

## Build It and They Will Come! Or, Built to Last?

*Key Challenges and Insights into the Sustainability of Nonprofit and Philanthropy Programs and Centers*

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### Abstract

Using results from 22 key informant interviews from 15 different universities, we analyze why various centers/programs on philanthropic and nonprofit studies started, their key revenue sources, the diversity of funding sources, the role of leadership, succession planning, and what they might have done differently to make things better. These case studies provide insights as to why some centers/programs fail, others barely survive, yet some thrive. While the old saying, “It’s better to be lucky than good” remains true. We found that many of the things we teach in our academic programs work well when leading academic centers: diversify income streams, do not become too reliant on one donor, provide for leadership transitions and succession plans, raise money for endowments, and build advisory boards.

**Keywords:** *Nonprofit and philanthropic education, nonprofit and philanthropy centers, civil society and voluntary education*

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The authors thank the referees, the special issue editor, and several NACC conference attendees for suggestions that have enhanced this paper. We are grateful to the interviewees for their candid and thoughtful answers to our interviews.

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## Introduction

The field of philanthropic and nonprofit studies is now more than four decades old. Using results from 22 key informant interviews from 15 university case studies with at least one interview per site (maximum of three interviews per site), we found that the reasons for the creation of these programs is varied. Key factors include the following: a lead faculty member championing the idea for either a research center or an academic program in this space; interest from local community leaders in capacity-building programs; and one of the most often-stated motivators was a large grant/gift from a local foundation or donor. Having worked in this space for decades, the authors knew first and second hand that many of these nascent centers/programs had survived, some even thrived, but others failed. Our research questions asked:

Are there managerial patterns of success (or failure), which might be useful to current and future leaders of these centers/programs, as well as to their deans, chancellors, presidents, and donors/funders? While not anticipating that there will be rigid “laws” of what to do (or what not to do), like the Laws of Supply and Demand, there may be sufficient case evidence to help determine how one might make a center/program “Built to Last,” rather than the more hopeful, but less sturdy, “Build It and They will come” model.

## History and Literature Review

According to Michael O’Neill, it was “at the 1986 IS [Independent Sector] Spring Research Forum in New York City at the Vista International Hotel in the World Trade Center, Dennis Young and I and a few others started what we for several years called ‘the Vista group.’” (O’Neill, personal email, July, 2019). It was this early group of Academic Center Directors which met in Atlanta in September, 1991, during the annual meeting of IS to discuss formally organizing the center directors group (which eventually became known as the Nonprofit Academic Centers Council [NACC]). The discussion focused on opportunities for inter-center collaboration, research programs, as well as what should be the criteria for membership in NACC.

From the beginning, the purpose of the group was to promote discussion and collaboration among academic centers devoted to the study of the nonprofit sector and philanthropy in order to advance education, research, and practice in the field. This mission has continued throughout the life of the organization with some minor adjustments over the last 30 years. As reported on their website today:

NACC is an international membership association comprised of academic centers or programs at accredited colleges and universities that focus on the study of nonprofit/nongovernmental organizations, voluntary action, and/or philanthropy. (NACC, 2019)

The original members of the organizing group in 1991 as reported by IS—which served in the early years as the secretariat—were (alpha-order): Boston College, Case Western Reserve University, City University of New York, Duke University, Indiana University-Purdue University at Indianapolis (IUPUI), Johns Hopkins University, The London School of Economics and Political Administration, Northwestern University, National Center for Nonprofit Boards, New School for Social Research, New York

University, New York University Law School, Regis College, Seton Hall University, Texas Christian University, Tufts University, Union Institute, University of California-San Francisco, University of Missouri-Kansas City, University of Pennsylvania, University of San Francisco, University of St. Thomas, Virginia Polytechnic Institute and State University, and Yale University. (See Table 1; Source: Burlingame, personal files, August 1991.) It should be noted that of the 24 in this original group, only 9 are still members of NACC today—and even some of those are not very active members. More disconcerting for the field, three of the nine NACC members have closed or shuttered their original centers, but have developed new graduate certificates or degree programs, and 11 of the initial 24 programs either do not exist at all or have substantially reduced their programs.

