

# The Story of the Building Bridges Initiative



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**Profile**

*Initiative name: Building Bridges between Knowledge  
and Practice in Nonprofit Management  
Education (Building Bridges initiative)*

*Dates: 1997–2002*

*Scope: \$13.5 million, 20 projects in the  
United States, eight programs in  
Latin American countries*

*The story of bridges is as much the story of outstanding individuals as it is of improvements in available materials and structural design. Building a bridge requires a person with a special heart, an all-consuming drive and determination, and, above all, a vision.*

Steven Ostrow, "Bridges"

During the five-year life of the W.K. Kellogg Foundation's Building Bridges initiative (1997 to 2002), hundreds of bridges were built between practice and knowledge in nonprofit management education – bridges between institutions in the initiative, institutions and their communities, and among individual participants in the projects. This report, "The Story of the Building Bridges Initiative," is just one slice of the story told from our perspective as the two people who were there from beginning to end. Each person who was a part of the initiative also has stories to tell, but these tales are beyond our ability to collect and report. What we know about these bridges is that the traffic is moving in both directions with mutual respect, benefit, and responsibility.

We dedicate this report, "The Story of the Building Bridges Initiative," to the project directors and members of the teams that participated in the initiative. They did the real building. Their bridges helped people access higher learning about nonprofit management and helped academic programs access the wisdom and realities of practice. We hope that in some small measure their stories are reflected in these pages. They are outstanding leaders with great passion for their work in the nonprofit sector.

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**BUILDING BRIDGES**

Between Practice and Knowledge in Nonprofit Management Education

### An Expanding Third Sector

*Imagine the world without bridges. The smallest river would become a barrier, only to be crossed by boat or at a place where the water is shallow enough to wade through ... Journeys that are just a few miles as the crow flies would have to follow a roundabout route to avoid difficult streams and rivers ... Without bridges, all communication would slow down, and without swift, reliable communications, civilization would not be able to develop beyond the stage of small and mainly isolated settlements.*

Jerry Kingston, "How Bridges Are Made"



Building new bridges is necessary in a field growing as rapidly as nonprofit management. Nonprofit organizations have been part of the American scene throughout its history, but in the last quarter of the 20th century, the number of organizations exploded, leadership of the organizations became more professionalized, and the study of nonprofit management in our nation's colleges and universities accelerated.

Lester Salamon reports on "the striking record of recent sector growth" in *The State of Nonprofit America*. "Between 1977 and 1997 ... the revenues of America's nonprofit organizations increased 144 percent ... nearly twice the 81 percent growth rate of the nation's economy," and "... the number of 501(c)(3) and 501(c)(4) organizations registered with the Internal Revenue Service increased 115 percent, or about 23,000 organizations a year" (Salamon 2002).

Because of this growth, leadership of nonprofit organizations needed to become more professionalized. The nonprofit operating environment required leaders who were knowledgeable about governance, fund-raising, marketing, advocacy, human resource management, nonprofit law, technology, and a host of other arenas.

To keep pace with the increasing number and size of organizations and need for professionalized leadership, the number of nonprofit management programs in higher education skyrocketed. According to data collected by Roseanne Mirabella and Naomi Wish at Seton Hall University, in 1990 there were 17 graduate programs offering a concentration (three or more courses) in nonprofit management. Mirabella reported that in 2003, there were 114 such programs – an increase of 647 percent in just 13 years. That same year, there were 44 programs offering an undergraduate concentration in nonprofit management and 70 campuses offering the undergraduate American Humanics certificate.

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## **A Widening Gulf Between Theory and Practice**

Seeing the emerging needs of the sector, in the 1980s the W.K. Kellogg Foundation created a new program area, Philanthropy and Volunteerism, under the leadership of Program Director Pete Ellis. The Foundation began investing in support systems for the sector, from the establishment and ongoing operation of the Foundation Center to the creation of infrastructure organizations like the Council on Foundations and INDEPENDENT SECTOR.

With such dramatic acceleration across the field, nonprofit practice has raced forward, while nonprofit scholarship has struggled to keep pace. Practices developed through the trial and error of nonprofit leaders have not always been carefully studied. Meanwhile, even as the study of nonprofit management has taken shape, the theories of practice developed by academics often have not reached practitioners.

To better understand these trends, the authors began in 1995 a yearlong inquiry into the state and impact of nonprofit management education. Interviews with more than 90 practitioners and academics yielded some striking findings. Leaders of nonprofit organizations who had studied in nonprofit education programs revealed that they had many educational needs not being met by academic centers. Specifically, these practitioners said that universities needed to provide more relevant programs, that they preferred to take courses based on the real-world experience of practitioners, and that academic programs should contain practical, as well as theoretical components.

In turn, interviews and consultations with academics revealed concerns about the many challenges nonprofit programs in higher education face within their institutions, as well as broader challenges to knowledge development in the field. Within their institutions, academics expressed concerns about challenges to the proper development of intellectual and theoretical frameworks: the varied disciplinary placement of nonprofit management programs (i.e., in the business school, public administration programs, social work programs, or as an interdisciplinary center), the uncertainty of long-term funding, and academic respect for nonprofit management as a field of study. When academics looked at the nonprofit field, they expressed concerns about the need to professionalize the field through certification, credentialing, career awareness, and career paths, as well as a concern that knowledge is scattered and difficult to locate because of the interdisciplinary nature of the field.

The inquiry also indicated an emerging cultural and communication gap between practitioners and academics.

<b>Practitioners</b>	<b>Academics</b>
Want knowledge that is up-to-date and immediately applicable to rapidly changing needs	Value knowledge that extends previous research and is connected to a theoretical framework
Question the utility of the academic style of acquiring knowledge and sometimes suggest that it is out-of-date in the fast-changing nonprofit context	Work in the slower culture of higher education institutions – a culture that presents many barriers to change and curricular innovation – and suggest that practitioners should place greater value on theory and research
Want programs offered at affordable prices and convenient times	Constrained by university policies, pricing, and scheduling, are sometimes unable to offer programs that are affordable or accessible to potential students

The inquiry found that knowledge in the form of theory and research developed in nonprofit academic centers often is not designed for practical application, or it is not effectively disseminated to practitioners. Conversely, practitioner knowledge is frequently developed through trial and error in nonprofit organizations, with little attention to theory or research findings.

These findings would lead to – and shape the design of – an initiative to help nonprofit management education respond to the needs of nonprofit organizations.

### Bridging the Gap



The growing divide between theory and practice gave rise to a Kellogg Foundation effort: the Building Bridges between Knowledge and Practice in Nonprofit Management Education initiative. As stated in the Kellogg Foundation's Program Initiative Overview, the initiative sought to "help develop more comprehensive educational programs that respond to the wide range of management and leadership needs of Third Sector leaders" and to "support efforts that create active two-way partnerships to improve practice and build knowledge for nonprofit management into the future." This was another step in pursuit of the Foundation's mission to apply knowledge to improve the quality of life.

Formally launched in 1997, the broad aim of the initiative was to foster stronger links between the pedagogy and practice of nonprofit management. It took on two challenges: How could university programs be more responsive to the needs of nonprofit professionals? And how could nonprofit professionals better understand the integral role that higher education plays in developing knowledge for the field? More broadly, participants in the initiative were called on to commit to learning from one another in support of the development of educational programs for nonprofit leaders.

Specifically, the initiative's four goals were:

1. Extend the reach of, and access to, a full range of educational programs, thereby increasing their capacity and that of more diverse and representative Third Sector leaders. The aim was to help educational institutions respond to the changing nonprofit management environment with more effective and efficient programs.
2. Foster more comprehensive nonprofit management education by increasing the capacity of practitioners, scholars, organizations, and institutions to improve practice and contribute to the growing body of knowledge.
3. Continue the commitment to growth and reform in higher education by supporting stronger relationships between the needs of the community and the contributions of higher education institutions.
4. Deepen the impact of educational programs on improving nonprofit management practice by increasing their responsiveness to the field as represented by systematic change in critical areas such as:
  - New leadership and management competencies
  - Increased diversity in leadership
  - Greater policy development capacity
  - Improved financial development capacity
  - Interdisciplinary and multi-sectoral curricula
  - Institutionalization of programs

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## The Initiative

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### Designing the Initiative

*To build a bridge, investments are made in people, equipment, and land. The site of the bridge must be chosen and the land must be purchased. Surveyors measure the land. Deep holes are bored into the ground to take samples of the soil and rock. The builders have to find out if the rock is hard enough to act as a support for the bridge.*

"How Things Work: Structures," Time-Life Books



To increase the capacity of nonprofit leaders through university-based programs of study, in 1986 the W.K. Kellogg Foundation funded the Academic Centers of Excellence grant strategy. Grants made through this effort encouraged the development of different approaches to educational program design and delivery. Between 1986 and 1996, the Foundation invested more than \$15 million in higher education programs in nonprofit management. By 1996, relying on this decade of investments, interviews with nonprofit executives and academic leaders, cluster evaluations, colleagues in the Philanthropy and Volunteerism program area, and significant first-hand experience in the field, the Foundation had developed an integrated action plan for the Building Bridges initiative. Later that year, the Foundation Board of Trustees appropriated \$13.5 million to fund it.

