundary spanning. They found the majority of courses dealt with inside functions like internal leadership and management skills, financial management, and human resource management referred to as the inside function. The outside function (that includes philanthropy, advocacy, public policy, community organizing, fundraising, marketing, public relations) and boundary spanning (which includes legal issues and strategic planning) were the other buckets in their model (Mirabella & Wish, 2001).

The impact of graduate nonprofit management education on the daily lives of people working in the nonprofit sector is critical to understand and assess. In 1998, Tschirhart from Indiana University in Bloomington, Indiana, sent a mail survey to 90 nonprofit managers working in the community to determine professional competencies and attitudes, which constituted educational objectives for nonprofit management education. Eight specific areas emerged—leadership, long-term planning, financial management, public relations, interpersonal skills, conducting effective meetings, ethics and values, and creativity (Tschirhart, 1998). However, when these same respondents were asked to rate different educational and work experiences of an applicant seeking a position similar to their own, formal nonprofit management education rated lowest of the choices, which included previous work experience, volunteer experiences, any type of college degree, and participation in nonprofit workshops (Tschirhart, 1998). This suggests there is a lack of credibility and usefulness of nonprofit education for prospective employees as well as students. In 2000, a comprehensive study of nonprofit organizations in Michigan (Kattelus, Clifford, Warren, and Weincek, 2000) asked nonprofit managers to grade themselves on several competencies similar to those described in Tschirhart's research. Kattelus et al. (2000) found that nonprofit managers rated themselves high on financial management skills, but they wanted to improve the external relation skills in fundraising and development, marketing, and public relations. A study by Haas and Robinson (1998) found nearly 80% of the executives indicated formal education in nonprofit management was important in preparing managers for work in a nonprofit organization. In 2002, Larson surveyed recent graduates of six nonprofit management programs to see whether their management skills had changed as a result of attending the program, and a majority of the respondents relayed they were able to make a "greater contribution" and have more management confidence in their organizations because of their nonprofit management education. Additionally, over half of Larson's respondents reported they were aware of new career options and were clearer about their career direction (2002). Later, Fletcher's survey asked 645 graduates of three well-known nonprofit master's programs to determine the perceived effects of the graduate nonprofit management master's degree program on their professional lives (2005). Fletcher's respondents, in a variety of nonprofit fields, believe 11 educational outcomes should be emphasized (2005):

1. Understanding of professional knowledge base

2. Integrating theory and practice

3. Understanding the context in which the profession is practiced
4. Anticipating and adapting to changes in society
5. Performing fundamental skills and tasks
6. Developing good oral and written communication skills
7. Knowing and applying professional ethics
8. Developing a sense of professional identity
9. Being willing to participate in scholarly activity to improve practice
10. Developing a motivation for continuing education
11. Increasing career marketability

Generally, results of this research show a positive correlation between their nonprofit management education and their level of satisfaction in their professional lives (Fletcher, 2005).

Young (1999), in his article in the *Journal of Public Affairs Education*, describes four possible future scenarios in nonprofit management education: 1) consolidation of education into a field called public service management; 2) integration of nonprofit management into business management; 3) the emergence of prestigious nonprofit management specialty schools; and 4) maintenance of varied curricula and institutional approaches to education goals. Professionals, academics, and practitioners in this arena have different opinions on what the future looks like for nonprofit management education. There are many factors that will influence the future of nonprofit education in the United States, including the labor market, competitive pressures at the university level, the economy, and access to limited donations and grants, etc. Other elements such as a steady and growing student engagement/enrollment, alumni enthusiasm, external funding, faculty engagement and advocacy, administrative and trustee support, and accreditation standards all play a role in its future (ONeill, 2005). Clearly, some are quite optimistic that it will continue to be influential (Smith, 2000) while other scholars are not so optimistic and suggest that nonprofit management education will face an uphill struggle to maintain and advance its influence and growth in the competitive higher education environment.

From a curriculum perspective, nonprofit management education needs to provide students with a better understanding across different skills and disciplines. For example, Mirabella suggests management programs will continue to incorporate skills and competencies in relationship building in addition to covering collaborative governance, partnerships and alliances, and sustainability of relationships (2007). Curricula (both management and marketing) that emphasize student development as well as functional skills will be necessary to serve the nonprofit sector. The increasingly complex and consistently-blurred relationship between private, government, and public sectors will require the development of sophisticated courses and preparation to serve in the nonprofit organization of the future, and much of this will focus on relationships in the community (Mirabella, 2007).

Nonprofit Marketing Concepts

"Why can't you sell brotherhood like you sell soap?"

—G. D. Wiebe, 1952, speaking about the ineffective manner in which social causes communicate

To understand the state of nonprofit marketing education in the United States, one first needs to examine the context of nonprofit marketing as a functional discipline. Marketing theory and practice outside the for-profit sector were rare before the 1960s. Lazer states, "Marketing is *not* an end to itself. It is not the exclusive province of business management" (Lazer & Kelly 1973). This sentiment, along with increased public attention on areas like consumer safety and protection, urban issues, and air and water pollution, started to percolate new ideas and uses for traditional marketing's fundamental interfaces with society (Lazer, 1969). The initial ideas around formally broadening the concepts of marketing to apply to the nonprofit sector were developed by Kotler and Levy in 1969 in their oft-cited, classic article entitled, "Broadening the Concept of Marketing." This article established the idea that strategic marketing principles can be used by noncommercial causes, and ignoring this opportunity and treating the needs of the nonprofit sector with public relations gimmicks and aggressive promotion was misguided and didn't leverage core marketing management theory (Kotler & Levy, 1969; Kotler, 1979). Eventually, nonprofit marketing plans were carried out in an unsophisticated (and nonstrategic) manner by NPOs (Jones & Cooper, 1981) and a higher-level education was needed to add marketing strategy components into the mix to elevate effectiveness and meaning. It was the academic community's suggestion that marketing strategy was essentially ignored by the nonbusiness community (nonprofit and government sectors) and a more sophisticated approach to incorporate marketing strategy and theory in nonprofit organizations was an opportunity for improvement (Kotler & Levy, 1969). Many believed that the next marketing trend would be related to markets based on social concern, markets of the mind, and markets concerned with the development of people in the fullest extent of their capabilities (Lazer, 1969). In a follow-up article which added more concrete specifics, Kotler and Zaltman (1971) defined social marketing in a nonbusiness context as the design, implementation, and control of programs calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communication, distributions, and marketing research (p.5).

Kotler and Zaltman developed a distinct social marketing planning system for applying marketing concepts to social change (1971). This article caused a stir within the academic marketing community, and like the confusion around the term "nonprofit," spawned a variety of additional interpretations and definitions.

It is now understood that the initial article by Kotler and Levy was intended to be provocative and thought-provoking (Lovelock & Weinberg, 1978) and possibly designed to spur a dialogue within the academic community and to create a desire to elevate its importance. "Social marketing," a concept that could be executed by nonprofit organizations or government entities, was developed largely on the initial theories of Weibe and his philosophical article in *Public Opinion Quarterly* in 1951. Kotler and Zaltman argued that marketing concepts and a social marketing planning system can effectively be used to change behavior (planned social change) and address social problems such as safe driving, littering, and family planning; they cautioned to not just rely on social advertising tactics, which lacked the strategic framework and development of product, promotion, place, and price considerations (1971). The roots of social marketing lie in the informational approach and social advertising that was effectively applied to change behaviors (especially in health improvement programs) and to reach large numbers of people (Fox & Kotler, 1980).

By 1994, Andreasen offered a refined definition to help address the confusion: "Social marketing is the adaptation of commercial marketing technologies to programs designed to influence the voluntary behavior of target audiences to improve their personal welfare and that of the society of which they are a part" (1994).

Similar to nonprofit managers, critics of social marketing argued that the difference between for-profit entities and NPOs was insignificant and the marketing function should be restricted to the goods and services transactions, which are clear, and that the concepts around "social marketing" are confusing, esoteric, and unintelligible for many practitioners (Luck, 1969; Bartels, 1974). Is a person that receives a free service a customer? Not really, said the skeptics. The transference of marketing principles from the for-profit sector to the nonprofit sector is far more complex than originally thought and affects product, price, involvement, and segmentation (Rothschild, 1979). Even Kotler himself stated it in a practical manner in 1972 by writing, "The core concept of marketing is the transaction. A transaction is an exchange of values between two parties." This added to the confusion while still encouraging more dialogue and research. Additionally, others argued nonprofit marketing is unethical and manipulative, and adds to the promotional "noise" to overtly market for nonprofit organizations, thereby giving power and influence to a group on such contested issues as pornography and abortion (Laczniak

& Udell, 1979). But at the same time, marketing was also widely criticized for its failure to contribute more to the solution of social as well as economic problems (Lavidge, 1970), so there was a need for the academic community to respond.

Supporters of social marketing theories agreed that the complexity and variety of stakeholders (consumers, volunteers, donors, clients/consumers, the community, etc.), a more service-oriented focus, and increased public scrutiny and pressure, all coupled with the purpose of serving the public good, were solid foundational reasons to require a modified, broadened approach to marketing. Lovelock and Weinberg have identified four major differences between nonprofit and for-profit marketing: multiple publics, multiple objectives, services rather that physical goods, and public scrutiny (1978).

> "Marketing theory is way too good to be wasted on ordinary products."
> *—paraphrased from a smart marketing pro (Fine, 1981)*

Shapiro further defined the separation between resource attraction and resource allocation as a clear way to understand the difference between for-profit entities and NPOs (1973). Thus, the for-profit organization has one function—to facilitate a direct exchange (Shapiro, 1973). Although for-profit businesses and government agencies also have varied stakeholders, it is different in NPOs because the clients/consumers who receive services and the donors who provide funds are typically two different audiences. Shapiro also recognized that too many managers fail to recognize how marketing concepts and management are as important to a nonprofit as they are to a for-profit organization (1974). Marketing could no longer insulate itself from social responsibilities, and problems that do not bear immediately on profit and marketing practice must be reconciled with the concepts of community (Lazer, 1969). Social issues and causes are ideas that are of interest to many individuals within a society and must be considered by marketing professionals (Fine, 1981).

Nickels's survey of 74 marketing professors revealed that 95% believed that marketing should be broadened to include nonbusiness organizations and 93% believed marketing should not be solely concerned with economic goods and services (1974). Social marketing is seen by many as a "two-edged sword perceived to have major beneficial elements, but also containing the potential to cause significant ethical issues" (Laczniak, et al., 1979). By 1976, the debate over nonprofit marketing had quieted. Hunt suggested that, " a separate, nonprofit marketing educational structure, was needed until nonprofit marketing was integrated seamlessly into all marketing curriculum, and that administrators and leaders in NPOs recognize they have marketing problems and need educated and trained marketing professional to solve them" (1976). The use of marketing techniques outside of the private sector increased dramatically and began to be used by government, education, health and social services, charity, and many other types of nonbusiness (public and nonprofit) organizations (Rothschild, 1979; Rothschild, 1981). However, evidence existed by the late 1970s that nonprofit marketing was being taken seriously by higher education academics and researchers, and it was hoped that discussion and publication on this topic were having an impact on management and were contributing to the general advancement of the field of marketing; it had "come of age" (Lovelock & Weinberg, 1978; Nickels, 1974; Kotler, 1979). Kotler published the first textbook on the nonprofit marketing subject in the mid-1970s (1979). But what is actually happening in the classroom and practitioner community? Research is limited and "there continues to be issues and challenges with social marketer's ability to implement randomized or quasi experiments" (Malafarina & Loken, 1993) to examine the status of nonprofit marketing in the community.

Although there is now consensus around nonprofit and social marketing as viable concepts, new tension exists between promoting a social cause and making a profit in the process. Corporate involvement in social issues and problems have gone from a "nice thing to do" to an investment by corporations (Stoup & Neubert, 1987). In 1954, a New Jersey Supreme Court decision established that publicly held companies can provide grants to nonprofit entities that do not directly produce profit to the companies' stockholders (Varadarajan & Menon, 1988). Prior to this time, donations were limited legally to those that furthered corporate interests (Varadarajan & Menon, 1988). In contemporary business thinking, there seems to be a need for a middle ground between voluntary and mandated support—*doing better by doing good* (Varadarajan & Menon, 1988) is a phrase which is read and heard frequently. Hutton and Cox suggest that "the case for thinking differently about what we [businesses] value and how we behave is increasingly convincing" (2010). The idea of corporate social responsibility, and therefore nonprofit marketing, are commonplace and necessary in this new environment.

It is somewhat a love-hate relationship since social causes need the revenue and visibility and for-profit businesses are looked to by consumers as needing to actively participate in social good. A clear early example of this is given by Fox and Kotler as they discuss seat belt manufacturers' major support for auto safety promotion and legislation (1980). The "cause marketing" debate was so important to the marketing industry that the entire issue of *Journal of Marketing*, the well-respected academic journal, dedicated the July 1971 issue to the topic.

A survey of marketing educators, thereafter, revealed that a vast majority agreed that marketing education and marketing theory went beyond just economic goods and services transactions (Lovelock, 1979) and could and should be used effectively for social marketing as well as cause marketing. But clearly the marketing objectives and measurement for success is different between for-profit organizations and NPOs, and this tension and relationship between the two adds to public scrutiny and potential ethical concerns—so the newest nonprofit marketing debate is far from over. Is the love-hate relationship a good thing or a bad thing? Conley recently suggested a fresh curriculum model that takes into consideration recent ideas concerning cause marketing and nonprofit marketing in which institutions should consider offering a variety of associated topics in one course, thereby providing a foundation for history, ethics, guidelines, student development, and social responsibility concepts (2011).

When the efficacy of nonprofit marketing was starting to solidify in the 80s, it was clear there was confusion and a lot of gray area on terminology; a semantic jungle was recognized by many (Luck, 1974). One of the challenges in researching and evaluating this topic is the confusing and often-misused terms that are associated with nonprofit marketing. Like so many concepts and ideas, the marketing industry was struggling with what terms work best for what function. Marketing educators have an ongoing challenge to use and teach the right terms within a changing landscape. Consider the recent manner of how we think and use the word "social." We now think of social networking, social media, etc. It could not be in more

> Terms used in conjunction and often associated with nonprofit marketing need to be understood—they include: non-business marketing, non-commercial marketing, social marketing, societal marketing, social cause marketing, cause marketing, cause-related marketing, green marketing, sustainable marketing, and social entrepreneurship.

contradiction to the original definition from Kotler and Zaltman of "social marketing." Leadership to refine these ideas, engage the industry in discussion, and establish definitions is a role for the American Marketing Association and their definitions committee (Luck, 1974), but the job is complex and ever-changing and may not have a perfect and clean conclusion. Higher education has a role to track and guide this discussion.

Socially responsible efforts on behalf of the general public and polished cause marketing strategies are becoming commonplace in the for-profit sector and often add to the confusion and gray area of the topic. Concepts of social responsibility are now commonly used in marketing and management higher education and can aid in the overall value and discussion for NPOs. There will be more detail on cause marketing later. In general, social responsibility means that organizations are part of a larger society and are accountable to that society for their actions (Kerin, Hartley, Berkowitz & Rudelius, 2006).

To add to the practitioner confusion, social marketing is now treated by some academics as an endeavor that can be engaged in by for-profit organizations as well as by nonprofit organizations—as referred to earlier and most-often called "cause marketing" (Bloom & Novelli, 1981; Bloom, 1980). Cause marketing is now a common practice for for-profit businesses to promote causes, which will inevitably lead to profit for them or an increase in brand awareness, thereby translating to profitability. It is the strategy of making money off of doing good. This field started emerging in the mid-1980s and the term "cause-related marketing" is actually copyrighted by the American Express Company, but it is now viewed broadly, and its roots as a concept began with corporate philanthropy concepts (Varadarajan & Menon, 1988). Cause marketing and cause-related marketing strategies continue to be popular from a corporate strategy, advertising, marketing communication, and publicity perspective. Varadarajan and Menon (1988) developed a formal definition for the marketing industry to use: Cause-related marketing is the process of formulating and implementing marketing activities that are characterized by an offer for the firm to contribute a specified amount to a designated cause when customers engage in revenue-providing exchanges that satisfy organizational and individual objectives (1988).

Cause-related marketing programs (CRMPs) continue to become more efficient and sophisticated. For example, multibrand CRMPs involve multiple brands marketed by the same firm linked to one or more causes (Varadarajan & Menon, 1988). A contemporary example of this is the nonprofit Generation TX campaign that has developed a marketing program kit where other brands and organizations can get involved with solving the social problem of limited student engagement and college aspirations for the state of Texas—creating a culture of college and career education for youth in Texas (http://gentx.org). Another good example of this is Tide’s CRMP after Hurricane Katrina. There was expense and capital funding invested in developing a comprehensive marketing strategy. The strategy culminated in the outfitting of semi-trucks with washing machines using Tide detergent to aid people who had lost their homes and belongings. According to its website, the Tide trucks went to New Orleans five times to aid in the recovery process (http://www.tide.com/en-US/loads-of-hope/location/new-orleans.jspx). Tide is a product of Procter & Gamble and the company expects that the advertising and publicity of this strategic marketing campaign will aid in overall brand awareness and profit.

A new entry into the term soup related to nonprofit marketing is "sustainable marketing." Sustainable marketing is about understanding and managing marketing's pivotal role in the future of business and society (Martin & Schouten, 2012) and comes after the common acceptance of social responsibility concepts in business.

Another term, "social entrepreneurship," is also closely associated to nonprofit marketing and management, and the term is used to describe basic efforts by nonprofits to use marketing and managerial principles to raise money, solicit volunteers, etc. (Petkus & Dorries, 2007; Petkus, 2007).

How do the concepts associated with nonprofit marketing compare to other relatively new concepts in marketing? Does the concept of nonprofit marketing live up to the test of time and influence for the industry? Schultz and Patti provide criteria one might use to answer these questions. These criteria include academic and professional textbooks, trade and academic conferences, higher education curricula, academic journals, industry magazines, and an ongoing discussion about what is happening and what should be happening (2009). Given these criteria, nonprofit marketing is well established as a solid marketing construct. Today, one can also see a shelf full of nonacademic books on the topic—solidifying its influence and importance in the marketing industry as well as in the common press. Short-lived concepts and frameworks are typically replaced quickly by new observations (and terms) and don't get to the level of influence and publication (Schultz & Patti, 2009), as seen above.

Nonprofit Marketing Education

Given the history of NPOs in the United States, the context and curricula of nonprofit management education, and the evolution of nonprofit marketing theories and terms, it is time to discuss nonprofit marketing education in the United States. As stated earlier, marketing is often taught at a high level in nonprofit management education as part of a larger curriculum plan, which includes many other topics. Data support little growth or focus in the marketing strategy area, and Kotler acknowledges that marketing is being done in NPOs today, but often this is limited to tactical and nonstrategic approaches (1979).

To understand the higher educational framework on this topic, we need to review the literature available on the prevalence of graduate, undergraduate, and certificate programs in the United States and evaluate its nature, intent, effectiveness, goal, and potential gaps. Although many institutions of higher education have developed and maintained specific nonprofit marketing programs, there remain many questions. Little research has been done beyond a benchmark inventory, and the most interesting research opportunity is to understand the nature of curriculum in nonprofit marketing education.

The importance of nonprofit marketing education is significantly increased due to the fact that traditional NPOs have historically not employed or understood the influence and power of marketing management (Kotler & Roberta, 1989). Business marketing education that stresses market analysis, economic analysis, and management theory is necessary, and because social marketers are involved with attitudes and behaviors, they should study the social science disciplines, language, multicultural contexts, sociology, psychology, and anthropology (Fox & Kotler, 1980).

After all the academic concern regarding theories, definitions, and terms, it is disheartening to learn how few NPOs have incorporated a comprehensive and strategic approach to marketing. One study suggests that officers of NPOs think they are performing marketing functions, but when evaluated they are actually performing narrow promotional tasks by "accidental marketers" (Akchin, 2001), which are not formally educated to do the function for which they are responsible. Only 22% had a bachelor's or master's degree in business, and 15% had nonbusiness degrees such as communication or media. The "elephant in the room" issue of under-educated, do-gooder employees running nonprofits still burdens the sector and impacts marketing effectiveness. Tied to this are salary disparities. Perceived and real salary differentials help explain the preponderance of accidental marketers in NPOs (Akchin, 2001). These facts add to the burden NPOs have with society not respecting the management and marketing leadership of NPOs. Generally, if the people responsible for marketing strategy in NPOs are accidental marketers with little to no business education and making little money, how can they be expected to effectively create and deliver marketing that changes behavior and impacts on our more important social issues?

Measuring performance within the nonprofit sector is quite new, but is starting to include perceived educational performance measures in addition to traditional effectiveness. It is suggested nonprofit marketing measurements need to include a variety of criteria that go beyond the traditional measure of sales and profit. Appropriately, this is unique to NPOs given the difference in their overall goals from for-profit businesses and connects back to how rating (watchdog) organizations are evaluating the need to change their metrics to include other measures as well. A recent case involving museum stores offers significant opportunities to evaluate distinct strategies and related performance and includes the identification of a nonfinancial performance (education) measure, which is significant for museums as well as other NPOs (Mottner & Ford, 2003). Research like this helps to verify the relevance and effectiveness of marketing strategy, not just promotional tactics, as a key component of success for NPOs and a necessary component of nonprofit marketing education.

The academic acceptance of marketing concepts used in NPOs has increased, but there is still relatively little sophistication within the practitioner community. That, coupled with the number of nonprofit marketing courses that remained relatively consistent in the 1970s and 80s, is concerning from a higher education perspective. In the late 70s, Delene developed a two-part longitudinal study to examine the extent of formal course offerings in nonprofit marketing education in the United States (1981). The first part of the study, that was sent to 196 institutions and had a 60% response rate, sought to gather basic information on course level, faculty availability, and library holdings. The second part of the study, done two years later, ascertained whether courses reported earlier were still being taught, including related enrollment levels and the instruction level of courses. The study reported a slight decrease in the number of such offerings from the summer of 1978 to the fall of 1980. This data was revealing as it was in the midst of robust growth in the nonprofit sector and growth in nonprofit management education. The main reasons cited for the deletion of courses included “qualified staff were not available,” “meant not offering other courses,” and “student registration insufficient” (Delene, 1981). Delene states in the findings and discussion, “there is a need for further research to determine more adequately the full extent of course offerings”

(1981; Smith, 1989). The study attempted to get a sense of the offerings, but falls short in identifying the nature of the curriculum and the extent of noncredit offerings and certificate programs. In 1987, Livermore and Guseman investigated the acceptance and incorporation of nonprofit marketing into the nonprofit marketing curriculum in undergraduate studies in the United States. Again, using a sample from AACSB, they sent a survey to 617 institutions, 60% of which were public and 40% private. The study found that although nonprofit marketing was deemed as important (77% of respondents) and different from for-profit marketing (53.7%), and the growth of the sector was broadly acknowledged within the industry (Montana, 1979), fewer than 10% of institutions have a separate nonprofit marketing course (Livermore & Guseman, 1987). They also found that even though fewer institutions had a separate course, the majority of institutions did attempt to integrate nonprofit marketing topics into other marketing course curricula (73%). Stiff suggests that if resources and instructor skills are limited, integrating service/nonprofit marketing content into the marketing research curriculum is suitable and recommended (1982). The overall data suggest limited offerings across the board, especially when compared to nonprofit management education.

In 1982, Joyce and Krentler, based on their combined teaching experiences, developed important questions for institutions to consider before adding nonprofit marketing curricula. Although the information they present is qualitative, the suggestions connect and integrate previous research. Joyce and Krentler recommend nonprofit marketing courses be separate because it is “imperative that students be exposed and become aware of the nonprofit sector and its impact on society,” and there is an appeal of nonprofit marketing courses for nonbusiness majors who can aid in the relevance of discussion and experiences in classroom settings (1982).

All of this points to a gap in the amount and type of preparation for marketing students entering the nonprofit sector. There is no evidence of career development opportunities to lead and inspire students into the nonprofit sector. This is curious because ample evidence exists of many executive-level positions in medium and large NPOs with titles such as Vice President of Marketing and Marketing Director. Further evaluation and attention to preparing these influential professionals is necessary and the excuse of "lack of qualified staff" as an explanation for holes in curricula (Joyce & Krentler, 1981); this "accidental marketer" (Akchin, 2001) phenomenon is no longer appropriate or acceptable.

Literature reveals that similar to nonprofit management education, nonprofit marketing education employs a number of different instruction techniques and often integrates within other marketing topics. Lecture, case study, guest speakers, text books, readings, and projects are all elements included in nonprofit marketing courses (Livermore & Guseman, 1987). Lovelock and Weinberg's (1978) four major differences between nonprofit and for-profit marketing (multiple publics, multiple objectives, services rather than physical goods, and public scrutiny) have also been used as a basis for structuring nonprofit marketing courses. "The ideal situation is to offer a separate nonprofit marketing course and integrate it as appropriate given resources and skills into the current curriculum" was the suggestion of Livermore and Guseman (1987). More recently, service learning and social entrepreneurship experiences have also gained appeal in nonprofit marketing curricula (Petkus & Dorries, 2007). This content, and the differences and similarities, should potentially be incorporated into the overall curriculum efforts to provide educators a fuller and more comprehensive approach to nonprofit marketing curricula while preparing students to address the marketing complexities within NPOs.

Research Questions

Further research in the area of nonprofit marketing education is necessary to update and inventory nonprofit marketing offerings in business schools so the curriculum and instruction methods can be assessed and documented. It is important to understand what is being taught, what terms and ideas are being discussed, and how our higher education business school system in the United States is preparing students to enter a professional career in the nonprofit marketing area. Clearly, we need to ask these questions from an undergraduate, graduate, and certificate program level so we have a sense of offerings from the business school perspective. Asking these questions, analyzing the results, and sharing this knowledge with marketing educators will engage the academic community in a necessary dialogue directed toward improvement and will encourage further research to meet the current and changing needs of the dynamic and important nonprofit sector.

