O'Neill School of Public and Environmental Affairs

SPCN-N525 Management in the Nonprofit Sector

Spring 2024 - This is an E-campus (online, asynchronous) class taught in Canvas

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Teaching assistant:

The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

Course description

SPCN-N525 Management in the Nonprofit Sector (3 cr) An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

In the U.S., there are at least 1.8 million registered nonprofits employing over 12.5 million workers, excluding volunteers. Nonprofits play a crucial role in both our economy and society, ranging from small, volunteer-run arts organizations to large universities with thousands of professional staff members. They operate across diverse missions and industries, including education, healthcare, arts, social services, sports, fraternal organizations, law, labor, and animal welfare.

Despite their varied nature, nonprofits share a common challenge – the need for high-quality management. This survey course comprehensively addresses essential topics in nonprofit management, encompassing a broad range of tools, principles, and practices crucial for organizational success. The course emphasizes management practices and processes, considering the influence of organizational environments, internal capabilities, and overall organizational effectiveness. Key areas of focus include strategic planning, human resource and financial management, evaluation, and leadership development.

Learning is facilitated through engaging exercises and interactive activities, utilizing a variety of materials such as government websites, consulting firms, research data, studies, news stories, discussions, cases, and a mix of theoretical and practical readings. Participants are encouraged to view nonprofit management from the perspectives of stakeholders, including managers, technical experts, paid staff, volunteers, board members, donors, and policy makers. Leverage this course to advance your career by applying learned principles to your current organization and past experiences.

Learning objectives

Upon successful completion of this class, you will be able to:

- Explain the fundamentals of nonprofit management and how they compare to business and public sector management.
- Understand the legal, regulatory, and organizational environments in which U.S. nonprofits operate.
- Evaluate the quality and applicability of sources – e.g., best practice guides, articles, data – and apply them strategically and realistically.
- Assess a nonprofit's organizational structure and capacities by using primary information sources.
- Create high-quality, professional memos and reports for multiple audiences (e.g., board members, executives, volunteers, etc.)
- Present your own original ideas and discuss them with the class; foster a creative, inclusive, collaborative learning environment.
- Improve listening and empathizing abilities; illustrate an awareness of different perspectives within the nonprofit sector.
- Use newly acquired knowledge and skills to enhance professional development and advance career objectives effectively.

Learning materials

Books

- Worth, M. J. (2021). Nonprofit management: Principles and practice. Sixth edition. Thousand Oaks, California: SAGE Publications, Inc. (Required – buy or rent)
- Hopkins, B. R. (2017). Starting and managing a nonprofit organization: A legal guide. 7th Edition. Hoboken: Wiley. (Required - buy, rent, or use IU library eBook[1])

Each module includes additional materials, such as mini-lectures, handouts, articles, news stories, podcasts, and videos. The module says which are required, some strongly recommended, and some optional.

Please see the resource list for resources that could be useful for learning exercises and staying current on the nonprofit sector.

Learning exercises and assessments

Assessment breakdown

- 65 points – Weekly modules - discussions, activities, and participation. 13 modules x 5 points each.
- 15 points – Case memos. 2 memos x 7.5 points each
- 25 points – Final case study

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[1] Log into IU Library and search for the ISBN 9781119380221.

Assessment descriptions

Weekly modules
The course is divided into 13 learning modules. Each module (5 pts each) includes an overview, learning materials, a priming exercise, and discussion/interactive exercise forum.

> **Priming exercise** (1/5 points) – Complete this before doing anything else in the module. Go into it cold. The exercise "primes" you for the topics and concept in that week's module. Do your best, give thoughtful answers, and take your time and you will receive full credit.

> **Collaboration exercises** (4/5 points) – Collaborative learning is essential to succeed in this course and master the material. Monitor the discussion throughout the module and make substantive, high-quality posts throughout the module timespan. To increase your learning outcomes, we use exercises other than the rudimentary post-one-reply-two format. Exercises include mind mapping, creative content, debate, brainstorming, etc. Please be sure to check the instructions and rubric for each exercise.

Case memos
Most weekly modules include a case. Choose two for your memo assignments. The first is due by XXX and the second is due by XXX. These are graded based on their: format and writing quality (e.g., following memo structure, addressing the audience appropriately), relevance (e.g., careful attention to case details, relevant information from module activities and materials), analysis (e.g., using additional external resources, presenting your own new ideas, logical presentations), your well-founded recommendations, and mechanics (e.g., following instructions, adhering to guidelines, your draft/revision process). I strongly encourage you to seek feedback from your classroom colleagues, meet with me for initial feedback, or share with other individuals who can give your constructive feedback.

Final case study and journal entries
This project culminates in a full analysis of a nonprofit organization. It includes:

- Choose a nonprofit based on GuideStar and other publicly available information (e.g., website content, news stories, annual reports, etc.). You want enough information to write your case study. Do not choose your own organization but do consider choosing one relevant to you (e.g., in the same industry, similar size, in the same geographic space, or with other similar qualities). I advise choosing a "medium sized" organization (i.e., not a huge university or hospital, not a small volunteer-drive organization).
- One-on-one we will regularly discuss the development of your case throughout the semester.
- The case includes seven chapters: 1) legal status, 2) governance and leadership, 3) finances, 4) programs and performance, 5) eco-system, collaborations, and networks, 5) ethics and accountability, and 7) overall reflections of the case and its relationship to course materials.

Grading scale

We're using a standard grading scale. Course grades are calculated using a standard range: A+ (97–100), A (93–96), A- (90–92), B+ (87–89), B (83–86), B- (80–82), C+ (77–79), C (73–76), C- (70–72), D+ (67–69), D (65–66), D- (below 65).