The next step was making an investment that would bring more than 120 people, representing more than 70 higher education nonprofit management programs, to the Kellogg Foundation's offices in Battle Creek, Michigan, on June 3 and 4, 1997, for an informational session on the initiative. At the meeting, Kellogg Foundation program directors shared lessons learned from recent nonprofit management education grants, presented future directions for grants and programs, and distributed invitations for grant proposals. Hearing about the initiative and asking questions enabled participants to decide if they wanted to invest in writing a proposal.

Soon more than 50 proposals had been submitted to the Foundation. Program directors evaluated the proposals through a systematic process that included peer review and site visits. Proposals were assessed using a range of criteria, including the degree to which they matched the initiative goals and guiding principles, amount of funding requested, geographic location, type of institution, institutional investments, and strength of local partnerships.

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By the end of 1997, the Foundation had awarded grants to 18 institutions of higher education and other educational collaborations or organizations – all in the United States. Twelve of these were new grantees; six were existing grantees that received supplemental funds to join the initiative and participate in meetings. Eight months later, two more new grants were made, bringing the total to 20 U.S. grantees. Within another half-year, eight educational programs in Latin American countries were added to the initiative, resulting in a unique cross-cultural program. Later, one U.S. program withdrew due to a lack of readiness to participate in initiative-level activities, leaving a final total of 27 projects in the initiative.

*(See Appendix A for a listing of Project Leadership Teams, and Appendix D for Initiative Project Summaries).*

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## **Seven Initiative Components**

*A log across a small creek is the simplest kind of bridge. It must be long enough to reach from one bank to the other, as well as strong enough to carry the weight of a person. This simple span has just one part, the tree, though most bridges have many. Engineers call the parts members, because like the members of a team they work together to make the bridge strong.*

Ken Robbins, "Bridges"

Just as bridges have parts that make up the whole structure, the Building Bridges initiative had many elements. In addition to the distinctive educational efforts undertaken by the individual Bridges grants, the initiative as a whole had seven key programmatic components.

### **Component One: Project Leadership Teams**

When the Bridges initiative was launched in 1997, a core goal was the creation of active two-way partnerships between the field of practice and higher education. As a condition of being awarded a grant, the Kellogg Foundation required projects to assemble a project leadership team representing key stakeholders. Leadership teams were a distinctive feature of the Building Bridges initiative and relatively innovative in the field of grant making. Each of the projects, as well as the initiative itself, had a leadership team. The initiative architects saw these teams as an expression of the intent of the initiative. By bringing different voices together on the project teams, strong bridges could be constructed and sustained.

The premise was that quality education programs in nonprofit management depend on the full engagement of practitioners and academics because knowledge is developed by and resides in both groups. It was expected that the practitioner perspective would help academic programs become more responsive to the issues of practice. At the same time, the academic perspective would help the practice of nonprofit management become more connected to theory and research.

*Within their projects*, the teams developed, implemented, managed, and evaluated the grant. More fundamentally, these teams embodied the idea of “bridges” as a way to encourage a two-way flow of learning and teaching about nonprofit management and leadership within projects. *Across the initiative*, the project leadership teams functioned in yet another way – as participants in annual networking meetings.

Because projects needed to be guided by people with diverse points of view, the composition of the project leadership teams was not left to chance. The Invitation for Proposals document stated that the teams were to be “representative of the key stakeholders involved in the project” and set forth criteria for team composition. To emphasize the importance of diversity within the initiative, proposals were required to include a diversity profile for the project leadership team. The profile was to describe all aspects of diversity, including race, gender, and team/ stakeholder role (e.g., Third Sector practitioner, higher education administrator, faculty/teacher, program participant/alumna(us), and community member).



Finally, project leadership team members were asked to commit to service for the entire five-year period of the grant. While some attrition among team members was expected, it was hoped that the project leadership teams would remain mostly intact for the life of the grant, and that relationships formed at the annual meetings would strengthen not only the individual projects but also the impact of the initiative as a whole. In the end, 143 individuals participated on a project team – 51 serving full terms, 92 partial terms.

At the initiative’s outset, some grantees, resistant to the idea of project leadership teams, seemed to assemble a team simply to meet the requirement. Relationships within these teams tended to be more limited. However, over the course of the initiative, nearly all of the teams became quality working groups that influenced the project beyond the initial scope of work.

*(See Appendix A for a complete list of the Project Leadership Teams).*



## Component Two: Initiative Leadership Team

Launching and sustaining an initiative that stretched for five years and involved 27 program sites in the U.S. and Latin America was an endeavor that could not be managed by Foundation staff alone. Furthermore, as with the project teams, the combined ideas and coordinated efforts of people working on different parts of the initiative were expected to have a synergistic effect on the whole. As the Kellogg Foundation program director leading the initiative, Dr. Robert Long assembled a team to assist with several different functions supporting the initiative. This team came to be known as the initiative leadership team, representing the following functions:

- **Leadership** encompassed overall vision, direction setting, planning, and content of the initiative, as well as guiding the work of the team.
- **Management** supported the initiative as a whole, as well as the projects as separate entities. Management activities included planning and implementing annual “learning community” meetings, creating and maintaining an initiative Web site and listservs, and promoting discourse and relationships across the initiative. Services to projects included site visits, informal counseling regarding the initiative, and formal consulting as requested.
- **Communication** developed and distributed products that explained and promoted the work of the initiative, both within and outside the Foundation. Communication work included a newsletter, project recognition efforts, speeches, news releases, media packets, panel presentations at scholarly conferences, and published papers and reports.
- **Evaluation** measured the extent to which the initiative as a whole achieved its change objectives. Several research projects were completed as part of the initiative evaluation. Results of evaluation studies fed the communication efforts mentioned above.

The initiative team was composed initially of people from three organizations: the Kellogg Foundation, CenterPoint Institute, and Applied Research. Key Kellogg Foundation staff included individuals in the Philanthropy and Volunteerism program area, Meeting Services, and Communications units. CenterPoint Institute provided management support to the team and the initiative, as well as communication services. Applied Research was the initiative evaluator.

*(See Appendix B for a complete list of the Initiative Leadership Team).*

*If you were to travel around the world, you'd see many, many different kinds of bridges, both old and new. Bridges today may look different than bridges built long ago, but their parts are similar. Every bridge has a deck, where you walk or drive. Every bridge has supports, too. The distance between a bridge's supports is called its span. All supports rest on foundations in the ground. And the approaches are the roads leading to a bridge.*

Carol A. Johmann and Elizabeth J. Rieth,  
"Bridges! Amazing Structures to Design, Build & Test"



### Component Three: Initiative-wide Meetings

On an initiative level, practitioners and academics needed to come together on a regular basis. Kellogg Foundation experience has shown that grant projects are significantly enriched by opportunities for participants to talk with others who are doing similar work. But the Bridges meetings were more than places for people to network; they were a place for everyone who had a stake in the success of the initiative to learn. They were, in other words, a learning community. Learning community meetings became a place where team members could build a network, share information, question and challenge one another, and apply new knowledge. Relationships were built and strengthened, solutions to problems shared, successes celebrated, and ideas generated.

While it was expected that relationships formed at the annual meetings would strengthen the individual projects, it was also expected that the relationships would strengthen the impact of the initiative as a whole. Working in isolation, most projects would probably achieve, to some degree, the goals outlined in their proposals. Working together in a learning community, on the other hand, would help projects exceed the goals they initially set forth. New curricular models could be shared, strategic alliances could form, projects might collaborate on an educational product, and knowledge could be transmitted beyond the limits of a single project site.

Four times during the initiative, key leadership teams representing the Building Bridges projects assembled for a learning community meeting (see Appendix F for details). The purposes for the meetings were: (1) to promote learning and communication among the projects, (2) provide learning opportunities for participants, and (3) increase participants' leadership capacity by increasing their understanding of the Third Sector

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and its relationship to higher education. The meetings were planned and implemented by CenterPoint Institute. To plan the meetings, CenterPoint regularly consulted with the initiative team and with advisory panels composed of project team members. During the meetings, the advisory and the initiative leadership team played vital implementation roles.