As a review from Chapter One, the research questions for this study are as follows:

1. From an instructor’s or administrator’s perspective, what is the prevalence of nonprofit marketing education for undergraduate, graduate, and certificate programs within business schools in the United States?

a. Generally, have these nonprofit marketing offerings increased, decreased, or remained consistent over the past 5 to 10 years? Why?

b. What form does nonprofit marketing education take in the United States (stand-alone course, integrated course, major, minor, concentration, certificate, etc.)?

2. From an instructor's or administrator's perspective, what is the nature of the curricula and pedagogy of nonprofit marketing education for undergraduate, graduate, and certificate programs within business schools in the United States?

   a. What is the aim and intention of the curricula?

   b. What are the main curricula content elements—at what level are they addressed and to what degree are they seen as important?

   c. What instruction methods and pedagogical dimensions are used in curricula delivery?

3. From an instructor's or administrator's perspective, what terminology is being used, or could be used, to describe and promote nonprofit marketing courses and content?

   a. What is the interest level of "cause marketing" as compared to "nonprofit marketing"?

   b. To what degree is the term understood?

   c. What terms are used as course titles or in context with this topic?

   d. Are there terms or titles that could be used more effectively?

Chapter Three—Research Method and Design

All fields, from time to time, need to assess the current state of their educational offerings and describe and document their features and elements. It is critical for that data to be maintained so changes can be documented and the benefits of the research can be understood and acted upon by marketing educators. Additionally, it is essential that curriculum and pedagogical techniques are assessed and evaluated, so that knowledge can be shared that can enable continuous improvement within this specific area of education. AACSB's Assurance of Learning (AOL) standards provides guidance to business schools in higher education on curriculum and assessment components to ensure student educational goals and objectives (http://www.aacsb.edu/accreditation/papers). Previous research in nonprofit marketing education has been helpful to start the discussion and set the stage, but is limited in curriculum and instruction depth and is now quite outdated. This realization is especially concerning given the growth and change in the nonprofit sector in the past 10 to 20 years. Therefore, serious research on prevalence and curricula is necessary, relevant, and timely.

The primary audience for this research is higher education marketing educators and administrators who teach or are responsible for nonprofit marketing and/or associated topics in business schools in the United States. Although results may be useful to other audiences, such as foreign institutions, students, industry managers and experts, NPOs, etc., these audiences are not the focus of this research. The researcher wishes the results of this study to be practical and useful for marketing education. Therefore, the goal of this research is more applied than theoretical in nature. Applied research, typically, has a conceptual framework or orientation and describes how the research fits into past literature and research and into a given industry for application. The industry at issue is education and the specific topic of concentration is nonprofit marketing curricula.

To get a comprehensive and meaningful look at nonprofit marketing education in the United States, a mixed-method, three-phase research plan was used. This offered the most strategic and comprehensive approach for answering the research questions. Mixed-method research is seen as complex, but very forward-thinking by many scholars because it has the ability to be descriptive and detailed. Generally, when two research approaches are blended so that one approach sets the stage for, or leads to, the other, the approach is called mixed-method (Gliner, Morgan & Leech, 2009). Both quantitative and qualitative research methods are used in business and education disciplines, so a mixed-method approach is reasonable and the results will be functional from a publication and conference proceeding perspective. In quantitative methodology a specific plan is developed prior to the study, while in a qualitative approach less structure is placed on specific guidelines in the research design (Gliner, Morgan & Leech, 2009) and results are seen as patterns and trends that provide direction and insight that can provide critical supplement to quantitative results. As mentioned, the research was completed in three phases, Phase 1 being quantitative and Phases 2 and 3 being qualitative.

The quantitative research used a nonexperimental approach rather than experimental, and used descriptive statistics (such as averages and percentages) to summarize the data from the participants. In academic and scientific research, quantitative results are considered more objective and imply that the findings are more easily classified or that the study can be readily duplicated, while qualitative results are considered more subjective in nature, involve studies that may or may not be duplicated, and produce results that can be interpreted differently by different people. Specifically, in qualitative inquiry, researchers are concerned with perceptions, feelings, and attitudes and do not convert them into numbers, but rather use the results and narratives to illustrate patterns and themes relevant to addressing and solving research questions to find broader meaning in the data. Qualitative research is conducted when a complex and detailed understanding of an issue is required, when individuals can share their stories as a means of empowerment, when an understanding of the context or setting is required, and when a researcher wants to write in a literary, flexible style that conveys information without as many formal restrictions (Creswell, 2007, pg. 40). It is the combination of those details, stories, settings, and writing that enables a researcher to solve a problem and go beyond categorization and numbers and uncover meaning through personal interpretation of the data. By combining both methods to answer a series of questions about nonprofit marketing education in the United States, we get the best of both methods and the results are rich in numbers, data, and detail.

How will the results of this research be seen as credible? And what about the validity for Phases 2 and 3? To add to credibility of the results of the qualitative aspects, “referential adequacy” will be used in Phase 2 and “member checking” will be used in Phase 3. These are described in detail later in the proposal. Credibility in qualitative research is also enhanced by the researcher disclosing her own perspective and any bias on the topic. In the present study, this researcher can disclose a passion and deep interest for the topic of nonprofit marketing and a genuine need to help higher education enhance the importance and understanding of the topic for the good of institutions, the nonprofit sector, and students. Beyond that, there are no conflict of interest or credibility issues to consider.

Additionally, in qualitative research, particularly in education, the term "instrumental utility" is often used as a substitute for the word "validity." Eisner states, "Qualitative research becomes believable because of its coherence, insight, and instrumental utility. Unlike an experiment that demonstrates relations of cause and effect or correlations that statistically describe the strength of association, qualitative studies typically employ multiple forms of evidence and they persuade by reason" (1998, pg. 39). One field that almost solely relies on this form of inquiry and persuasion is the law. In several instances, Eisner uses the example of law because it helps substantiate the applicability of the idea of instrumental utility beyond social science and education. In law, arguments are based upon reason and logic that uses available evidence of various kinds, but there are always ambiguities, circumstances, alternative positions, and other ways of interpreting the evidence (Eisner, 1998, pg. 40). For qualitative research, the issue is really whether the material (or evidence) is useful, and can justifiably support a point of view which is plausible, believable, and brings added meaning and insight (Uhrmacher, personal communication, July 13, 2011).

It was necessary to do three things: get a fresh read on the prevalence of higher education nonprofit marketing education in business schools in the United States, get a deeper sense of the nature of this curriculum, and get a better perspective on terminology issues. Quantitative plus qualitative research is a viable strategy for answering the research questions; doing one and not the other would be incomplete or may lack genuine substance. Given this, the researcher will take a pragmatic approach that focuses on the outcomes of the research—the actions, situations, and consequences of inquiry. The pragmatic approach allows for the researcher to combine different methods of research and does not commit to any one system of philosophy or reality (Creswell, 2007), so a mixed-method concept fits nicely within this strategy. Pragmatists are free to choose whichever method suites their need and will focus on the practical and applied implications of the results.

Informing and guiding the three-phase research plan will be an integrated orientation—combining Eisner's method of Educational Connoisseurship and Educational Criticism from the Ecology of Schools and Classrooms (1990) with grounded theory. Grounded theory will also be used as a means of allowing the data and results to guide the conclusions. This orientation is supported by the literature review and is also a documented and repeated method in educational research.

Briefly, of the three phases, the first was quantitative and the final two were qualitative. The first phase included an on-line survey to determine the prevalence of nonprofit marketing education, to reveal a basic understanding of what is being delivered, and to query terminology ideas. From that, Phase 2 examined selected syllabi for certain patterns, themes and insights. Phase 3 added personal interviews to the research to further examine and understand the nature of curriculum from an instructor's perspective.

Figure 4, as seen in Chapter One, illustrates the research methodology introduced above and how it was used during the research process. As one can see by the figure, the mixed-method research plan first used quantitative data from an on-line survey to gather basic information, then used qualitative data from selected syllabi and personal interviews to augment, verify, or modify conclusions, and most-importantly to develop meaning from Phase 1 and this topic in its entirety. It is the researcher's belief that this mixed-method process provided the most comprehensive understanding of nonprofit marketing education in the United States. A detailed explanation of each phase is included.

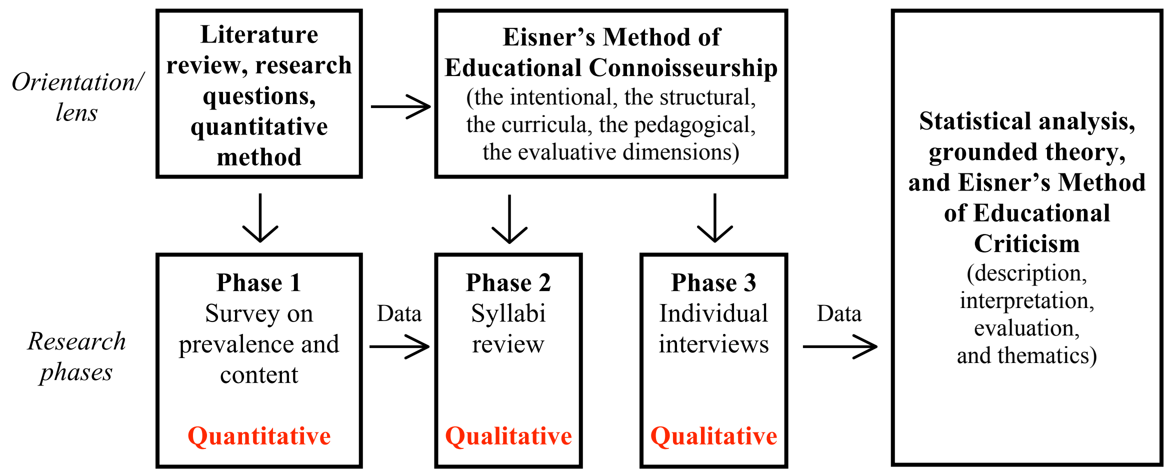


Figure 4. Mixed-method research orientation and process.

Phase 1—Detail

Phase 1 was an on-line survey. A member list from AACSB (The Association to Advance Collegiate Schools of Business) was used as a starting point for the list of participants to get a cross section of school sizes, public and private, and to gauge programs which fall into this association. AACSB members constitute a list of the most well-known and prestigious business school associations for higher education in the United States. Other lists were identified and reviewed, but were found to be limited in membership or very incomplete. The AACSB list is used frequently in business school and education research and was seen as the most appropriate option to answer the research questions.

It is acknowledged that other colleges on campus (outside of the business school) may offer courses related to or associated with nonprofit marketing. There are reputable institutions internationally offering such coursework, however, the focus of this inquiry is specific to member AACSB business schools in the United States since this is most often where nonprofit marketing expertise is located and traditionally where education of this nature takes place.

Institutions eligible for AACSB membership offer baccalaureate or graduate degree programs in business administration, management, or accounting. However, not all member institutions are accredited by AACSB. Of the approximately 660 AACSB members, approximately 80% are accredited (AACSB website, http://aacsb.net retrieved April 24, 2011). Of note, AACSB accreditation is important because it is a voluntary, nongovernmental process that includes an external review of an institution. The review measures an institution's ability to provide quality programs, ensures students are learning relevant material, and assesses the school's mission, faculty qualifications, and curricula. Such accreditation is of particular value and application here because, as was mentioned in the literature review, there is a lack of sophistication within many NPOs in their business and marketing approaches (Jones & Cooper, 1981) and there is a need for highly trained and educated business professionals in the nonprofit industry (Pallotta, 2009). Therefore, it is appropriate that AACSB institutions are represented here, for they offer the most relevant and consistent nonprofit marketing courses in the United States.

As one might expect, contact information was not available for those faculty specifically teaching marketing in this area at AACSB institutions. Manual web-based research was required to get contact names, titles, and information to ensure the correct faculty member or administrator received the on-line survey. The process was time consuming.

Participants

Manual website research via institutional websites determined the final list of participants from AACSB accredited business schools. If there was no information available on the institution's websites, a phone call to the department was made to get pertinent email contacts, relevant information, and to ensure quality and accuracy. The survey participants fell into these four categories shown in Table 5.

Table 5
Categories of Survey Participants

Nonprofit Marketing Faculty	Faculty members teaching, researching, or consulting in the area of nonprofit marketing (or associated topics)
Marketing Department Chairpersons	Faculty members leading a marketing department from an administration perspective
Marketing Faculty	Faculty members teaching any marketing course in the business school
Deans of the Business School	Business school lead administrator

First, nonprofit marketing faculty were identified based on public information regarding expertise, consulting, or research interest in nonprofit marketing or being designated as having taught this topic. Second, if there was no faculty member who was associated with this topic, the marketing department chairperson was the contact. This allowed the department chairperson to forward the information to the appropriate faculty member or complete the survey themselves. Third, any faculty member teaching a marketing course was also a potential participant. For example, some of the schools are small or have no formal marketing department or department chairperson, but they are still teaching marketing in some capacity. Their discipline may fall under a different department within the structure of the business school. This option was used if there was no marketing department within the business school. Fourth, if there was no marketing faculty listed on the institution's website and the institution did not otherwise have a viable contact, the survey was emailed to the dean of the business school. It is the perspective of the researcher that all participant categories had the necessary expertise to respond to the on-line survey. Tenured, tenure-track, full-time, part-time, and adjunct faculty were all included in the participant list. Adjunct faculty members are relevant because they are often used to fill faculty needs in expertise not otherwise provided within the appointed faculty. If more than one faculty member was found at an institution with expertise, research interest, or teaching experience in nonprofit marketing education or a related topic, the survey was emailed to all relevant faculty or administrators at that institution.

The size of the list for AACSB accredited institutions, once all Internet research and contacts were made, was 1,267. A small list of non-AACSB institutions was also added to ensure the necessary response rate. Based on previous response rates of other similar surveys, a response rate of approximately 35% is hoped for, but given other factors including the growth of this list in the past 20 years and the inundation of various on-line surveys, the researcher expected a much lower response rate. The researcher accepted and used non-AACSB responses in Phase 1.

For the results of this quantitative research to be statistically significant, there is a target minimum sample size of at least 90 and a desired sample size of 120. This number was determined by using a one-sample t-test power analysis that is used when quantitative research uses a mean vs. a benchmark—one sample test of mean. The specifics of this test are shown in Appendix A.

Survey Specifics

An on-line survey (Appendix B) with 23 questions was developed using Qualtrics to obtain quantitative data about course and program prevalence, which curriculum content elements are addressed and considered important, instruction techniques, and responses regarding nonprofit marketing terminology. These four components that tie directly to the research questions provided for a foundation of analysis to which qualitative inquiry was applied. It was important for specific research questions to be answered systematically through the survey instrument. Here, the researcher explains how each research goal was addressed within the specific survey question.

Research Question 1 (Prevalence)

To understand prevalence of nonprofit marketing education and to get a fresh, data-oriented baseline, the survey addressed whether nonprofit marketing courses are being taught in undergraduate, graduate, and certificate programs in AACSB-accredited programs, and determined what form this education is taking. Therefore, a quantitative description of the institutions included within the sample were summarized using frequency analysis of demographic variables. The seven demographic variables included institution type, institution size, number of undergraduate business students, number of undergraduate marketing majors, undergraduate program affiliation with NLA, the number of marketing MBA/MS students, and the use of external guidelines for graduate nonprofit marketing curricula. Each of the demographic variables was categorical and was associated with survey questions in the first part of the survey.

The quantitative method used to address research question 1(a) and 1(b) was a frequency analysis. Is nonprofit marketing education occurring in a stand-alone course offered at least once a year or is the content of nonprofit marketing integrated within another marketing course or perhaps in another business course? The literature review revealed two insights that prompted the questions in this section. First, there is a wide variety of ways nonprofit marketing content is being delivered (Livermore & Guseman, 1987). Second, it is optimal for nonprofit marketing education to be delivered as a stand-alone course so the unique elements and challenges of this sector can be more readily taught and understood, but if needed, integrating it with other content is suitable (Stiff, 1982). Research question 1(a) includes a frequency analysis of survey question 12. Survey question 12 addresses the prevalence and form taken by nonprofit marketing education (*e.g.*, stand-alone course, major, minor, concentration, certificate, etc.). Response options for survey question 12 are dichotomous "yes" or "no" responses. A frequency table of percent "yes" and percent "no" were calculated for each type of program (i.e., undergraduate, graduate, and certificate programs).

Phase 1 asked whether there had been an increase or decrease in offerings within the past 5 to 10 years, so that the momentum, lack of momentum, or relative consistency could be understood, and also that the reasons for these changes within the topic of nonprofit marketing education could be determined. In the early 1980s, it was found that there was a slight decrease in the number of nonprofit marketing offerings offered by AACSB institutions (Delene, 1981). This was due to a variety of reasons, but the information is outdated. The prevalence section of the survey determined if the number of courses related to or associated with nonprofit marketing had increased, decreased, or remained consistent over the past 5 to 10 years. And depending on how participants answer this, there could be further inquiry as to the reason why in later phases. This data point is critical to understand given the growth in NPOs in the past 15 years. Research question 1(b) included a frequency analysis of survey questions 9, 10, and 11. Response options for survey question 9 include "decreased," "increased," or "remained consistent." A frequency analysis of these response options was calculated. Survey questions 10 and 11 were conditionally answered (using skip-logic) based on the response provided in question 9. Survey questions 10 and 11 provided various reasons for a perceived increase or decrease, and also allowed for a participant-authored option to ensure all aspects (*e.g.* mature concept vs. nascent concept) are covered. A frequency analysis was also conducted on the responses provided for survey questions 10 and 11.

Research Question 2 (Nature)

The nature of curricula was covered in the survey to get a basic "read" on perceived content implementation and importance, as well as set the stage and inform for the syllabi and interview phases of the research. The nature of the curricula gives clues to nuances and discoveries not typically evident without deeper qualitative inquiry. Tyler says the nature of curriculum is all the learning experiences planned and directed by the school to attain its educational goals (1957) and is a significant component of the research focus. It is believed that the results of the three research phases together will fully determine the nature of nonprofit marketing education curricula.

The survey questions pertaining specifically to curricula were formed using literature review insights and categories from previous inventory and research done in nonprofit management and marketing education. The Nonprofit Leadership Alliance (NLA) competency components (http://humanics.com), the graduate guidelines from National Association of Schools of Public Affairs and Administration (NASPAA) (http://naspaa.org), the nonprofit marketing education curriculum assessments (Delene, 1981, Livermore & Guseman, 1987), a comprehensive study looking at the graduate programs in art education (Anderson, Eisner & McRorie, 1998), and a research report searching for a specific advertising theory in higher education offerings (Schultz, Kerr, Kim, & Patti, 2007) were all utilized to form curricula content focus. These tools aided in the development of the final survey content elements, which are skill-related as well as relationship-related. All facets of the marketing curriculum implement some degree of these elements. Therefore, topics in the survey include: 1) history of the nonprofit sector and nonprofit marketing; 2) legal basics/tax designations, risk management; 3) strategic marketing for nonprofit organizations; 4)fundraising, generating funds; 5) conflict management; 6) service learning; 7) internships; 8) volunteer outreach and management; 9) donor, philanthropist, and board of director outreach and management; 10) team building; 11) career development; 12) intercultural capabilities; and 13) ethics and values. Some similar ideas were combined and some terms were changed so the list was manageable for participants. It was felt that adding any more elements beyond the 13 included would be burdensome to the participants and potentially counterproductive.

The 13 curriculum content areas seen on the survey were assessed using a scale to measure the degree of implementation and the level of importance. Research question 2(a) that is asking about the nature of the curriculum is addressed by survey questions 13 and 14. These survey questions include two different four-point rating scales. Question 13 includes a rating scale where 1 = “not addressed,” 2 = “somewhat addressed,” 3 = “addressed,” and 4 = “addressed strongly.” Question 14 includes a rating scale where 1 = “not important,” 2 = “somewhat important,” 3 = “important,” and 4 = “very important.”

A one-sample test of mean vs. benchmark was used to statistically determine if each of the curriculum elements is significantly scored as lower than the value of 3.0. For question 13, scoring significantly lower than 3.0 would indicate the curriculum element was not adequately addressed. For question 14, scoring significantly lower than 3.0 would indicate the curriculum element was not viewed as important.

A one-sample test of mean vs. benchmark was used to statistically determine if any of the curriculum element means are significantly lower than the benchmark of 3.0. A left-tailed one-sample test of a mean was the quantitative method used to answer research question 2(a) and 2(b) for undergraduate programs, graduate programs, and certificate programs.

Additionally, research questions 2(a), 2(b), and 2(c) were answered using qualitative methods in Phases 2 and 3. Research question 2(d) was answered using the frequency analysis results tabulated for research question 1(a).

Each curriculum content topic from the on-line survey also maps to one (or more) of Chickering and Reisser’s Student Development Vectors. As was developed in the literature review, the infusion of this specific student development theory helped inform the curriculum in NLA-affiliated schools as well as other programs (Ashcraft, 2001). This extra step allowed the research to draw conclusions on the connection, or lack of connection, to higher educational student development stages. Since this model was developed specifically for higher education faculty (Thomas & Chickering, 1984), it was solid orientation to use while determining student development inclusion within the nonprofit marketing education. In general, whether nonprofit management or marketing programs use NLA's specific guidelines, it was found that most programs strive to produce persons who can make a difference in the community (Dolch et al., 2007). By reviewing Table 6 one can see the logical mapping process for each of the curriculum content areas shown in survey questions 13 and 14.

Table 6
Mapping Curriculum Content Elements in Survey to Chickering and Reisser's Seven Vectors of Student Development

Curriculum content topic	**Vector**	**Vector description**
History of the nonprofit sector and nonprofit marketing	Developing Competence	Intellectual, physical and manual, and interpersonal
Legal basics/tax designations, risk management	Developing Competence	Intellectual, physical and manual, and interpersonal
Nonprofit marketing strategy and tactics/target audience complexities	Developing Competence	Intellectual, physical and manual, and interpersonal
Fundraising tactics/generating funds	Developing Competence	Intellectual, physical and manual, and interpersonal
Conflict and change management	Managing Emotions	Anger, fear, anxiety, and a range of other emotions that must be dealt with for emotional health and well-being
Service learning	Moving Through Autonomy Toward Interdependence & Developing Purpose	Taking responsibility for pursuing self-selected goals and independence; combining energy and desire with a destination, pursuing vocational plans or aspirations, personal interests, and interpersonal and family commitments
Internships	Moving Through Autonomy Toward Interdependence	Taking responsibility for pursuing self-selected goals and independence
Volunteer outreach, management, and leadership	Developing Competence & Developing Mature Interpersonal Relationships	Intellectual, physical and manual, and interpersonal; tolerance and appreciation of differences, and capacity for intimacy
Donor, philanthropist, board of directors outreach, management and leadership	Developing Competence & Developing Mature Interpersonal Relationships	Intellectual, physical and manual, and interpersonal; tolerance and appreciation of differences, and capacity for intimacy
Team building	Developing Competence & Developing Mature Interpersonal Relationships	Intellectual, physical and manual, and interpersonal; tolerance and appreciation of differences, and capacity for intimacy

Career and professional development	Developing Purpose & Establishing Identity	Combining energy and desire with a destination, pursuing vocational plans or aspirations, personal interests, and interpersonal and family commitments; discovering what kinds of experiences are found to be satisfying, safe, or destructive and unpleasant, self-identity and acceptance, and comfort with sense of self that includes one's spirit, mind, and body
Intercultural capabilities/diversity awareness	Developing Integrity	Tied closely to establishing identity and developing purpose, humanizing values, personalizing values, and congruence, and respecting others' beliefs while consciously affirming personal core values and beliefs
Ethics and values	Developing Integrity	Tied closely to establishing identity and developing purpose, humanizing values, personalizing values, and congruence, and respecting others' beliefs while consciously affirming personal core values and beliefs

Research Question 3 (Terminology)

Terminology and course titles were also queried. It is the desire of this research to discover information that will help guide what terms are universally understood and commonly used when content is associated with nonprofit marketing. As seen in the literature review for the terms "nonprofit," "nonprofit management," and "nonprofit marketing," there is a wide variety of terms and definitions used. This is a problem that is difficult to solve and possibly contributes confusion, and inadvertently, negativity or apathy, in nonprofit marketing education.

Research question 3(a) was addressed by survey questions 16 and 17. The response options for survey questions 16 and 17 are captured on a semantic differential rating scale anchored by "not understood" = 0 to "understood" = 100. The midpoint of the semantic differential scale is equal to 50. A one-sample test of mean vs. benchmark was used to statistically determine if the perceived understanding of the term "nonprofit marketing" is statistically less than the midpoint of 50 or greater than the midpoint of 50.

A two-tailed one-sample test of a mean vs. benchmark is the quantitative method used to answer research question 3(a).

Research question 3(b) is addressed by survey question 18. Research question 3(b) is addressed using a frequency analysis of the course titles “used” and course titles “not used” for nonprofit marketing classes.

Research question 3(c) is addressed by survey question 19. A frequency table of percent “yes” and percent “no” was calculated for each type of answer. Survey questions 20 and 21 ask about whether respondents have taught nonprofit marketing, and if they have, it queries as to when they have last taught it. A frequency analysis was done on the results.

In question 22 of the survey, the participants were asked to name an institution, other than their own, that in their experience has an effective nonprofit marketing program or course. In the last question in the survey, question 23, participants were asked to upload a sample syllabus for further qualitative analysis. A selection of these syllabi were used in Phase 2.

Survey Response Rates

Because the researcher was concerned about on-line response rates, an incentive was used. Evangelista, Albaum, and Poon (1999) investigated four behavior theories of motivation that can be developed into specific techniques (including inducements) for increasing on-line survey response rates. One of those four, an incentive, was used in Phase 1. To increase response rate and timely consideration of the survey, participants that took the on-line survey within the first week were automatically entered in a random drawing for an opportunity to win a $100 American Express gift card. It was believed this incentive was large enough to get prospective respondent attention, but small enough for the researcher to control costs and maintain ethical boundaries. The quality of responses may have been affected in a positive way due to the incentive. Additionally, by adding a time limit, respondents responded more quickly, thereby aiding research result calculations. A carefully written introduction that conveys an appreciation for their time and commitment to their marketing discipline was also be used to encourage timely and high-quality responses. Prior to fielding the survey, an on-line pretest was sent to two academic colleagues for feedback. Adjustments were made based on their feedback and guidance. This pretest allowed for necessary modifications for problematic questions and eliminated potential confusion, thereby optimizing overall survey effectiveness. Phase 1 was administered in September 2011, after school administrators and faculty were back in session and after IRB approval was attained. A reminder email was sent to nonresponders but no additional incentive was added.

