

O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs

V454/N522 – 30412

HUMAN RESOURCE MANAGEMENT IN NONPROFITS

Spring 2025

Monday/ Wednesday 9:35–10:50 am SPEA A203

Instructor: Laura Littlepage.
E-mail: llittlep@iu.edu

Office: SPEA 423
Phone: 812-855-5263

Office Hours: By appointment. Please contact me by e-mail for an appointment.

I. COURSE DESCRIPTION

This course is designed to introduce students to the tools and managerial strategies that will support effective human resource management in nonprofit organizations and in the public agencies that work closely with nonprofits or with volunteers. The course is nonprofit-focused but is also useful to aspiring public managers given government's heavy reliance on NPOs as collaborators and contractors, and on volunteers as coproducers of public services.

For reading material, students will rely on reports, studies, and articles from the management literature. Assignments include a choice of applied "memos to the board" and analysis of case studies as well as a project for a nonprofit partner. The class format includes a combination of lecture, whole class discussion, guest speakers, and applied exercises. Since an effort is made to place all course material in the context of current trends facing the nonprofit sector, students are expected to read well beyond the syllabus as they prepare written assignments to understand how personnel issues in the nonprofit sector are addressed in the popular, legal, and academic presses.

Learning Outcomes: You will learn to:

- Understand what nonprofit supervisors and human resource managers are thinking and doing day-to-day as they seek to recruit personnel to their mission,
- Motivate volunteers and staff, manage teams,
- Plan effectively for human capital needs,
- Set/meet performance standards for staff,
- Earn the public trust through effective compliance with personnel law.
- Analyze information, read with a critical eye, assess evidence, write with precision and quality, and make confident, empirically-supported recommendations for HRM practice.

O'Neill School expectations of civility and professional conduct

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.

II. Readings

All assigned readings (articles, excerpted chapters from other books, and case materials) will be available online, posted in Canvas.

III. ASSIGNMENTS & GRADING

A. Assignments

Weights

(1)	Class participation, attendance	10%
(2)	Two Board memos (15% each)	30%
(3)	Two case analyses (15% each)	30%
(4)	Client group project	10%
(5)	Presentation	10%
(6)	Discussions	10%
		100%

1. Class participation and attendance

Your participation grade will be based on the percentage of sessions you have attended and the extent to which you participate in class. The way to get a 100 in participation is to combine excellent attendance with excellent class participation. Every student will be expected to attend *every* class, having *already* completed reading assignments *before* the date assigned.

Attendance: If you are absent, I don't need doctor notes, job interview passes, or any other evidence of why you were absent. Instead, everyone gets **THREE** free passes. After **THREE** absences, further absences count, whether excused or unexcused. If you will miss class for official IU business (athletic or employment obligations) please discuss with me in advance.

2. Two Board Memos

During the semester, each student will prepare two papers in which you use the HR management literature to answer questions posed in the syllabus. The audience for these papers is a real or hypothetical "board", so the papers should be framed as "Memos to the Board". There are three goals: for you, it's an opportunity to practice application of your human resource skills by responding to a management situation with suggestions. Also, by framing these as "memos to the board" you learn how to effectively communicate these ideas to a real practitioner audience. Writing for practitioners is different (and usually better) than writing for your professor! Finally, for me, they demonstrate your grasp of the reading material and your ability to make use of the course material in applied settings.

Expected length of these papers is three single-spaced pages, not including references, 12 point font, one inch margins. I will enforce the minimum length. Please don't go over five pages in length.

For this assignment, you may choose two of the seven options listed in the syllabus. You are welcome to choose based on your interest in various topics. Deadlines are simple: You may choose topics at your discretion based on your interests but note that **(1) these are due in Canvas by the class time on the same day the topic will be discussed, and (2) You must submit at least one memo by 2/26.** I will always accept papers early, but not late. This assignment loses 10% in value for each day submitted late, beginning from the class period.

Helpful hints: Note the opportunity to front-end your work if you anticipate a heavy final exam schedule, or if you are involved in events later in the semester.