#### **Component Four: Integrated Impact Services**

Studying the bridges built in this initiative, understanding their special features and design, and communicating their stories were the tasks of the initiative's evaluation and communication team members. Evaluation and communication, policy development, meeting services, and technology and program learning are all support services at the Kellogg Foundation that exist to increase the impact of initiatives. In the ideal, these services become intentionally integrated with each other and into the initiative design and implementation processes – supporting the concept of integrated Impact Services<sup>1</sup>. All of these services played roles in the Building Bridges initiative, but communication and evaluation were key elements of the strategy. In a sense, the initiative tested and proved the hypothesis that connecting communication and evaluation in this way can lead to greater impact. The idea was that potent communication messages would be derived from evaluation results and that communication needs would help to inform the evaluation plan.

In the initiative's planning stages, communication and evaluation were separate spheres of work. Applied Research, having completed the cluster evaluation for the Kellogg Foundation's earlier Academic Centers of Excellence program, was selected as the Bridges initiative evaluator. The communication work was to be handled by a firm that had not been selected by the time the initiative launched. As the initiative unfolded, the communication function was left unfilled. Evaluation proceeded; communication lagged until the summer of 1999, when the Kellogg Foundation delegated communication responsibilities to CenterPoint Institute, the initiative's management intermediary. In August 2000, as the Foundation's overall integrated Impact Services program was moving forward, the initiative's communication and evaluation functions were officially connected.

<sup>1</sup>The principles and philosophy of integrated Impact Services, as defined by the Kellogg Foundation, are: *proactive* involvement; *partnerships* with staff, consultants, grantees, and vendors; *planning* of outcomes and processes; *products* which are innovative and effective; and *promotion* of good stewardship. Evaluation asks questions about measuring and defining impacts and outcomes. Communication packages and presents the answers to those questions in various formats for various audiences. At the same time, communication helps to refine the evaluation questions – to derive the most useful data – and evaluation helps to define the audiences and vehicles for communication activities.

### *Evaluation*

At the Kellogg Foundation, initiative-level evaluation determines how well the various projects in an initiative fulfill the objectives of systemic change. It looks across projects to identify common threads and themes that, having cross-confirmation, take on greater significance. Initiative-level evaluation is used to enhance the effectiveness of grant making, clarify the strategies of major programming initiatives, and inform public policy debates.

The Building Bridges initiative evaluation assessed the extent to which the goals and guiding principles of the initiative were met by the 19 grant organizations in the United States. Evaluators were able to identify similar impacts and outcomes, as well as processes, among many of the initiative grantees. In 2002, Applied Research completed *Building Bridges Initiative Final Cluster Evaluation Report*.

The following data sets were used in the development of the final evaluation report:

1. **Bridges Projects' Final Narrative Reports** – A collection from 16 of 19 grantees in May 2002.
2. **Network Study** – Collected from grantee leadership teams, this set of four network surveys measured communication links among participants over time.
3. **Builders' Study** – From interviews with 10 Nonprofit Academic Center directors (builders of the field) to identify how the centers grow and how they are sustained.
4. **Student Survey** – Students enrolled in nonprofit certificate and degree programs at six Bridges institutions responded to surveys about how and why students chose educational programs and their perceptions of these programs.
5. **Alumni Survey** – A follow-up to the student survey, alumni were asked to reflect on their educational programs and identify new skills.
6. **Learning Community Meeting Evaluations** – Learning community meetings were evaluated to determine which aspects of the meetings were most/least beneficial and to capture data about progress in projects.
7. **Annual Reports** – Documentation of the grantees' progress toward goals provided to the Foundation on an annual basis.

In a departure from standard Foundation procedures, the evaluation report drew on the initiative's final narrative reports as the primary source documents. Normally, final reports address grant-specific questions and are submitted at the conclusion of the grant. In a new approach, the Bridges final narrative report asked all 19 grantees the same set of quantitative and qualitative questions and collected the data at the same time.



## *Communication*

The initiative established communication objectives and identified opportunities to reach target audiences. Above all, the communication triumvirate of audience, message, and vehicle became the framework for dissemination strategy. The communication plan was built on reaching five target audiences, with a specific communication goal for each:

- The higher education audience was composed of administrators, faculty, trustees, and alumni not directly involved with the study of philanthropy and nonprofit management and leadership. The communication goal with this audience was to increase awareness of the value of Third Sector studies, as a strategy to engage universities with community needs.
- The nonprofit management education audience was composed of faculty, students, consultants, researchers, and others actively involved in studying, teaching, and/or researching in this field. The communication goal with this audience was to increase awareness of the value of linking theory and practice.
- The nonprofit organization and practitioner audience was composed of executive directors, staff, and board members working in the Third Sector. Communication objectives for this crucial audience were to increase awareness of nonprofit programs in higher education, encourage partnerships with universities to develop curricula and help set research agendas, encourage adoption of policies to support continuing education, and use research findings to improve practice.
- The foundation audience was composed of the Kellogg Foundation Board of Trustees and staff, and other charitable foundations. Over the span of the initiative the communication goal for this audience was to increase knowledge of the Building Bridges initiative and its innovative grant making strategies.
- The Building Bridges initiative audience was composed of members of the project leadership team and the initiative team. The ongoing goal was to promote communication within the initiative and share program achievements.

Communication was a vital component of the initiative, seen as a way to amplify impact by raising awareness of the effort and the critical issues it was addressing. Four methods anchored initiative communications:

- *Meetings and presentations* were used as a primary vehicle for communication. A total of 1,919 people attended 10 meetings. For example, presentations by bridges projects at the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) conferences in 2000, 2001, and 2002 were well-received. Kellogg-sponsored breakfasts were particularly well-attended and proved to be a valuable opportunity for reaching the higher education audience.

- *Publications* kept participants connected internally and captured critical lessons and issues for external audiences. Evaluators tracked 83,625 impressions in newspapers, magazines, journals, and newsletters. Nearly a dozen major reports about the initiative were developed and distributed. (See Appendix E for Document Summaries.)
- *Electronic communications*, particularly the Bridges Web site, were highly effective. As the initiative evolved and grew, so did the Web site. At the outset, the Web site was intended to be a central bulletin board for information about the Building Bridges initiative, primarily for members. An associated listserv also kept members in touch with each other. In time, as more products were developed, the focus of the Web site shifted to external audiences, providing an access point for information about nonprofit management education. The structure of the Web site evolved from a page-based model into a database-oriented model, making information easier to find and updates easier to make. The home page ([www.CenterPointInstitute.org/Bridges](http://www.CenterPointInstitute.org/Bridges)) gave quick access to Bridges members' contact information, Bridges initiative historical information, recent developments, and links to other nonprofit management information.
- *Collateral materials* were especially helpful in reaching one of the most important, but elusive, audiences: nonprofit practitioners. These practitioners could influence the allocation of scarce resources at colleges and universities by driving demand for formalized nonprofit management education. Getting information about nonprofit management education into the hands of practitioners was, therefore, a priority. To accomplish this goal, an interactive CD-ROM presenting an overview of the nonprofit sector and education resources was developed. The initiative produced 4,100 copies of the Nonprofit Power CD-ROM and mailed 2,500 of them to a selected list of nonprofit organizations within 30 miles of the home ZIP code of each of the Bridges projects. Word of mouth and announcements on-line and in printed newsletters spurred requests for the remaining CD-ROMs, and by the end of 2003, all copies had been distributed.



### **Component Five: Fostering Small Group Connections**

To foster small group connections, two mini-grant programs were implemented during the initiative. Small group activities took a variety of forms, including face-to-face meetings, listservs, collaborative development of educational resources, and sharing of curricula.

The first mini-grant program was dubbed “Connecting Strategies.” Seven proposals were funded late in 2000. The total award amount granted was \$57,210; grants ranged from \$2,250 to \$13,600. Connecting Strategies activities were completed by September 2001. Forty-six percent of Building Bridges’ U.S. project team members participated in one or more Connecting Strategies activities. And, in all projects in both the



United States and Latin America, at least one team member participated in at least one Connecting Strategies activity. Some strategies included individuals who were not members of Bridges teams.

The second mini-grant program was called “Building On Bridges.” Six proposals were funded in 2002. The total award amount granted was \$100,000; grants ranged from \$13,340 to \$29,660. Activities were completed by December 2002. Participation rates were similar to the previous mini-grant program, except that there was greater outreach to stakeholders who were not members of Bridges teams.

### **Component Six: Capstones**

During the last year of the initiative, each project team designed a culminating experience to directly meet its project’s needs – a “capstone” that would boost the project to a new level. Several projects hosted some type of stakeholder meeting to celebrate the announcement of a new program. Some used the capstone to produce materials: reports, CD-ROMs, or curricular materials. And two projects sent a team to the Salzburg Seminar to learn about and connect with nongovernmental organizations around the globe.

### **Component Seven: Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)**

The initiative team used annual ARNOVA conferences as a vehicle to communicate the findings and accomplishments of the Building Bridges initiative. For three years, CenterPoint hosted an annual informal networking reception for Bridges members and their colleagues, helped organize paper presentations by members, and facilitated Kellogg Foundation-sponsored Building Bridges breakfasts.