Phases 2 and 3—Detail

Phase 2 chose a selection of syllabi from Phase 1 submittals to review while Phase 3 conducted five interviews with nonprofit marketing faculty and/or administrators. Phases 2 and 3 addressed research questions 1 to 3, but from a different perspective. Phase 1 data and results helped inform and focus topic areas within Phases 2 and 3. These topic areas were consistent within Phases 2 and 3 and both used qualitative techniques through identifying a clear orientation in order to determine trends, patterns, and ideas. From this, an enhanced meaning and understanding of nonprofit education in the United States was provided and necessary and rich supplemental materials enhanced the Phase 1 quantitative results.

There are several theories and methods from which to choose for Phases 2 and 3 that can inform and guide the data analysis. However, Eisner's *Method of Educational Connoisseurship* provides Phases 2 and 3 the best fit, and its basic structure of the intentional, the structural, the curricula, the pedagogical, and the evaluative was a good structure from which to review the selected syllabi and to also interpret the interview narratives.

Educational connoisseurship in simple terms is the art of appreciation. It is the ability to make "fine-grained discriminations among complex and subtle qualities" and it can be displayed in any realm in which the character, import, value of objects, situations, and performances is distributed and variable, including educational practice (Eisner, 1976, 1985, 1991, p.63). This "term of art," often used to evaluate the refinements in wine, art, and music, is used in education in much the same manner. Eisner explores connoisseurship as a process that can be effectively used to assess educational practice. Pivotal to his insights is the idea of perceptivity within the framework of data and objective components that is the ability to differentiate and to experience between the interplay of qualities and relationships (Eisner, 1990, pg. 64). Perceptivity used in this research study will be used to bridge what is known and intended about the educational practices in the quantitative inquiry of nonprofit marketing education with what is learned in the qualitative inquiry of reviewing syllabi and doing in-depth interviews. By using this method, the researcher becomes an active connoisseur by documenting and disclosing what is occurring and relevant, and attempting to illustrate what is possible given the state of nonprofit marketing education. There are five dimensions that provide structure to educational connoisseurship: 1) the intentional, 2) the structural, 3) the curricular, 4) the pedagogical, and the 5) evaluative.

For Phase 2, an assortment of syllabi related to or associated with nonprofit marketing was required. Question 21 of the on-line survey from Phase 1 asks participants to upload one sample syllabi. Although the directions on the survey indicated this is optional, the researcher received 15 syllabi. From this pool of syllabi, an assortment of about 10 syllabi was chosen based on their level of curriculum detail and learning outcome descriptions. The researcher then focused on two to three main topic areas deemed most important from a curriculum perspective. This selection was also to be informed by results from Phase 1. For example, if there was significant or surprising data for questions from Phase 1, the researcher considered these topic areas as well. By not using and analyzing all of the syllabi, the researcher allowed for the use of "referential adequacy," a credibility technique used in qualitative research that involves identifying a portion of data to be archived, but not reviewed. The researcher then conducted the data analysis on the remaining data and developed preliminary findings. The researcher then returned to this archived data and analyzed it as a way to verify and increase the validity of the findings (Lincoln & Guba, 1985).

Much like a connoisseur of film or a film critic, the researcher gave context and provided the reader with a credible starting point (movie summary) and then went in-depth into the analysis of those two to three topic areas (what was exceptional, noteworthy, poorly done, etc.). Similar to the analysis here, the film critique does not attempt to cover every element of the film. This is unnecessary detail and distraction from adding relevancy and meaning to the topic areas of focus. The goal of the film critique is to give the reader/listener a deeper or often fresh understanding of the film by focusing on specific topic areas which he or she finds important and most meaningful. When a connoisseur, like a film critic, frames a topic in a manner that reveals more than others would see on their own, it heightens the senses of everyone that reads or hears that insight, and from that can develop a meaning. A coherent theory arises from the chaos of otherwise unrelated facts. Sometimes these insights are fleeting yet significant; sometimes these insights are encompassing yet complex. A connoisseur can point out something that many might see as mundane and highlight its relevance to a topic or story that is not obvious or hidden. Kimmelman (the chief art critic for the New York Times) states that, "beauty is often where you don't expect to find it; it is something we may discover" (2006). Like Eisner, Kimmelman understands that his expertise (connoisseurship) helps laypersons discover beauty or details that we may not have been able to do ourselves. Kimmelman approaches the art of "seeing" much like Eisner—first as a connoisseur, then as a critic. In this use, qualitative research techniques provide a mechanism for thinking about a topic and are used frequently in social sciences and educational research. Therefore, it will be used in this study to review and understand the nature of the curriculum as shown in the syllabi and through interviews in Phase 3.

Generally, when the researcher started to analyze the syllabi, the following were reviewed as topics of focus: 1) learning objectives; 2) terms used/course titles; 3) a list of text and support materials being used; and 4) curriculum and instruction elements. However, these were not rigid guidelines and the researcher was open to other patterns and themes that may emerge from the syllabi review process. For example, there may be themes or activities on the syllabi that reveal the level of interactivity with students or class structure components.

For Phase 3, individual interviews with marketing faculty or administrators were conducted and the orientation from Eisner's method was again used. The original list of potential candidates for these interviews initially came from question 23 on the survey in Phase 1. In this question, the participants were asked to list an institution, other than their own, that they perceive to have an effective course or program. However, this list was inadequate, so a list of potential participants was attained by using known and available members of the Marketing Educators' Association (MEA), which holds an annual conference and publishes its contact information and conference proceedings to members. This organization is also affiliated with the *Journal of Marketing Education*, a well-known, peer-reviewed journal focused on marketing education. To add an incentive to respond, the email included a $10 Starbucks gift card offer for participation—enough to hopefully get coffee enthusiasts' attention but not enough to cause concern from an ethical perspective. Two emails were sent requesting participation and the researcher received five responses from individuals who had recently taught or are currently teaching nonprofit marketing. All five individual interviews were done over the phone via individual conference calls over a two-month period.

The goal of Phase 3 was to get a deeper sense of the nature of the curriculum and uncover and understand components within the classroom that may or may not be evident in the syllabi or from the survey results. For example, two topics explored more deeply in Phase 3 were internships/career development and terminology.

The interview guide for Phase 3 is seen in Appendix C. This was modified by the researcher based on how the discussions unfolded. For example, the researcher probed on something that the participant brought up or a story they told in order to get a better understanding and guide conclusions or findings. By doing this, other queries were eliminated or substituted in an *ad hoc* manner.

Interviewing is used in qualitative inquiry because researchers are interested in other people's stories and experiences and it gives us a deep and illustrative path of knowing and understanding and allows us to make meaning of complex and often misunderstood ideas or occurrences. Through interviews, a researcher gets access to an individual's consciousness, and to the most complicated social and educational issues, as social and educational issues are abstractions based on concrete experiences (Seidman, 2006). The ability of people to symbolize their experiences is the essence of humans (Seidman, 2006). Therefore research through interviews was a good method for Phase 3. There are certainly numerous times where a person has taken a survey on-line and thought of many things they would like to tell the researcher but they were not asked in the survey. An interview provides a rich and meaningful data source because each person has a story to tell that is relevant and provides insight on a number of topics.

At the core of an interview is an interest in understanding the "lived experience" of other people and the meaning they make of that experience. In this case, the research seeks to understand the experience of a faculty member teaching nonprofit marketing in a business school in the United States. Interviewing requires the researcher to keep their own preconceptions in check and requires a certain protocol and action so the interviewees feel respected and free to share their story. To deny the influence of interviews or to hold the conviction that one knows enough already is simply limited and not intellectual. To better understand the power of an interview, consider the following example. Let's say one is walking in the mall and sees a man running with a purse in his hand. An observer can watch the behavior and make assumptions about the man's actions, but to really understand the man and his behavior, one must talk to him. So, did the man steal the purse from someone and is running away, or is the man running after a woman to return the purse and provide needed medication? What is the true meaning of what is observed? What is the truth? Interviews can help us reach deeper meaning and truth. Interviewing provides context to people's behaviors and in this case it provides context to the syllabi in Phase 2 and the quantitative survey results in Phase 1. Phases 2 and 3 were completed in November and December of 2011.

Upon the completion of Phases 2 and 3, grounded theory was used in conjunction with Eisner's *Method of Educational Criticism* (1998). Grounded theory, a research method used in qualitative inquiry, operates in reverse of typical scientific research. Data, like syllabi samples, are collected first and key points are marked with a series of codes. The codes group similar concepts in order to make them more manageable. From these concepts, categories are formed that form the basis for the creation of a theory or a reverse-engineered hypothesis (Glaser & Strauss, 1967, Glaser, 1978; Strauss & Corbin, 1990, 1998; Charmaz, 2006). Through use and further refinement, grounded theory has gained popularity and credibility in fields such as sociology, psychology, and education and was well suited for the evaluation of syllabi content and review of interview content. Grounded theory uses the processes or data from a field where there is no available or appropriate theory to use for the research at hand (Creswell, 2007). In this case it was used to complement Eisner's methods so that any possible themes and patterns not apparent can be highlighted and discussed.

Educational criticism has four dimensions: description, interpretation, evaluation, and thematics. As discussed, Eisner's "connoisseurship" means to appreciate subtle qualities and relate those to the contextual conditions (1990, pg. 85), but without a public presence of this appreciation it is limited to those that can use it most. Therefore, educational criticism is needed to give connoisseurship visibility and usefulness. "If connoisseurship can be thought of as the act of appreciation, then criticism is the act of disclosure" (Eisner, 1990, pg 86). So as the connoisseur is absorbing the details of an experience or nuances within data, the critic is then interpreting, appraising, and sharing these insights within a context that can be understood and used. According to Eisner the act of criticism is not "simply translation" and there are no rules for interpretation. Eisner states, "Thus every act of criticism is an act of reconstruction that takes the form of an argued narrative, supported by evidence that is never incontestable; there will always be alternative interpretations" (1990, pg. 86). As described previously, a critic's job is to describe, to interpret, and to bring the connoisseurship experiences and perceptions to life, so that others can reflect, learn, and make decisions.

It is found that when Eisner's methods are used together—one to appreciate and perceive (connoisseurship) and one to make meaning and disclose (criticism)—they can provide an ideal mechanism for analyzing complex educational situations and deepening understanding. It is a lens that is both well-established and appropriate. Eisner's methods, which have been used and cited hundreds of times in education journals and dissertations, provide the most useful, strategic, and credible foundation for a conceptual framework and orientation in which to analyze the complex educational data for nonprofit marketing education.

Eisner states the difference between "qualitative inquiry" and "quantitative research" pertains mainly to the forms of representation that are emphasized in presenting a body of work (1990, pg. 5). Therefore, it is the intention of the research to gather data in a traditional quantitative manner, to supplement that data with concrete artifacts in the form of syllabi and narratives in the form of interviews, and to build a more thoughtful analysis of this topic. By using educational connoisseurship and educational criticism as a framework throughout the research method, it allows one to really see rather than merely look, requiring an enlightened eye (Eisner, 1990, pg. 1) to truly understand and illuminate what is currently happening in nonprofit education in the United States. This structure contributes to what he calls the ecology of schooling (Eisner, 1988). It is Eisner's contention that educational inquiry and research will be more complete and informative as we increase the ways in which we describe, interpret, and evaluate it, and these different forms of representation build on each other to give one an enlightened eye (Eisner 1990). Both connoisseurship and criticism are applicable to social and educational circumstances and are used broadly to more effectively evaluate and critique. Therefore, it is suitable for nonprofit marketing education and the nuances of curricula and instruction to be evaluated with this orientation because of the nonprofit sector's relationship to ethics and society, human needs, and human suffering—and its overarching cultural and economic significance in the United States. Mere data collection and categorization is not good enough for such a complex and important topic and, appropriately, the theories and methods discussed will be used to interpret portions of the quantitative data as well as the qualitative components.

Upon the conclusion of the interviews, "member checking" occurred to increase validity and credibility. This qualitative research technique involved brief participant engagement to review their interview notes, and interpretations to make sure they feel as though they are accurate. The researcher did this verbally at the end of the interviews and this member checking approach was not done in writing. This technique is used frequently in qualitative research method and provides an added level of truth to ensure the researcher has interpreted participant comments and thoughts correctly.

Limitations of the Research

Results from Phases 2 and 3 cannot be assumed to be the norm or generalized, but they do provide thoughtful and relevant data that feed into the research results.

About the Researcher

As way of disclosure, the researcher gravitated toward the topic of nonprofit marketing from a corporate background in business and marketing, and over 10 years in a higher education institution as a full-time marketing instructor. The researcher has also served on nonprofit boards and as a nonprofit consultant. This experience and perspective helped to guide and give perspective to all areas of research, results, interpretation, and recommendations.

Chapter Four—Results

Introduction

Chapter Four provides the results from the mixed-method research and articulates the contribution to the field of education; it demonstrates why it is important for marketing educators and business school administrators as they lead and evolve nonprofit marketing education in the United States. Results include: Phase 1, the 23-question on-line survey (Appendix B) examining the prevalence and content of nonprofit marketing education; Phase 2, the review and analysis of selected syllabi from courses focused on or related to nonprofit marketing; and Phase 3, an overview of results from personal interviews with instructors who teach or have recently taught nonprofit marketing.

In brief, the literature review revealed the following insights. First, although nonprofit marketing theory (and its legitimacy) originated predominately in the 1970s, and though it is well developed and accepted by the academy and business schools, there is little current evidence nonprofit organizations (NPOs) are employing graduates (undergraduate, graduate, or certificate holders) that are trained in incorporating a strategic approach to marketing. As mentioned, one study suggested that officers of NPOs think they are performing marketing functions, but when evaluated they are actually performing narrow promotional tasks by accidental marketers (Akchin, 2001). Very few employees utilize a formal marketing education to do the function for which they are responsible. To add to this point, the literature review uncovered a potential gap in what NPOs need and what they have as related to management and marketing expertise (Pallotta, 2009). Second, given the dramatic increase in NPOs in the United States (CP, 2011; Smith 2000) and growth broadly acknowledged within the industry (Montana, 1979), one study revealed that fewer than 10% of institutions have a separate course dedicated to this topic (Livermore & Guseman, 1987)—but there is a large diversity of offerings and curricula concepts being used for nonprofit marketing education that are not clearly categorized or quantified (Delene, 1981). Curricula content and instruction methods among institutions teaching nonprofit marketing across their undergraduate, graduate, and certificate programs are inconsistent (Delene, 1981). This inconsistency is not a problem, but at a minimum these trends and data need to be examined more closely to evaluate course content and to identify whether courses are being added, eliminated, or remain consistent. Also relevant in the literature review regarding content are third-party organizations like the National Leadership Alliance (for undergraduates), the Nonprofit Academic Centers Council, and the National Association of Schools of Public Affairs and Administration (for graduates) that have developed guidelines for curricula. To what extent are these and other curricula content elements being implemented and seen as important by instructors and administrators in higher education institutions in the United States? The literature review reinforced that confusion regarding the term nonprofit marketing, and terms associated with nonprofit marketing are a potential hindrance for educators. Unclear interpretation, counterproductive words, and new cultural nomenclature continue to be an obstacle for students and instructors to contend with in nonprofit marketing education. However, looking at the history, one knows this is unintentional, and many of the issues involve tax status and conflicting and competing interests.

Figure 5, nonprofit marketing Education—research themes and inputs, illustrates the most relevant research results. Within Figure 5, there are four major themes, and, of these, two drive curricula and are based predominately on quantitative data and supported by the qualitative results, while the other two themes influence curricula and are based on qualitative results and supported by quantitative data. Relevant inputs, which played a role in the four themes, are also described and come from different phases of the mixed-method research process. Accordingly, the results section of the manuscript will share the findings of Phase 1, Phase 2, and Phase 3 separately and will summarize critical ideas at the end of each section while logically building a comprehensive explanation as the results shown in Figure 5. Careful consideration was taken not to extrapolate results without evidence from the literature review and data, but some evidence is more explicit than others, and interpretation and analysis from me as a subject matter expert were necessary to form the four themes. In a couple of circumstances, a major research theme was developed due to the lack of information itself which highlighted a gap or area of insight. Following the results in Chapter Four, Chapter Five includes further discussion, interpretation, and recommendations to provide additional insight and depth.

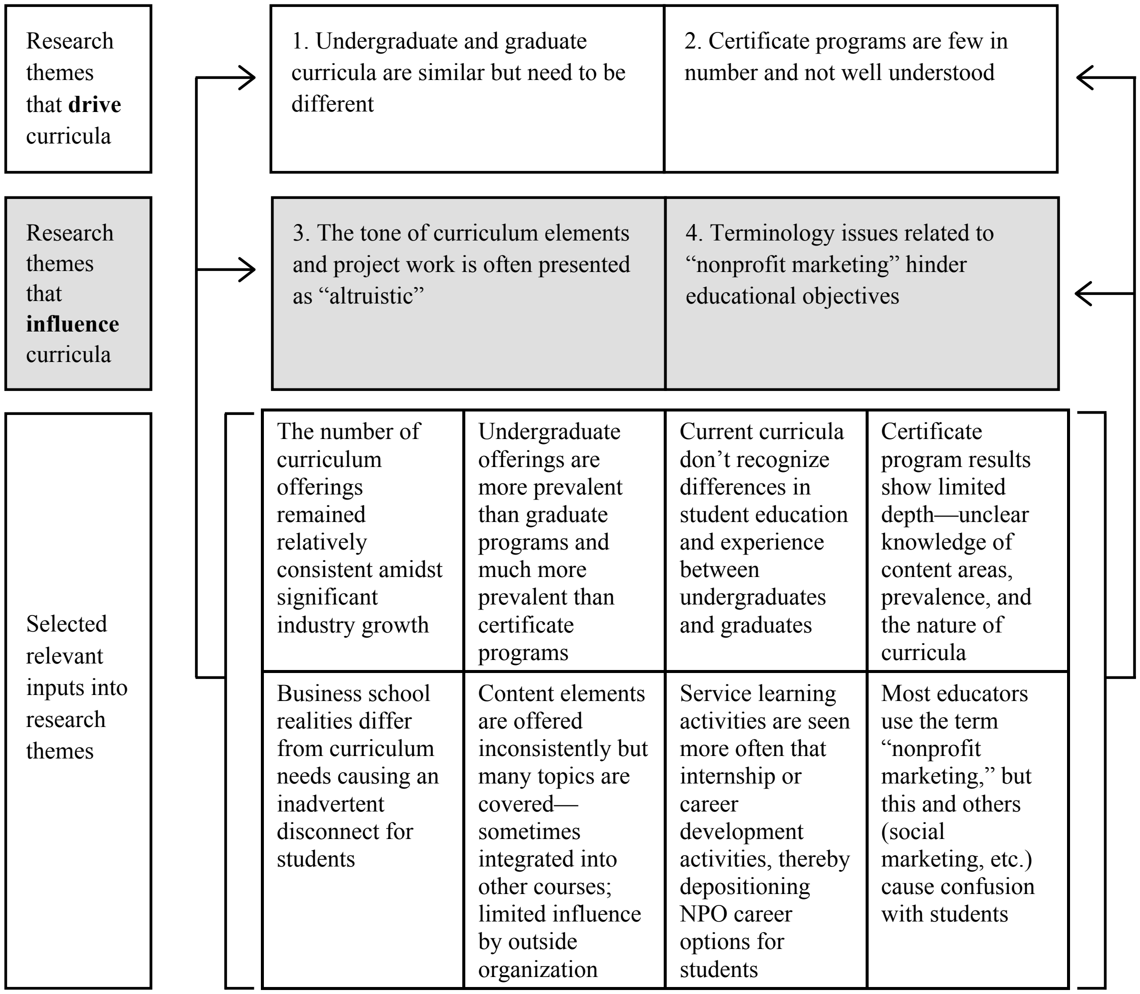


Figure 5. Nonprofit marketing education—research themes and inputs.

Phase 1—Results, Survey (Descriptive and Statistical Data)

After Institutional Review Board approval, an on-line survey was sent to 1,267 email addresses of faculty members and administrators of higher education institutions in the United States. After an initial response rate of 81, a reminder email was sent to get more responses. After the reminder email and a personal email follow-up, there was a final response rate of 215 which met the requirements of quantitative data validity as stated in the methods section and seen in Appendix A. The average response time for the survey was 23 minutes and the on-line survey for Phase 1 was formally closed on November 1, 2011.

To give context and add to overall comprehension, basic descriptive data was collected in the survey in addition to the main content questions that correlate directly to the research questions. The first question on the survey was related to nonprofit and profit status. Of the 215 total responses, 211 answered the question as seen in Table 7. Of this, 64.9% were nonprofit public institutions, 31.8% were nonprofit private institutions, 2.4% were public for-profit institutions, and 0.9% designated themselves as private for-profit institutions.

Table 7
Nonprofit/For-Profit, Public/Private

		Frequency	Percent
Valid	Nonprofit, public	137	64.9
	Nonprofit, private	67	31.8
	Public, for-profit	5	2.4
	Private, for-profit	2	0.9
	Total	211	100.0
Missing	System	4	
Total		215	

Next, the size of the institution was requested on the survey. Of the total of 215 responses, 211 responded to this question as shown in Table 8. A result of 0.5% had fewer than 1,000 undergraduate and graduate students on their campus; 43.6% had between 1,001 and 10,000 students on campus, 34.1% had between 10,001 and 25,000 students, and 21.8% responded they had over 25,001 students on campus. These data show a good cross section of institutions participating in the survey and therefore were included in the results.

Table 8
Size of Institution

		Frequency	Percent
Valid	Fewer than 1,000 students	1	0.5
	1,001 - 10,000 students	92	43.6
	10,000 - 25,000 students	72	34.1
	Over 25,000 students	46	21.8
	Total	211	100.0
Missing	System	4	
Total		215	

Some undergraduate and graduate questions were asked separately. Although there are some commonalities within these two groups of students, influences on curriculum and specific content areas developed differently for them, so it was appropriate to probe these items separately. The next three questions pertain to undergraduate students at higher education institutions in the United States.

The number of undergraduate business majors was requested from participants and the data are seen in Table 9. From the 215 respondents, 208 answered this question. Of these, 4.3% had fewer than 100 business majors, 17.8% had between 101-500 business majors, 26.4% had between 501-999 business majors, and 51.4% had more than 1,000 business majors.

Table 9
Undergraduate Business Majors

		Frequency	Percent
Valid	Fewer than 100	9	4.3
	101 - 500	37	17.8
	501 - 999	55	26.4
	More than 1,000	107	51.4
	Total	208	100.0
Missing	System	7	
Total		215	

Next, the number of marketing majors was requested and results can be seen in Table 10. Of the 215 respondents, 208 answered this question. As noted, 12.5% had fewer than 50 marketing majors, 28.4% had between 51 and 150 marketing majors, 29.8% institutions had between 151 and 299 marketing majors, and 29.8% had more than 300 marketing majors. Again, a good cross section of size of marketing programs responded to the survey.

Table 10
Undergraduate Marketing Majors

		Frequency	Percent
Valid	Fewer than 50	26	12.5
	51-150	59	28.4
	151-299	61	29.3
	More than 300	62	29.8
	Total	208	100.0
Missing	System	7	
Total		215	

Finally, the last undergraduate-specific question asked if respondents were affiliated with the NLA (Nonprofit Leadership Alliance), which has a wide variety of programs that support undergraduate education in the United States. As a reminder, NLA uses the theory of student identity developed by Chickering (1969) and further refined by Chickering and Reisser (1993; Thomas and Chickering, 1984). The theory was used as a core set of principles in the curricula for a significant number of undergraduate NLA-affiliated institutions. As previously stated, the theory was specifically developed to examine and assess the identity-development process of students in higher education and includes the following components: developing competence, managing emotions, moving through autonomy to interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. Of the 215 respondents, 208 valid answers were recorded as seen in Table 11. Of the responses, 2.4% indicated that they are affiliated with NLA, 35.6% indicated they were not affiliated with NLA, and 62% of the respondents indicated they did not know if their institution was affiliated with NLA. These data strongly suggest that the NLA is not a well-known factor in course or curriculum development among responding institutions that teach nonprofit marketing or related courses to undergraduates.

Table 11
NLA-Affiliated Institutions

		Frequency	Percent
Valid	Yes	5	2.4
	No	74	35.6
	Unknown	129	62.0
	Total	208	100.0
Missing	System	7	
Total		215	

The following two questions are related specifically to graduate studies. The first question asked respondents about how many MBA or MS graduate students have a concentration in marketing. Of the 215 respondents, 203 responded to this question, and

68.5% had fewer than 50 graduate students with a marketing concentration, 16.7% had 51 to 150 graduate students with a marketing concentration, 7.9% had between 151 and 300 graduate students with a marketing concentration, and 6.9% had more than 300 students with a marketing concentration.

Table 12
Graduate MBA and MS Students with a Marketing Concentration

		Frequency	Percent
Valid	Fewer than 50	139	68.5
	51 - 150	34	16.7
	151 - 300	16	7.9
	More than 300	14	6.9
	Total	203	100.0
Missing	System	12	
Total		215	

Similar to undergraduate curriculum development over the years, graduate programs, specifically in nonprofit management, were said to have been influenced by a number of outside sources and organizations like those from NACC (Nonprofit Academic Centers Council), the NASPAA (National Association of Schools of Public Affairs and Administration), and potentially others. Here respondents were asked if guidelines from these organizations are used at their institutions to help guide or develop nonprofit marketing curricula. The results differ from undergraduate programs in that there were fewer respondents who answered "no" and fewer who answered "unknown." But, similar to the related undergraduate question (2.4%), the number of respondents who answered "yes" was very low. Here it is seen that 3.0% answered "yes" as seen in Table 13. The vast majority answered "no" (58.1%) or "unknown" (38.9%). These data seem to suggest very few institutions are using guidelines for curriculum from outside organizations or, if they are using these guidelines, it is not commonly understood or known.