**Table 1***1991 Original Members of NACC*

<b>1991 NACC Orig. Members</b>	<b>Current Member</b>	<b>Founding Date of Center or Program</b>	<b>Date Closed or Major Reduction</b>
Boston College: Social Welfare Research Institute	No	1985	2004
Boston College: Center on Wealth and Philanthropy		2004	2015
Case Western Reserve University: Mandel Center for Nonprofit Org's	Yes	1984	2012
City University of New York: Center on Phil. and Civil Society	No	1986	
Duke University: Center for the Study of Philanthropy & Volunteerism	No	1986	
IUPUI: Center on Philanthropy Lilly Family School of Philanthropy	Yes	1987 2012	2012
Johns Hopkins University: Institute for Policy Studies	No	1991-1997 (Project) 1997 – Center	
London School of Economics and Political Administration: Centre for Voluntary Org's	No	1983	2010
Northwestern University: Kellogg NPM Programs	No	1998	
National Center for Nonprofit Boards	No	N/A	
New School for Social Research: Milano Sch. Grad. Program in NP Management and Urban Policy	Yes	1975	
New York University: Center for Entrepreneurial Studies	No	Unknown	

**Table 1 (cont.)**

New York University Law School	Yes	1988	
Regis College: Center for NP Org Leadership	Yes	1992	
Seton Hall University: Center for Public Service	Yes	1986	
Seton Hall Center: Master of Pub. Ad. Nonprofit Prog. in Pol Sci Dept		1991/92	
Texas Christian University: Program on NP Org's	No	Unknown	
Tufts University: Lincoln Filene Center for Citizenship & Public Affairs	No	1964	
Union Institute: Center for Public Policy	No	1985	2001
University of Missouri Kansas City: Midwest Center for NP Leadership	Yes	1983 NP prog.; 1991 Center	
University of Pennsylvania: Social Policy & Practice MS in NP Leadership	No	2003	
University of San Francisco: Master of NP Admin Institute for NPO Mgmt	Yes	1983 1984	Current 2009
University of St. Thomas (MN): Center for NP Mgmt	Yes	1988	
Virginia Polytechnic Institute & University: Center for Volunteer Development	Yes	2006	
Yale University—PONPO	No	1977	Major Reduction

Readers are referred to a concise history of the development of NACC provided by Ashcraft (2015); and Mendel (2015) which expand on the future potential of the organization. The NACC document “In Pursuit of Excellence” (2006) is a useful reference indicating what the organization considers to be indicators of quality of academic centers designed to support and enhance the legitimacy of the field of nonprofit and philanthropic studies. Indicators included the need for Centers to engage in a balance of research, service, and education; to emphasize community engagement and to be viewed as a “preferred provider” of information and service to the nonprofit sector; to be responsive to diverse needs of the sector; to be considered by university administration as “campus exemplary instruments for university engagement in the community;”

**Table 2***Schools in NACC Interview Sample*

<b>Schools Currently in NACC In Sample</b>	<b>Founded Date</b>
Arizona State University: Lodestar Center for Phil. and Nonprofit Innovation	1981 American Humanics 1999
Carleton Univ (Canada): Sch. of Pub. Pol. & Adm. NP Program	1994/95
Cass School of Bus. (UK): Centre for Charity Effectiveness	2003
Case Western University	1989
George Mason Univ: Center for NP Management, Phil., & Policy	1994
Grand Valley St. Univ: Johnson Center for Phil.	1992
Indiana University: Center on Philanthropy and Lilly Family School of Philanthropy	1987 2012
North Carolina State Univ.: Inst. for Nonprofits	2002
Seton Hall University	1986
UMKC: Midwest Center for NP Leadership	1983
University of Wis.-Milwaukee: Bader Inst. for NP Management	2001
UT-Austin: RGK Center for Phil. & Com. Service	2000
USC: Center on Phil. and Public Policy	2000
University of San Francisco (Master's degree)	1983

to employ evaluation; and to practice transparency to ensure continued excellence. (NACC, 5-6).