These activities served many purposes, including advancing the principles of linking practice and theory to improve the impact of nonprofit management education. In many ways, the goal of the initiative was promoted by the primary research association for the academic leadership of the field. Curricular approaches, educational delivery systems, and collaborative approaches to learning all worked to strengthen relationships and a two-way flow of traffic across the bridge between theory and practice.

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### Lessons Learned

*There are many types of bridges. Some bridges are for people to walk across. Others are for cars, trucks, and buses, and there are even special bridges for trains. A bridge can be just a few feet long, or span many miles ... the next time you see a bridge, look at it carefully. Is it a suspension bridge, or a beam bridge? Examine it to see if it has any special features. If you were an engineer, how would you have designed it? Would you have done anything differently?*

Elaine Landau, "Bridges"



What was learned from the Building Bridges initiative extends beyond the story told in this report. The findings of the initiative evaluation and observations of the leadership team have given us a better understanding of how initiatives work – especially initiatives that focus on university/ community connections. Regardless of whether the point of entry to the work is the university, an association, government, or some other entity, future initiatives that aim to bridge universities and their communities to make academic programs more responsive should consider the following:

- To increase the likelihood that initiative goals are met, goals need to be clearly and consistently articulated. Articulation should begin with the first public mention or introduction of an initiative and continue throughout the life of the initiative.
- To develop external partnerships, higher education units and staff may first (or simultaneously) need to develop solid intra-university relationships.
- To encourage the development of comprehensive and accessible educational opportunities, consider funding both universities and the communities in question so power relationships are more equal.
- To improve the utility of educational offerings, universities should be encouraged to seek a curricular balance between immediate needs of the field (responsive) and long-term leadership knowledge and skills (comprehensive).

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- To build the management and leadership skills of individuals, classroom-based programs may be the better mechanism, while outreach and community service may be better vehicles for impacting organizational practices.
  - To increase the participation rates of people of color in certificate and degree nonprofit programs, financial assistance, such as scholarships, should be provided. To reach the highest number of people of color working in the nonprofit sector, the development and implementation of outreach programs should be funded.
  - To increase the visibility of this field, academics should share their work across disciplines, promote their work with university administrators, and disseminate findings in the field of practice. This recommendation may require support for marketing and dissemination beyond what is typically called for in grants, and it may require new forms of technical assistance.

*Throughout history, bridges have been among the most graceful and beautiful expressions of the builder's art. Yet, ironically, bridges are so utilitarian that they are easily taken for granted, and are seldom appreciated for what they are. Of the millions of people whose daily commute takes them across one or another of the world's bridges, how many pause to consider the incredible achievements that these imposing structures represent?*

Steven Ostrow, "Bridges"

According to the final evaluation report, the initiative participants built a number of valuable bridges between theory and practice, scholars and practitioners, the academic institutions and the field. Six main outcomes stood tall:

- 1. University/community partnerships were deepened and expanded.** All Bridges grantees reached into their communities to document and better understand the needs of practitioners and how they could best meet those needs. Grantees conducted focus groups, engaged practitioners in conversations, involved practitioners in advisory groups, and sought evaluative feedback from community members. Practitioners were engaged in university work as instructors, consultants, collaborators, scholars, student mentors, staff, and students. The practitioners most often assumed roles of instructor and consultant to academic programs. Evaluators estimate that at least 190 partnerships were formed by grantees through the initiative. Grantees worked across universities – often with other Bridges institutions – to develop new programs and share ideas.
- 2. Nonprofit management education programs were established and extended across the nation, made available in a number of formats, and crossed disciplinary boundaries.** Grantees developed more than 40 new certificates, concentrations, and degree programs and revised or created more than 130 nonprofit management courses. All grantees engaged in multiple efforts to disseminate knowledge about nonprofit management and the Third Sector outside of traditional classrooms. Grantees developed more than 80 workshops and training sessions serving more than 1,500 people. Grantees were also active in local and national conferences and seminars. Distance education was another option available to practitioners and students. Well over 6,000 practitioners accessed distance education programs developed through the Building Bridges initiative. Students from Maryland to Oregon and Michigan to Texas have more programs to choose from and more courses available from a broader range of disciplines than they did prior to the Building Bridges initiative.



One of the most reflective measures of an academic program's quality is to ask alumni if, in retrospect, they would attend the same college, enroll in the same program, and study the same topic. A survey of alumni of nonprofit master's degree programs found that the vast majority of those questioned would attend the same college (87 percent), would enroll in the same degree (80 percent), and would study the same topic area (88 percent). Not only, then, are programs more comprehensive and more available, they are also meeting the needs of the practitioners/students who have enrolled.

**3. All grantees worked to address issues of diversity and inclusion.**

Grantees used scholarships and other forms of financial assistance to increase the number of students of color in nonprofit management programs. Community outreach programs were often the strongest connection that initiative grantees made with people of color and nonprofits that serve the needs and interests of diverse communities. Each Bridges grantee addressed the need to reach into communities of color and to recruit or otherwise engage practitioners from minority or underrepresented groups. Career fairs, targeted marketing, scholarships, and financial assistance were the most effective tools. Many grantees also focused in their curriculum or outreach activities on issues of an increasingly diverse population and its impact on nonprofit organizations and philanthropy.

**4. Many grantees developed new relationships within their home institution – breaking down institutional walls and developing links with faculty around the central concepts of the Building Bridges initiative.** Overcoming the barriers within and among higher education institutions was one of the most frequently mentioned challenges to working on the Building Bridges initiative. Grantees also worked across universities – often with other Bridges institutions – to develop new programs and share innovative ideas and projects. And grantees advanced the field of study through research-based activities. Through the initiative, grantees contributed more than 100 research-based documents to the field, including books, journal articles, case studies, and research reports. As the initiative ended, grantees were disseminating their findings and projects – a task that will likely continue for several more years.

5. **Grantees were able to leverage initiative grants to raise other funds.** The forward momentum of the projects was fueled in part by funds garnered in leveraging the Bridges grants. At least \$2,600,000 in internal funds became available to grantees, and they raised more than \$7,750,000 in external funds from private foundations, fees-for-service, and other sources. Nonetheless, financial sustainability continued to present challenges, and a few activities were discontinued at the end of the initiative. Sustaining projects remains a challenge, but it is one challenge that all grantees were prepared to face.
6. **The most important outcomes of the Bridges initiative were likely those related to students and the status of academic programs.** Alumni of nonprofit programs said they were able to make a greater contribution to their organizations, had more confidence in their management abilities, and were better able to apply theory to practice. Through increased interaction with alumni practitioners, Bridges grantees saw first-hand how nonprofit organizations changed policies and routines in light of new knowledge and skills. And last, though certainly not least, the programs, services, events, and capacity that the initiative helped to build have increased the stature, credibility, and reputation of the academic programs within their universities and the broader field of study.

*At the end of the day and the end of the story, initiative participants achieved a great deal. New degrees and certificates were developed. More inclusive and accessible opportunities were created. More programs that reach into the nonprofit community were established. More people recognized the need for and vitality of nonprofit management education. Practitioners acquired new skills and knowledge, and, most importantly, the gap between theory and practice in nonprofit management education was bridged, with organizations and their communities better served because of the work of the Building Bridges initiative.*



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**Appendix A:  
Project Leadership Teams***American Humanics*

Kirk Alliman  
Tonja Conour  
Barbara Keener  
Kala Stroup  
Phyllis Wallace

*Arizona State University*

Robert Ashcraft  
Lucia Causey  
Princess Crump  
Kathryn Forbes

*California State University at Los Angeles*

Erica Hagen  
James Kallusky  
Rudy Salinas  
Marcel Soriano  
George Umezawa

*Case Western Reserve University*

Michael FitzGibbon  
David Hammack  
John Palmer Smith  
Sheryl Sereda  
Carol Willen  
John Yankey

*City University of New York*

M. Starita Boyce  
Geoffrey Marshall  
Kathleen McCarthy  
Eugene Miller  
Peter Swords

*George Mason University*

Russell Cargo  
Patricia Lewis  
John Sacco  
David Stevenson  
Daniele Struppa

*Georgetown University*

John Crapo  
Pablo Eisenberg  
Virginia Hodgkinson  
Kathy Kretman  
Sue Marshall  
Steven McLaine  
Neil Porta  
Oliver Tessier

*Getulio Vargas Foundation (Brazil)*

Minka Ilse Bojadsen  
Luiz Carlos Merege  
Francisca Marisa de Souza

*Harvard University*

James Austin  
Shawn Bohem  
David Brown  
Milano Harden  
Angela Johnston  
Frances Kunreuther  
Christine Letts  
Mark Moore  
V. Kasturi Rangan