Table 13
Institutions Using Guidelines from Outside Trade Organizations for Graduate Nonprofit Marketing Curriculum Development

		Frequency	Percent
Valid	Yes	6	3.0
	No	118	58.1
	Unknown	79	38.9
	Total	203	100.0
Missing	System	12	
Total		215	

The next question uncovers results that pertain directly to the first research question related to prevalence of nonprofit marketing education for undergraduate, graduate, and certificate programs. As seen in Table 14, of the 215 respondents, 201 respondents answered this question. Two specific prevalence topics were queried in order to understand this aspect. First, it was important to gauge if nonprofit marketing programs have decreased, increased, or remained consistent over the past 5 to 10 years. Connected to this was a need to understand why respondents answered the way they did. As shown in Table 14, 4.5% of respondents indicated the curricula at their institution had decreased, 35.8% of respondents indicated their curricula focused on nonprofit marketing increased, while 59.7% indicated their curricula remained consistent over the past 5 to 10 years. This finding is important because as pointed out in the literature review, NPOs have grown dramatically (CP, 2011; Smith, 2000), but the amount of curricula in institutions has remained consistent according to the majority of respondents. It is interesting that 35.8% said it increased, so this needs to be looked at carefully.

Table 14

The Amount of Curricula for Nonprofit Marketing Within the Past 5 to 10 Years

		Frequency	Percent
Valid	Decreased	9	4.5
	Increased	72	35.8
	Remained consistent	120	59.7
	Total	201	100.0
Missing	System	14	
Total		215	

Using skip logic functionality, the respondents who answered that the curricula had decreased were then asked to select the main reason for the decrease. Table 15 shows of the 4.5% who answered curricula in this area had decreased, their results show 2.3% was related to constrained faculty resources, 0.5% related to lack of faculty appeal and/or interest, and 0.9% related to lack of student appeal and/or interest. There was one respondent that chose “other” and wrote in that they had to combine classes due to resources—which could be added to the constrained faculty resources category choice. This category clearly had the majority amount of responses. The other categories shown in Table 15 had no responses.

Table 15
Reasons for Decrease in Curricula

		Frequency	Percent
Valid		206	95.8
	Constrained faculty resources	5	2.3
	Lack of faculty appeal and/or interest	1	0.5
	Lack of student appeal and/or interest	2	0.9
	Other (had to combine classes)	1	0.5
	Lack of faculty expertise	0	0
	Reduction in external support via grants and donations	0	0
	Lack of community or industry need or request	0	0
Total		215	100.0

For the 35.8% of the respondents who answered the curricula had increased, Table 16 shows the results and they suggest growing faculty (10.7%) and student appeal and interest (6.0%) was a leading reason for the increase, followed by growing community need/request, which was 7.9%, growing faculty expertise at 4.2%, and lastly growing faculty resources at 1.4%. The “other” category also had 1.4% and reasons were generally associated with the course being new or added to an existing nonprofit management curriculum.

Table 16
Reasons for Increase in Curricula

		Frequency	Percent
Valid		144	67.0
	Growing faculty expertise	9	4.2
	Growing faculty appeal and/or interest	23	10.7
	Growing faculty resources	3	1.4
	Growing in community or industry need/request	17	7.9
	Growing in external support via grants and donations	3	1.4
	Growing student appeal and/or interest	13	6.0
	Other	3	1.4
Total		215	100.0

Because the majority of the responses (59.7%) to this question indicated the amount of curricula focused on nonprofit marketing remained consistent, this may suggest a problem in the amount of higher education focusing on this topic since the growth of the nonprofit sector is increasing and has nearly doubled in the past 15 years (CP, 2011). In comparison, Delene's research from 1981 showed a slight decrease in the number of nonprofit marketing courses. Reasons cited for courses being eliminated between the years of 1978 and 1980 were attributed to "qualified staff were unavailable," "meant not offering other courses," and "student registration insufficient" (1981). Generally, given the timeframes of the research when compared to these data, one can see that the majority of respondents indicated the amount of curricula dedicated to this topic has not changed much in the past 10 to 15 years, but that more respondents did indicate an increase in curricula as compared to the early 1980s.

The second part of the prevalence research question has to do with educational form and is answered by using data from question 12 in the survey and also using the syllabi samples and personal interview content (addressed later) to help bring meaning and understanding to the initial data from Phase 1. The survey question asked what form nonprofit marketing education takes in the United States for undergraduate, graduate, and certificate educational opportunities. Of the 215 respondents, 197 answered these questions. Fewer respondents indicated a major, minor, or concentration in nonprofit marketing. As shown by the data in Table 17, a mere 4.6% of undergraduate programs offer this, 2.5% of graduate programs offer this, and 3.6% of certificate programs offer this as an option. If one combines and averages undergraduate, graduate, and certificate, 84.3% of respondents answered “no” on whether their institutions offer a major, minor, or concentration in nonprofit marketing. If the same averages are done for the “unknown” answer, the result is an average of 4.0%. However, the majority of “unknown” answers were in the certificate programs at 7.4%.

Table 17
Institutions Offering a Major, Minor or Concentration in Nonprofit Marketing

Undergraduate		Frequency	Percent
Valid	Yes	9	4.6
	No	186	94.4
	Unknown	2	1.0
	Total	197	100.0
Missing	System	18	
Total		215	

Graduate		Frequency	Percent
Valid	Yes	5	2.5
	No	184	93.4
	Unknown	8	4.1
	Total	197	100.0
Missing	System	18	
Total		215	

Certificate		Frequency	Percent
Valid	Yes	7	3.6
	No	174	88.3
	Unknown	16	8.1
	Total	197	100.0
Missing	System	18	
Total		215	

The next question asks if the respondent's institution offers a stand-alone nonprofit marketing course at least once a year. "The ideal situation is to offer a separate nonprofit marketing course and integrate it as appropriate given resources and skills into the current curriculum," as was the suggestion of Livermore and Guseman (1987) after their high-level assessment of nonprofit marketing education and instruction methods. The next four tables address how many institutions offer nonprofit marketing as a stand-alone course, how many integrate it into an existing marketing or business course, and finally how many institutions offer nonprofit marketing content outside of the business school. In these data, shown in Table 18, one can see a significant increase in the number of offerings across undergraduate, graduate, and certificate programs. Also interesting is that there were more than twice as many undergraduate stand-alone courses than were offered as graduate programs. The valid percent for undergraduates were 22.8% answering "yes" to this question compared to 11.2% for graduate programs and 6.1% for certificate programs. The majority of institutions did not offer any stand-alone courses in nonprofit marketing.

Table 18
Stand-Alone Nonprofit Marketing Courses Offered

Undergraduate		Frequency	Percent
Valid	Yes	45	22.8
	No	146	74.1
	Unknown	6	3.0
	Total	197	100.0
Missing	System	18	
Total		215	

Graduate		Frequency	Percent
Valid	Yes	22	11.2
	No	164	83.2
	Unknown	11	5.6
	Total	197	100.0
Missing	System	18	
Total		215	

Certificate		Frequency	Percent
Valid	Yes	12	6.1
	No	165	83.8
	Unknown	20	10.2
	Total	197	100.0
Missing	System	18	
Total		215	

Table 19 shows results from the survey, which determined whether an institution offers nonprofit marketing curricula integrated into another existing marketing course. Again the numbers go up from previous questions because the amount of curricula focus is decreasing overall—thereby offering institutions an opportunity to educate on this topic without increasing faculty and costs. It is easier to add it to existing content than to offer an additional course. Once again, undergraduate programs offer more nonprofit marketing content, leading the other two categories with 64.5%, graduate is 44.2%, and 10.2% is for the certificate programs answering “yes.” These data suggest that the majority of undergraduate programs are offering some form of nonprofit marketing content integrated into existing courses within their departments. This is a critical new finding which has not been described. Almost half of the graduate programs are offering nonprofit marketing content. The certificate programs, which consistently came in the lowest, at institutions in the United States only show 10.2% offering nonprofit marketing education integrated within their marketing courses.

Table 19
Nonprofit Marketing Content Integrated into Another Marketing Course

Undergraduate		Frequency	Percent
Valid	Yes	127	64.5
	No	51	25.9
	Unknown	19	9.6
	Total	197	100.0
Missing	System	18	
Total		215	

Graduate		Frequency	Percent
Valid	Yes	87	44.2
	No	82	41.6
	Unknown	28	14.2
	Total	197	100.0
Missing	System	18	
Total		215	

Certificate		Frequency	Percent
Valid	Yes	20	10.2
	No	151	76.6
	Unknown	26	13.2
	Total	197	100.0
Missing	System	18	
Total		215	

Next, respondents were asked to identify if nonprofit marketing curricula were integrated as a part of any other business curricula. Table 20 shows the results of this data. In the undergraduate business school curriculum, only 29.9% of respondents indicated nonprofit marketing content was integrated into those courses, 19.8% of respondents indicated nonprofit marketing content was integrated into graduate courses, and only 7.6% of respondents indicated nonprofit marketing content was integrated into certificate courses. These data support, once again, the finding that the majority of nonprofit marketing content is delivered within existing marketing courses offered by the marketing department.

Table 20
Nonprofit Marketing Content Integrated into Any Business Course

Undergraduate		Frequency	Percent
Valid	Yes	59	29.9
	No	82	41.6
	Unknown	56	28.4
	Total	197	100.0
Missing	System	18	
Total		215	

Graduate		Frequency	Percent
Valid	Yes	39	19.8
	No	100	50.8
	Unknown	58	29.4
	Total	197	100.0
Missing	System	18	
Total		215	

Certificate		Frequency	Percent
Valid	Yes	15	7.6
	No	135	68.5
	Unknown	47	23.9
	Total	197	100.0
Missing	System	18	
Total		215	

Finally, respondents were asked if nonprofit marketing curricula were integrated in a multidisciplinary manner outside of the business school. For example, as seen in the literature review, there are ample nonprofit topics covered outside of the business school in other colleges and programs. This research addresses this topic in order to give a complete picture of the prevalence of nonprofit marketing education in the United States. As one can see by the results in Table 21, nonprofit marketing education is not offered very often outside of the business school. The results show that only 13.7% of the undergraduate programs, 10.2% of the graduate programs, and 3.6% of certificate programs offer nonprofit marketing content outside of the business school.

Table 21
Nonprofit Marketing Content Integrated in a Multidisciplinary Manner (Outside of the Business School)

Undergraduate		Frequency	Percent
Valid	Yes	27	13.7
	No	91	46.2
	Unknown	79	40.1
	Total	197	100.0
Missing	System	18	
Total		215	

Graduate		Frequency	Percent
Valid	Yes	20	10.2
	No	102	51.8
	Unknown	75	38.1
	Total	197	100.0
Missing	System	18	
Total		215	

Certificate		Frequency	Percent
Valid	Yes	7	3.6
	No	122	61.9
	Unknown	68	34.5
	Total	197	100.0
Missing	System	18	
Total		215	

Further confirmation of the data from the survey is supported by looking at the sample syllabi collected. The samples sent to the researcher were from undergraduate and graduate programs and will be discussed in the results summary for Phase 2, the syllabi review.

The second research question delves into the nature and basic pedagogical elements of the curricula related to nonprofit marketing. For the purposes of this manuscript, nature is described by looking at the aim and intention of the curricula as seen from the content elements offered and other nuances that influence the curricula. The survey results can provide a starting point for understanding the content components of the curricula, while the qualitative research (discussed later in Phase 2 and Phase 3), will give a rich and comprehensive understanding of the nature of the curricula for nonprofit marketing education in the United States.

On the next survey question, respondents were asked to rate the degree of implementation and the level of importance for 13 different curriculum elements. These curriculum elements are a summary of recommended content elements currently assessed and developed in the literature review. Of the 215 people who answered the survey, 143 answered question 13 and 135 answered question 14 for both undergraduate and graduate curriculum elements. It is assumed the drop in respondents between question 13 and 14 was due to fatigue given the number of curricula elements to assess. Not as many respondents felt comfortable answering questions pertaining to certificate programs at their institution. On average, only 62.61 respondents answered question 13 and only 45.15 respondents answered question 14 when asked about certificate programs. As a reminder, the first questions asked about the degree of implementation on 13 different curriculum elements. A four-point scale starting with not addressed, somewhat addressed, addressed, and addressed strongly was used. As seen in the descriptive statistics in Table 15, the score on each of the curriculum elements was less than addressed (and strongly addressed). For every question, the average for each question was significantly lower than the benchmark of 3.0. Those same content elements were again used in the next question, which asked the level of importance (or very important) of each of the elements. All questions were significantly less than the benchmark at the alpha 0.05 significance level ($p< 0.05$). Of note, the category "history of nonprofits" scored the lowest for undergraduate and graduate, while all categories under the certificate programs were lower than somewhat addressed. The lowest was "career development." While looking at the data from the level of importance questions, again the category of history of nonprofits scored the lowest for undergraduate and graduate. For certificate programs, career development and history of nonprofits were very close and scored the lowest. Career development consistently scored low across all measures of implementation and importance—consistently under somewhat addressed and somewhat important. This suggests a connection with the findings in the literature review that suggested a lack of business-oriented education and leadership within the nonprofit industry (Pallotta, 2009); this is concerning and has broad effects and now we have findings to collaborate that suggestion. The content elements that score consistently the highest among undergraduate, graduate, and certificate programs and within degree of implementation and level of importance is the category of "ethics and values." However, although the ethics and values category scored the highest, it was still not high enough to be seen as consistently addressed or addressed strongly or important or extremely important as seen in Table 22. The importance of ethics and values in business thinking, and therefore business schools, is becoming clearer. Hutton and Cox suggest that "the case for thinking differently about what we [businesses] value and how we behave is increasingly convincing" (2010). As seen earlier in Table 6, Chickering and Reisser's Student

Development Vectors mapped nicely to the content areas of the survey. This mapping proved useful in determining the final wording for the survey and refining the final list of content areas tested with marketing faculty and administrators. Interestingly, the results from the survey, which rate content elements like ethics and values high, are consistent with the earlier goal of most higher educational programs striving to produce persons who make a difference in the community (Dolch et al., 2007).

Table 22
Descriptive Statistics for Degree of Implementation and Level of Importance

	N	Mean	Std. deviation	Std. error mean
Degree of implementation				
Undergraduate				
History of nonprofit	143	1.49	0.777	0.065
Legal basics/tax designations	143	1.71	0.877	0.073
Strategic mktg	143	2.15	0.934	0.078
Fundraising	143	1.83	0.934	0.078
Conflict mgmt	143	1.76	0.934	0.078
Internship	143	2.08	0.996	0.083
Service learning	143	2.24	1.022	0.085
Volunteer outreach/leadership	143	2.09	0.985	0.082
Donor/philanthropic outreach/mgmt	143	1.63	0.901	0.075
Team building	143	2.33	1.053	0.088
Career development	143	1.68	0.737	0.062
Intercultural capabilities	143	2.13	1.027	0.086
Ethics and values	143	2.64	1.044	0.087
Graduate				
History of nonprofit	143	1.38	0.778	0.065
Legal basics/tax designations	143	1.51	0.786	0.066
Strategic mktg	143	1.81	0.927	0.077
Fundraising	143	1.55	0.828	0.069
Conflict mgmt	143	1.65	0.936	0.078
Internships	143	1.67	0.940	0.079
Service learning	143	1.69	0.960	0.080
Volunteer outreach/leadership	143	1.73	0.964	0.081
Donor/philanthropic outreach/mgmt	143	1.48	0.846	0.071

Team building	143	2.02	1.104	0.092
Career development	143	1.47	0.758	0.063
Intercultural capabilities	143	1.90	1.050	0.088
Ethics and values	143	2.27	1.150	0.096
Certificate				
History of nonprofit	62	1.31	0.801	0.102
Legal basics/tax designations	62	1.34	0.788	0.100
Strategic mktg	63	1.44	0.876	0.110
Fundraising	63	1.33	0.783	0.099
Conflict mgmt	64	1.27	0.623	0.078
Service learning	62	1.34	0.767	0.097
Internships	62	1.32	0.805	0.102
Volunteer outreach/leadership	61	1.33	0.747	0.096
Donor/philanthropic outreach/mgmt	62	1.29	0.733	0.093
Team building	62	1.35	0.791	0.100
Career development	63	1.27	0.723	0.091
Intercultural capabilities	65	1.42	0.788	0.098
Level of importance				
Undergraduate				
History of nonprofit	128	1.66	0.855	0.076
Legal basics/tax designations	128	1.90	0.877	0.078
Strategic mktg	128	2.40	0.999	0.088
Fundraising	128	2.02	0.931	0.082
Conflict mgmt	128	2.02	0.887	0.078
Internships	128	2.20	1.038	0.092
Service learning	128	2.26	0.998	0.088
Volunteer outreach/leadership	128	2.20	0.950	0.084
Donor/philanthropic outreach/mgmt	128	1.89	0.924	0.082
Team building	128	2.42	1.024	0.091
Career development	128	1.96	0.882	0.078
Intercultural capabilities	128	2.41	1.046	0.092
Ethics and values	128	2.79	1.047	0.093
Graduate				
History of nonprofit	128	1.51	0.823	0.073
Legal basics/tax designations	128	1.77	0.834	0.074
Strategic mktg	128	2.13	1.022	0.090
Fundraising	128	1.84	0.929	0.082
Conflict mgmt	128	1.92	0.952	0.084
Service learning	128	1.83	0.965	0.085

Internships	128	1.78	0.939	0.083
Volunteer outreach/leadership	128	1.95	0.998	0.088
Donor/philanthropic outreach/mgmt	128	1.76	0.929	0.082
Team building	128	2.20	1.073	0.095
Career development	128	1.73	0.883	0.078
Intercultural capabilities	128	2.17	1.109	0.098
Ethics and values	128	2.51	1.164	0.103
Certificate				
History of nonprofit	45	1.42	0.839	0.125
Legal basics/tax designations	46	1.61	0.954	0.141
Strategic mktg	44	1.80	1.133	0.171
Fundraising	46	1.65	0.971	0.143
Conflict mgmt	47	1.57	0.972	0.142
Service learning	44	1.48	0.849	0.128
Internships	44	1.45	0.901	0.136
Volunteer outreach/leadership	43	1.58	1.006	0.153
Donor/philanthropic outreach/mgmt	45	1.49	0.920	0.137
Team building	46	1.63	0.974	0.144
Career development	46	1.41	0.805	0.119
Intercultural capabilities	46	1.74	1.124	0.166
Ethics and values	45	1.56	0.893	0.133

The data above show none of the listed curricula as being implemented by responding to addressed or strongly addressed and that none of the listed curricula is seen as important or extremely important on any measure that can be seen as statistically significant. These are content elements that were recommended and documented in earlier research regarding nonprofit marketing, and they are not being implemented. Because of this, a one-sample test of mean vs. benchmark was run using a subsample using only respondents who have taught and the data reveal that, once again, all categories, with the exception of one, were shown to be statistically lower than the benchmark of 3.0. First, Table 23 shows the simple descriptive results from respondents on who has taught and who has not taught nonprofit marketing. As one can see, of the

215 total respondents, 121 answered this question. Of that response, 46.3% of the respondents have taught nonprofit marketing (in any form) and 53.7% have not taught nonprofit marketing. Because the understanding of content areas is critical for this research, and assuming that respondents who have taught may have a better sense of content implementation and importance, Table 24 takes the subsample of respondents who have taught nonprofit marketing and sorts the results of the degree of implementation and level of importance. A one-sample test was done to determine if any content elements for respondents who teach were shown as reaching the 3.0 score. The data reveal only one curriculum element that scored about the p-value greater than 0.05 as shown in Table 24. It was the level of importance of ethics and values within the undergraduate programs. Again, more evidence that business instructors feel this topic is important, but not necessarily implemented.

Table 23

Number of Respondents Who Taught or Have Not Taught Nonprofit Marketing

		Frequency	Valid percent
Valid	Yes	56	46.3
	No	65	53.7
	Total	121	100.0
Missing	System	94	
Total		215	

Table 24

Level of Importance—Ethics and Values/Undergraduate, by Those Who Teach or Have Taught Nonprofit Marketing

Test value = 3.0, ethics and values content element for undergraduates					
				95% confidence interval of the difference	
t	df	Sig. (2-tailed)	Mean difference	Lower	Upper
-0.147	55	0.883	-0.018	-0.26	0.22

Tables 25 and 26 compare the simple rank order of each content element between undergraduate and graduate for the degree of implementation and the level of importance. Through this list, one can see how similar the faculty and administrators ranked the undergraduate and graduate programs. Ethics and values and team building are seen as implemented and important and the history of nonprofits was ranked consistently last. Career development in nonprofit marketing is also consistently at the bottom of the table and service learning ranks higher than internships for degree of implementation and level of importance for undergraduates and graduates. For undergraduates, service learning is seen implemented to a higher degree than many other content elements, even strategic marketing. Certificate programs were not compared here because too few participants answered that question.

Table 25

Degree of Implementation—Comparing Undergraduate and Graduate Rank Order

Undergraduate rank		Graduate rank	
1	Ethics and values	1	Ethics and values
2	Team building	2	Team building
3	Service learning	3	Intercultural capabilities
4	Strategic mktg	4	Strategic mktg
5	Intercultural capabilities	5	Volunteer outreach/leadership
6	Volunteer outreach/leadership	6	Service learning
7	Internships	7	Internships
8	Fundraising	8	Conflict Mgmt
9	Conflict mgmt	9	Fundraising
10	Legal basics/tax designations	10	Legal basics/tax designations
11	Career development	11	Donor/philanthropic outreach/mgmt
12	Donor/philanthropic outreach/mgmt	12	Career development
13	History of nonprofit	13	History of nonprofit

Table 26
Level of Importance—Comparing Undergraduate and Graduate Rank Order

Undergraduate rank		Graduate rank	
1	Ethics and values	1	Ethics and values
2	Team building	2	Team building
3	Intercultural capabilities	3	Intercultural capabilities
4	Strategic mktg	4	Strategic mktg
5	Service learning	5	Volunteer outreach/leadership
6	Internships	6	Conflict mgmt
7	Volunteer outreach/leadership	7	Fundraising
8	Fundraising	8	Service learning
9	Conflict mgmt	9	Internships
10	Career development	10	Legal basics/tax designations
11	Legal basics/tax designations	11	Donor/philanthropic outreach/mgmt
12	Donor/philanthropic outreach/mgmt	12	Career development
13	History of nonprofit	13	History of nonprofit

Basic instructional method was also queried and results are in Table 27. Question 15 in the survey was analyzed using frequency to understand which instructional method is used to deliver nonprofit marketing content. Each respondent was given a list of instructional methods, which included lecture, tutorial, small group discussion, simulation, case study, and independent study to depict whether they were used or not used. Lecture (82.1%), small group discussion (75.6%), and case study (72.4%) were the most frequently used instructional methods. Simulations (87.0%) and role play (76.4%) were the least used instructional methods.

Table 27
Instructional Methods Not Used or Used

		Frequency	Percent
Lecture (one-way flow)			
Valid	Not used	22	17.9
	Used	101	82.1
	Total	123	100.0
Missing	System	92	
Total		215	
Tutorial (two-way flow)			
		Frequency	Percent
Valid	Not used	70	56.9
	Used	53	43.1
	Total	123	100.0
Missing	System	92	
Total		215	
Small group discussion			
		Frequency	Percent
Valid	Not used	30	24.4
	Used	93	75.6
	Total	123	100.0
Missing	System	92	
Total		215	
Simulation			
		Frequency	Percent
Valid	Not used	107	87.0
	Used	16	13.0
	Total	123	100.0
Missing	System	92	
Total		215	
Case study			
		Frequency	Percent
Valid	Not used	34	27.6
	Used	89	72.4
	Total	123	100.0
Missing	System	92	
Total		215	

Role play			
		Frequency	Percent
Valid	Not used	94	76.4
	Used	29	23.6
	Total	123	100.0
Missing	System	92	
Total		215	

Independent study			
		Frequency	Percent
Valid	Not used	63	51.2
	Used	60	48.8
	Total	123	100.0
Missing	System	92	
Total		215	

The goal of the third research question was to understand how terminology is being used, not used, and understood in the nonprofit marketing educational environment. Initially, the data show how the term "nonprofit marketing" compares to the term "cause marketing." This question is important because gray areas around terminology are recognized by many—a semantic jungle (Luck, 1974), which continues to cause confusion and concern. Also asked was the degree of understanding of the term "nonprofit marketing" at the respondent's institution and what are all the terms being used in course titles or in context within the nonprofit marketing environment.

Table 28 illustrates how respondents rated their interest in cause marketing as compared to nonprofit marketing. As a reminder, cause marketing is a for-profit business using marketing and/or partnerships to promote business participation in a public good cause. As the literature review examined, corporate involvement in social issues and problems have gone from a nice thing to do to an investment and mandate for some corporations (Stoup & Neubert, 1987). This question is meant to understand if the newer concepts and energy around cause and cause-related marketing are seen as more or less interesting by respondents and their institutions. Respondents had a chance to move a handle anywhere on a line, which was number from 1 to 100; the handle started at 50, the medium point. Of the 215 respondents, 122 answered this question. As seen in Table 28, there was a mean of 49.86 on these questions and a minimum score of 0 and a maximum score of 100 was selected. This suggests that there is an equal amount of interest between the two terms. This is a helpful finding because as we learned in the literature review, cause marketing is getting a lot of media and public attention as for-profit companies align themselves with causes in order to elevate their brand, and we see via these findings that within a relatively short amount of time, respondents find their institution is just as interested in cause marketing as in nonprofit marketing.