Writing in a real organizational context

Writing "Memos to the Board" means you are NOT writing them to me. Your audience will be nonprofit leaders and your voice as well as your recommendations should fit that organization's context, mission, and experience. Memos can be addressed to a fictional board of a nonprofit or to an organization you have read about, or one you have worked for in the past. You can also take the initiative to get feedback from a real nonprofit manager before submitting the final memo to me. Many past students use their best papers as a writing sample to get a job.

3. Two Case Analyses

You must choose two of the 20+ cases I have posted in Canvas to analyze in at least FOUR single-spaced pages, not including references, 12 point font, one inch margins. **The first case analysis is due February 16 and the second is due April 13.**

Past students have found it very helpful to read the guidance on how to do a case analysis from the following sources:

- ❖ Robert Ronstadt (1980). The Art of Case Analysis (Canvas)
- ❖ Nkomo et al. (2005). A Model for Analyzing Cases. (Canvas)

Note that some cases I have posted come with questions, and some do not. For the cases that come with their own questions, please answer them PLUS the following question: ***How are the approaches taken in this case, or the approaches that you recommend in response to case questions, consistent or not consistent with the course readings?***

When you encounter a case without questions, please answer the following: ***Do you agree with the outcome of the case? What would you do? Why? Specifically how would you implement your recommendations? How are the approaches taken in this case, or the approaches that you recommend in response to case questions, consistent or not consistent with the course readings?***

General advice for doing good case analyses: **Don't rehash the facts. Don't rehash the facts. Don't rehash the facts.** Instead, spend your precious four pages on good analysis of what happened, why it happened, and what went right or wrong. On the last item, don't rely on your intuition entirely! This is not an opportunity for you to explain why you think someone was right or wrong. You are being graded on evidence-driven analysis, so you should be looking for help from the HRM literature to explain your analysis. Cite generously!

Sources and format: Please note that even the most applied project must still demonstrate good research and thoroughly incorporate the reading material. **For every paper (memos and case studies), I expect you to incorporate research material well above and beyond the assigned readings (at least a half dozen citations, preferably twice that number).** Note that learning is cumulative, so although your writing should be original, your bibliography can include any prior assigned readings, class notes, and any prior coursework in addition to material you find on your own. Also note that for every paper, I expect you to rely on both scholarly, peer-reviewed sources as well as professional books and web resources for practitioners.

4. Group Project (10%)

You will be working in teams on an HR related project for several local nonprofits. The projects will include developing a volunteer manual and updating employee manuals.

5. Group project presentation (10%)

Each team will make a formal presentation of their final project covering each section of the plan. All team members must present, and professional attire is required. Our partners will be invited to the presentations.

6. Discussions (10%)

Periodically there will be individual discussion forums. Your postings should be substantial, concise, provocative, interpretative, timely, logical, and grammatical. You will also reply to another person's postings. It is NOT acceptable to post "I agree with Joe." Even if that is the case, why do you agree with Joe, what parts of his argument do you find convincing, etc.

B. Grading scale: The following grading scale will be used for assignments and final grades:

97 - 100% = A+	87 - 89% = B+	77 - 79% = C+	67 - 69% = D+
93 - 96% = A	83 - 86% = B	73 - 76% = C	63 - 66% = D
90 - 92% = A-	80 - 82% = B-	70 - 72% = C-	60 - 62% = D-

Below 60% = Failing

Academic Integrity

Academic integrity is extremely important and as such academic dishonesty will not be tolerated. Students, who commit such acts, expose themselves to punishments as severe as dishonorable dismissal from the institution. Academic dishonesty can take different forms, and includes, but is not limited to: cheating, plagiarism and computer abuse. The academic policy can be located at: <https://studentcode.iu.edu/>

Academic Dishonesty

O'Neill faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed <http://www.iu.edu/~code/code/index.shtml>, so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Incomplete and late work: Only illness or an unavoidable conflict caused by an official university obligation are valid grounds for missing assignment deadlines. To be eligible for the incomplete in a course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. Poor performance in a course is not grounds for an incomplete. SPEA follows the campus guidelines in awarding incompletes which may be accessed at the Office of the Registrar's website at: http://registrar.indiana.edu/stu_grades.shtml

IU's grading policies: <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>

Syllabus Disclaimer

The instructor reserves the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via Canvas announcement about the change. **Note:** If changes to assignment due dates are made, they will never be moved earlier than the date stated on this syllabus.