*Indiana University*

Dwight Burlingame  
Gwendolyn Perry  
Eugene Tempel

*Johns Hopkins University*

Odus Elliot  
Lester Salamon  
Stefan Toepler  
Carol Dugan-Wessner

*Nonprofit Services Consortium*

Richard Bush  
Alandra Byrd  
Tullia Hamilton  
Jeanene Harris  
John McClusky  
Patricia Rich  
Sue Richards

*Northwestern University*

Ann Cohn Donnelly  
Donald Haider  
Liz Livingston Howard  
Bruce Newman

*Portland State University*

Maria Elena Campisteguy  
Lawrence Dark  
Walter Ellis  
Suzanne Feeney  
G. McFadden  
Dennis Morrow

*Southeast Center for  
Organizational Leadership*

John Hatch  
W. Patrick Haun  
Carter Holbrook  
Beverly Jones  
William Thurston

---

**Appendix A:  
Project Leadership Teams**

*State University of New York*

Linda Brown  
Motier Haskins  
Nadya Lawson  
Judith Saidel  
Margery Saunders

*The Learning Institute for Nonprofit  
Organizations*

Katie Burnham Laverty  
Terry Gibson  
Andy Lewis  
Ronnie Stricklin

*Universidad Bolivariana de Chile (Chile)*

Reinalina Chavarri Muñoz  
Antonio Elizalde  
Soledad Teixidó

*Universidad de los Andes (Colombia)*

Connie de Santamaria  
Maria Burgos  
Roberto Gutierrez  
Margarita Martinez

*Universidad del Pacifico (Peru)*

Felipe Portocarrero  
Cynthia Sanborn  
Maria Matilde Schwalb

*Universidad de San Andrés Graduate  
Program in Nonprofit*

*Organizations (Argentina)*

Atilio Baratta  
Hector Beccar Varela  
Gabriel Berger  
Ines Gonzalez Bombal  
Mario Damill  
Raul Zavalía Lagos  
Alejandro Lotti  
Gerardo Della Paolera  
Enrique Peruzotti  
Francisco Von Wothena

*Universidad Iberoamericana, Golfo Centro  
(Mexico)*

Margarita Roman  
Maria Eugenia Sanchez

*Universidad Iberoamericana, Santa Fe  
(Mexico)*

Kenia Castro  
Javier Cervantes  
Claudia Fuentes  
Jesus Luis Garcia  
Arturo Velazquez  
Jorge Villalobos

*University of Pennsylvania*

Mark Barnes  
Ram Cnaan  
Ira Harkavy  
Lakisha Hull  
Nikita Jackson  
Jettie Newkirk  
Michael Reisch  
Frances Walker-Ponnie

*University of São Paulo (Brazil)*

Rosa Maria Fischer  
Silvia Ferreira MacDowell  
Ivani Tristan

*University of Texas at San Antonio*

Dwight Henderson  
Richard Lewis  
Carol Petri  
Heywood Sanders  
Linda Schott  
Dennis Tynan

*Western Michigan University*

James Gilchrist  
Tracey Mabrey  
James Petersen  
James Sanders  
Janet Stillwell  
Donald Thompson  
Wendy Wintermute

*Yale University*

Lisa Berlinger  
Peter Dobkin Hall  
Pier Rogers  
Frederick Streets

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**Appendix B:  
Initiative Leadership Team**

*Applied Research*

Sam Larson  
Mark Wilson

*Camino & Associates*

Linda Camino  
Shepherd Zeldin

*CenterPoint Institute*

Michelle Coleman  
Don Heidrich  
Katheryn Heidrich  
Delia Jimenez  
Brien McHugh

*Independent Consultants*

Pedro Krotsch  
Elena Vila Moret  
Jorge Perez  
Maria Isabel Sillano  
Pamela Stevens

*W.K. Kellogg Foundation*

Sonia Barnes  
Alicia Santiago-Gancer  
Robert Long  
Patricia Miller  
Dan Moore  
Andres Thompson  
Michael VanBuren  
Connie Vunovich

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**Appendix C: References for the Story of the Building Bridges Initiative**

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- Johmann, Carol A. and Elizabeth J. Rieth, 1999. *Bridges! Amazing Structures to Design, Build & Test*. Charlotte, VT: Williamson Publishing Company.
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- Stone, Lynn M. 2002. *How Are They Built? Bridges*. Vero Beach, FL: Rourke Publishing LLC.
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**Appendix D: Initiative Project Summaries**

Note: The individuals named were project directors at the time of the Foundation grant.

American Humanics  
Kirk Alliman  
4601 Madison Avenue  
Kansas City, MO 64112 USA  
Phone 816-343-6466  
Fax 816-531-3527  
<http://www.humanics.org>

The American Humanics program is an innovative course of study that equips university students to become skilled professionals and leaders in America's youth and human service agencies. The American Humanics Building Bridges Project was funded to enhance the scope and quality of American Humanics' campus-based program in nonprofit management and leadership, expand and upgrade the collaborative partnerships that exist within the American Humanics network, and increase the number of colleges and universities that offer the American Humanics program to undergraduate students.

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Arizona State University  
Robert Ashcraft  
P.O. Box 874703  
Tempe, AZ 85287-4905 USA  
Phone 480-965-0607  
Fax 480-727-8878  
<http://www.asu.edu/copp/nonprofit>

Building Bridges initiative funding enabled Arizona State University (ASU) to establish its Center for Nonprofit Leadership and Management (CNLM). As a result of the funding the ASU Center undertook four major pieces of work: 1) established a graduate certificate program and bolstered an existing undergraduate program in nonprofit management; 2) funded research projects that fill nonprofit sector information gaps; 3) created a nonprofit self-assessment incubator; and 4) convened several hundred individuals and nonprofits in ways that strengthened their leadership and management capacity.

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## Appendix D: Initiative Project Summaries

Note: The individuals named were project directors at the time of the Foundation grant.

California State University  
at Los Angeles  
Marcel Soriano  
5151 State University Drive  
KH C2057  
Los Angeles, CA 90032 USA  
Phone 323-343-4377  
Fax 323-343-4252  
<http://www.calstatela.edu>

California State University at Los Angeles is an urban school in the state's university system. The focus of the Building Bridges initiative grant was to implement a state-of-the-art Certificate in Cultural Proficiency at the undergraduate and graduate levels and to develop educational/training programs that promote culturally competent community service professionals, paraprofessionals, and volunteers through exposure to service in diverse environments.

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Case Western Reserve University  
John Palmer Smith  
Mandel Center for Nonprofit Organizations  
10900 Euclid Avenue  
Cleveland, OH 44106-7176 USA  
Phone 800-760-2275  
Fax 216-368-8592  
<http://www.cwru.edu/mandelcenter>

The Case Western Reserve University (CWRU) project encompassed three areas of emphasis: nonprofit management education, nonprofit management research, and connecting the university with the community. Participants promoted increased interaction between academics and practitioners to improve the effectiveness and efficiency of nonprofit organizations. The Mandel Center created and offered a continuum of nonprofit management programs, from undergraduate to the doctoral level, including a Master of Nonprofit Organization degree, an innovative "practice-oriented" doctoral-level studies program, and a "dual-credential" program (Juris Doctor/Certificate in Nonprofit Management) offered in conjunction with the CWRU School of Law.

---

The City University of New York  
Kathleen McCarthy  
Center for the Study of Philanthropy,  
now the Center on Philanthropy and  
Civil Society  
365 Fifth Avenue  
Room 4301  
New York, NY 10036 USA  
Phone 212-642-2130  
Fax 212-642-2141  
<http://www.philanthropy.org>

The Building Bridges initiative grant allowed City University of New York (CUNY) to research the relationship between giving, volunteerism and organizational entrepreneurship, and multicultural American democracy. Researchers explored the traditions of charity and mutual aid brought by immigrants, the ways in which these practices were adapted on American soil, and the role of philanthropy in enabling each group to claim a public role in the democratic system. The CUNY Center for the Study of Philanthropy developed curriculum guides for undergraduate, graduate, and extension courses on the traditions of giving, volunteerism, and nonprofit development of 11 different immigrant groups. It also developed volunteer guides for nonprofits serving each of the 11 groups. Funding also allowed the development of a video documentary on the philanthropic activities of one of the groups.

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**Appendix D: Initiative  
Project Summaries**

Note: The individuals named were project directors at the time of the Foundation grant.

George Mason University  
David Stevenson (deceased)  
4400 University Drive  
Fairfax, VA 22030 USA  
Phone 703-993-1000  
Fax 703-993-1002  
<http://www.gmu.edu/departments/npmp>

George Mason University, with Building Bridges initiative funding, created a comprehensive educational curriculum – undergraduate, graduate, and executive – in the management of nonprofit organizations. The curriculum was based in research, and was delivered through existing and new technologies. George Mason University developed on-line courses to reach a more diverse and broad population of nonprofit managers. The noncredit Certificate in Nonprofit Management, as well as the for-credit Nonprofit Management Concentration in the Masters of Public Administration Program were offered through a combination of classroom and on-line offerings.