During the years 1992-95, organizational questions and potential collaborations dominated the agenda items at the semi-annual meetings. By 1996, the group received their 501C3 ruling from the IRS and was registered in DC. According to scholars in the field, the second half of the 20th century saw major growth of nonprofits fueled in part by government funding of nonprofits to carry out social welfare programs mandated

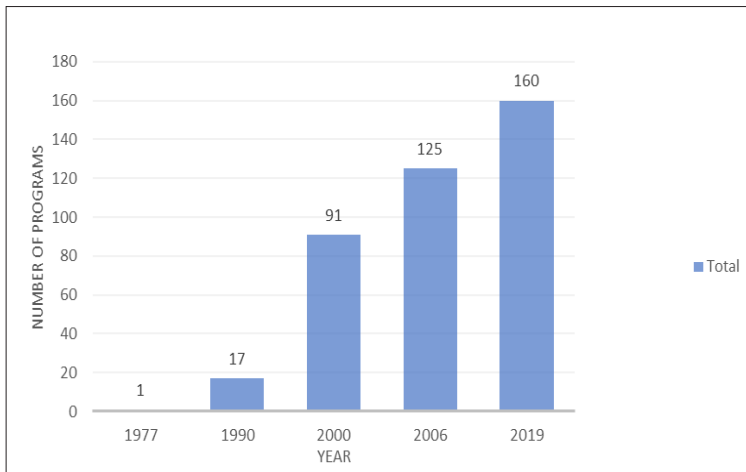
by government. (See O’Neill, 2002 for a more detailed history of the development of the field.) This growth stimulated training, education, and research in many colleges and universities.

In 1971, David Horton Smith, a sociology professor at Boston College, founded the Association of Voluntary Action Scholars (AVAS) later known as the Association for Nonprofit Organizations and Voluntary Action (ARNOVA). In 1977, Yale University began the first research program (Program on Non-Profit Organizations (PONPO) in the field. In 1978, the Centre for Voluntary Organization (CVO) was founded at the London School of Economics (LSE) (Billis, 1993).

In the late 1970s and 1980s, several universities began education and training programs, which led to a national conference held by USF in 1986 on “Educating Managers of Nonprofit Organizations.” O’Neill and Young co-authored and co-edited the book that followed (1988). The second conference was held in 1996 addressing the field’s progress over the decade, which was edited by O’Neill and Fletcher, (1998). By 1990, Mirabella and Wish (2001), reported 17 universities with a graduate concentration in nonprofit management; by 2000, it had risen to 91, or an average annual growth rate of 44% since 1990. By 2006, there were 125 (7% annual growth rates from 2006). Today, there are an estimated 160 graduate concentrations in this space, which represents 2% average annual growth since 2006 and 29% average annual growth since 1990. (Mirabella, Hoffman, & Teo, 2019). Graph 1 clearly delineates this nearly exponential growth in graduate programs in philanthropy and nonprofits.

**Figure 1**

*Growth in Graduate Programs in Philanthropy and Nonprofits*



Source: Mirabella et al., 2019

As identified by O'Neill, (2005, 2007) during the formative years of nonprofit centers the major challenges faced included the following issues: sufficient funding, institutionalization of the centers in their universities, challenges to the "academic credibility" of the philanthropic and nonprofit studies field, student and other client satisfaction, and community impact of center programs and services.

One of the most significant investors in nonprofit management and philanthropic studies during the mid-1980s through mid-2000 was the W.K. Kellogg Foundation. Much of the foundation's work was led by Robert Long, Vice President for Programs. Especially important was the Building Bridges between Practice and Knowledge in Nonprofit Management Education Initiative (BBI). The goal of this project was to the further development and sustainability of educational programs to serve the nonprofit and philanthropic field.

"How Centers Work" (Larson & Barnes-Moorhead, 2001) provides a useful reference on the key elements that were identified for success of educational programs in the nonprofit field. The report summarized the challenges for future sustainability of centers and programs as: "stable funding, key leadership support, organizational fit, and community connections" (p. 10). Financial stability was identified as the greatest challenge by many of the center directors. The challenges of academic credibility within the university was also identified in their report covering the early years of development. Twenty years later, this issue was not identified as a major issue among our respondents, which makes sense considering the major growth in the nonprofit sector and the need for research and education for the field. Organizational fit within the university and meeting community needs remain as strategic challenges facing academic centers and programs.

