

Editor's Notes

Contemporary Issues to Basic Considerations in Nonprofit Education

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To characterize this issue of *JNEL*, I have chosen the phrase “contemporary issues to basic considerations in nonprofit education.” Gassman, Norris-Tirrell, and Kofoot examine student loan debt and its effect on nonprofit leadership. Student loan debt has certainly received much media coverage, and the article suggests a response from sector organizations and universities. Everyone involved in nonprofit education needs to be articulate about student debt. It is a problem not only of university administrators but also those of us who teach.

The Gassman, Norris-Tirrell, and Kofoot article reminds me to mention a new *JNEL* initiative spearheaded by Crystal Evans, who is moving from the editorial board to an associate editorship. Evans helped produce a YouTube video to publicize *JNEL*, and she did it on the Gassman, Norris-Tirrell, and Kofoot article with input from the authors. This is an exciting development for *JNEL*. We hope to continue it and appreciate the assistance of Kim Vecchio at Sagamore-Venture to make these videos a reality.

This issue of *JNEL* has several other interesting articles. There are two on social enterprise. Fredrik O. Andersson and Jurgen Willems critically examine the concept of social enterprise as taught in universities versus its actual use by nonprofit practitioners. Albrecht, Varkey, Colville, and Clerkin compare for-profit with nonprofit trends in social enterprise and their implications, especially for university programs that teach social enterprise.

The article on barriers to using experiential education by Weaver, Danley, and Otero-Vera should interest undergraduate and graduate course teachers. Besides a comparative book review on fundraising books by Jackson, there is an interesting teaching note on personal solicitation fundraising and student perception by Ebode and Edington. In the future, *JNEL* hopes to publish more teaching notes in which instructors discuss their teaching experiences with others by focusing on classroom positive and negative experiences as well as frustration and successes—a different focus than a research article or review essay.

Last but not least, I wish to call attention to the article on student centered-case studies by Elson. Case studies play a central role in nonprofit education and articles like Elson's help us to appreciate their use and to refine practice. *JNEL* is making an effort to encourage case study submission, and we hope the journal becomes a resource for dissemination of teaching cases.