Table 28
Respondent Interest in the Term "Cause Marketing" as Compared to the Term "Nonprofit Marketing"

	N	Range	Minimum	Maximum	Mean	Std. deviation
Interest in "cause marketing" as compared to "nonprofit marketing"	122	100	0	100	49.86	23.338

The respondents were also asked about how they would rate the degree of understanding of the specific term "nonprofit marketing" at their institution. Results are seen in Table 29. Of the 215 respondents, 122 answered this question. There was a mean of 64.09 and a minimum score of 0 and a maximum score of 100 was selected. These data suggest that the majority of the respondents felt there was a more than 50% degree of understanding. However, when one looks at the results from the degree of implementation and the level of importance from Table 15, it suggests that lack of understanding is not the reason why all but one curriculum element are not addressed or addressed strongly or important or extremely important. The results here show the majority of respondents feel as though their institution understands the term nonprofit marketing.

Table 29
Institution Understanding of the Term "Nonprofit Marketing"

	N	Range	Minimum	Maximum	Mean	Std. deviation
Degree of understanding of the term "nonprofit marketing"	122	100	0	100	63.06	27.727

Table 30 shows what terms are used or not used at institutions when offering any content related to nonprofit marketing. Of the 215 respondents, 120 answered this question. The majority of respondents indicated the term "nonprofit marketing" is used, with 90.8% of respondents indicating this term is used; 82.3% indicated the term "social marketing" is used; 61.7% indicated the term "green marketing" is used; and 62.3% indicated the term "sustainable marketing" is used. However, three terms listed had a majority of respondents indicating that these terms are not used. These terms are "non-government" (84.2% not used), "non-business" (88.6% not used), "non-commercial" (93.9% not used), and "topics in marketing" (60.7% not used). The last category of terms had to do with cause marketing. It is interesting to note this term is used less frequently than nonprofit marketing, green marketing, and sustainable marketing, but more than non-government, non-business, non-commercial, and topics in marketing. Respondents indicated cause marketing is used 43% and cause-related marketing is used 53.2%. Respondents also had a chance to write in terms that were not listed. There were four responses to this option and they include non-traditional marketing, not-for-profit marketing, social entrepreneurship and marketing, socially responsible marketing.

Table 30

Terms Not Used or Used When Offering Nonprofit Marketing Content

Nonprofit marketing		Frequency	Percent
Valid	Not used	11	9.2
	Used	109	90.8
	Total	120	100.0
Missing	System	95	
Total		215	
Social marketing		Frequency	Percent
Valid	Not used	20	17.7
	Used	93	82.3
	Total	113	100.0
Missing	System	102	
Total		215	
Green marketing		Frequency	Percent
Valid	Not used	44	38.3
	Used	71	61.7
	Total	115	100.0
Missing	System	100	
Total		215	
Sustainable marketing		Frequency	Percent
Valid	Not used	43	37.7
	Used	71	62.3
	Total	114	100.0
Missing	System	101	
Total		215	
Non-government marketing		Frequency	Percent
Valid	Not Used	96	84.2
	Used	18	15.8
	Total	114	100.0
Missing	System	101	
Total		215	
Non-business marketing		Frequency	Percent
Valid	Not used	101	88.6
	Used	13	11.4
	Total	114	100.0
Missing	System	101	
Total		215	

Non-commercial marketing		Frequency	Percent
Valid	Not used	107	93.9
	Used	7	6.1
	Total	114	100.0
Missing	System	101	
Total		215	

Cause marketing		Frequency	Percent
Valid	Not used	65	57.0
	Used	49	43.0
	Total	114	100.0
Missing	System	101	
Total		215	

Cause-related marketing		Frequency	Percent
Valid	Not used	52	46.8
	Used	59	53.2
	Total	111	100.0
Missing	System	104	
Total		215	

Topics in marketing		Frequency	Percent
Valid	Not used	68	60.7
	Used	44	39.3
	Total	112	100.0
Missing	System	103	
Total		215	

Other terms		Frequency	Percent
Valid	0	27	90.0
	1	3	10.0
	Total	30	100.0
Missing	System	185	
Total		215	

Other terms, written in		Frequency	Percent
Valid		211	98.1
	Non traditional marketing	1	0.5
	Not-for-profit marketing	1	0.5
	Social entrepreneurship and marketing	1	0.5
	Socially responsible marketing	1	0.5
Total		215	100.0

Respondents were also asked to indicate how they would name a new course or new content module related to nonprofit marketing, if they were to offer it. The question specifically asks respondents, whether they are faculty or an administrator, to hypothetically name a new course or curriculum module related to nonprofit marketing. A list was given to them or they could enter a new name. Table 31 shows the results of this question. Of the 215 total respondents, 121 answered this question. This is a hypothetical question which attempts to understand if there is a difference between what the courses or modules are currently termed and compare that to what they could be termed if they had a chance to do so. It is important because given the confusion and lack of clarity with terms, the research is hoping to understand if there are better or more appropriate terms to use. More recently, service learning, internships, and social entrepreneurial experiences have also gained appeal in nonprofit marketing curricula (Petkus & Dorries, 2007). Respondents could only choose one response in order for the data to be interpreted in a clear manner or they could write in a term of their choice. As one can see in Table 31, nonprofit marketing remains the most frequently selected term at 52.9%, followed by sustainable marketing at 9.1%, cause-related marketing at 4.1%, cause marketing at 3.3%, green marketing at 2.5%, non-business marketing and topics in marketing at 1.7%, and non-governmental marketing and non-commercial marketing at 0.8%. There were 11 write-in responses that were captured. They include: B to B, marketing for non-profits and social causes, marketing for nonprofits, marketing is marketing, non-traditional marketing, not-for-profit marketing, service marketing (two responses), social entrepreneurship, social media marketing and topics in non-for-profit marketing. Some of these are merely variations of the choices, services marketing and social media marketing are not titles that can be used due to how they are defined, but one title not seen before and that may give new insight was non-traditional marketing.

Table 31
Hypothetical Respondents Choice for Naming a New Course (or Module) relating to Nonprofit Marketing

		Frequency	Percent
Valid	Nonprofit marketing	64	52.9
	Social marketing	17	14.0
	Green marketing	3	2.5
	Sustainable marketing	11	9.1
	Non-governmental marketing	1	0.8
	Non-business marketing	2	1.7
	Non-commercial marketing	1	0.8
	Cause marketing	4	3.3
	Cause-related marketing	5	4.1
	Topics in marketing	2	1.7
	Other terms	11	9.1
	Total	121	100.0
Missing	System	94	
Total		215	
Other terms, written in		Frequency	Percent
Valid		204	94.9
	B to B	1	0.5
	Marketing for non-profits and social causes	1	0.5
	Marketing for nonprofits	1	0.5
	Marketing is marketing	1	0.5
	Non traditional marketing	1	0.5
	Not-for-profit marketing	1	0.5
	Service marketing	2	0.9
	Social entrepreneurship	1	0.5
	Social media marketing	1	0.5
	Topics in not-for-profit marketing	1	0.5
Total		215	100.0

Table 32 finally asks respondents if their institution is AACSB-accredited. Since this may have been a potentially off-putting or sensitive question, it was left for the end of the survey so the research could get the results on all previous questions. Also of note is that some institutions are members of AACSB, but not accredited. This question specifically asks about accreditation so it can be assumed that some respondents are members, but not accredited. Of the total 215 responses, 118 responded to this question. Given this, the data show 83.9% of respondents came from an AACSB-accredited institution and it is assumed most of the nonaccredited institutions were AACSB members.

Table 32
AACSB Accredited Institutions

		Frequency	Percent
Valid	Yes	99	83.9
	No	19	16.1
	Total	118	100.0
Missing	System	97	
Total		215	

Phase 1 Summary

Phase 1 used predominately descriptive data to give a solid foundation of prevalence and the nature of nonprofit marketing—including, but not limited to, content elements implemented and considered important and a solid understanding of terminology use and interest as a starting point for deeper understanding and insight. Phase 2 and 3 go deeper in specific areas to get a deeper understanding of the nature of the curricula. Selected findings from Phase 1 are as follows: 1) the number of curriculum offerings has remained relatively consistent amidst significant nonprofit industry growth;

2) career development curriculum elements rank very low and service learning rank higher than internships among undergraduates and graduates; 3) undergraduate programs are more prevalent that graduate programs and much more prevalent than certificate programs; 4) undergraduate and graduate programs are similar in content elements when ranked by degree of implementation and level of importance; 5) outside organizations, established to guide curricula for undergraduates and graduates, are not broadly recognized (or used) by faculty and administrators; 6) nonprofit marketing content, if offered differently (sometimes as a stand-alone course, sometimes integrated into another marketing or business course), are most often offered from the business school; and 7) a wide variety of terms are used by faculty and administrators to describe nonprofit marketing and associated topics.

Phase 2 and 3—Results Introduction[1]

Phase 1 gave me a foundational understanding of mostly descriptive data, and some statistical data, which served as the foundation for my analysis and interpretation in Phases 2 and 3. The review and analysis of Phases 2 and 3 are guided by Eisner's method of educational connoisseurship, which in basic terms is the art of appreciation. Educational connoisseurship is the ability to make "fine-grained discriminations among complex and subtle qualities" and it can be displayed in any realm in which the character, import, or value of objects, situations, and performances is distributed and variable, including educational practice (Eisner, 1976, 1985, 1991, p.63). I will use perception

[1] Note: It is typical for qualitative research method details/descriptions to be written in first-person to better represent the data, to better capture the spirit of the method, and to make it more personal. The results from Phases 2 and 3, as well as the interpretation, recommendation, and discussion section of this manuscript, will be written in first person.

gained as a connoisseur of nonprofit marketing education to develop findings within the framework of data and objective components in the syllabi. This perceptivity and interpretation of curriculum content areas and focus will be used to bridge what is known and intended about the educational practices in the quantitative inquiry of nonprofit marketing education with what is learned in the qualitative inquiry of reviewing syllabi and conducting one-on-one interviews.

Educational connoisseurship gives access to the complex and subtle aspects of the educational phenomena, and it is through such access that educational critics secure the content they need to function as "critics," an act of reconstruction which provides heuristic utility, not just translation (Eisner, 1990, pg. 86). Therefore, the essential outcome of educational criticism is disclosure and documentation, which often includes aspects of description, interpretation, evaluation, and themes described naturally and in a nonlinear manner to provide usefulness or utility to educators. The selection of what is described, interpreted, and evaluated was chosen based on my experience as the researcher. For this manuscript, interpretations are woven into all the written aspects of Phase 2, are especially apparent in Phase 3, and are intended to provide context, judgment, and value to educators and administrators who teach or manage nonprofit marketing education.

By documenting and disclosing what is currently occurring and relevant, I actively engage in educational criticism. Given this, my goal for Phases 2 and 3 is to focus carefully so my analysis and documentation is specific and represents the most important findings, not necessarily to detail all possible findings. For example, one item I will not address in Phases 2 and 3 is instructional method.

Phase 2—Results, Syllabi Review

The on-line survey allowed participants (as an optional choice) to attach a copy of any syllabi, which focused on or was related to nonprofit marketing or related topics. It was not necessary for the syllabi to be exclusively focused on nonprofit marketing because there are many courses that integrate nonprofit content into other business courses. The research methods section talked about a goal of receiving 20 syllabi, but only 15 were actually sent via the prompt in the on-line survey. Of the 15 received, only 10 were viable, as one instructor sent three different versions of their syllabus and two were too limited in detail, so the actual number of viable syllabi ended up being 10. As per the methodology, eight syllabi were going to be analyzed. Two would not be analyzed but instead would be used for "referential adequacy," a credibility technique used in qualitative research that involves identifying a portion of data to be archived, but not reviewed. This technique allowed for me to review the eight syllabi, develop findings and themes, and then check those findings and themes against the other two unanalyzed syllabi to verify and increase the validity of these findings (Lincoln & Guba, 1985).

I looked at each syllabus individually to see its particular unique characteristics and then also looked at each one as a member of a larger set of syllabi to see how it compared and to see if there were any themes or patterns. This approach, referred to by Eisner as "primary and secondary epistemic seeing" (Eisner, 1990, pg. 68) allows for any given syllabi to inform about the overarching sample of syllabi in this area as well as serve as a particular evidenced example. Grounded theory techniques were also used to categorize similar words and topics.

By reviewing educational artifacts like syllabi, I can see more intentional components about the nature of the curricula—components like text books, article titles, terminology, the amount of time spent on topics, the tone of the writing of the syllabi, and other nuances which are important from an interpretation perspective. Not only do these artifacts give me a new level of detail, but they also reveal intentions within the curricula based on in the instructor's decisions that did not reveal itself in Phase 1. Tables 33 and 34 show the basic results of a variety of the intentional elements covered in the syllabi—those explicitly shown in writing. These are relevant data points to my overall understanding of the nature of the curricula. Of course, there is a difference between what is depicted in the syllabi and what is actually accomplished, or the "hidden curriculum" (Eisner, 1990, pg. 73) and these elements will be addressed briefly in Phase 3 during faculty interviews of those who have experience teaching nonprofit marketing. For now, I will address salient and important findings, not all findings, in the syllabi.

Tables 33 and 34 also share some basic structural dimensions of each syllabus. We can see that, much like Phase 1, there is good diversity in the type of institutions who responded to the request to email their syllabus. Most courses focused 100% on the topic of nonprofit marketing or a related topic while a few spent a percent of the classroom time focusing on this topic. Most of the syllabi also had the schedule, day-by-day, of their activities and topics, so that was another structural element taken into consideration. Syllabi from both graduate and undergraduate programs were received, and again like Phase 1 results, we can see the similarity in curricula elements between the undergraduate programs and the graduate programs. There is no evidence in any of the syllabi that depicts a different curriculum based on whether a student is an undergraduate or graduate. I have no reason to question the similarity, but when I compare the syllabi for language and tone related to student experience and educational stage, there is no perceived difference between how the undergraduate programs are delivered. For example, graduate students may have previous work experience and may have a different degree of understanding of the nonprofit sector, whereas undergraduates may not have had as much exposure to the nonprofit sector and consequently may need a different educational approach to effectively teach nonprofit marketing concepts. This finding suggests a gap in a more student-centric approach may be necessary to deliver a more effective curriculum for nonprofit marketing. There were no syllabi submitted for certificate programs. This suggests, like in Phase 1, certificate programs are less familiar to the respondents overall and consequently, not very well understood.

It was important to understand whether the content elements used in Phase 1 in the survey showed up on the syllabi and what form they took in structure and meaning. By reviewing the same curriculum elements as used in Phase 1, it allowed me to make judgments and describe relevant insights that appear in the syllabi—and to eventually use these insights to further develop my thinking. Phase 1 showed the content elements for nonprofit marketing represented in the literature (and encouraged by third party organizations) were not consistently addressed or strongly addressed, nor thought of as important or very important. Survey respondents gave direction on all of the elements, but statistically none of them met the threshold of the benchmark of consistently being addressed and important across the population of respondents. It was only when we took out participants that have not ever taught the topic of nonprofit marketing do we see only one item, ethics and values, as statistically showing up as important, but not addressed to any relevant degree. So for the syllabi review I had the opportunity to uncover more detail on content topics. The assumption I made, based on my connoisseurship approach, was that if instructors were putting specific content into their syllabi, I would consider that as addressed or strongly addressed and that these same instructors felt it was important or very important. Because this is qualitative, we can't generalize this in any way, but we can look at how the syllabi help us understand the nature of the curricula. This approach helped bridge between the data in Phase 1 and the data in Phase 2 and added an element of reality so that the content elements could be evaluated more clearly. It was simply too limited to look at Phase 1 descriptive and statistical results alone and not blend in the actual syllabi insight. What follows is my interpretation of selected results which relate to the syllabi review and reflect on the results from Phase 1, while folding in points introduced during the literature review.

Ethics and values were consistently addressed across all syllabi in some form—similar to Phase 1. Because the respondents were specifically nonprofit marketing faculty and administrators who have responsibility in this area, it is understood that the content area of ethics and values, as well as other content elements, are to be understood as how it relates to the marketing discipline. Content indicative of ethics and values were typically case studies read and discussed in class, which had ethical marketing practices used as examples or a lecture specifically geared towards discussing ethics as it pertains to marketing scenarios in the workplace.

On the syllabi, team building (as seen explicitly in the learning outcomes or as seen in the group projects) was consistently a part of each course. This makes sense as it is common practice for business schools to incorporate ample group projects into curricula in order to develop team-building skills and leadership opportunities, which emulate the real world business situations. Ideally, this approach is also valuable for students to learn from each other and develop better projects based on a team effort. Therefore, the instructors who submitted their syllabi felt that team-building activities/ projects should be addressed and were important to their curricula.

The next curriculum element appearing consistently among all syllabi was strategic marketing (which included all areas of marketing strategy, marketing communication, and varying levels of target marketing and segmentation). Consistent with all of the nonprofit marketing text books reviewed, nonprofit marketing education combines a variety of topics like legal considerations, leadership, ethics, and management principles into the nonprofit marketing curricula to educate students. Fox and Kotler spend a large portion of their textbook describing the nonprofit sector environment and tax designations as a foundation of understanding broader, more complex marketing issues (1980). In the syllabi there was a wide variety of content element relating to marketing tactics and strategies, and was not limited to talking just about marketing tasks. This mirrors the fundamental structure of teaching marketing.

Assignments and projects relating to service learning appear in all of the syllabi in some form. Some courses talked about the project in terms of service learning, while others talked about service learning aspects within their learning and course objectives. This is consistent with the results from Phase 1, which had a mid-range ranking for the service learning element, but in the syllabi this service learning seems to have more prominence relative to other content areas like fundraising, career development, internships, and donor outreach. For example, as seen in Tables 25 and 26, service learning ranked in the middle of the list as compared to other content elements like ethics and values, and much higher than career development. Additionally, I perceived the language used when talking about service learning as altruistic in tone, very different from the tone of other business-related content in the courses. The words describing their service learning opportunities did not have the business tone of other learning objectives for the class. This finding suggests that students volunteering in actual NPOs as part of their service learning project is a "nice thing to do" or a "charitable deed" and that it is valued, but that the experience itself isn't necessarily geared toward learning or applying nonprofit marketing strategies. To support this finding, here is a list of phrases pulled directly from the syllabi.

1. Course objective: "Get an appreciation of the needs and challenges of charitable organizations."

2. "Students will volunteer at a nonprofit organization to get an understanding of the needs in the community."

3. "Practice empathy by volunteering at a local nonprofit."

4. Writing assignment: "After your service learning is complete, write a reflection paper which answers the following questions: 1) Has someone been of service to you in your life? 2) Will you be of service to others in the future?

Words like volunteer, empathy, and self-reflection were used when the syllabi was describing activities related to service learning. For a business student, I suspect these words used in syllabi, and spoken about as a part of the course, inadvertently reinforce two issues: 1) the notion that nonprofit marketing is a charitable, volunteer experience rather than a professional career option, and 2) the term nonprofit marketing becomes potentially more confusing and seen as a less-than-appealing job alternative in the minds of a student when it is consistently associated with volunteerism. The connection between a business student's professional career goals and a sense of earning potential are not seen in the nonprofit marketing syllabi. This was true for syllabi related to undergraduate and graduate courses. The tone, language, and general approach was similar. There was no perceivable difference between the undergraduate and graduate syllabi in how they approached service learning experiences. I suggest business and marketing student perception of the nonprofit sector and their interest in applying for a job at an NPO as a viable place of employment is limited due to the perception that it is volunteer work for "do-gooders" and not necessarily a paying position with earning potential. Although unintentional, this situation doesn't leverage business student skills on behalf of NPOs and their causes and it may reduce a student's interest in pursuing a career in the nonprofit sector. As we discussed in the literature review, nonprofit challenges and issues are complex, are often life-altering, and require educated business students with marketing expertise and education to help resolve. As Pallotta questioned in his book, "Don't we want our best and brightest MBAs helping to solve the world's problems?" (2009). If this finding reduces in any way the propensity of an undergraduate's or graduate's openness to enter into the nonprofit sector, this is a relevant finding and one that presents an opportunity for marketing faculty and administrators to refine nonprofit marketing curricula.

If in fact this is true, it may help explain the propensity of accidental marketers which was introduced in the literature review. Accidental marketers, according to Akchin, are often high-ranking employees in NPOs who think they are performing marketing functions, but when evaluated closely they are actually performing narrow promotional tasks. Akchin documented that very few of these employees are educated to do the marketing function for which they are responsible, and only 22% had a bachelor's or master's degree in business and 15% had nonbusiness degrees such as communication or media work in nonprofits (2001). The perceived and real salary differentials help explain the preponderance of accidental marketers in NPOs (Akchin, 2001) and this issue is exacerbated by the business school's accidental positioning of nonprofit marketing as evidenced in the syllabi collected.

Business and marketing students frequently hear the word "internships" in the context of business and the for-profit sector, but as evidenced in the syllabi review, no syllabi mentioned or had any evidence of the word internship or career development opportunities. One syllabus referred to a "practicum," which suggests a language used to bridge between service learning and an internship.

Table 33
Syllabi Overview and Content Elements Review, Syllabi 1 - 4

Content elements/coding	Syllabus 1 (small, private, east coast), undergraduate	Syllabus 2 (midsize, private, Midwest), undergraduate	Syllabus 3 (large, public, South), undergraduate	Syllabus 4 (midsize, private, South), undergraduate
History of nonprofit		X	X	X
Legal basics/tax		X	X	X
Strategic marketing/marcom	X	X	X	X
Fundraising	X			X
Conflict management				
Service learning	X	X	X	X
Internship		X(practicum)		
Volunteer outreach/mgmt.	X	X		X
Donor/board/philan. Outreach/mgmt.	X	X		
Team building	X	X	X	X
Career development		X		
Intercultural capabilities		X	X	
Ethics and values	X	X	X	X
Other curricula idea mentioned or emphasized	Sustainability, PSAs, public sector	cause marketing	Social marketing w/current social problems	Practicality, social marketing, cause-related
Course title/terms:	Special Topics: Social and Nonprofit Marketing	Marketing Nonprofit Organizations	Social Marketing	Marketing in the Nonprofit Sector
Article /text	*Strategic Marketing for NPOs*, Andreasen, Kotler	Articles, no text	*Social Marketing*, Kotler, Lee	*Marketing Mgmt for NPOs*, Sargeant
Percent of course dedicated to nonprofit curricula	100	50	100	100

Table 34
Syllabi Overview and Content Elements Review, Syllabi 5 - 8

Content elements/coding	Syllabus 5 (large, public, Midwest), undergraduate	Syllabus 6 (large, public, Southwest), undergraduate	Syllabus 7 (large, public, Southwest), graduate	Syllabus 8 (small, public, Southeast), graduate
History of nonprofit	X	X	X	X
Legal basics/tax	X	X		X
Strategic marketing/marcom	X	X		X
Fundraising		X		
Conflict management			X	
Service learning	X	X	X	X
Internship				
Volunteer outreach/mgmt.		X	X	
Donor/board/philan. Outreach/mgmt.		X	X	
Team building	X	X	X	X
Career development				
Intercultural capabilities	X			
Ethics and values	X	X	X	X
Other curricula idea mentioned or emphasized	Book/article review of NPO book/article	Social marketing, social entrepreneurship	Leadership	Citizenship, IRB, environmental issues
Course title/terms:	Topics in Marketing: Nonprofit Mgmt	Fundamentals of Nonprofit Marketing	Nonprofit Leadership and Ethics	Research for Marketing Managers
Article /text	*Strategic Marketing for NPOs*, Andreasen, Kotler	*Nonprofit marketing*, Knowles, Gomes	*The Leader of the Future*, Hessel,Bain, Frances, and Beckhard	Articles, no text
Percent of course dedicated to nonprofit curricula	100	100	50	40

Phase 2 Summary

Phase 2 reviewed the content elements surveyed in Phase 1 and added detail and interpretation while uncovering other relevant insights for interpretation. The most important findings for Phase 2 are as follows: 1) the syllabi show graduate and undergraduate curricula are similar; 2) content elements shown in the syllabi are connected to the elements surveyed in Phase 1; 3) there is a diversity of curriculum approaches and not all courses are focused 100% on the topic of nonprofit marketing or a related topic; 4) all syllabi used in the analysis have a service learning activity or project and one syllabi uses the term practicum, but none of them use the word internship or had evidence of career development; 5) all syllabi show evidence of curricula related to ethics and values, strategic marketing, and team building in some form; and 6) no syllabi were connected to a certificate program.

Phase 3—Results, Interviews

To get an appreciation of the significance of Phase 3 on the research results, I will give details on the process used to confirm participants, my personal preparation and perspective, and the environment in which the interviews were conducted. These details give context and add value from an educational interpretation and evaluation perspective.

As mentioned in the Methods section, my initial outreach list for personal interview participants was attained by using known and available members of the Marketing Educators' Association (MEA). I have attended these conferences for five years and had a few contacts that were familiar with my work and dissertation focus. Hoping to utilize this connection to achieve the necessary response to my request, I emailed the 54 member list. To add an incentive to respond, my email included a $10.00 Starbucks gift card offer for participation, hopefully enough to get coffee enthusiasts' attention, but not enough to cause concern from an ethical perspective. I sent two emails to the MEA list requesting participation and received five responses from individuals who had recently taught or are currently teaching nonprofit marketing.

By the time I started the personal interviews, I had preliminary results from Phase 1 and had a stack of Phase 2 syllabi, but had not yet done an in-depth evaluation of either part. For Phase 3, I developed a guiding set of questions (Appendix C) based on the cursory understanding of Phase 1 and 2 results and from the insights and ideas attained in the literature review. The objective of having a guiding set of questions was to have a place to start with participants and also to be as organized as possible. I knew the personal interviews would take a path of their own, and I did not want to spoil this opportunity to learn new insights from the participants. The questions I prepared were just a guide and I fully expected the discussion with each of the participants to take on a life of its own. It was my hope that this open approach would reveal more details about the nature of the curricula from their perspective, which may include classroom stories, administrative complexities, and student reactions to specific topics and ideas. Of note, a couple of the participants asked for the interview questions in advance and I denied access because I didn't want them to prepare, but rather wanted their responses to be natural and not predetermined. Although, I admired and respected their request, the interviews would be richer and more insightful without too much preparation from the participants. This decision was guided by Wolcott, a well-established qualitative research expert, and Eisner, who both write about the role of a qualitative researcher as a listener and then storyteller (2009; 1996). In hindsight, this approach worked well. The interview participants expressed relief there was no homework and that I was interested in their honest perspective, in carefully listening, and in having a discussion about nonprofit marketing education.