Renz and Mirabella (2002) examined the dimension of "university-community engagement" in nonprofit management programs. They found that of NACC members then, the 22 programs reporting these types of programs, most offered academic certificates (68%), about one-fourth offered entire degree programs, and 82% offered non-credit workshops and seminars. Using semi-structured interviews, they found that older programs felt more at risk than the "average" units and that the units, which self-identified as "safer" reported less faculty support but more support from senior administration. The more stable units also offered more services than the "average" programs.

In a follow-up panel study, Renz and Mirabella (2006) examined the "nature and sustainability" of these centers. Some of their key findings were that surviving units (when compared to closed units) were older, had bigger budgets, and bigger staffs. Surviving units (compared to closed units) had greater resource "adequacy," long-term stability, long-term sustainability, and aggregate resource capacity. Perhaps surprisingly, the surviving units were not different from the closed units with respect to institutional political support and had less dependence on the broader institution for resources. They also found that survivors had more "institutional centrality," "organizational connectedness," and connected to a formal degree program and department.

In the UK, a similar development of the field of voluntary sector studies took place, as chronicled by Harris (2016). Her research indicates, as others have also noted, that the formal organization of nonprofit, voluntary, or civil society studies took place since the late 1970s. The similarity of the development of the field—at least when compared

to the USA—was broken by 2006 according to Palmer and Bogdanova (2008). While the U.S. growth continued apace in the 21 century, it stalled in the UK. The authors used the LSE program closure as a lens to examine the barriers both in the institutional (university) and the voluntary sector community need for “sector” education.

Paton (2008) provides a critique of Palmer and Bogdanova’s “pessimistic narrative” arguing that appropriate recognition of the different venues for education for workers in the field is not taken into account in their analysis. He suggests that in the UK, much of the growth of formal education for employees of the nonprofit sector took place in business schools and programs focused on social enterprise, rather than philanthropy and/or nonprofits. Concluding that when such an analysis is done one finds that “UK provision is healthily diverse, expanding, and evolving in its own way, in its own circumstances” (p. 104).

We recognize that there has been development of civil society centers and programs around the globe (many which have been chronicled by Mirabella in her database; see <http://academic.shu.edu/npo/list.php?sort=name>). However, our study is focused on the past and present membership of NACC that have a history to reflect upon our research questions. Unfortunately, we were unable to include more representatives from Centers outside of the USA.

Our focus in this research has been on NACC organizations. It is important to note the important role that the Nonprofit Leadership Alliance (NLA), formerly American Humanics (AH) has played in the growth of Nonprofit Management Education. Originally with a focus on youth and human service training, in 2002, AH revised its mission to serve all organizations in the nonprofit sector. For the history and assessment of the Nonprofit Leadership Alliance role and impact on undergraduate education in the field, see Altman et al (2012).

## Methodology

To assess the challenges and opportunities of nonprofit and philanthropic centers identified by various authors over the years—especially the work of O’Neill (2007), and Mirabella (2007, 2019) among others—we conducted interviews with former and current directors of nonprofit academic centers. All of the respondents were or are representatives of the Nonprofit Academic Centers Council. (See Appendix A for list of Interviewees and Institutions)

We used semi-structured interviews during the summer of 2019 to ask current and former leaders of NACC centers a set of questions, and encouraged the interviewees to add information that they thought was relevant. In order to encourage candid answers and/or to protect the identity of the informants, we list those interviewed in the Appendix A, but we do not attribute quotations and actions to individuals or institutions. Of course, where institutional data (such as NACC membership) is of public record, we do list institutions by name. The interviews lasted between 30 and 60 minutes. Notes were taken in real time with permission from the interviewees with the understanding their statements might be used, but that no statements would be used with attribution (see Appendix B for list of questions used). We did not use any software to analyze the text of our notes. We simply looked at patterns in the data and how these comments compared to the results from the prior literature. Some additional

points were made by members of the audience at the NACC conference following our presentation, which have been incorporated into this paper.