IV. COURSE SCHEDULE AND ACTIVITIES

Week 1

Mon. 1/13 Introduction and Purpose of Course,
Review of Syllabus
Rank Projects

Wed. 1/15 Intro to Nonprofit HRM

- ❖ Gazley, Beth. 2015. Nonprofit Human Resources. In Richard C. Kearney and Jerrold Coggburn (Eds.), Public Human Resource Management: Problems and Prospects, 6th edition. Sage/CQ Press (Canvas)
- ❖ Pynes Chapter 1 IUCAT HAS E-BOOK
- ❖ Landles-Cobb, L., Kramer, K. and Milway, K.S. (2015) The Nonprofit Leadership Development Deficit. Stanford Social Innovation Review. (Canvas)
- ❖ Building Movement Project. (2023). The push and pull: Declining interest in nonprofit leadership. https://buildingmovement.org/wp-content/uploads/2024/01/BMP_The-Push-and-Pull-Report_Final.pdf

Discussion

Week 2

Mon. 1/20 **MLK Day- no class**

Wed. 1/22 **Meet with partners in class**

Week 3

Mon. 1/27 Nonprofit Staffing and the External Environment

- ❖ Nonprofit Trends 2021, Urban Institute
- ❖ Ronquillo, J. C., Miller, A., & Drury, I. (2017). Trends in nonprofit employment. In *The Nonprofit Human Resource Management Handbook* (pp. 29-43). Routledge.

Wed. 1/29 Strategic Human Resources Management (SHRM)

- ❖ Nonprofit HR. "2022 Nonprofit Talent Management Priorities"
- ❖ Guo, C., Brown, W.A., Ashcraft, R.F., Yoshioka, C.F., and Dong, H.D. 2011. Strategic HR management in nonprofit organizations. Review of Public Personnel Administration, 31(3):248-269.
- ❖ Brown, W.A. Strategic Management in The Jossey-Bass Handbook of Nonprofit Leadership and Management

Discussion

Board Memo Option 1: Put yourself in the role of a nonprofit HR manager charged with making your HR program more proactive and strategic. Your board of directors expects a presentation on SHRM. Answer these questions: What is SHRM? What is different about SHRM compared to Functional HRM? Why should we care about SHRM? How does it connect the HR function to other organizational functions? What does it require from an NPO? Is SHRM within the grasp of every NPO? How can the trends we have identified so far (such as leadership needs) be addressed using the principles of SHRM?

Week 4

Mon. 2/3 **Mary Helen Truglia, PhD Writing Tutorial Services**

Wed. 2/5 **Gary Arave, Business/SPEA Library**

- **Plan for final project due**

Week 5

Mon. 2/10 Intro to Equal Employment Opportunity

- ❖ Pynes Chapters 3 and 4 (library has e-book)
- ❖ Weisinger, J.Y., Borges-Mendez, R. and Milofsky, M. (2015) Diversity in the nonprofit and voluntary sector. *Nonprofit and Voluntary Sector Quarterly*
- ❖ How to Build a Diverse Nonprofit Staff
<https://www.philanthropy.com/package/how-to-build-a-diverse-nonprofit-staff>
- ❖ Alteri, A. M. (2022). When rights collide: Examining conflicts between gender identity, sexual orientation, & religious discrimination protections. *International Journal of Discrimination and the Law*, 22(2), 152-171.