All participants were from AACSB-accredited member institutions. To me, this provides an additional element of assurance given the focus on business schools. It also conformed to the percent of AACSB-accredited institutions within Phase 1 (83.9%). All participants were seasoned and experienced instructors and four of the five were PhDs and were tenured faculty at their institutions. One participant also had a JD. All participants agreed to the terms of a consent form via an email authorization, which allowed me to audio record our discussion for later transcription and reference.

Surprising to me was how accommodating and interested the participants were. One participant indicated that "rarely does anyone ever ask them about their work, and no one has ever asked about this topic specifically." In this manuscript, I identify each participant by using an alias to protect their identity, which was a part of the consent agreement. However, I did include a basic description of the institutional size, identified whether it is a private or public institution, and disclosed the general geographic location of the institution; this information is used to give some relative context. All the final interviews occurred in other states and none were affiliated in any way with my institution. There were three women and two men interviewed.

The conference calls with participants took place in my kitchen so I could use the only reliable land line and speaker phone available to me in my home. It also provided me a large work surface to spread out all my notes. Occasionally during the interviews, my dog barked or my cat stepped on the notes, but all-in-all this proved to be a perfect location. All of the interviews were done in the morning and all but one participant spoke to me from their home. Because three of the schools were in the east coast time zone, I woke up and prepared very early and talked to the participants often while my family was still asleep. All interviews were between 35 minutes to one hour in duration. A list of participants, as well as some basic notes, is shown in Table 35 for context.

Table 35
Interview Participants

1	Andy	Worked in NPOs prior to teaching, significant curriculum development and teaching experience, very knowledgeable about nonprofit marketing, nontenured faculty, mid-size public institution in the Southeast
2	Kris	Teaches a variety of classes, enthusiastic but tentative about nonprofit marketing education expertise, tenured faculty, large public institution in the South
3	Stan	Significant academic and publishing background, serious demeanor, articulate, broad perspective, tenured faculty, small private institution in the East
4	Deb	Teaches a variety of classes, experience with nonprofit marketing education at two institutions, fundraising experience, tenured faculty, mid-size private institution in the South
5	Tess	Significant academic background, progressive and honest in her perspective, educational experience at two institutions, articulate, tenured faculty, small private institution in the East

Andy

I started my interviews by talking to Andy. Andy is a full-time, non–tenure track veteran at a well-known, mid-size, private institution in the southeast. Andy has a great deal of experience with curriculum development (having developed about 12 courses for his institution) and also has experience consulting for a publishing company and developing on-line quizzes for textbooks. He has taught all levels of courses, except certificate programs, since the late 1970s and most of his class sizes were around 35 to 40 students. Prior to teaching, Andy worked in the nonprofit sector, so his perspective was multidimensional and his enthusiasm via his tone and chattiness for this topic came across with clarity over the phone line. Andy was the only interview participant that had worked (and was paid) at a nonprofit organization outside of education. His capacity for discussing education and his experience seemed boundless and this could be seen in the amount of courses he has taught over the years and his memory of each detail. Andy seemed delighted to answer my inquiries about his opinion and experiences, and his refreshingly blunt and detailed comments came without hesitation or forethought. He had an engaging stream of consciousness that was endearing and filled with pride. He confided in me briefly, that his classes are really popular with students, mostly because they "like him" but he "works them hard and they learn a lot." He conveyed this perspective in a confident, practiced manner. Further, he described his pedagogical style as primarily lecture with ample opportunities for animated two-way class discussion with his students. He often brings in his past professional experience to inform and guide discussions. Within minutes, we were absorbed in the topic and I was fully awake as the sun came up in my part of the world. I was so grateful for the peacefulness of my home and surroundings, which allowed the utmost focus and attention to my first interview with Andy. I was also grateful Andy was my first interview. His openness and style allowed me to relax and build confidence for later interviews.

As Andy described to me the courses he taught that were related to nonprofit marketing, he stressed several times his attention in class to "multiculturalism and ethics marketing." In fact, one course he developed was titled Multicultural and Nonprofit Marketing. When probing this, he felt as though his experience in NPOs was that diversity played a central role to the importance of effective management and communication, and he felt as though students were clueless about this topic—maybe they did a volunteer stint at some point but honestly most are not thinking of—not at all as a matter of fact and they are not certainly thinking about the business structure of NPOs. To be an advocate for the people you are representing is critical, and to do this you need to understand and respect their culture and heritage appropriately. It was this comment that allowed Andy to talk about his personal educational philosophy of a teacher being a "change agent and nonprofit marketing is where that is most evident." I asked Andy what he meant by this and he responded, "Students don't connect previous or current volunteer work with the job opportunities in the nonprofit sector." He felt as though "they are not thinking about it until it is part of the nonprofit marketing curricula and even then it doesn't click." When I probed further about career-related topics in the nonprofit sector, he indicated he "doesn't talk about it overtly but often the hands-on projects they do and the conversations in class come up that he feels give students a better understanding of job options in the nonprofit sector—but they are mostly volunteer in nature". He told me a story of one student who got so turned on by the topic of nonprofit marketing during his class that he partnered with a large local agency to sponsor an event on campus to raise money for their cause. He asked the student later if he were interested in working at an NPO and the student responded, "No, it was interesting, but I need to make money." This comment reveals the disconnect business students have between what they perceive as the nonprofit world and the for-profit world. Whether real or not, the perception exists and it suggests business students may not consider seeking employment in the nonprofit sector because of it.

In one class Andy developed a course called Marketing in the Nonprofit Sector; he referred to a service learning project as a practicum. He relayed, "The practicum gave students a reality-based understanding of the complexities of managing and marketing within the nonprofit sector." He assured me the practicum was a "volunteer activity" that gives students a perspective and was not intended to lead to an internship or any other employment option. Andy told me that it is good for business students to experience nonprofit experiences like he offers, and "in the future they are more aware of their surroundings and issues as they become adults." He hopes they continue to be mindful of the important causes in the nonprofit sector.

Andy consistently uses a specific NPO for all his classes and has established a long-term relationship with them. This is unlike some interviewees I spoke to, who rotate or use different service learning options (NPOs) every time the nonprofit marketing course is offered.

Like the majority of those participating in the survey from Phase 1 and those instructors who submitted their syllabi for Phase 2, Andy had a clear understanding of the difference between nonprofit marketing and for-profit marketing. Particularly relevant to Andy was his use of a different text on the topic. He indicated he used Kotler's book for five years, but found it overwhelming to many students. He now uses a new book that he found more practical and engaging for students. Andy had no knowledge of certificate programs at his institution.

Kris

My next interview was with Kris. Kris is from a large public institution in the South, and she has a rich southern accent that made me sit up a bit more erect at the beginning of our conference call. Kris is a full-time tenured associate professor who mostly teaches at the undergraduate level. She had no experience or knowledge of certificate programs. Kris indicated early on in our discussion that her research focus is consumer behavior, although she did stress her personal interest in nonprofit marketing through several of her comments. She indicated that “it is important for young people to get involved with the community.”

Similar to Andy, Kris was very open and enthusiastic about talking with me about nonprofit marketing, but she seemed less secure in her instruction methods and teaching strategies used in her nonprofit marketing course. She often asked questions about teaching methods. For example, she asked me, “Do you have any tricks to get students engaged in nonprofit marketing?” and “Can you share the syllabi you have collected so I can get some ideas?” and “What are you learning so far about teaching nonprofit topics?” Kris stressed how much she is required to hold her student’s hands for the most basic things and often they don’t seem to be very satisfied with the course. I later understood that each time Kris offers this course she recruits different NPOs to participate with her students, each with a hands-on service learning project. This strategy meant Kris was required to consistently look for NPOs with which to partner, and this added an element of complexity and difficulty for Kris in delivering the learning objectives. Her passion for and interest in the topic of nonprofit marketing was evident, but it was my impression that the impact of her course was limited due to the complexity of delivery and the overall experience of the students.

About midway through our interview, Kris joked that the reason she responded to my interview request was that she is a coffee lover. I said to her that “surely my offer of a $10.00 Starbucks gift card could not have persuaded you to talk to me about this, or maybe it did and salaries for tenured professors in the South are worse than I had imagined." We awkwardly laughed together about this, self aware that we really didn't know each other, but we were both attempting to break the ice and get more comfortable. There was a brief moment of silence and then I continued the interview. I thought that brief distraction about coffee allowed her to relax a bit and allowed me to appreciate her personality and the effort she probably gave to all her endeavors.

Kris told me about a course called Social Marketing, but indicated it is under redevelopment and needs more structure. Again, her openness was endearing and her southern style was pure and authentic, much like her style in answering my questions. It was here that she went into detail about the many various aspects of the course. Vitally important is the recruitment of eight different nonprofit organizations where students work in a service-learning capacity and also do a project and paper. As Kris described her curriculum elements, it was difficult for me to understand how she could possibly accomplish all she does in a one-semester course. Her overarching goal for the class was to make this topic real to students by having them engage in service learning and volunteer activity, so that "when they have a job in the future they can be more open to giving and continuing their volunteer activities." This goal is consistent with the syllabi review findings, which addressed the tone of service learning as being altruistic rather than seen as a serious business education. Kris's course stimulates and informs students about the nonprofit sector, but doesn't position the curriculum as a possible career path for business and marketing students. When I probed on the topic of career development she indicated she didn't know any students that are currently employed with an NPO, or that had shown any specific interest in this option in class.

The most salient part of my interview with Kris came when we talked about the term social marketing. Kris said, “Honestly, kids have no idea what the course is when it starts because of the social marketing title. They take it because they think we are going to talk about social media. It is so annoying to me that the word social now means something completely different to students and the public.” I understood this to be a real problem for Kris. It was during this part of our discussion when she told me, “the students generally don’t know anything about NPOs, and most connect the term only with volunteer work they did in high school. They definitely don’t think about it as a job possibility.” She indicated to me this is a real problem. Often she spends time up-front to define terms, including cause marketing, “just to set them straight and get them started on the right path.” As I thought about her comments, it was apparent to me that the course starts off awkwardly for the instructor and the students because of this misunderstanding of the term social marketing and the general lack of knowledge about NPOs. Kris knows where she wants them to be, but the gap is engrained and difficult to overcome with a simple terminology lecture at the beginning of the semester. Similar to what was discovered as results in Phase 1 and Phase 2, terminology that is inconsistent often leads to confusion and misunderstanding for students.

Stan

Stan was the third person interviewed via an early-morning conference call and he was from a small private institution on the east coast. Of all the interviewees, Stan had the most academic and sophisticated approach to this topic, and utilized his PhD and JD in pursuit of a very impressive academic career. His manner was calm and thoughtful with pauses in between my questions and his answers. Although I found Stan enthusiastic about the topic of nonprofit marketing, his words were carefully chosen throughout our entire conference call. Stan had a very different personality than that of Kris or Andy, less spontaneous and talkative, more structured. I did my best to break the ice, as I did with all the interviewees, but Stan didn't seem interested in chatting for fun or getting off topic at all. He was a serious man, with a serious professional path, and serious about his thoughts on the topic of nonprofit marketing. He had given this subject some thought, and had developed a well-rounded and comprehensive understanding of the topic and its relative connection to students and the administration. I was very appreciative of Stan's perspective and I listened attentively to all of his comments.

Stan teaches a course called Social and Nonprofit Marketing. This course was developed because the institution received a grant for a building, and part of the agreement was to add sustainability-related curricula. Prior to this time, there was no nonprofit marketing or related courses. According to Stan, this course was cross-listed for undergraduates and graduates and also included nonbusiness majors from the communication program. The typical class size is about 35 students. I found this interesting and he reflected that, "It does provide some unique challenges," but for the most part, he found the mixed class very appealing, especially for this topic of nonprofit marketing. I inquired why it is cross-listed, and budget was the answer. He indicated this "isn't a problem because the information is relevant to all students."

Stan emphasized student behavior changes within his curriculum objectives and specifically mentioned social awareness as a student outcome. He said, "It is important for students to be socially aware. This curriculum gets them into situations where they interact in a concrete way with community leaders and social causes." As we talked about his thoughts on this particular subject, I inquired whether he included cause marketing in his course. He replied that he really didn't get into that topic. He focused on social and nonprofit marketing topics. He stated he was a purist in this regard and found no reason for combining the two concepts since, in his view, they are very different. I interpreted this to mean he had a clear understanding of the terms, and was trying to keep things simple and clear for this mixed-level and mixed-degree class.

As we spoke about issues with his class, terminology came up as a real problem. He stated that there are students who take the class who think they are going to be talking about social media, or social marketing, because the course has the word social in it. I listened carefully. Stan was the most animated of the entire interview when he said "There is huge confusion on what it is all about because of the terms—social means something different to them, and they don't know what nonprofit means either." Often these students are "disappointed with the initial content of the course, and I can never really overcome that issue. Their head is just starting in a different place." Stan didn't seem too concerned about those students however, indicating that it is their issue to resolve, not his, but, for someone who is trying to gain a behavior change, it was my impression that it did make a difference to him. He also indicated that, "the word nonprofit doesn't really help because it is seen as antibusiness or antiprofit when in actuality NPOs need to make a profit, but they just need to reinvest in the cause." Stan indicated that this perspective was consistent whether the students were marketing students or communication students. I understood Stan to act as if he really doesn't spend too much time trying to defend the word nonprofit but he simply is trying to get students to a place of basic social awareness. The theme of terminology confusion and its potential negativity is demonstrated by this example, both in the classroom and in the promotion of the course.

Stan's main team assignment is a service learning project similar to what was seen in the syllabi review. It includes client interaction and volunteer development of marketing communication materials. Much of our discussion focused on his philosophy that developing marketing concepts for social causes will develop students in a new and dynamic way, because it is so complicated and fraught with ever-changing challenges from so many stakeholders. He mentioned specifically, that "the nature of the exchange, nature of the marketing research, challenges of pricing, and development of offers, are examples of some of these challenges." From Stan's perspective, social and nonprofit marketing is more difficult than other types, and he calmly explained his view that, "if students *get, really get*, this type of marketing, they will be much better for-profit marketers." He reinforced the idea of students needing to, "understand the nature of the exchange and that is fundamental to any marketing strategy." Stan indicated that, "at the end of the semester student teams present to the client in person and this is another opportunity for them to gain an understanding of the importance of their work."

When asked about career development in this area, Stan mentioned, "There are very few students who come into this course with an interest in nonprofit marketing careers, but the course is powerful in its influence, and it allows them to grasp the realities of it." On the general topic of careers in NPOs, he reflected on the perception that low salaries and a lack of business management capabilities are well-known in nonprofit circles. I perceived him to think this is a problem, but he doesn't address it in his class. This is a theme that we have seen throughout this manuscript. There is a clear need for educated and strategic business and marketing professionals in the nonprofit sector, but there is really no clear mechanism or path in higher education. A career at an NPO remains elusive from the student perspective. This theme was seen in Phase 1, with limited curricula dedicated to career development; Phase 2 showed no curricula on syllabus samples dedicated to career development, and again was evident in Phase 3. While talking about careers in NPOs, Stan stated that, "There is little attention to the topic of nonprofit marketing from the administration at my institution and the grant was the only reason this course exists." Stan indicated that, "At the end of the day, NPO budgets on all levels are much smaller, limiting how effectively they can recruit top talent and succeed from a marketing perspective. It is really unfortunate and salaries are just not there."

Deb

The next personal interview was with Deb, from a southern, mid-size, private institution. Deb is a tenured full professor and her main research and teaching focus is professional selling. Her approach to nonprofit marketing has a sales flavor in that she spends quite a bit of time on fundraising and nonprofit business development aspects. She has no knowledge or experience with certificate programs at her institution. The title of her undergraduate course used to be called Marketing to Nonprofits and now it is called Fundamentals of Fundraising. She told me the name change was a way to "modify the curriculum," and also "get more students interested in the course." She subtly indicated the previous name is a problem. Given the terminology issues uncovered thus far about the word nonprofit, the new name change seems to be more interesting to students from her perspective and also relates to her expertise more directly.

From an instructional perspective, Deb indicated that she has high teaching evaluations, which she attributes to her energy and ability to "bring topics to life." She uses creative pedagogy techniques like role play and case study evaluations. Deb likes the idea of a workbook, rather than a textbook, and finds that is less expensive and more productive for what she is trying to accomplish. I appreciated Deb's explanation of her teaching style and found her to be professional, yet personable.

Deb's strategy, not too dissimilar to Stan's, is to, "give students a sense of citizenship and corporate social responsibility, because it is all around them." When she spoke about her learning objectives, she never mentioned that these students would potentially work in the nonprofit sector, but she specifically stated that "once they are working in the real world, this course gives them exposure to allow them to give back at some point." This again connects to another theme we saw develop in the literature review, in Phase 1, and again in Phase 2, and that is the theme of volunteerism and altruism. Deb even told me that she hopes her business students become successful in for-profit business so they can give back via nonprofits, or maybe even sit on a nonprofit board of directors. She chuckled for a moment when she realized that she herself worked for a nonprofit organization.

On the term nonprofit, Deb was very direct in her opinion, and she brought up this topic on her own. She stated, "The word nonprofit is two dimensional, dry, negative, and a problem. There needs to be a change of perception on this topic and that word is a constant bummer." I inquired a bit more on this and asked how her peers and administrators viewed this topic. After a little chuckle, she said that no one ever talks about it. She believes they value the topic, “but it is not particularly important as far as a focus for their institution. It doesn’t generate excitement and discussion like other topics in the b-school.” For Deb, the term “service learning” comes up and relates to her project, but there is little discussion, curriculum, and instructor attention placed on potential internships or career development/placement for nonprofit marketing. For example, Deb’s class is required to work three hours at the NPO, and there is a reflection paper she requires as a part of this experience, but it has no connection to business or marketing strategy. It is simply a way to get students to think reflectively about their volunteer time at the nonprofit.

The major project in Deb’s class has to do with student teams picking a topic or cause and then developing a fundraising campaign and executing that campaign on campus. She mentioned that this curriculum element has been really successful, and she helped start a student organization around this concept. The theme of citizenship and the importance of volunteerism in our discussion were much more evident than the theme of careers in the nonprofit sector.

Tess

The last interview was with Tess. She was originally from a large, public, midwestern institution, and recently moved to a prestigious east coast private school due to her spouse’s job change. Tess was very progressive, honest, and articulate in her responses, and although she had a much warmer personality than Stan, she evoked the same type of sophisticated thinking on the topic of nonprofit marketing, occasionally reinforcing some of her ideas with academic research and statistics. I appreciated her casual, yet confident, approach to my questions. Her personable manner made our conversation go by quickly.

Tess teaches a variety of marketing and business courses including Introduction to Marketing, Advertising, and Organizational Behavior since the faculty at her new institution is rather small and resource-constrained. The undergraduate course she teaches about nonprofit marketing is called Topics in Marketing—Nonprofit Management. It was the only one of the courses I learned about via the personal interviews that is a required course for all marketing majors. This may be because of the size of the school. Tess also indicated that, prior to the course being developed a few years ago, the topic of nonprofit marketing was occasionally "woven into other classes at best." She developed the curriculum for this course and felt as if it were a necessity because of her experience serving on several nonprofit boards. She stated, "Students, especially grad students, need a class to add value, prepare their skills, and help with capacity building, so when they are working after graduation they have a sense of social and civic responsibility." When I inquired further on this comment, she was very specific that business graduate students need to learn about the nonprofit sector so, eventually, they can be interested in serving on a board for an important cause or be involved in partnership building. I asked Tess about her thought on careers in the nonprofit sector, attempting to better understand her perspective. Her responses made a great deal of sense to me, but had not previously been set forth to me so clearly. Casually, she stated, "People won't talk about it out loud, but the administration at both universities I have worked for really didn't encourage too much focus on nonprofit marketing education because so much of their rankings, especially graduate rankings, are dependent on recruitment information and salary averages. “It is well understood that the nonprofit sector has lower salaries and less prestigious jobs.” Tess said, “I don’t really encourage students to go into the nonprofit sector either, and it’s a bit hush-hush, but this makes sense if you understand how all of these pieces relate to each other.” One the other hand, Tess reflected that, “In a poor economy, it could very well be that entry-level salaries in for-profit organizations are pretty similar to salaries in the nonprofit space, so that may be a discussion worth having for undergraduates who want to get their feet wet with marketing.”

Tess focused the nature of her curriculum on other areas she felt the students needed to understand in order to have a well-rounded comprehension of NPOs. She didn’t dismiss the notion that nonprofits were important, and felt a strong need to “generate a passion within students so they can get some experience, take some ownership, and have a better understanding of the nonprofit sector and cause marketing topics.”

The team project in Tess’s class was cause marketing. She spoke in detail about the student projects from the past and how they developed. The students do not work with a nonprofit, but rather select a for-profit cause marketing campaign to investigate and improve. When asked about nonprofit marketing, she said she spends about half of her time on this topic, but she does not cover any historical or legal elements of the nonprofit sector. By listening to her respond, it was clear she had more energy and enthusiasm for the cause marketing project than other aspects of the class. She indicated how invested and engaged the students get with cause marketing, because they learn about a cause, but also learn about partnerships between the nonprofit and for-profit sectors and how mutually beneficial those partnerships can be for all involved.

Phase 3 Summary

The interviews in Phase 3 were valuable as they gave perspective to research results from Phases 1 and 2 and added depth to the overarching themes that were starting to emerge. The most relevant findings from the personal interviews were the following: 1) although nonprofit marketing is a term they all use, all interviewees found the terms limiting, and when using the term social marketing there was an evident theme of student confusion; 2) Tess and Stan spoke specifically about the status of the business school and its related desire to discourage students from going into this sector—this provided insight regarding a potential reason why the number of courses are limited or remain the same; 3) nonprofit marketing is generally seen, by all interviewees, as an important aspect of business education—that is, to teach and encourage altruistic behavior, but it is not taught to be a preparation for a career in an NPO or the nonprofit sector; 4) all interviewees were consistent in their approach to nonprofit marketing as being a part of their overall citizenship, which explained the service-learning activities, but none of the participants adequately set forth career options in the nonprofit sector; 5) Andy, Kris, Deb, and Stan, spoke about their curricula for undergraduate and graduate students in a similar manner and used similar terms, not differentiating specifically between the two student groups—one course taught by Stan was even cross-listed; and 6) none of the interviewees were familiar with certificate programs at their institutions.

It is important to note that these findings did not conclude that it is necessary to add courses on nonprofit marketing or develop stand-alone courses that focus on nonprofit marketing. Rather, to meet the needs of marketing students and the nonprofit sector, it appears necessary for the content of the existing courses to evolve.

The next section of the manuscript, Chapter Five, discusses the research questions and answers, shares a brief overview of the method from Chapter Three, gives an overview of major themes from Chapter Four, and further interprets those themes by applying additional perspective, analysis, and interpretation to maximize value for marketing educators and administrators.

Chapter Five—Discussion

Introduction

Results from Phases 1 to 3 answer the research questions and also add to our current understanding of nonprofit marketing education in the United States. The mixed-method research design that combined quantitative and qualitative methods was effective in answering the research questions and maximized the overall value and impact of the findings for nonprofit marketing educators and business school administrators.

As a reminder, the research was conducted in three phases. Phase 1 was a 23-question survey, Phase 2 was an analysis of 10 syllabi, and Phase 3 was one-on-one interviews with five marketing faculty who teach nonprofit marketing. The results seen in Chapter Four were guided and informed by content in the literature review, *Eisner's Method of Educational Connoisseurship and Criticism*, and grounded theory principles.

Through the research results in Chapter Four, we answered research question 1 that asked about prevalence of nonprofit marketing education in the United States. We know the prevalence of specific content elements and what elements were addressed and seen as important. We learned the reasons why the curriculum offerings in nonprofit marketing have, for the most part, remained the same during very significant nonprofit sector growth. The survey also illuminated data that related to the diverse forms of this curriculum and how nonprofit marketing is delivered in the business school. These data update previous research done in the 1980s and add new insights.

Research question 2 asked about the nature of the curricula. Details analyzed from selected syllabi and information from the interviews helped to further our understanding. These results show the intentionality of the curricula by faculty members and how the content elements are actually used in the classroom. When combined with the prevalence findings, this new information reveals curricula depth and meaning. The findings also add credibility to provocative notions brought forward in the literature review regarding the role of higher education and how it can evolve to better serve students and the nonprofit sector. These findings make a significant contribution to marketing educators and administrators who are responsible for nonprofit marketing.

The last research question was about terminology. Phases 1 to 3 gave us data that confirmed there is indeed terminology confusion when discussing nonprofit marketing and related topics. According to all interviewees, this confusion can, and does, detract from overall learning and subject matter appeal for students.

Interpretation and Recommendations

When I integrate the data and results from Phases 1 to 3, and further interpret the major research themes discussed in Chapter Four (and seen in Figure 5), more practical meaning and utilitarian recommendations can be made for the consideration of marketing educators and business school administrators.

The education in the United States that focuses on, or relates to, nonprofit marketing education is complex and wholly inconsistent, according to results in Phase 1. Also, the nature of the curricula, seen in Phases 1 to 3, suggests a balance, but one which favors an approach of altruism, social responsibility, and service learning, rather than career preparation and professional development for the nonprofit sector. Additionally, underlying the results is a connection to how business schools define their mission and are guided by the necessity of institutional rankings. Evidenced by the prevalence and detailed nature of the curricula for nonprofit marketing education, we know that business schools value and support this topic. They are teaching it and have consistently taught it over the past 5 to 10 years, but they do not have a well-considered or strategic plan for building and guiding a pipeline of nonprofit marketing students who will enter the nonprofit sector. Based on the quantitative results and descriptive data in Phase 1 regarding the curriculum elements, which had a higher degree of importance, and comparing those with elements seen in the qualitative assessment of syllabi review from Phase 2, I then integrated insights from the interviews into Phase 3. All of the research, taken together, represents the true nature of the curricula. Based on my interpretation of these results, I divided my recommendations into categories, and then refined and modified wording and terms to convey my thoughts appropriately.