---

Georgetown University  
John Crapo  
Center for the Study of Voluntary Organizations and Service, now Center for Public & Nonprofit Leadership  
3240 Prospect Street, NW  
Washington, D.C. 20007-2196 USA  
Phone 202-687-0500  
Fax 202-687-5544  
<http://cpnl.georgetown.edu>

The focus of Georgetown University's Building Bridges initiative project was to build the leadership capacity of the nonprofit sector in the Washington, D.C., metro area through development of a comprehensive range of professional and educational services for senior staff and board members. The Center for the Study of Voluntary Organizations and Service established ongoing nonprofit leadership programs which provided technical and applied training to local organizations. The Center also developed regular networking opportunities for nonprofit leaders, established a local scholarship fund that supported the development of local nonprofit leaders, developed a long-range educational plan that met the needs of nonprofit management professionals in the capital area, and established executive education workshops which allowed regional leaders to network with national peers.

---

Getulio Vargas Foundation  
Luiz Carlos Merege  
São Paulo School of Management  
Av. Nove de Julho  
2029 - 10 Andar - sl 1059  
São Paulo SP 01313-902 Brazil  
Phone 011-55-11-281-7892  
Fax 011-55-11-284-1789  
<http://www.fgvsp.br>

The goal of this project was to strengthen the relationship between the São Paulo School of Management and Third Sector organizations in São Paulo, Brazil, through a series of courses, seminars, and workshops provided by the school's Center for Third Sector Studies (CETS). CETS also published and disseminated resource materials including working papers, an electronic academic journal, and a book on the legal aspects of the Third Sector in Brazil.

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Harvard University  
Mark Moore  
The Hauser Center for Nonprofit  
Organizations  
79 John F. Kennedy Street  
Cambridge, MA 02138 USA  
Phone 617-495-1113  
Fax 617-495-0996  
<http://www.ksg.harvard.edu/hauser>

At the heart of Harvard's project was the development of case studies that were suitable for use in teaching nonprofit management education. The Harvard Business School and the Kennedy School of Government developed eight new cases for use in courses across the university, each with a nonprofit, nongovernmental, or social entrepreneurship aspect. Another component of this project was a series of cross-school, inter-faculty curriculum working groups designed to research and develop the knowledge base in the nonprofit management field. These groups studied sector policies, social marketing, accountability, and performance measurement, among other areas.

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**Appendix D: Initiative  
Project Summaries**

Note: The individuals named were project directors at the time of the Foundation grant.

Indiana University  
Eugene Tempel  
Center on Philanthropy at Indiana  
University  
550 West North Street, Suite 301  
Indianapolis, IN 46202 USA  
Phone 317-684-8917  
Fax 317-684-8900  
<http://www.philanthropy.iupui.edu>

The Indiana University Center on Philanthropy presented a unique model in nonprofit management education. The center used the expertise of educators in more than 20 different disciplines across the university to teach a wide variety of perspectives in nonprofit management education. With Building Bridges initiative funds, the Center on Philanthropy sought to improve the understanding of the philanthropic tradition, transmit that knowledge to new constituencies and successor generations, and improve the practice of philanthropy and fund-raising. The Center also developed a five-course, comprehensive, for-credit, nonprofit management certificate that can be attained through the World Wide Web.

---

Johns Hopkins University  
Lester Salamon  
Institute for Policy Studies  
Wyman Building  
3400 North Charles Street  
Baltimore, MD 21218 USA  
Phone 410-516-7174  
Fax 410-516-8233  
<http://www.jhu.edu/ips>

The emphasis of this project was creating and organizing materials designed to prepare students for effective collaborations and partnerships among the nonprofit, for-profit, and governmental sectors. The Institute developed a certificate-level program in nonprofit studies to complement its Master of Arts in Policy Studies program and coordinated the editing, writing, and production of a handbook in public sector management.

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Nonprofit Services Consortium  
Richard Bush  
1415 Olive St., Suite 200  
St. Louis, MO 63103 USA  
Phone 314-436-9580  
Fax 314-621-6224  
<http://www.nonprofitservices.org>

The Nonprofit Services Consortium (NSC) included many organizations in two states, such as universities, community foundations, regional associations for philanthropy and fund-raising, arts organizations, and St. Louis Metropolitan area United Ways. For more than 10 years representatives from these organizations banded together to build the capacity and knowledge of area nonprofit organizations. Although not a direct human services provider, NSC identified the needs of nonprofits and helped them develop and implement programs. Some NSC programs created as a part of the Building Bridges initiative included an executive-trustee leadership academy, a nonprofit resource center and training clearinghouse, and an annual regional leadership conference.

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Northwestern University  
Donald Haider  
Center for Nonprofit Management  
Kellogg Graduate School of Management  
2001 Sheridan Road, Jacobs Center,  
Room 501  
Evanston, IL 60208 USA  
Phone 847-491-3415  
Fax 847-491-8525  
<http://www.kellogg.northwestern.edu>

The Building Bridges initiative grant allowed Northwestern University to establish the Center for Nonprofit Management within the Kellogg Graduate School of Management. The Center offered traditional business students courses in nonprofit management, public management, and social entrepreneurship. As a focal point of interaction between faculty, students, and nonprofit practitioners, the Center for Nonprofit Management also offered executive education to Chicago-area nonprofit leaders and promoted research which advanced the nonprofit management education knowledge base.

---

Portland State University  
Suzanne Feeney  
Institute for Nonprofit Management  
P.O. Box 751  
Portland, OR 97207-0751 USA  
Phone 503-725-8221  
Fax 503-725-045  
<http://www.inpm.pdx.edu>

Through Portland State's Institute for Nonprofit Management, the Nonprofit Education – Community Alliances Project (NE-CAP) strengthened the leadership and infrastructure of community nonprofit organizations throughout Oregon. NE-CAP facilitated partnerships and collaborations with: 1) communities of color, through its leadership development program, 2) rural and geographically distant communities, through its distance-learning initiative, and 3) the university itself, in the development of new graduate and undergraduate curricula in nonprofit studies. NE-CAP organized and sponsored an annual symposium, hosting representatives from approximately 500 nonprofit organizations, businesses, foundations, and government agencies.

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**Appendix D: Initiative  
Project Summaries**

Note: The individuals named were project directors at the time of the Foundation grant.

State University of New York at Albany  
Margery Saunders  
Center for Women in Government, now  
the Center for Women in Government and  
Civil Society, University at Albany  
Draper Hall Room 302  
135 Western Avenue  
Albany, NY 12222 USA  
Phone 518-442-3875  
Fax 518-442-3877  
<http://www.cwig.albany.edu>

The Center for Women in Government sought to create a new model of collaborative learning that involved nonprofit organizations working with policymakers, business representatives, and universities regarding issues affecting women, children, and families. The Building Bridges initiative grant enabled the Center for Women in Government to establish the Nonprofit Education Initiative (NEI). The NEI organized a statewide consortium of nonprofit advocacy associations that collaborated on providing educational programs for staff and volunteers of nonprofit organizations. The NEI facilitated the development of a certificate program in nonprofit management and leadership. Short courses, seminars, leadership development retreats, and new credit courses were developed, as were many free educational events for the broader community, such as lectures, roundtables, and an annual research and knowledge exchange.

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The Learning Institute for Nonprofit  
Organizations/The Society for Nonprofit  
Organizations  
Katie Burnham Laverty  
5820 Canton Center Road, Suite 165  
Canton, MI 48187 USA  
Phone 734-451-3582  
Fax 734-451-5935  
<http://www.snpo.org/li>

The Learning Institute for Nonprofit Organizations was a partnership between the Society for Nonprofit Organizations and the University of Wisconsin Extension Service. Working with faculty and practitioners from across the nation and in collaboration with the United Way of America, the Institute developed a curriculum of eight nonprofit management programs. The programs ranged from fundraising and volunteer management to board governance and finances. This curriculum, delivered via satellite video technology, represented the first nationally available Certificate in Nonprofit Leadership and Management. The Institute also produced four enrichment programs. The entire curriculum was targeted to meet the needs of middle management staff, new executive directors, and volunteers being groomed for governance positions. The programs were also available on videotape for asynchronous learning and could be purchased from the Society for Nonprofit Organizations.