Discussion

Wed. 2/12 Guest speaker: Brian Richardson, DEI Director, IU

FIRST CASE ANALYSIS DUE BY SUNDAY AT MIDNIGHT

Week 6

Mon. 2/17 The Americans with Disabilities Act

- ❖ What is the American with Disabilities Act? <https://adata.org/learn-about-ada>
- ❖ <https://www.dol.gov/general/topic/wages/subminimumwage>
- ❖ <https://www.dol.gov/agencies/whd/fact-sheets/39-14c-subminimum-wage>
- ❖ <https://www.nbcnews.com/news/investigations/more-disabled-workers-paid-just-pennies-hour-v19916979> (watch the video as well as read the article)
- ❖ <https://www.eeoc.gov/wysk/what-you-should-know-about-pregnant-workers-fairness-act>
- ❖ <https://www.wfyi.org/news/articles/indianas-pregnant-workers-have-few-protections-in-state-law-federal-law-could-fill-the-gaps>

BOARD MEMO Option 2: Your board is considering starting a program where they hire and pay disabled workers subminimum wages. They contend that nonprofits paying disabled workers subminimum wages is both legal and ethical, because the workers are paid based on their production and gain training and socialization. You are asked to summarize the pros and cons of this policy. What are the options? What is legal? What is ethical?

Wed. 2/19 Team time- work with your team

Week 7

Mon. 2/24 Employee Compensation

- ❖ Pynes Chapters 7 and 8
- ❖ Sowa, J.E. Compensation: Adopting a Strategic Approach in the Nonprofit Sector *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, edited by David O. Renz, et al., John Wiley & Sons, Incorporated, 2024.

Board Memo Option 3: Your executive director would like to make sure all employees are paid a living wage but there is pushback from the board, particularly related to finances. She asks you to write a memo to the board about the merits of the living wage debate for nonprofits. Is there a moral imperative for nonprofits to offer a living wage, On what basis can you argue for and against this position? How does a nonprofit decide?

DISCUSSION

Wed. 2/26 Executive Compensation

- ❖ Selden, S. C. (2017). Compensation practices in nonprofit organizations: Examining practices adopted by high performing nonprofits. *The nonprofit human resource management handbook*, 142-165.
- ❖ Grasse, N., Davis, T., & Ihrke, D. (2014). Understanding the compensation of nonprofit executive directors: Examining the influence of performance and organizational characteristics. *Nonprofit Management and Leadership*, 24(3), 377-398.
- ❖ <https://www.councilofnonprofits.org/tools-resources/executive-compensation>

Board Memo Option 4: Nonprofit executive compensation is a hot topic in the nonprofit press. Nonprofits, in setting executive pay, must negotiate carefully between market forces that make salaries more competitive and public laws that restrict executive compensation. Add into this mess the public's tolerance level for what seem to be "unfairly high" nonprofit salaries. What does a nonprofit need to know to operate successfully within this legal framework? Be sure to include recent press coverage and legislative proposals in your discussion. In current policy contexts, you can also take on the arguments for and against regulated executive compensation versus a more open market approach. What's your opinion?

**AT LEAST ONE BOARD MEMO MUST BE DONE BY 2/26 AT CLASS TIME
OR YOU WILL RECEIVE A ZERO!**

Week 8

Mon. 3/3

Employee Recruitment and Selection:

- ❖ Employee Recruitment_ A Guide To Finding the Best Talent - Nonprofit Resource Hub
- ❖ Watson, M.R. and Abzug, R. (2016). Effective Human Resource Management. In The Jossey-Bass Handbook of Nonprofit Leadership and Management (eds D.O. Renz and R.D. Herman).