## Results and Discussion

In 2010, O'Neill in an interview with Robert Long (2010) made some insightful comments regarding new field development and education within the university setting. The first and most important recommendation was to focus on “long-term structure funding.” (Long, p. 8). In our study 10 years later, it continues to be the strongest recommendation from our respondents. We heard from several institutions that had endowments, that these endowed assets were quite helpful in terms of building sustainability fiscally and programmatically.

Deans, directors, chancellors, and presidents come and go, but endowments stay.  
Nothing guarantees a program's permanent place on campus like a big endowment.  
(Public, Midwest)

Conversely, all of the programs that failed or that are effectively shuttered lacked endowment funding, and at least one pointed this out as one of the key reasons for their closure (Private, Midwest). Even some of the centers/programs that are relatively well funded feel financially vulnerable. One director said that “... the ‘starvation myth’ is real.” Financial sustainability may mean that “pulling one block from the Jenga game, and the center can keep operating,” but several setbacks can be problematic—if not devastating (Public, West). While most of the centers/programs we interviewed were doing well fiscally now, most felt vulnerable fiscally whether from current and prospective cash flow challenges or from current or prospective “political” challenges whether from a change inside the university or at the elected official level. As discussed below, a financial setback for a philanthropy or nonprofit center/program may occur when there is a new dean or chancellor/president, who removes support and/or funding.

For most centers/programs that are thriving, there is also a great deal of earned income either from academic programs, and/or training, and/or research contracts and grants. For some programs though, the academic tuition goes into the coffers of the campus or the home school rather than the program. Yet for several programs, the tuition income is the lifeblood of the center/program.

Different programs and centers have become successful via different financial models. Academic tuition is the most traditional and readily predictable strategy. ASU, Cass School of Business, IU, and UT Austin have been able to combine earned income strategies with endowment fundraising to provide both programmatic income and an endowment that ensure both continuity and some cushion for budgeting and planning purposes. Many of the centers and programs were initially funded by a local foundation or a consortium of national and local funders. Most, if not all, of these initial grants were viewed as seed grants with the expectation of the centers becoming self-funding. Some centers/programs have benefited from ongoing foundation support—whether to fund speakers, contract research, or general operating support. Most centers/programs have had to rely on income from academic or executive education courses or contract research. It is clear that the programs and centers that have thrived have brought in their “own” or independent funding.

Research income is important to some centers, but several directors talked about the “fact” that funders never want to pay the “full cost” of doing research properly (Public, West and others). Perhaps most leaders of such centers, have been approached by funders or charities, who start the conversation with a comment like, “I am sure you can just have a grad student work on this (for free) as part of their research....” (Public, Midwest)

Some programs/centers have had faculty and/or staff lines funded by the campus or their home schools. These fiscal and visible commitments help the centers to raise money externally and lend legitimacy internally. Of course, these campus-funded lines can sometimes lead to disagreements later, when the person occupying the line leaves the university and the department chair or the dean wants to use the money differently than what had been agreed to initially. Those “lost” commitments from a department chair or dean unilaterally revoking the commitment to a philanthropy line (yet keeping the permanent or “base” funding for that line) were one of the key motivations for IU’s Center on Philanthropy to become a school.

On a related note, more than one director discussed the fact that a big gift/grant to get a center going was simultaneously “a blessing and curse.” The “blessing” was having enough resources to make some significant investments in personnel and take on serious programming early. The “curse” was that large initial grants tended to “crowd-out” other gifts—at least initially, as individuals and foundations felt like the program had already been “well funded” by the initial gift/grant, so others did not need to join alongside (Public, West, and others).

A second observation by O’Neill in 2010 was the pivotal role of turnover in key personnel. Especially when an entrepreneurial founding director turns over in an institution with little financial support for or loyalty to the nonprofit program. This concern is also manifested in our study. Transitions in both older and newer programs in a new field always risks death or major change when institutional funding and senior campus leadership changes.

For example, all (five) of the “shuttered” programs we studied resulted from either a lack of any succession planning or unsuccessful leadership transitions (International; Private, West Coast; Private, East Coast [2]; Private, Midwest). This is not to say that there were no other issues affecting the closures (funding, personnel conflicts, donor/funder priority shifts, administrative shifts, etc.), but the failure to replace key leaders—whether successfully or at all—is one of the key takeaways from our cases.