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Universidad Bolivariana de Chile/Yungay  
Center: Socio-Community Interventions  
Antonio Elizalde  
Huérfanos 2917  
Santiago, Centro  
Barrio Yungay – Chile  
Phone 011-56-2-756-3000  
Fax 011-56-2-681-5689  
<http://www.ubolivariana.cl>

The Yungay Center was conceived as a space of interaction between the Universidad Bolivariana de Chile – (Santiago) and its immediate neighborhood. The intention of the Yungay Center was to become an outreach location for the following services: 1) community legal services, 2) psychological attention hospital, 3) psycho-pedagogic diagnostic center, 4) neighborhood library, 5) permanent school of social leadership, 6) ecological initiative group, 7) advising and formulation of competitive group projects, and 8) neighborhood communication center. The university used the funds to promote students' participation in social project development, particularly in poor neighborhoods. Universidad Bolivariana also formed PROhumana, a research program in collaboration with other universities, corporations, NGOs, and government entities. PROhumana researched and disseminated information about philanthropy in Chile.

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Universidad de los Andes  
Connie de Santamaria  
Facultad de Administración  
Carretera 1 Este # 18A – 10  
Bogotá 20 Colombia  
Phone 011-57-1-339-4999  
Fax 011-57-1-339-4949  
<http://www.uniandes.edu.co>

After creating the Building Bridges initiative team from three different academic units in the university, members interviewed at least one professor from each of the different schools to find out about their efforts in the service they provide to the community and about their needs in order to improve their work. The team also researched the successes and failures of past initiatives that gathered people around the topic of social responsibility in the university. Two new social management classes were added to the curriculum, and Third Sector management problems are included in a third class.

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Universidad del Pacifico  
Rosa Maria Schwalb  
Av. Salaverry 2020  
Jesús María  
Lima – Perú  
Phone 011-511-11-211-6526  
<http://www.up.edu.pe>

In response to economic and political crises in Peru, the research center of the Universidad del Pacifico (CIUP) established an outreach program in the fields of nonprofit organizations, philanthropy, and social responsibility. Research focused on the history of private, elite philanthropy in Peru, the social responsibility of Peru's major economic groups, and the voluntary and charitable activities of various non-elite groups, including women and youth. Workshops and outreach activities focused on ways to strengthen civil society organizations and link national volunteerism and philanthropy more effectively to the promotion of democracy and social change.

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**Appendix D: Initiative  
Project Summaries**

Note: The individuals named were project directors at the time of the Foundation grant.

Universidad de San Andrés  
Graduate Program in Nonprofit  
Organizations  
Gabriel Berger  
Miñones 2177  
(1428) Buenos Aires  
Rep. Argentina  
Buenos Aires Argentina  
Phone 011-54-4783-3410  
Fax 011-54-4783-3220  
<http://www.udesa.edu.ar>

Three Argentinian higher education institutions – Universidad Torcuato Di Tella, Centro de Estudios de Estado y Sociedad (CEDES), and Universidad de San Andrés – joined forces to create the Social Development and Civil Society Program. The goal of the program was to strengthen the performance of social organizations through the development of resources and research that advance knowledge and understanding of the characteristics and challenges faced by nongovernmental organizations in Argentina. The Social Development and Civil Society program offered a first-level graduate degree in nonprofit organizations, as well as continuing education seminars, workshops, meetings, and lectures.

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Universidad Iberoamericana,  
Golfo Centro  
Margarita Roman  
Km. 3.5 Carr. Fed. Puebla-Atlixco  
AP 1436  
Puebla, Pue. CP 72430, Mexico  
Phone 011-52-2-229-0700  
<http://www.uia.mx>

The Third Sector University Project brought together academics, university students, and civil society organization leaders through teaching courses in collaboration with some academic departments and the Center for Analysis and Social Promotion (CRPS). The CRPS developed three programs: 1) Social Service, 2) Human Rights, Civil Society and Gender, and 3) Community Development. These three programs have developed relationships with civil society organizations.

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Universidad Iberoamericana, Santa Fe  
Arturo Velazquez  
Prol. Paseo de la Reforma 880  
Lomas de Santa Fe  
C.P. 01210, Ciudad de Mexico, Mexico  
Phone 011-52-5-950-4000  
Fax 011-52-9-177-4400  
<http://www.uia.mx/santafe>

Universidad Iberoamericana, Santa Fe formed a team to gather background information on Third Sector organizations in Mexico. Researchers concentrated on the performance of the most relevant Mexican civil society organizations and disseminated the best practices to other organizations. Researchers enlarged their study to include comparative data on other Latin American civil society organizations.

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University of Pennsylvania  
Ira Harkavy  
Center for Community Partnerships  
133 South 36th Street  
Suite 519  
Philadelphia, PA 19104-3246 USA  
Phone 215-898-5351  
Fax 215-573-2799  
<http://www.upenn.edu/ccp>

The Center for Community Partnerships' Program in Nonprofits, Universities, Communities, and Schools (PNUCS) helped the University of Pennsylvania function as a "New American College" which improves the quality of life in its local community through the engagement of faculty and students in community-based, real-world problem solving. PNUCS spearheaded the development of a databank of faculty and graduate student research on West/Southwest Philadelphia community assets. With the West Philadelphia Partnership, PNUCS co-developed a nine-week institute that integrated the experiences of staff and students, consultants, and high school teachers to assist representatives of 18 nonprofit agencies in identifying their organizational capacity-building needs. PNUCS also created collaborations within the university between the Graduate School of Education, the University of Pennsylvania's Law School, and the School of Social Work.

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University of São Paulo  
Rosa Maria Fischer  
Av. Prof. Luciano Gualberto  
Travessa J no. 374,  
Sala 256-05508.010  
São Paulo, Brazil  
<http://www.usp.br>

The Center for Third Sector Management Studies (CEATS) was formed in 1998 by the College of Economics and Business Administration of São Paulo University (USP). As a university center, CEATS/USP offered senior education activities, professional training, research, consulting support, and outreach activities to Brazilian civil society organizations, businesses, and governmental entities.

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University of Texas at San Antonio  
Linda Schott  
Center for the Study of Women and Gender – now closed, but research is archived at university library  
801 S. Bowie St.  
San Antonio, TX 78205-3296 USA  
Phone 210-458-4879  
<http://www.lib.utsa.edu/Archives/WomenGender>

University of Texas at San Antonio created a continuing education program for working nonprofit professionals. The program focused on recruiting and training historically under-represented groups, such as minorities and women, for leadership positions. The program consisted of two distinct components: 1) a three-day institute held in August where thoughtful practitioners gathered to hear and interact with experts in leadership, and 2) fifteen classroom sessions that focused on developing specific nonprofit management skills. The Center also developed a six-week summer program for high school juniors and seniors in which students were placed in a nonprofit organization for a 100-hour experiential learning activity/internship.

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**Appendix D: Initiative  
Project Summaries**

Note: The individuals named were project directors at the time of the Foundation grant.

Western Michigan University  
James Gilchrist  
College of Arts and Sciences  
2304 Friedmann Hall  
Kalamazoo, MI 49008-5010 USA  
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Fax 269-387-3999  
<http://www.wmich.edu>

The ultimate goal of Western Michigan University's Building Bridges initiative project was to improve the quality of life in surrounding communities by supporting and enhancing the vital contributions of nonprofit organizations. At the core of the project were faculty-student teams matched with local nonprofit organizations. The teams solved specific problems or capitalized on new ideas in order to bridge theory and practice. Western Michigan University also provided staff support for the Nonprofit Resources Network (NRN), a collaboration of area nonprofit organizations. NRN sponsored a monthly workshop series, a nonprofit resources center, a virtual (on-line) management support organization, and a series of management guides and bulletins.

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Yale University  
Lisa Berlinger  
Program on NonProfit Organizations  
Yale Divinity School, now at Yale School of Management  
135 Prospect Street  
New Haven, CT 06511 USA  
Phone 203-432-7811  
Fax 203-432-6591  
<http://ponpo.som.yale.edu>

This project directly addressed the education needs of leaders of faith-based, nonprofit organizations. The Program on NonProfit Organizations (PONPO) developed a National Seminar on Religious Leadership to ascertain the leadership, policy, and management competencies necessary for faith-based organizations. This national seminar included representation from educators, practitioners, and several religious denominations. PONPO also developed a leadership workshop for faculty at Yale that focused on building capacity to create cross-discipline, practical theories of leadership in faith-based organizations.

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## Appendix E: Initiative Document Summaries

A number of reports about the initiative were developed and disseminated. They are listed by publication date.

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***The Power of Convening: Building a Learning Community and Fostering a Network in the Building Bridges Initiative,*** October 2003.  
By Linda Camino and Katheryn Heidrich

This paper describes the major lessons learned from four networking meetings (1997 to 2002) that aimed to build a learning community among the Building Bridges project teams.

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***Building Bridges Initiative Cluster Evaluation: Survey of Nonprofit Management Alumni,*** March 2002.  
By R. Sam Larson

This report builds on the findings presented in the Survey of Nonprofit Management Students (2001). Three research questions, developed from the goals and guiding principles of the Building Bridges initiative, guided the inquiry: 1) Did program content, as expressed by course topics, match the needs and interests of those being served? 2) How well do academic programs connect with the world of community practice? 3) How have the management capacities of alumni improved as a result of their educational program?