DISCUSSION

Wed. 3/5

Recruiting the next generation to the nonprofit sector

- ❖ Capturing Promising Practices in Recruitment and Retention of Frontline Youth Workers, a Project of the National Collaboration for Youth at <http://www.nydic.org/nydic/documents/CompletePublication.pdf> or Canvas.
- ❖ Johnson et al. (2017) Managing Generational Differences in Nonprofit Organizations in The nonprofit human resource management handbook : from theory to practice / edited by Jessica K.A. Word and Jessica E. Sowa
- ❖ Ottos, L. (2019, October 15)Generation Z: How the “Digital-Natives” will impact the workplace (Canvas) <https://www.nonprofitthr.com/generation-z-how-the-digital-natives-will-impact-the-workplace/>

Board Memo Option 5: Your board of directors of a certain nonprofit (you make up the details) asks you to prepare a set of recommendations for recruiting the next generation of nonprofit leadership. Summarize the current thinking and then place it in the context of this organization, and do spend ample time helping the board to understand what will work for this organization. Are there some universal principles for effective engagement of Millennials or Gen Z, or are they contextual?

Week 9

Mon. 3/10 **Guest Speaker Freedom Kolb, Executive Director of the Milk Bank**

Wed. 3/12 Nonprofit Employee Engagement and Motivation

- ❖ Akingbola, K. (2017) Engagement, Satisfaction and Nonprofit Organizations
- ❖ Slatten, et al (2020) Staffing of small nonprofit organizations: A model for retaining employees, Journal of Innovation & Knowledge
- ❖
- ❖ Charitable Advisors (2022) More than a pay raise: Retaining Indiana's nonprofit employees requires a comprehensive wellness approach
- ❖
- ❖ Engaging the Nonprofit Workforce: Mission, Management and Emotion

DISCUSSION

SPRING BREAK!!!!

Week 10

Mon. 3/24 Introduction to Volunteer Labor

- ❖ Bureau of Labor Statistics at <https://www.bls.gov/news.release/volun.toc.htm>
- ❖ Statistics Canada at <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=4510004001>
- ❖ Corporation for National and Community Service at https://americorps.gov/sites/default/files/document/Volunteering_in_America_Demographics_508.pdf
- ❖ <https://www.initlive.com/blog/what-is-volunteerism-a-guide-to-the-history-benefits>

Wed. 3/26 Managing Volunteers

- ❖ Nesbit, R. Leading and Managing Volunteers in *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, edited by David O. Renz, et al., John Wiley & Sons, Incorporated, 2024.
- ❖ Brudney and Sink (2019) Volunteer Management: It all depends
- ❖ <https://nonprofitrisk.org/resources/articles/employee-or-volunteer-whats-the-difference/>
- ❖ Studer, S. (2016). Volunteer Management: Responding to the Uniqueness of Volunteers. *Nonprofit and Voluntary Sector Quarterly*, 45(4), 688-714–714.

Board Memo Option 6: A board member has been tasked with improving the organization's volunteer program and seeks your advice on the general question of successful volunteer retention. What are the strategies that the literature has shown to be effective? Are there differences in episodic vs. long-term volunteers?

DISCUSSION

Week 11

Mon. 3/31 **Team time**

Wed. 4/2 Volunteer Evaluation and Valuation

The Value of Volunteering in Canada

<https://independentsector.org/resource/value-of-volunteer-time/>

Discussion

Week 12

Mon. 4/7 Risk Management

- ❖ Risk Aware: Fortifying your mission with a Practical Approach to Risk Management in *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, edited by David O. Renz, et al., John Wiley & Sons, Incorporated, 2024.
- ❖ The Volunteer Protection Act of 1997, Pub. L. No. 105-19. Codified at 42 U.S.C. §§ 14501. Available at <http://www.gpo.gov/fdsys/pkg/PLAW-105publ19/pdf/PLAW-105publ19.pdf>.

Wed. 4/9 Training and Development

- ❖ Pynes, Chapter 9
- ❖ Carpenter, H. (2019) Talent Management
- ❖ Egan, T. (2019) Training and Development in Nonprofit Organizations

SECOND CASE ANALYSIS DUE 4/13

Week 13

Mon. 4/14 Leadership and Supervision

- ❖ Herman, Robert D. (2024). Executive Leadership. In The Jossey-Bass Handbook of Nonprofit Leadership and Management, Fifth Edition, San Francisco: CA: Jossey-Bass
- ❖ Chima, A., & Gutman, R. (2020). What it takes to lead through an era of exponential change. *Harvard Business Review*, 1-7.