It is not just transitions in the programs/centers that can create problems. Several directors discussed challenges of being the “favorite” center of one president/dean, only to see that person retire or move on and then face a more neutral or even oppositional dean/president (Public Midwest [multiple]; Public, West; Private, Midwest). One director made the point that they had intentionally tried to not become too favored by any one president so that they did not face these types of oscillations in political support internally (Public, Midwest).

Another way to address this is by having a strong Board of Visitors (or similarly sounding name), which may not be a legal board, but serves as an advisory, fund-raising, and champion or networking group on behalf of the unit. At the Lilly Family School, eight of the nine (funded) endowed chairs (and both of the chairs to be funded

by bequests; so 10 of 11 chairs total) were funded by current or former members of our Board of Visitors or its predecessors. Having a strong Board of Visitors (especially with significant donors) not only protects the program from changes in leadership at the campus level, it may also help integrate the program into the community of practice and help meet the needs of local nonprofits.

One suggestion gleaned from other research and ours is the importance of broadening the base of support by addressing the needs of the nonprofit service community. Several current and former directors mentioned the need to build connections to the community more broadly to help build political as well as financial support for the centers/programs (Private, West Coast; Public, South; Public, Southwest; Public, Midwest [several]).

Third, the issue of building better communications among “management” educators across the campus with practitioners in the field was identified as an important strategy. The debate about the “best place” to locate nonprofit and philanthropic studies education in various degree programs and schools has been going on for the last 35 years. Mirabella and Wish (2000) provided a base line comparison of nonprofit graduate programs in colleges of public administration, social work, business, and other university settings. Mirabella et al. (2019) provide an update on the evolution of the “best placement debate” by noting that nonprofit management and philanthropic studies (NMPS) education programs tend “to be much more heterogeneous; that is, there is less similarity of course offerings across disciplinary boundaries than there is within disciplinary boundaries” (p. 63).

Our interviews and case studies reinforced this heterogeneous dimension of the field and suggests that the best place to house philanthropy and nonprofit programs can, in fact, be anywhere. There is not a clear pattern about programs that failed or thrived and to which schools they were attached. Of course, one argument could be made that some of the centers/programs/schools that have thrived have been the ones that are the most independent. On the other hand, it is clear that the worst place to be housed is one in which the dean (or chancellor or president) does not value the center/program and/or wants to raid the resources of the program in order to better balance the cash flow or assets of the school. Some former center directors said that they stepped down because the “new dean” was “combative and non-supportive.”

One point that was made during an interview, which did not necessarily bear on the survival of the center/program, was that it is hard to be a center director and an active scholar (Public, Midwest). It may be necessary to do one or the other, especially if running a larger program. Another important point made was there is an inherent tension for these centers/programs between being too inwardly focused (or too academic) and being to market/externally focused (or too practitioner-focused) (Public, West; Public, Midwest).

Another “wild card” in this more politicized era—at least for public universities—is what happens to a program/center when there is a profound “sea change” in values from political leaders, who may cut funding for state-assisted universities so drastically that no program escapes unharmed (Public, Midwest). This may be impossible to anticipate but it also demonstrates the value of endowed funds and diversified earned revenue streams. Endowment income may be the only source of income that is not susceptible to truly “political” forces.

One common challenge for many directors was the restrictions by their home institution about getting permission to fundraise and/or getting the school/campus development team motivated to raise money for their programs/centers. A few centers have their own development staffs, but many rely on their schools' or campus's fundraising teams. Some centers were a development priority for their campus or school leaders, but several found themselves on the outside looking in.

Not surprisingly, campus and school rules and cultures around fundraising are more important for the success of philanthropy and nonprofit programs. Some programs have benefited from the campus's rules, but many felt repressed or unduly restricted in their fundraising efforts by the need to get permission from the president's office or the development office to solicit donors, who wanted to donate to their programs. One former director expressed regret that they had not cultivated more high net worth individuals for gifts—instead of relying on private foundations for their philanthropic support (Private, West). IU consciously focused its external fundraising efforts on donors who were new to IU, who donate to IU, because of the philanthropy program not because they have a strong, pre-existing relationship with IU.