Here, each major research theme is evaluated and explored separately, so that recommendations can be understood more clearly.

Evidence from Phases 1 to 3 show undergraduate and graduate curricula in nonprofit marketing education is similar, but the literature review suggests that these

> 1. Undergraduate and graduate curricula are similar but need to be different.

curricula may need to be different. It is important to recognize that it is not uncommon or incorrect for undergraduate and graduate curricula to be similar in content for the same topic. More sophisticated project work, case studies, discussion, and expectations are what elevate graduate courses to a more complex level. However, for the reasons stated previously, nonprofit marketing is unique and it makes sense for the undergraduate curricula to have different and distinct learning objectives to account for their different perspective. Based on interpretation, an emphasis in the undergraduate curriculum on nonprofit marketing careers and internship options is a relevant new opportunity. For example, it may be better for a student with little or no professional experience to get some entry-level, hands-on, marketing job at an NPO. After gaining some experience, the student can migrate to a for-profit environment. With added curricula focus and education in careers in the nonprofit sector, more students could go immediately into the field of marketing and allow NPOs to benefit from hiring educated marketing students. Acknowledging what was stated in the literature review regarding college rankings, this curriculum strategy also helps stay in sync with competition among business schools. It is better to have students employed in the field they studied than working in another field as they search for a marketing position. One interview suggested for-profit, entry-level marketing positions are likely more difficult to get in the present economy and are less frequently available to new graduates. It is preferable for new graduates to work in nonprofit marketing and get some experience than to not work in marketing, or to hold off for a for-profit marketing position. Often, entry-level job salaries in the for-profit and nonprofit sectors are similar. There is also evidence to suggest that more curricula focused on nonprofit marketing may have another hidden benefit for undergraduates. If students can do nonprofit marketing and practice the solutions related to “exchange” in this complicated environment, they will be much better marketers in general, thereby providing an added rigor, sophistication, and critical thinking to the current marketing curricula for undergraduates. This was discussed in

Stan's interview and others alluded to it. The overarching benefits of job readiness for both the nonprofit and for-profit sectors, combined with the uniqueness and rigor of nonprofit marketing education, should make this an appealing avenue for business schools to consider.

For undergraduates, a more streamlined and comprehensive curriculum should be put forward, so the context of this sector can be understood and appreciated, and students can be prepared to work in either the nonprofit or for-profit sector right out of college—thereby being a win for the institution, a win for the nonprofit sector, and a win for the students. Table 36 shows two different curriculum recommendations for undergraduate students, one that is a stand-alone course, and one that is integrated into another marketing or business class. The curricula selection is based on results from Phases 1 to 3. All courses (or modules integrated into another marketing or management course) should: include a curriculum that emphasizes core strategic marketing and marketing communication concepts/cases/projects related to the nonprofit sector (these should highlight and demonstrate how nonprofit is different from for-profit); include ethics and values (while including components that speak to intercultural capability and diversity); provide ample teamwork and hands-on project opportunities; provide an explanation of terms and definitions (especially to define social marketing and cause marketing); and review entry-level career opportunities and internship options in the large and growing nonprofit sector. I suggest avoiding "service learning" as a term, and if students engage in volunteer work at an NPO, refer to it as a practicum activity and directly relate the work they do to a project with specific marketing objectives. If a course is stand-alone, or if time permits, add more curriculum elements for depth, value, and context to the primary elements listed.

Table 36
Undergraduate Curricula Recommendations for Nonprofit Marketing

Main curricula elements	Stand-alone course	Integrated into another course
Basic nonprofit marketing principles and definitions, tactics	X	X
Team-building projects and assignments—related to nonprofit marketing concepts	X	X
Nonprofit marketing planning and delivery, budgeting basics	X	X
Ethics and values within NPO marketing	X	X
Career development/internships at NPOs	X	X
Fundraising basics, donor/philanthropic communications and management	X	
Volunteer staff communication and leadership	X	
Conflict management within diverse groups, intercultural capabilities and communication	X	
Legal basics/tax designations for NPOs	X	
History of the nonprofit sector	X	

The graduate curriculum needs a separate approach. The graduate curriculum could benefit from courses that focus more on strategic marketing, board membership/management, philanthropic principles, and nonprofit case studies in order to educate students whose professional goals are appropriately different from those of undergraduate students. Topics relating to nonprofit marketing (like social marketing, cause marketing, etc.) should be more of a focus, allowing the relationship and opportunity that exists between nonprofit and for-profit industry to be understood and appreciated. For example, graduate student projects should not focus on hands-on service learning exposure, but instead, should focus on developing strategic partnerships between nonprofit and for-profit organizations. Given that graduate students will most likely already be in management and leadership roles, the curricula should match it and be applicable and useful at their stage. The idea of aspiring to lead, or guide, an NPO can add value and help reposition these opportunities in the minds of graduate students. Their likelihood of serving in such capacity is a higher probability, and being on a nonprofit board, advising a nonprofit in some marketing capacity, or being in the position to donate to an NPO are logical paths.

This curriculum recommendation serves two purposes. First, for graduate students, it provides a good solid foundation to the structure and basic principles of the nonprofit sector in an educational environment that can give context and added value via other coursework. I feel this is extremely helpful for their professional contribution and sets in motion the necessity shown in the research for a sense of social awareness and corporate social responsibilities. This curriculum also aligns with the most mentioned curriculum element of ethics and values from Phase 2. Secondly, this recommendation suits the needs of the business school by educating and priming graduate students who will be better prepared for their role, not only as a for-profit employee, but also as one that aspires to be in a leadership role for the nonprofit sector. As we saw in the literature review, there is a tremendous amount of prestige associated with board membership and philanthropic endeavors. If done thoughtfully, this can provide guidance and a path of contribution for graduate students, a path that will in turn be a resume and experience builder that is respected and rewarded in the for-profit sector. I think this recommendation is powerful for business schools because it not only aligns with (instead of contradicting) their practical need to be competitive from a rankings perspective, but also adds value to many students who have little understanding or experience in the nonprofit sector thus far. Two different curriculum strategies are needed to service undergraduate and graduate students in nonprofit marketing education.

Table 37 shows the curricula recommendation for graduate students studying nonprofit marketing. All courses (or modules integrated into another marketing or management course) should include a curriculum that emphasizes marketing leadership and management by emphasizing core strategic marketing concepts/cases/projects, discusses the complexities of the role and influence of for-profit organizations in the nonprofit environment (these should highlight and demonstrate critical thinking and partnership options), teaches ethics and values (including components that illustrate and practice intercultural capability, diversity, and decision-making), provides ample teamwork and hands-on project opportunities (deemphasize tactical marketing outcomes and instead focus on strategic marketing planning and leadership), speaks directly about the plethora of roles and opportunities for senior marketing professionals in leadership and philanthropic arenas in the growing nonprofit sector, and provides a short discussion on terms and definitions as necessary. I suggest avoiding service learning as a term, and if graduate students do engage in volunteer work at an NPO, refer to it as a practicum activity. Encourage board-of-director and leadership interaction, not tactical marketing activities. If a course is stand-alone or if time permits (while integrated into another marketing or management course), add in the following curriculum elements for depth: value and context to the primary elements listed, history of the nonprofit sector and tax designation basics; fundraising and volunteer/donor/board marketing strategies; and conflict management approaches using nonprofit examples.

Table 37
Graduate Curriculum Recommendations for Nonprofit Marketing

Main curriculum elements	Stand-alone course	Integrated into another course
Marketing leadership using strategic marketing principles	X	X
NPO management structures, advisory boards and boards of directors, philanthropy basics	X	X
Team building projects and assignments, partnership development, business development, cause marketing development	X	X
Ethics and values within nonprofit marketing, bridging between for-profit and nonprofit	X	X
Career development/internships at NPOs	X	X
Fundraising basics, donor/philanthropic communications and management	X	
Volunteer staff communication and leadership	X	
Conflict mgmt within diverse groups, intercultural capabilities and communication	X	
Legal basics/tax designations for NPOs	X	
History of the nonprofit sector	X	

2. Certificate programs are few in number and not well understood.

Next, I want to address certificate programs. I purposely separated this from the undergraduate and graduate results and interpretation because the research results for Phases 1 to 3 are far less tangible in this area. Certificate programs are significantly different and have many considerations that don't relate to traditional higher education systems and processes. The results of Phase 1 show many participants were unable to answer questions related to certificate programs at their institutions. None of the syllabi in Phase 2 were from certificate programs, and none of the interviewees in Phase 3 knew about or could talk about certificate programs. This gap of information, in it of itself, is significant and provides tangible clues on how to interpret and approach this area. For me, this is the missing link for business schools; it represents a way for them to use existing resources and knowledge that often already exists in the undergraduate and graduate curricula, and to fill a gap and educate local and regional nonprofit employees of all levels who may or may not have any marketing education or skills. In this context, certificate programs are noncredit business courses offered through the business school to teach specific skills or needs. This represents a major opportunity for business schools to help guide and educate employees that are already employed at an NPO, but may be in an accidental marketer environment, which has proven through Phases 1 to 3 to be a legitimate issue worthy of discussion and worthy of addressing. Because of the goals of the business schools, and the goals of the potential students in a certificate program, the curriculum needs to be less strategic, more tactical, and more impactful in its timeliness, relevancy, and utility. The data show a limited prevalence of certificate programs and that the nature of these curricula is unclear. However, based on my interpretation, the following recommendations take that all into consideration. Certificate programs typically have 4 to 6 course sequences as a part of their program, depending on the length of time each course requires. Table 38 shows recommendations for a certificate program that includes tactical and planning education specifically relating to NPO environments.

Table 38
Certificate Curriculum Recommendations for Nonprofit Marketing

Main curriculum elements	Course sequences
Marketing basics for NPOs, tactics and techniques	X
Nonprofit marketing planning and execution, budgeting	X
Intercultural capabilities and communication	X
Ethics and values within NPO marketing	X
Fundraising basics, donor/philanthropic communications and management	X
Volunteer staff communication and leadership	X

Another major opportunity is to reposition nonprofit marketing education as a realistic and rewarding career path for students. NPOs and business schools could both benefit from this approach. Nonprofit marketing is generally seen as an important aspect of business education to teach and practice altruistic behavior, but it is not taught to be a preparation for a career in an NPO or the nonprofit sector. It is not necessary to add more courses, but it is wise to adjust how curriculum elements and project work are presented. This will help establish a fresh perspective in the minds of students, and help establish credibility for the nonprofit sector as a possible career path.

> 3. The tone of curriculum elements and project work is often presented as "altruistic"

The terminology used to define, describe, and promote courses in nonprofit marketing is often viewed as confusing, negative, not applicable, or a roadblock to furthering nonprofit marketing educational objectives. This challenge is not easily resolved and in no way do I want to diminish terms that have history and meaning. Rather I want to provide guidance. Insights from Phases 1 to 3 are understood better now and these results can be the mechanism for some well-founded suggestions. I have specific suggestions for undergraduate, graduate, and certificate programs, based on the results, themes uncovered, and my interpretation.

> 4. Terminology issues related to "nonprofit marketing" hinders educational objectives

Based on findings for undergraduate courses, it is my recommendation to avoid course titles such as Nonprofit Marketing and Social Marketing. Although Table 23 in Phase 1 showed Nonprofit Marketing as the preferred hypothetical course title, results from Phase 2, and primarily Phase 3, negate the appeal of those results. It is clear these two terms, or course titles, cause problems for students and instructors. Instead, instructors and institutions should consider the term “cause-related marketing” for title courses. This term can serve as an umbrella and many nonprofit and related topics, such as social marketing, green marketing, sustainable marketing, and others, can be covered. Phase 1 results show an almost equal appeal when comparing the terms nonprofit marketing and cause marketing. By adjusting the term cause marketing slightly, it can encompass so much more, and there will be less of an initial issue for students and instructors.

For graduate courses, I recommend terms that extenuate the aspirations and characteristics of the curricula developed previously. Terms like marketing leadership, philanthropy, and cause marketing are pillars of this curriculum. It would also be my recommendation that titles like Marketing Leadership or The Role of Marketing in Philanthropy be considered as viable options. These concepts encompass the characteristics of the curricula that are most appropriate for graduate students in business school. Ideas of altruism and social awareness are then positioned and presented appropriately.

Lastly, for certificate programs, my recommendation is to reserve the title Nonprofit Marketing for certificate programs only. Because this course is being delivered to working professionals already in the nonprofit sector, it makes perfect sense. There is no evidence through this research that this student group has any of the issues with which the undergraduate and graduate student and instructors have been challenged.

Conclusion

> "No one goes to business school to do what I do; no one goes to school to learn how to run a nonprofit because the salaries are too low. The economic downturn and recent catastrophic global natural events actually forced us to focus more on marketing—we needed to build awareness to compete for dollars. Adding a marketing contractor has made a big difference in our business but we need someone here all the time that has a clue about marketing."
>
> *—Sandra Blythe-Perry, Executive Director of Interfaith Community Services, in her "unprompted" remarks while visiting a DU marketing class, April 2011 (comment used with speaker permission)*

This comment symbolizes the conundrum faced by marketing educators and institutions that care about nonprofit marketing education. There is a large nonprofit sector filled with jobs and careers and leadership opportunities. Those positions require talented and educated marketing professionals to further an NPO's purpose and there is a limited, disjointed effort in academic institutions to craft consistent curricula that will enable students to have a career path in these positions. This research evaluated the prevalence and nature of nonprofit marketing education and looked carefully at terminology. Of the programs and curriculum elements that do exist for nonprofit marketing, slight modifications have the potential to make significant change, which would be impactful for NPOs, students, instructors, and business schools. These findings culminated in four major research themes and contributed relevant new information to improve the practice of nonprofit marketing education while positively influencing business schools, students, and the nonprofit sector. The implications of this are significant, and by improving the effectiveness of NPOs, the NPOs and their future employees, can be more effective, strategic, engaged, and prepared to meet the needs of their causes.

Additional research questions stimulated by these results and related to nonprofit marketing and nonprofit marketing education should be considered by education scholars and the nonprofit industry. These include:

1. What is the perception within NPOs of nonprofit marketing and nonprofit marketing education?

2. Can a set of subject matter experts and industry professionals convene a committee to refine definitions for terms relating to nonprofit marketing that make sense in a more contemporary setting?

3. What impact and role should outside organizations (like National Leadership Alliance, NACC, NASPAA, etc.) have on nonprofit marketing education and to NPOs?

4. What are the central challenges facing nonprofit marketing leadership in NPOs?

5. How does an ethics and value-related curriculum manifest itself in nonprofit marketing education? How should it be taught?

6. How are sustainable and green marketing topics developing and impacting higher education?

7. What are the cause marketing case studies that balance nonprofit and for-profit needs?

8. What is the relationship between people doing nonprofit marketing and their higher educational backgrounds?

9. How does nonprofit marketing education in the United States compare to that in other countries?

10. How do students feel about the growing nonprofit sector?

11. How would you measure the effectiveness of nonprofit marketing programs? What does success look like?

12. What are the perceived outcomes (knowledge and other) of having received nonprofit marketing education?

The interesting history of NPOs in the United States, the growth of the nonprofit sector, the initial efforts around nonprofit marketing education, and the continuing development of nonprofit management education—coupled with new data on the prevalence and nature of nonprofit marketing curricula—offer many readily available opportunities for business schools, students, instructors, administrators, and NPOs.

References

Akchin, D. (2001). Nonprofit marketing: just how far has it come? *Nonprofit World, 1*. p. 33-35.

American Humanics, (2000). Strategic plan (Rev. ed.). Kansas City, MO: Author.

Anderson, T., Eisner, E. & McRorie, S. (1998). A Survey of Graduate Education, Studies in Art Education, *A Journal of Issues and Research, 40*(1), 8-25.

Ashcraft, R. (1996). American Humanics co-curricular program handbook. Kansas City, MO: American Humanics.

Ashcraft, R. F. (2001). Where nonprofit management education meets the undergraduate experience: American humanics after 50 years. *Public Performance and Management Review, 25*(1), 42-56.

Bartels, R. (1974). The identity crisis in marketing. *The Journal of Marketing, 38*(4), 73-76.

Bloom, P. & Novelli, W. (1981). Problems and challenges in social marketing. *The Journal of Marketing, 45*(2), 79-88.

Bloom, P. N. (1980). Evaluating social marketing programs: Problems and prospects. *Educators' Conference Proceedings.*

Boyer, Ernest. (1990). Campus life: *In search of communit*y. Commissioned by the Carnegie Foundation for the Advancement of Teaching. Princeton, NJ: Princeton University Press.

Brown, B. (1986). Social marketing and the construction of a new policy domain: An understanding of the convergence which made social marketing possible. (Doctoral, Virginia Commonwealth University).

Capon, N. & Mauser, G. (1982). Review: a review of nonprofit marketing texts. *The Journal of Marketing, 46*(3), pp. 125-129.

Charmaz, K. (2006). *Constructing grounded theory.* London: Sage.

Chickering, A. W. (1969). Education and identity. San Francisco: Jossey-Bass.

Chickering, A. W. & Reisser, L. (1993). Education and identity (2nd ed.). San Francisco: Jossey-Bass.

Chronicle of Philanthropy (2011, January 2). Facts and figures. Retrieved from http://philanthropy.com/section/Facts-Figures/235

Civil Society. (n.d.). In Wikipedia. Retrieved March 20, 2011, from http://en.wikipedia.org/wiki/Civil_society

Conley, T. M. (2011). Nonprofit marketing education in the United States, a discussion of background, curricular patterns, and fresh thinking. In Proceedings from *Marketing Educators' Association Conference*, San Diego, CA: MEA.

Creswell, J. W. (2007). *Qualitative inquiry and research design, choosing among five approaches,* Thousand Oaks, CA: Sage.

Delene, L. (1981). Curricular offerings in the nonprofit and service areas in marketing departments. *Journal of Marketing Education, 3*(April), 27-30.

Dennis, M. J. (2003). Nine higher education mega-trends, and how they'll affect you. *Distance Education Report, 7*(24), 6-6.

Department of Treasury. (1977). *Research papers sponsored by The Commission on Private Philanthropy and Public Needs.* Retrieved from: https://archives.iupui.edu/handle/2450/808

Dewey, J. (1897). *Pedagogic creed.* University of Chicago.

Dichev, I. (2001). News or noise? Estimating the noise in the U. S. News university rankings. Research in Higher Education, 42, 237-266.

DiMaggio, P. J. & Anheier, H. K. (1990). The sociology of nonprofit organizations and sectors. *Annual Review of Sociology*, 16: 137-159.

Doggett, L. L. (1943). *Man and a school: Pioneering in Higher Education at Springfield College.* New York: Association Press.

Dolch, N. A., Ernst, M., McClusky, J. E., Mirabella, R. M. & Sadow, J. (2007). The nature of undergraduate nonprofit education: models of curriculum delivery, *Nonprofit and Voluntary Sector Quarterly, 36,* 4.

Eisner, E. W. (1994). *The Educational Imagination*. (3rd ed.) New York: Macmillan.

Eisner, E. W. (1998). *The Enlightened Eye*. NJ: Prentice-Hall, Inc.

Elliott, B. J. (1991). *A re-examination of the social marketing concept*. Sydney: Elliott & Shanahan Research.

Evangelista, F, Albaum, G. & Poon, P. (1999). An Empirical Test of Alternate Theories of Survey Response Behaviour, *Journal of the Market Research Society*, vol. 41, no. 2, pp. 227-244.

Fine, S. H. (1981). *The marketing of ideas and social issues.* New York, Praeger.

Fletcher, K.M. (2005). The impact of receiving a master's degree in nonprofit management on graduates' professional lives. *Nonprofit & Voluntary Sector Quarterly, 34*(4), 433-447.

Fox, K. & Kotler, P. (1980). The marketing of social causes: The first ten years. *The Journal of Marketing, 44*(4), 24-33.

Frazier, Eric. (2010). IRS steps up scrutiny of nonprofits, *Chronicle of Philanthropy*, Retrieved March 20, 2011, from http://philanthropy.com/article/IRS-Steps-Up-Scrutiny-of/125746

Frumkin, P. (2002). *On being nonprofit, A conceptual and policy primer*. Cambridge Massachusetts: Harvard University Press.

Generation TX. Retrieved from Gentx.org on July 17, 2011.

Giving USA 2010. *The annual report on philanthropy for the year 2009, executive summary.* Giving USA Foundation.

Glaser, B. G. (1978). *Theoretical sensitivity.* Mill Valley, CA: Sociology Press.

Glaser, B. G. & Strauss, A. (1967). *The discovery of grounded theory.* Chicago: Aldine.

Gliner J. A, Morgan, G. A. & Leech N. L. (2009). Research methods in applied settings, an integrated approach to design and analysis, second edition, New York, Taylor and Francis Group.

Gold, S. (2009). A constructivist approach to online training for online teachers. *JALN Volume 5, Issue 1 May 2001.*

Gow, P. (2009, March). *What is great curriculum?* Retrieved: July 14, 2011, from http://www.newprogressivism.org

Haas, P. J. & Robinson, M. G. (1998). The views of nonprofit executives on educating nonprofit managers. *Nonprofit Management and Leadership*, *8*, 223-229.

Hammack, D. C. (2001). Introduction: Growth, transformation, and quiet revolution in the nonprofit sector over two centuries. *Nonprofit & Voluntary Sector Quarterly, 30*(2), 157-173.

Hansmann, H. B. (1980). The role of nonprofit enterprise. *The Yale Law Journal, 89*(5), pp. 835-901.

Hunt, S. D. (1976). The nature and scope of marketing. *Journal of Marketing, 40*(3), 17-28.

Hunter, B. (1995). College guidebooks: Background and development. In R. D. Walleri & M. K. Moss (Eds.), Evaluating and responding to college guidebooks and rankings (New Directions for Institutional Research Series No. 88, pp. 5-12). San Francisco: Jossey-Bass.

Hutton. B & Cox, D. (2010). Value creation: the promise of sustainable development. In J. O'Toole & D. Mayer (Eds.), *Good Business* (pp.130-143). New York: Routledge.

IRS.gov, Department of the Treasury, Publication 557, http://www.irs.gov/pub/irs-pdf/p557.pdf.

Joyce, M. & Krentler, K. (1981). Nonprofit marketing as a college course: Potential problems and probable opportunities. *Journal of Marketing Education, October*(3), 2-6.

Kattelus, S., Clifford, D., Warren, B. & Wiencek, P. (2000, August 31). *Assessing Management Capacity in Washtenaw County Nonprofit Organizations* (Final Report to the Nonprofit Capacity Building Advisory Committee of the Sponsors: Ann Arbor, MI: Ann Arbor Area Community Foundation and Washtenaw United Way.

Kerin R. A, , Hartley S. W, , Berkowitz, E. N., & Rudelius, W. (2006). *Marketing, 8th edition,* New York, McGraw-Hill Irwin.

Kimmelman, M. (2006). The accidental masterpiece, on the art of life and vice versa, New York, NY: Penguin Group.

Kotler, P. (1972). A generic concept of marketing. *Journal of Marketing, 36,* p. 48.

Kotler, P. (1979). Strategies for introducing marketing into nonprofit organizations. *The Journal of Marketing, 43*(1), pp. 37-44.

Kotler, P. & Levy, S. J. (1969). Broadening the concept of marketing. *The Journal of Marketing, 33*(1), 10.

Kotler, P. & Roberto, N. (1989). *Social marketing: Strategies for changing public behavior*. New York; London: Free Press; Collier Macmillan.

Kotler, P. & Zaltman, G. (1971). Social marketing: An approach to planned social change. *The Journal of Marketing, 35*(3), 3-12.

Laczniak, G. R. & Udell, J. G. (1979). Dimensions of Future Marketing. MSU Business Topics. East Lansing: Autumn, Vol. 27, Iss. 4; pg. 33

Larson, R. S. (2002). *Building Bridges Initiative cluster evaluation: Nonprofit management alumni survey report*. Retrieved from http://www.centerpointinstitute.org/bridges/Papers&Reports/AlumniSurvey1.htm

Lavidge, R. (1970). The growing responsibilities of marketing. *Journal of Marketing*, 34, p. 25-28.

Lazer, W. (1969). Marketing's changing social relationships. *Journal of Marketing, 33*, p.3-9.

Lazer, W. & Kelley, E. J. (1973). *Social marketing: Perspectives and viewpoints*. Homewood, Ill.: R. D. Irwin.

Lee, M. (2010). The role of the YMCA in the origins of U.S. nonprofit management education. *Nonprofit Management and Leadership, 20*(3), 277-293.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry.* Newbury Park, CA: Sage Publications.

Livermore, Douglas and Dennis Guseman. (1987). Nonprofit marketing course: Current perceptions and acceptance in the undergraduate marketing curriculum. *Journal of Marketing Education, Spring*(9), 37-41.

Lovelock, C. (1979). Theoretical contributions from services and nonbusiness marketing. *Harvard Business School Core Collection Catalog*, 16-79.

Lovelock, C. & Weinberg, C. (1978). Public and nonprofit marketing courses of age. *Review of marketing* (pp. 416-420). Chicago: American Marketing Association.

Luck, D. (1974). Social marketing: Confusion compounded. *The Journal of Marketing, 38*(4), 70-72.

Luck, D. J. (1969). Broadening the concept of marketing-too far. *Journal of Marketing, 33*, 2, p. 53-55.

Malafarina, K. & Loken, B. (1993). Progress and limitations of social marketing: A review of empirical literature on the consumption of social ideas. *Advances in Consumer Research, 20*(1), 397-404.

Marrou, H. I. (1956). *A history of education in antiquity*. New York: Sheed and Ward.

Martin, D. & Schouten, J. (2012). *Sustainable Marketing.* New Jersey, Pearson Education.

McWirther, C. (2011). The big spill over “three cups of tea,” *Wall Street Journal*, April 29, 2011.