DISCUSSION

Wed. 4/16 Boards as a Special Human Resource Issue

- ❖ Renz, D.O (2024) Leadership, Governance, and the Work of the Board. In the Jossey-Bass Handbook of Nonprofit Leadership and Management, Fifth Edition
- ❖ Nonprofit Governing Boards, Chapter 4 in Worth, M.J. Governing and Leading Nonprofit Organizations

Week 14

Mon. 4/21 Employee Performance Evaluation-

- ❖ Pynes, Chapter 10, Performance Management
- ❖ Walk and Kennedy (2019) Making Nonprofits More Effective: Performance Management and Performance Appraisals

DISCUSSION

Wed.4/23 **Team time to work on your presentations**

Week 15

Mon. 4/28 **Presentations**

Wed. 5/2 **Wrap-up and Discussion.**

Fri. 5/4 **Submit Final projects and peer evaluations by midnight.**

Have a great summer!!!

Additional information for students:**Commitment to Diversity and Support: 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>

Religious Observation

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: <http://vpfaa.indiana>

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

2. Disability Services for Students 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/disability-services-students/>.

3. 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:

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. 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.

Resources for your papers:

Good sources of general information on nonprofit employment trends:

<http://www.ncna.org>
<http://www.independentsector.org>
<http://www.ccss.jhu.edu/>

Samples of nonprofit standards and codes of conduct are also discussed at
<http://www.independentsector.org/issues/accountability/standards2.html>

Books (available in SPEA/BUS library)

Deckop, John R. (Ed.). 2006. Human Resources Management Ethics. Greenwich, CT: Information Age Publishing.

Chanda, Ashok. 2007. Strategic Human Resource Technologies. Los Angeles: SAGE

Salary Surveys

Note: the most current info will charge an access fee.

<http://jobstar.org/tools/salary/sal-prof.php#NonProfit>

<http://www.careerjournal.com/salaryhiring/industries/nonprofits/index.html>

<http://www.nptimes.com/>

<http://www.snpo.org/samples/V200131.pdf>

salary.com, monster.com, careerbuilders.com

<http://www.abbott-langer.com/>

Volunteerism and Volunteer Management

<https://www.ideaencore.com/collection/volunteermatch>

Susan Ellis' resources at www.energizeinc.com

Corporation for National and Community Service and BLS data at

<http://www.volunteeringinamerica.gov/>

Jayne Cravens' resources at <http://www.coyotecom munications.com/volunteer/index.html>

Citizen Corps' resources at http://www.citizencorps.gov/councils/volunteer_mgmt.shtm

Hands on Network at <http://www.handsonnetwork.org/>

Bibliographic sources

Peer-reviewed or academic (bold-faced probably your best sources):

Nonprofit and Voluntary Sector Quarterly
Voluntas: International Journal of Nonprofit and Voluntary Organizations
Public Administration Review
Nonprofit Management and Leadership
Academy of Management Review
Academy of Management Journal
Academy of Management Executive
e-Volunteerism
Review of Public Personnel Administration
Public Finance Review
Public Productivity Review
Journal of Labor Research
American Review of Public Administration
Journal of Volunteer Administration
International Journal of Nonprofit and Voluntary Sector Marketing
Journal of Health and Human Services Administration
Journal of Public Administration Research and Theory
American Sociological Review
International Journal of Public Administration
Administration & Society
Administrative Science Quarterly
Policy Analysis and Management
Third Sector Review
Leadership and Organization Development Journal
Public Organization Review
Public Management Review
Journal of Policy Analysis and Management
International Journal of Human Resource Management
Asia Pacific Journal of Human Resources
Industrial Relations
New Directions for Philanthropic Fundraising

Nonprofit and government periodicals:

Stanford Social Innovation Review
Nonprofit Times
Chronicle of Philanthropy
New York Times (has a regular column on charitable activity)
The Philanthropist
Governing Magazine
Spectrum: The Journal of State Government
Popular Government
The Nonprofit Quarterly