Editor’s Note: Inaugural Issue of the Journal of Nonprofit Education and Leadership

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This first issue of JNEL is the culmination of hard work by many people, and we hope that you find it of benefit to you in your teaching regardless of the setting. Some readers will teach about nonprofit organizations in college and university classrooms while others do webinars, workshops, and give invited talks. The common bond is that we are educating persons about nonprofit organizations and developing the future leadership of the field. In this issue, I hope everyone finds something useful to enhance his or her teaching.

Dr. Robert F. Long, formerly with the W.K. Kellogg Foundation, is the lead author and provides an invited interview with Michael O’Neill, one of the founders of nonprofit education as a field of study. A look at the development and changes in nonprofit education seemed to me a most appropriate lead article for the first issue, and I hope you agree. The article is an interview so the tone and style reflect the format. May you both enjoy the dialogue and find it insightful.

In the second article, you will review most content areas of nonprofit programs. While the article may reinforce some of your thoughts about curriculum and teaching, I hope that two aspects challenge you personally. One aspect is the discussion on simulation in nonprofit courses. Although classroom simulation and computer-based simulations have long been used in teaching, this article specifically discusses their use in nonprofit education. Secondly, the article is organized around a pedagogy for being more responsive to the learning style of students, which should be useful regardless of the setting in which the instruction is delivered.

The third article looks at international nonprofit education. These experiences are becoming increasingly common and in some curriculums are required components. Besides talking about their course, the authors relate their experiences to the expanding literature on international nonprofit experiences and end with some very practical suggestions for those thinking about or engaged in international experiences. As with the second article, the reader should be able to take away some ideas and considerations that can be readily incorporated into the teaching.

Two book reviews conclude the issue. Sometimes in nonprofit courses, we use books that are not specifically written for nonprofit students. This is the case with the first review, and the reviewer talks about this disconnect that is sometimes encountered.
In the review of the three leadership books, the reviewer attempts to point out the strengths and weaknesses of each in a way that may prove helpful to you as you consider these books for a course.

My hope is that, whether one is a college level instructor, consultant, or nonprofit professional interested in the sector’s education, this first edition has something of interest and use. Please contact me with your thoughts and suggestions for the journal as we strive to always make it better. You may reach me by e-mail at dolch@pacs.unt.edu or by telephone at 972-369-2395.

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