## Conclusion

While the old aphorism, “Sometimes, it's better to be lucky than good” remains true, some centers flourished for a period and then floundered because of “whimsical changes” in donor priorities and/or campus administration and/or governmental leadership. Some centers ended up with new deans or chancellors for whom the center was either not a priority at all, or worse, the center was viewed as a “piggy bank” to be broken into and robbed. Several centers remain still “on the books” but in name only. Several others live on a “shoe-string” budget with little cash flow and even fewer discretionary resources.

On the other hand, several centers seem to be thriving: adding faculty, adding programs, growing enrollments, conducting funded research, as well as training programs. We found that many of the things we teach in our programs work well when leading academic centers: Diversify income streams; do not become reliant on one donor; provide for leadership transitions and succession plans; raise money for endowments; grow and develop your board.

While endowment funding is not a necessary condition for long-term survival, it may be a sufficient condition. Tautologically, if a center has an endowment, it can survive in perpetuity. However, it seems like the endowments do more than that legal minimum of “survival.” They help add stability to cash flow but also create a psychological differentiation in the mental calculus of faculty, staff, current and prospective donors, as well as administrators.

This result about survival and, perhaps more generally, about the importance of private philanthropy to help these centers flourish, also points to the importance of gift agreements. The agreements need to be written with enough precision to thwart a dean or chancellor with budgetary crunches, such that they cannot claim your philanthropic gifts and/or endowed resources to provide budget relief elsewhere. However, a clear gift agreement may not be able to keep a dean or president from reallocating resources—even if it prevents an outright robbery of philanthropic gifts or their endowment income.

Earned income, whether from tuition, training, conferences, or research, plays widely varying roles for different centers. Most centers had a hard time earning meaningful funding from research. Most found that funders want to fund the marginal costs rather than the full (or average) costs. This may be possible if there are other revenue streams to cover the remaining fixed costs, but marginal cost funding does not make research fiscally viable otherwise. Academic tuition plays the most important piece of earned income for several centers; but for many, those dollars go into the coffers of the school or campus rather than the center. Regardless, the centers that are doing well, generally had a diversified set of income sources and had also received some financial and in-kind support from their campus leaders.

Centers that thrived learned how to integrate their campus and school leadership into their niche programs in some meaningful ways. In some cases, this was building a strong advisory board and inviting school and/or campus leadership to join the advisory board or at least provide regular updates.

Several centers had campus and/or school support in cash and/or efforts from their development offices. The centers that felt marginalized financially usually received little or no cash from their campus and/or dean and little or no support in fundraising. In fact, some were prohibited from or chastised for soliciting donors. On the other hand, one of the lessons learned from several directors was the importance of building networks in the communities—both for fiscal success but also for “political” strength—whether on campus or in the legislature. Another point raised to ensure the survival of their program or center (Public, South) was the importance of managing the relationship with their internal “boss” whether a department chair, dean, or chancellor.

## Appendix A: Interviewees

We thank the following individuals for their candid answers.

Alan Abramson, GM	Paul Palmer, Cass School of Business
Kathy Agard, GVSU	Susan Phillips, Carleton
Robert Ashcraft, ASU	Roseanne Mirabella, SH
Dwight Burlingame, IU	David Renz, UMKC
Richard Clerkin, NCSU	Patrick Rooney, IU
Jim Ferris, USC	Paul Schervish, BC
Matt Hale, SH	David Springer, UT
Doug Ihrke, UWM	Gene Tempel, IU
Thom Jeavons, GVSU	Mary Tschihart, NCSU
Michael O’Neill, USF	Naomi Wish, SH
Michael Moody, GVSU	Dennis Young, Case Western

## Appendix B: Set of Questions Included

1. When did the program/center start and what was the precipitating factors?
2. To what would you attribute to its success in getting started?
  - a. Philanthropic support?
  - b. Campus support?

- c. Faculty interest?
- d. Student demand?
- e. Others?
3. How have you reached sustainability?
  - a. Funding? Sources?
  - b. Etc.
4. Innovations/leadership of the founder(s) and subsequent leaders?
  - a. Engagement of the founder to set mission?
  - b. Adapt?
  - c. Engage faculty?
  - d. Engage campus and community leaders?
5. What would you have done differently to have been even more successful?

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