General schedule

Be sure to check Canvas for the most current information. The schedule and materials may change as needed.

Due dates: Be sure to subscribe to the course calendar. The general module cadence is:

- 1st Monday, Module posted.
- 1st Wednesday, Priming exercise/quiz due.
- 2nd Wednesday, All discussion posts due.

Note: Be sure to make discussion posts throughout the module timespan to receive full credit. Treat it as a real discussion like you would have on any online forum. Check on it regularly. Posting at the last minute does not promote discussion. See the rubric for more details.

Module	Start date	Topic
0	Jan-8	Getting started
1	Jan-15	Introduction to nonprofit management and the state of the nonprofit sector
2	Jan-22	Diversity of exempt organizations
3	Jan-29	Start-up and incorporation
4	Feb-5	Governance and leadership
5	Feb-12	Strategic planning
6	Feb-19	Human resources
7	Feb-26	Marketing, outreach, and communications
8	Mar-4	Financial management and resource development
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9	Mar-18	Evaluation and performance measurement
10	Mar-25	Networks, collaborations, mergers and partnerships
11	Apr-1	Ethics, accountability, and oversight
12	Apr-8	Commercial ventures and social entrepreneurship
13	Apr-15	Lobbying, grassroots organizing, and political advocacy
14	Apr-22	Nonprofits in the international context

Policies

Indiana University and O'Neill

You <u>MUST</u> review IU and O'Neill's code of conduct and policies. Refer to your orientation materials. You are responsible for knowing them. They include details about your rights and responsibilities. These policies include (but are not limited to):

- <u>IU Code of Student Rights, Responsibilities, and Conduct</u>
- <u>O'Neill Honor Code</u>
- <u>Academic Misconduct Process</u>
- <u>Official Academic Calendar (including drop deadlines)</u>
- <u>Student Advocates Office</u>

Excerpt O'Neill School expectations of civility and professional conduct[2]

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.

- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.

- Students must abide by the course policy regarding use of electronic devices in the classroom.

- Students must responsibly participate in class activities and during team meetings.

- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.

- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.

- Students must not destroy or deface classroom property nor leave litter in the classroom.

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[2] These expectations are excerpted from the O'Neill School Honor Code which can be found at: https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html

AI in this Classroom

As a nonprofit manager you will identify threats and reframe some into opportunities. Academia is researching and developing practices that optimize AI as a teaching tool.

We can use AI in this course as long as we follow some policies. These policies may be updated based on student and instructor experiences and discussions.

- You can use generative AI tools (e.g., ChatGPT) to find information, get a start on research, organizing thoughts, studying (e.g., asking questions and evaluating its responses), etc.
- You cannot use AI to impersonate yourself. Treat AI as an author. Do not use an AI's writing or ideas and represent them as your own. This is plagiarism. It's academic dishonesty. University/school policy requires me to report any instance to the administration and penalties can be severe.

When in doubt, ask. Use the general course forum to discuss. We are all learning about how to use AI effectively and discussion is the best way to think through these issues.

University policies on materials

Note Selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials reuse

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Additional university programs and information

Mental health wellness and emergency services

Counseling and Psychological Services
For information about services offered to students by CAPS:
http://healthcenter.indiana.edu/counseling/index.shtml

TimelyCare
Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. https://www.iu.edu/mental-health/find-resources/timely-care.html#0

Learning services

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: https://studentaffairs.indiana.edu/student-support/disability-services/index.html

Religious observances and schedules

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html

Title IX and sexual harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Service (SACS) at 812-855-8900
- Counseling and Psychological Services (CAPS) at 812-855-5711
- Confidential Victim Advocates (CVA) at 812-856-2469
- IU Health Center at 812-855-4011

For more information about available resources: http://stopsexualviolence.iu.edu/help/index.html. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit http://stopsexualviolence.iu.edu/help/index.html to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center
Address: 807 East Tenth Street, Bloomington, IN 47408
Phone: 812-856-5361
Email: acc@indiana.edu
Website: https://asianresource.indiana.edu/index.html

First Nations Educational & Cultural Center
Address: 712 E 8th St., Bloomington, IN 47408
Phone: 812-855-4814
Email: fnecc@indiana.edu
Website: https://firstnations.indiana.edu/contact/index.html

Jewish Culture Center
Address: 730 E 3rd St., Bloomington, Indiana 47401
Phone: 812-336-3824
Website: https://iuhillel.org/iu-jewish-culture-center

LGBTQ+ Culture Center
Address: 705 E 7th St., Bloomington, Indiana 47408
Phone: 812-855-4252
Email: glbtserv@indiana.edu
Website: https://lgbtq.indiana.edu/contact/index.html

La Casa Latino Culture Center
Address: 715 E 7th St., Bloomington IN, 47408
Phone: 812-855-0174
Email: lacasa@indiana.edu
Website: https://lacasa.indiana.edu/

Neal-Marshall Black Culture Center
Address: 275 N Jordan Ave Bloomington, Indiana 47405
Phone: 812-855-9271
Email: nmgrad@indiana.edu
Website: https://blackculture.indiana.edu/index.html

Canvas and other IT assistance

The IU Knowledge Base (https://kb.iu.edu) usually has the information you need. I've been part of the IU community for years and I can attest to that.

For Canvas see their help menu https://kb.iu.edu/d/bexp

Writing assistance

Writing Tutorial Services (https://wts.indiana.edu) offers free one-on-one appointments with their tutors. WTS has helped me a lot over the years.