Mercer, J. (1997). Academic interest in philanthropy grows, but research centers face many questions. *Chronicle of Higher Education, 44*(14), A37.

Mirabella, R. & Wish, N. (2000). *Nonprofit management education: Current offerings in university based programs*. http://academic.shu.edu/npo

Mirabella, R. M. (2007). University-based educational programs in nonprofit management and philanthropic studies: A 10-year review and projections of future trends. *Nonprofit & Voluntary Sector Quarterly,* 11S-27S.

Mirabella, R. M. & Wish, N. B. (2001). University-based educational programs in the management of nonprofit organizations: An updated census of U.S. programs. *Public Performance and Management Review*, 25(1), 30-41.

Mirabella, R. M., & Wish, N. B. (2000). The "best place" debate: A comparison of graduate education programs for nonprofit managers. *Public Administration Review, 60*(3), pp. 219-229.

Mottner, S. & Ford, J. B. (2005). Measuring nonprofit marketing strategy performance: The case of museum stores. *Journal of Business Research, 58*(6), 829-840.

Nickels, W. (1974). Conceptual conflicts in marketing. *Journal of Economics and Business, 27*(Winter), 140-143.

Nonprofit Academic Centers Council and National Association of Schools of Public Affairs and Administration. (2006). *Guidelines for graduate professional education in nonprofit organizations, management, and leadership, 2010,* from http://naspaa.org/accreditation/doc

Nonprofit Academic Centers Council. (2004). *Curricular guidelines for graduate study in philanthropy, the nonprofit sector and nonprofit leadership* (2nd ed.). Cleveland, OH: Author.

O’Neill, M. (1989). *The third America: The emergence of the nonprofit sector in the United States*. San Francisco, CA: Jossey-Bass.

O’Neill, M. (2005). Developmental contexts of nonprofit management education. *Nonprofit Management and Leadership, 16*(1), 5-17.

O’Neill, M. & Fletcher, K. (1998). Nonprofit Management Education, U.S. and World Perspectives. Westport, CT: Preager.

O’Neill, M. & Young. D. R. (1988). *Educating managers of nonprofit organizations*. New York: Praeger.

Pallotta, D. (2009). *Uncharitable*, New England: University Press.

Petkus, E. & Dorries, B. R. (2007). Social entrepreneurship in the marketing curriculum. In Proceedings of the *Marketing Educator's Association Conference:* MEA.

Petkus, E. J. (2000). A theoretical and practical framework for service-learning in marketing: Kolb's experiential learning cycle *Journal of Marketing Education,* 22(64-70 ed.).

Petkus, E. J. (2007). Enhancing the relevance and value of marketing curriculum outcomes to a liberal arts education. *Journal of Marketing Education, 29*(April), 39-51.

Piaget, J. (1977). *The development of thought: Equilibration of cognitive structures.* New York: Viking Press.

Pike, G. R. (2003). Paper presented at the annual meeting of the Association for Institutional Research, Tampa, FL [Transcript]. Received from http://nsse.indiana.edu/pdf/research_papers/Pike_Measuring_Quality.pdf

Progressivism. (n.d.). In *Digital history, using new technology to enhance research and learning*. Retrieved March 4, 2011, from http://www.digitalhistory.uh.edu/modules /progressivism/index.cfm

Rothschild, M. (1979). Marketing communications in nonbusiness situations or why it's so hard to sell brotherhood like soap. *The Journal of Marketing, 43*(2), 11-20.

Rothschild, M. L. (1981). *An incomplete bibliography of works relating to marketing for public sector and nonprofit organizations*. Madison, Wis.: Graduate School of Business, Bureau of Business and Research Services, University of Wisconsin-Madison.

Salamon, L. M. (1992). Chapter one: What is the nonprofit sector and why do we have it? *America's nonprofit sector: A primer* (pp. 3-11). New York: Foundation Center.

Schultz, D. E. & Patti, C. H. (2009). Guest editorial, the evolution of IMC: IMC in a customer-driven marketplace. *Journal of Marketing Communications, Vol. 15, Nos. 2-3, April—July,* 75-84.

Schultz, D.E., Kerr, G, Kim, I. & Patti, C. H. (2007). In search of a theory of integrated marketing communication, *Journal of Advertising Education*, *11*(2).

Seidman, I. (2006). *Interviewing as qualitative research, a guide for researchers in education and social sciences*, third edition. New York, NY: Teacher's College Press.

Shapiro, B. P. (1973). Marketing for nonprofit organizations. *Harvard Business Review, 51,* 5, p.123-132.

Shapiro, B. P. (1974). Marketing in non-profit organizations. *Journal of Voluntary Action Research, 3*, 1-16.

Smith, J. P. (2000). Nonprofit management education in the united states. *Vital Speeches of the Day, 66*(6), 182.

Smith, W. A. (1989). Lifestyles for survival: The role of social marketing in mass education.

Stiff, R. (1982). The Nonprofit/Service organization as a marketing research problem. *Journal of Marketing Research, 4*(3), 43-46.

Stout, M. A. & Neubert, R. L. (1987). The evolution of social responsibility. *Business Horizons, 30 (March—April,* 22-4.

Strauss, A. & Corbin J. (1990). Basics of grounded theory research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.

Talley, L. (2001). Federal Taxation: An Abbreviated History, Retrieved from http://www.taxhistory.org/thp/readings.nsf/ArtWeb/2D52A4CFD2844FAB85256E22007840E6?OpenDocument

Tanner, D. & Tanner, L. N. (1980). *Curriculum development.* New York: Macmillian.

Thomas, R. & Chickering, A. W. (1984). *Education and identity* revisited. *Journal of College Student Personnel, 25,* 392-399.

Tschirhart, M. (1998). Nonprofit management education: Recommendations drawn from three stakeholder groups. In M. O'Neill & K. Fletcher (Eds.), *Nonprofit management education: U.S. and world perspectives* (pp. 61-80). Westport, CT: Praeger.

Tyler, R. W. (1957). The curriculum then and now. In *Proceedings of the 1956 Invitational Conference on Testing Problems*. Princeton, NJ: Educational Testing Service.

Varadarajan, P. R. & Menon, A. (1988). Cause-related marketing: a coalignment of marketing strategy to corporate philanthropy, *Journal of Marketing, Vol. 52*, 58-74.

Walker, D. & Soltis, J. (1986). *Curriculum and aims.* New York: Teachers' College Press.

Weibe, G. D. (1951-52). Merchandising commodities and citizenship on television. *Public Opinion Quarterly, 15*. p. 679-691.

Wolcott, H. F. (2009). *Writing up qualitative research*, Sage Publications, Inc.

Young, D. R. (1999). Nonprofit management studies in the United States: Current developments and future prospects. *Journal of Public Affairs Education, 5*(1), 13-23.

Appendix A

Numeric Results for One-Sample T-Test

Null Hypothesis: Mean0=Mean1
Alternative Hypothesis: Mean0<>Mean1
Unknown standard deviation.

Power	N	Alpha	Beta	Mean0	Mean1	S	Effect size
0.08226	5	0.05000	0.91774	3.0	2.7	1.0	0.300
0.13614	10	0.05000	0.86386	3.0	2.7	1.0	0.300
0.19153	15	0.05000	0.80847	3.0	2.7	1.0	0.300
0.24709	20	0.05000	0.75291	3.0	2.7	1.0	0.300
0.30195	25	0.05000	0.69805	3.0	2.7	1.0	0.300
0.35546	30	0.05000	0.64454	3.0	2.7	1.0	0.300
0.40711	35	0.05000	0.59289	3.0	2.7	1.0	0.300
0.45652	40	0.05000	0.54348	3.0	2.7	1.0	0.300
0.50343	45	0.05000	0.49657	3.0	2.7	1.0	0.300
0.54766	50	0.05000	0.45234	3.0	2.7	1.0	0.300
0.58911	55	0.05000	0.41089	3.0	2.7	1.0	0.300
0.62775	60	0.05000	0.37225	3.0	2.7	1.0	0.300
0.66360	65	0.05000	0.33640	3.0	2.7	1.0	0.300
0.69671	70	0.05000	0.30329	3.0	2.7	1.0	0.300
0.72717	75	0.05000	0.27283	3.0	2.7	1.0	0.300
0.75508	80	0.05000	0.24492	3.0	2.7	1.0	0.300
0.78058	85	0.05000	0.21942	3.0	2.7	1.0	0.300
0.80379	90	0.05000	0.19621	3.0	2.7	1.0	0.300
0.82487	95	0.05000	0.17513	3.0	2.7	1.0	0.300
0.84395	100	0.05000	0.15605	3.0	2.7	1.0	0.300
0.86118	105	0.05000	0.13882	3.0	2.7	1.0	0.300
0.87670	110	0.05000	0.12330	3.0	2.7	1.0	0.300
0.89064	115	0.05000	0.10936	3.0	2.7	1.0	0.300
0.90315	120	0.05000	0.09685	3.0	2.7	1.0	0.300
0.91435	125	0.05000	0.08565	3.0	2.7	1.0	0.300

0.92435	130	0.05000	0.07565	3.0	2.7	1.0	0.300
0.93327	135	0.05000	0.06673	3.0	2.7	1.0	0.300
0.94121	140	0.05000	0.05879	3.0	2.7	1.0	0.300
0.94827	145	0.05000	0.05173	3.0	2.7	1.0	0.300
0.95453	150	0.05000	0.04547	3.0	2.7	1.0	0.300
0.96008	155	0.05000	0.03992	3.0	2.7	1.0	0.300
0.96499	160	0.05000	0.03501	3.0	2.7	1.0	0.300
0.96932	165	0.05000	0.03068	3.0	2.7	1.0	0.300
0.97315	170	0.05000	0.02685	3.0	2.7	1.0	0.300
0.97652	175	0.05000	0.02348	3.0	2.7	1.0	0.300
0.97949	180	0.05000	0.02051	3.0	2.7	1.0	0.300
0.98210	185	0.05000	0.01790	3.0	2.7	1.0	0.300
0.98439	190	0.05000	0.01561	3.0	2.7	1.0	0.300
0.98639	195	0.05000	0.01361	3.0	2.7	1.0	0.300
0.98815	200	0.05000	0.01185	3.0	2.7	1.0	0.300
0.99001	205	0.05000	0.00999	3.0	2.7	1.0	0.300
0.99132	210	0.05000	0.00868	3.0	2.7	1.0	0.300
0.99246	215	0.05000	0.00754	3.0	2.7	1.0	0.300
0.99345	220	0.05000	0.00655	3.0	2.7	1.0	0.300
0.99432	225	0.05000	0.00568	3.0	2.7	1.0	0.300

One-Sample T-Test Power Analysis—Numeric Results for One-Sample T-Test

Null Hypothesis: Mean0=Mean1
Alternative Hypothesis: Mean0<>Mean1
Unknown standard deviation.

Power	N	Alpha	Beta	Mean0	Mean1	S	Effect size
0.99508	230	0.05000	0.00492	3.0	2.7	1.0	0.300
0.99573	235	0.05000	0.00427	3.0	2.7	1.0	0.300
0.99631	240	0.05000	0.00369	3.0	2.7	1.0	0.300
0.99680	245	0.05000	0.00320	3.0	2.7	1.0	0.300
0.99724	250	0.05000	0.00276	3.0	2.7	1.0	0.300

Report Definitions

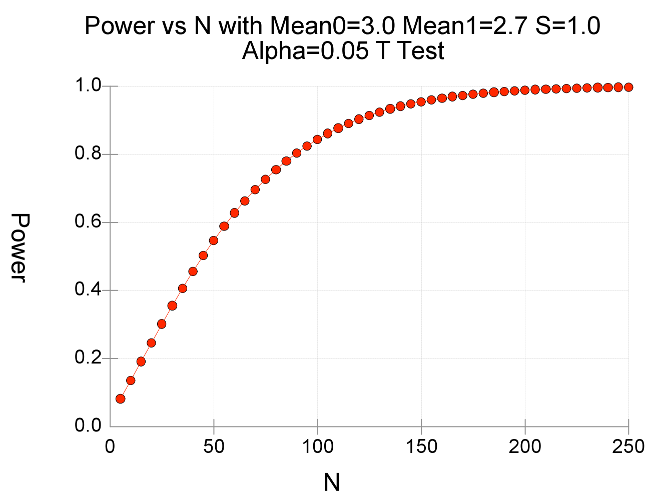
Power is the probability of rejecting a false null hypothesis. It should be close to one. N is the size of the sample drawn from the population. To conserve resources, it should be small. Alpha is the probability of rejecting a true null hypothesis. It should be small.

Beta is the probability of accepting a false null hypothesis. It should be small. Mean0 is the value of the population mean under the null hypothesis. It is arbitrary. Mean1 is the value of the population mean under the alternative hypothesis. It is relative to Mean0. Sigma is the standard deviation of the population. It measures the variability in the population. Effect size, |Mean0-Mean1|/Sigma, is the relative magnitude of the effect under the alternative.

Summary Statements

A sample size of 5 achieves 8% power to detect a difference of 0.3 between the null hypotheses mean of 3.0 and the alternative hypothesis mean of 2.7 with an estimated standard deviation of 1.0 and with a significance level (alpha) of 0.05000 using a two-sided one-sample t-test.

One-Sample T-Test Power Analysis - Chart Section



Appendix B—Survey

Nonprofit marketing Education in U.S.—Coding Key

Q1 As a marketing faculty member or key administrator of an institution, you are invited to participate in a brief survey (about 10 minutes of your time) that will examine the prevalence and nature of nonprofit marketing education in the United States. NOTE: Anyone teaching marketing is encouraged to take the survey. Surveys completed within one week will be automatically entered in a drawing to receive a $100.00 American Express gift card. NOTE: For clarity, the term "nonprofit marketing" is used in this survey to include all content associated with the following terms.

Term	Basic definition
Nonprofit marketing	All marketing efforts used by a nonprofit
Non-Government Organizational Marketing	International term for nonprofit marketing
Social Marketing	Marketing efforts specifically for social causes, behavior changes
Non-Business or Non-Commercial Marketing	Marketing efforts of nonprofit and government sectors
Green Marketing	Some nonprofit marketing related to environmental issues
Sustainable Marketing	Some nonprofit marketing related to sustainability
Cause Marketing (or cause-related marketing)	For-profit businesses using marketing and/or partnerships to promote business participation in a cause—often used for brand-building or commercial gain

Q2 GENERAL: Is your institution public or private?

- ❍ Public (nonprofit) (1)
- ❍ Private (nonprofit) (2)
- ❍ Public (for-profit) (3)
- ❍ Private (for-profit) (4)

Q3 GENERAL: What is the size of your institution including both undergraduate and graduate students?

- ❍ Fewer than 1000 students (1)
- ❍ 1001 - 10,000 students (2)
- ❍ 10,000 - 25,000 students (3)
- ❍ Over 25,000 students (4)

Q4 UNDERGRADUATE SPECIFIC: How many business majors do you have?

- ❍ Fewer than 100 (1)
- ❍ 101 - 500 (2)
- ❍ 501 - 999 (3)
- ❍ More than 1000 (4)

Q5 UNDERGRADUATE SPECIFIC: How many marketing majors do you have?

- ❍ Fewer than 50 (1)
- ❍ 51 - 150 (2)
- ❍ 151 - 299 (3)
- ❍ More than 300 (4)

Q6 UNDERGRADUATE SPECIFIC: Is your institution a National Leadership Alliance (formerly American Humanics) affiliated school?

- ❍ Yes (1)
- ❍ No (2)
- ❍ Unknown (3)

Q7 GRADUATE SPECIFIC: How many MBA and/or MS students do you have with a concentration in marketing?

- ❍ Fewer than 50 (1)
- ❍ 51 - 150 (2)
- ❍ 151 - 300 (3)
- ❍ More than 300 (4)

Q8 GRADUATE SPECIFIC: Does your institution use guidelines from any outside trade organization (e.g. NACC, NASPAA, etc.) for your Nonprofit marketing curriculum?

- ❍ Yes (1)
- ❍ No (2)
- ❍ Unknown (3)

Q9 GENERAL: In general, has the amount of curricula focused on Nonprofit marketing decreased, increased, or remained consistent over the last 5 - 10 years at your institution?

- ❍ Decreased (1)
- ❍ Increased (2)
- ❍ Remained Consistent (3)

Q10 If it decreased, please indicate one main reason.

- ❍ Lack of student appeal and/or interest (1)
- ❍ Lack of faculty appeal and/or interest (2)
- ❍ Lack of faculty expertise (3)
- ❍ Constrained faculty resources (4)
- ❍ Reduction in external support via grants and donations (5)
- ❍ Lack of community or industry need / request (6)
- ❍ Other (7) ____________________

Q11 If it increased, please indicate one main reason.

- ❍ Growing student appeal and/or interest (1)
- ❍ Growing faculty appeal and/or interest (2)
- ❍ Growing faculty expertise (3)
- ❍ Growing faculty resources (4)
- ❍ Growing in external support via grants and donations (5)
- ❍ Growing in community or industry need/request (6)
- ❍ Other (7) ____________________

Q12 PREVALENCE: Please answer the following questions for undergraduate, graduate, and certificate programs at your institution.

	Undergraduate (goes down not across)			Graduate (12_2)			Certificate (12_3)		
	Yes (1)	No (2)	Unknown (3)	Yes (1)	No (2)	Unknown (3)	Yes (1)	No (2)	Unknown (3)
Does your institution offer a minor, major, or concentration in Nonprofit marketing? (1)	❍	❍	❍	❍	❍	❍	❍	❍	❍
Does your institution offer stand-alone Nonprofit marketing courses at least once every year? (2)	❍	❍	❍	❍	❍	❍	❍	❍	❍
Does your institution offer any Nonprofit marketing curricula integrated as part of another marketing courses? (3)	❍	❍	❍	❍	❍	❍	❍	❍	❍
Does your institution offer any Nonprofit marketing curricula integrated as part of another business course? (4)	❍	❍	❍	❍	❍	❍	❍	❍	❍
Is Nonprofit marketing curricula integrated in a multidisciplinary manner outside of the business school? (5)	❍	❍	❍	❍	❍	❍	❍	❍	❍

Q13 CURRICULUM: What is the DEGREE OF IMPLEMENTATION for the following Nonprofit marketing curricula elements for the undergraduate, graduate, and certificate programs at your institution (whether the element is offered in a stand-alone course OR integrated into another course)?

	Undergraduate (13#1_1-13)				Graduate(13#2_1-13)				Certificate(13#3_1-13)			
	not addressed (1)	somewhat addressed (2)	addressed (3)	addressed strongly (4)	not addressed (1)	somewhat addressed (2)	addressed (3)	addressed strongly (4)	not addressed (1)	somewhat addressed (2)	addressed (3)	addressed strongly (4)
History of Nonprofit Sector and Nonprofit marketing	○	○	○	○	○	○	○	○	○	○	○	○
Legal Basics/Tax Designations/ Risk Management	○	○	○	○	○	○	○	○	○	○	○	○
Strategic Marketing for Nonprofit Organizations/ Target Audience Complexities	○	○	○	○	○	○	○	○	○	○	○	○
Fundraising Tactics/Generating Funds	○	○	○	○	○	○	○	○	○	○	○	○
Conflict Management	○	○	○	○	○	○	○	○	○	○	○	○
Service Learning at a Nonprofit	○	○	○	○	○	○	○	○	○	○	○	○
Internship at a Nonprofit	○	○	○	○	○	○	○	○	○	○	○	○

Q14 CURRICULUM: At your institution, what is the LEVEL OF IMPORTANCE of the following Nonprofit marketing curricula elements for the undergraduate, graduate, and certificate programs at your institution (whether offered in a stand-alone course OR integrated into another course)?

	Undergraduate (14#1_1-13)				Graduate (14#2_1-13)				Certificate (14#3_1-13)				
	not at all important (1)	somewhat important (2)	important (3)	extremely important (4)	not at all important (1)	somewhat important (2)	important (3)	extremely important (4)	not at all important (1)	somewhat important (2)	important (3)	extremely important (4)	N/A (not offered) (5)
History of Nonprofit Sector and Nonprofit marketing	○	○	○	○	○	○	○	○	○	○	○	○	○
Legal Basics/Tax Designations/ Risk Management	○	○	○	○	○	○	○	○	○	○	○	○	○
Strategic Marketing for Nonprofit Organizations/ Target Audience Complexities	○	○	○	○	○	○	○	○	○	○	○	○	○
Fundraising Tactics/ Generating Funds	○	○	○	○	○	○	○	○	○	○	○	○	○
Conflict Management	○	○	○	○	○	○	○	○	○	○	○	○	○
Service Learning at a Nonprofit	○	○	○	○	○	○	○	○	○	○	○	○	○
Internship at a Nonprofit	○	○	○	○	○	○	○	○	○	○	○	○	○
Volunteer Outreach, Management, and Leadership	○	○	○	○	○	○	○	○	○	○	○	○	○
Donor, Philanthropist, and Board of Director Outreach and Management	○	○	○	○	○	○	○	○	○	○	○	○	○
Team Building	○	○	○	○	○	○	○	○	○	○	○	○	○
Career Development in Nonprofit Sector	○	○	○	○	○	○	○	○	○	○	○	○	○
Intercultural Capabilities/Diversity Awareness	○	○	○	○	○	○	○	○	○	○	○	○	○
Ethics and Values	○	○	○	○	○	○	○	○	○	○	○	○	○

Q15 INSTRUCTION: What instructional method is used, or not used, to deliver Nonprofit marketing or related content at your institution? Please drag and drop items into the correct box below.

Used = 1	Not Used = 0
______ Lecture (one-way information flow from source to many learners) (7)	______ Lecture (one-way information flow from source to many learners) (7)
______ Tutorial (two-way information flow from instructor to many learners) (1)	______ Tutorial (two-way information flow from instructor to many learners) (1)
______ Small Group Discussion (two-way interchange among a subset of learners) (2)	______ Small Group Discussion (two-way interchange among a subset of learners) (2)
______ Simulation (using technology to emulate a real-life activity) (3)	______ Simulation (using technology to emulate a real-life activity) (3)
______ Case Study (4)	______ Case Study (4)
______ Role-Play (5)	______ Role-Play (5)
______ Independent Study (6)	______ Independent Study (6)

Q16 INTEREST LEVEL: How would you rate your interest in "Cause Marketing" (for-profit businesses using marketing and/or partnerships to promote business participation in a cause) as compared to "Nonprofit marketing"? Please drag the handle to the appropriate position.

______ Level of Interest (1—100, 50 med.)

Q17 UNDERSTANDING: At your institution, how would you rate the degree of understanding of the specific term "Nonprofit marketing"? Please drag the handle to the appropriate position.

______ The term Nonprofit marketing (1—100, 50 med)

Q18 TERMINOLOGY: When your institution offers ANY content related to Nonprofit marketing, what words are used, or not used, to identify it? Please drag the term into the appropriate box below.

Used = 1	Not Used = 0
______ Nonprofit marketing (1)	______ Nonprofit marketing (1)
______ Social Marketing (2)	______ Social Marketing (2)
______ Green Marketing (3)	______ Green Marketing (3)
______ Sustainable Marketing (4)	______ Sustainable Marketing (4)
______ Non-government Marketing (5)	______ Non-government Marketing (5)
______ Non-business Marketing (6)	______ Non-business Marketing (6)
______ Non-commercial Marketing (7)	______ Non-commercial Marketing (7)
______ Cause Marketing (8)	______ Cause Marketing (8)
______ Cause-related Marketing (9)	______ Cause-related Marketing (9)
______ Topics in Marketing (10)	______ Topics in Marketing (10)
______ Other (11)	______ Other (11)

Q19 TERMINOLOGY: If your institution were to name a new course (or curriculum module) in ANY area related to Nonprofit marketing - which ONE name would you choose?

- ❍ Nonprofit marketing (1)
- ❍ Social Marketing (2)
- ❍ Green Marketing (3)
- ❍ Sustainable Marketing (4)
- ❍ Non-governmental Marketing (5)
- ❍ Non-business Marketing (6)
- ❍ Non-commercial Marketing (7)
- ❍ Cause Marketing (8)
- ❍ Cause-related Marketing (9)
- ❍ Topics in Marketing (10)
- ❍ Other (11) ____________________

Q20 Do you currently teach or have you ever taught nonprofit marketing or any related topic?

- ❍ Yes (1)
- ❍ No (2)

Q21 If yes, when was the last time you taught this topic?

- ❍ Within the last year (1)
- ❍ Within the last 1-3 years (2)
- ❍ Longer than 3 years ago (3)

Q22 Is your institution AACSB accredited?

- ❍ Yes (1)
- ❍ No (2)

Q23 BEST PRACTICES: From your perspective, what institution, other than your own, has the strongest reputation for quality curriculum and instruction in Nonprofit marketing? Please write your response below.

Q24 A thoughtful qualitative review of syllabi will complement and augment this survey to aid understanding of this topic. Please upload a sample syllabus for any course associated with, related to, or focused on Nonprofit marketing. Feel free to erase any institution or faculty information. Upload the file here. This request is optional but encouraged; your contribution is very appreciated.

Appendix C—Interview Guide

1. *Ice breaker:* Give participants a summary of what I am doing. Q: Tell me a bit about yourself—for example, how did you decide to become a university professor/instructor/teacher? What do you enjoy teaching the most? What is your primary research focus?

2. Can you describe how you came to teach nonprofit marketing (or associated topics)? How long have you taught this topic? What do you like best and least about teaching it?

3. From your experience, do your students seem interested in this topic (relative to other topics)? If so, why? If not, why? Can you share a specific story from one of your classes? How current is your curricula?

4. Do you strive to engage students in high-order thinking? Do you bring in other topics or current events outside of the topic?

5. What is the appeal of the terms used that are associated with nonprofit (NGO marketing, social marketing, non-business marketing, green marketing, sustainable marketing, cause marketing, etc.)?

6. Do you do anything special or unique to engage your students in this topic? Any surprises or unintended occurrences? Examples?

7. Do you find that many of your students go into marketing positions at nonprofit organizations? If so, why? If not, why?

8. What is the title of your course? Is this the best titled from your perspective?