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***The Builders Study: Building Philanthropy and Nonprofit Academic Centers: A View from Ten Builders,*** May 2001.  
By R. Sam Larson and Sonia Barnes

This study explored the development of early nonprofit academic centers and the roles that academic innovators played in the development and sustainability of these centers. Researchers interviewed 10 “builders” or academic innovators to find out how the centers they were associated with emerged and how they were sustained. Interviewees included: Dennis Young, Case Western Reserve University; John Palmer Smith, New School University; John Simon, Yale University; Kathleen McCarthy, City University of New York; Michael O’Neill, University of San Francisco; Naomi Wish, Seton Hall University; Robert Holliste, Tufts University; Robert Payton, Indiana University; Suzanne Feeney, Portland State University; and Virginia Hodgkinson, Georgetown University.

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**Appendix E: Initiative Document Summaries**

A number of reports about the initiative were developed and disseminated. They are listed below, organized by publication date.

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***Building Bridges Initiative Cluster Evaluation: Survey of Nonprofit Management Students***, March 2001.

By R. Sam Larson and Mark I. Wilson

This study provides the student (or “demand”) perspective and a more documented and researched educator (or “supply”) perspective of nonprofit management education. Researchers surveyed students enrolled in six nonprofit management graduate and certificate programs affiliated with Building Bridges initiative grantee institutions. Some findings include: 1) Most nonprofit management students are employed full-time and most are employed in the nonprofit sector. 2) Students are place-bound, with most seeking a program within a one-hour drive. 3) Students’ race and ethnicity closely matches the employment composition of the nonprofit sector.

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***The Journey of the Learning Community, 2000: Toward Sustainability of Nonprofit Management Education Programs***, March 2001.

By Linda Camino and Shepherd Zeldin

This report covers the final Building Bridges between Practice and Knowledge in Nonprofit Management Education learning community meeting, October 18 to 21, 2000 in Washington, D.C.

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***How Centers Work:******Building and Sustaining Academic Nonprofit Centers***, November 2001.

By R. Sam Larson and Sonia Barnes

In this document, researchers share findings about the development and sustainability of academic nonprofit centers. They describe how these centers work; how they were created, who leads them, how they are led, and how they gain academic credibility and institutional stability. This publication is based on information learned in The Builders Study (2001).

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***The Journey of the Learning Community, 1999: Connections, Reflections and Directions***, March 2000.

By Linda Camino and Shepherd Zeldin

This report describes the Building Bridges between Practice and Knowledge in Nonprofit Management Education learning community meeting, October 3 to 7, 1999 in Buenos Aires, Argentina. Available in English, Spanish, and Portuguese.

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***Voices of Wisdom: Knowledge and Experience from Practitioner-Academic Teams in the Building Bridges Initiative***, November 2000.

By Linda Camino and Katheryn W. Heidrich

This study was designed to examine dimensions of practitioner-academic partnerships as they were expressed in the key leadership teams of the Building Bridges initiative projects. Three key questions guided this paper: 1) What is the composition of teams? 2) How are the teams structured? 3) What conditions contribute to successful collaboration of team members? The study’s conclusions offer insights for practitioners and academics working together to advance the field of nonprofit management.

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***The Journey of the Learning Community, 1998: Moving from Imagination to Reality in Nonprofit Management Education,***  
February 1999.  
By Linda Camino and Shepherd Zeldin

This report covers the Building Bridges learning community meeting, September 23 to 26, 1998 in Battle Creek, Michigan.

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***Nonprofit Management Education in the United States,*** October 1999.  
By John Palmer Smith

This document is a transcription of a speech delivered to the Building Bridges initiative public meeting at the Recoleta Park Cultural Center, October 7, 1999, in Buenos Aires, Argentina. Building Bridges Project team members, Kellogg Foundation representatives, university representatives, governmental officials, nongovernmental organization leaders, and media representatives attended.

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***Nonprofit Management Centers: Moving Beyond the Periphery,*** November 1998.  
By R. Sam Larson and Robert F. Long

This paper examined how nonprofit academic centers can become more permanent or sustainable parts of their institutions while maintaining their positive distinction of flexibility and responsiveness. This paper was based on published literature about academic centers and institutes and draws on structured, personal interviews of center directors and staff from six nonprofit management centers across the country. This paper was first presented at the ARNOVA conference in November 1998.

**Appendix F: Communication Highlights**

**Meetings and Presentations**

**Vehicle:** Learning Community Meetings and Public Information Meetings

**Audience:** Building Bridges team members and representatives of higher education, government, and nonprofit media

All four of the learning community meetings focused on communication inside the initiative. Two of the learning community meetings additionally provided significant communication activity outside of the initiative:

1999 – A public meeting was held in Buenos Aires to promote awareness of educational programs throughout Latin America. More than 200 people attended.

2000 – A showcase for nonprofit management was held in Washington, D.C., to inform nonprofit executives, media, and government officials about Bridges programs. The showcase drew more than 100 attendees.

**Vehicle:** ARNOVA Panel Presentations

**Audience:** Faculty in nonprofit management programs, consultants, researchers, and others engaged in the provision of nonprofit management education

Presentations were delivered at annual conferences in 1999, 2000, and 2001 by initiative leadership team members and initiative project team members.

**Vehicle:** W.K. Kellogg Foundation/ARNOVA Breakfast Presentations

**Audience:** Faculty in nonprofit management programs, consultants, researchers, and others engaged in the provision of nonprofit management education

In 2000, 2001, and 2002, the Foundation hosted a breakfast at the annual ARNOVA conference to update members about the progress of the initiative. The breakfasts had an average attendance of more than 200.

In 2003, the Foundation hosted a breakfast at the annual ARNOVA conference to announce the establishment of two fellowships for faculty members of color.

**Vehicle:** Connecting Strategies Meetings

**Audience:** Bridges project teams

The first mini-grant program (2000 to 2001) was called “Connecting Strategies.” Seven proposals were funded late in 2000; the total award was \$57,210; grants ranged from \$2,250 to \$13,600. Forty-six percent of Building Bridges U.S. project team members participated one or more times. In all projects (U.S. and Latin America), at least one team member participated in at least one connecting strategy.

**Vehicle:** Building On Bridges Meetings

**Audience:** Bridges project teams

The second mini-grant program (2002) was called “Building On Bridges.” Six proposals were funded; the total award was \$100,000; grants ranged from \$13,340 to \$29,660. Participation rates were similar to the previous mini-grant program.

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**Appendix F: Communication Highlights**

**Publications**

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**Vehicle:** RIVETS

**Audience:** Initiative participants and Foundation staff and Board of Trustees

RIVETS was a four-page, four-color, quarterly newsletter designed to keep the Bridges teams connected. Stories featured accomplishments of individual teams and team collaborations. Eight issues were printed with a total circulation of 2,866.

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**Vehicle:** Program Echoes

**Audience:** Foundation staff and Board of Trustees

Program Echoes are collections of project success stories, circulated throughout the Foundation. Each contains several stories of interest. Eight Program Echoes articles featured Bridges projects.

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**Vehicle:** News Releases

**Audience:** Higher education community, nonprofit management education community, and nonprofit organization and practitioner communities

As initiative reports were produced, news releases about the availability of the information were sent to relevant audiences. Four separate releases, sent to a total of 461 media, association, and interest group representatives resulted in the publication of Bridges-related information in several magazines and journals. The total readership exceeded 118,000. Bridges-related articles, based on information from the press releases, were also published on several Web sites, including those of ARNOVA and the Development Resource Group.

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**Electronic Communications**

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**Vehicle:** Building Bridges Web site

**Audience:** Initiative participants, Foundation staff and Board of Trustees, and general audience

Fully functional Web site that acted, in the beginning, as a bulletin board for initiative participants. As documents and reports were created and made available for downloading, the site attracted visitors from outside the initiative. Through November of 2000, there were 14,064 registered sessions on the Web site for a monthly average of 639 sessions.

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**Vehicle:** Building Bridges Listservs

**Audience:** Initiative participants and team leadership

Five separate listservs facilitated communication among participant subgroups. The subgroups included the leadership team, the initiative teams, project team directors, Latin American team members, and Bridges practitioners. Through the end of 2001, 397 messages were sent through the email listservs.

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**Appendix F: Communication Highlights**

**Collateral Materials**

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**Vehicle:** Nonprofit Power CD-ROM

**Audience:** Nonprofit practitioners

An interactive CD-ROM, featuring an overview of the nonprofit sector and a database of nonprofit management education programs. There were 4,100 copies of Nonprofit Power distributed through a targeted mailing and by request.



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