PubPol 750.007: Policy and Management in the Nonprofit Sector
Winter, 2023 (First Half of Semester)

Overview

The nonprofit sector has emerged as one of the cornerstones of American society, and yet remains very much a work in progress. The “third sector” faces unique and evolving pressures in areas such as impact, philanthropy, mission focus, performance measurement, sector blur, and more. These challenges are magnified by the complex interdependencies among the nonprofit, for-profit, and public sectors.

Course Objectives

In our class we will examine some fundamental topics where policy intersects with the day-to-day operation of domestic nonprofit organizations. By considering sector tensions from both societal and management perspective, we will each develop our own informed view on the appropriate role and function of the nonprofit sector within society. Future policy makers and nonprofit managers alike will enhance their ability to formulate positions on policy issues that impact the sector.

Class Format

One lecture per week based on 25 - 50 pages of reading. Some classes may incorporate collaborative group work.

Instructor Contact Information and Office Hours

Neel Hajra

Email: nhajra@umich.edu (I check email most evenings)

Phone: I do not check my office phone!

Office: Weill Hall Room 4212

Office Hours: Fridays 3 - 4 PM and by appointment throughout week
Please note that office hours will vary from time to time - changes will be announced in class.

**Graded Assignments**

This class is designated as a "Satisfactory/Unsatisfactory" course. Student performance will be assessed through two short papers as well as class participation. Students will receive paper assignments at least two weeks prior to due dates with clear guidance on what constitutes a "satisfactory" paper.

**Grading**

- 30% short paper (300 words)
- 30% in-class participation
- 40% final paper (600 words)

**Office Hours**

Students are encouraged to take advantage of office hours not only for guidance on assignments, but also to discuss supplemental nonprofit and management topics of interest not addressed in the syllabus below. It's an excellent opportunity to broaden the scope of what you can gain from this course.

**Course Syllabus**

- Please note that these initial course readings will be updated throughout the semester. Changes will be communicated in class as well as through class announcements.
- All articles in this syllabus can be viewed and downloaded in the Files section of this course.

**Class 1: Why is There a Nonprofit Sector?**

We start a broad examination of why we have a nonprofit sector through a range of perspectives.

**ASSIGNED READINGS**

2. **A broad summary of the functions of the nonprofit sector**: Lockwood, Lester, The Stakes: What Is the Nonprofit Sector and Why Do We Need It?, in Lockwood, Lester M., The Resilient Sector

https://umich.instructure.com/courses/603001
Revisited: The New Challenge to Nonprofit America (2015) [read pages 7-8, 14-17]

3. A celebration and examination of the nature and diversity of the nonprofit sector: Lester Salamon, “What Is the Nonprofit Sector and Why Do We Have It?” in J. Steven Ott (ed.), The Nature of the Nonprofit Sector (2011)


OPTIONAL ARTICLES

- Recent nonprofit employment data: The 2019 Nonprofit Employment Report, Johns Hopkins Center for Civil Society Studies
- A map of of the "nonprofit economy": Illustrated Nonprofit Economy (https://nonprofitquarterly.org/infographics/npq-i-npqs-illustrated-nonprofit-economy/), Nonprofit Quarterly (web chart)

Class 2: Legal and Regulatory Framework

We transition from theoretical frameworks to the legal underpinnings of the US charitable nonprofit sector.

ASSIGNED READINGS


2. The regulatory framework governing nonprofit accountability: James Fishman, Wrong Way Corrigan and Recent Developments in the Nonprofit Landscape: A Need for New Legal Approaches, 76 Fordham Law Review 2007-08 [read pp. 567-598; stop at Section D]

OPTIONAL ARTICLES


Class 3: Mission

There’s a “double bottom line” of mission and financial performance that distinguishes nonprofit management from the for-profit sector. We explore operational implications arising from this double bottom line and extrapolate broader implications for the sector as a whole.

ASSIGNED READINGS


OPTIONAL ARTICLES


Class 4: Governance

Volunteerism, particularly voluntary governance structures, set the nonprofit sector apart from the public and for-profit sectors. Strong governance is a key to organizational success, and also critical to maintaining accountability between a nonprofit and the public. Yet nonprofit managers (and their trustees) commonly marginalize or misconstrue the governance function. We examine the benefits and challenges posed by current governance practices, and consider alternative policies and governance models that might encourage more robust governance of the sector.
ASSIGNED READINGS

1. **The core responsibilities of a nonprofit board:** BoardSource: Six Essential Ingredients to Good Governance (2016)

2. **National trends in nonprofit governance:** BoardSource: Leading with Intent - 2021 Index of Nonprofit Board Practices [read page 5]


4. **A simple lens for optimal board impact:** William Ryan, "Briefing Note - Distinguishing a Board's Steering & Rowing Work" (2008)

OPTIONAL ARTICLES

- A comprehensive catalog of board practices: Boardsource Recommended Governance Practices (2016)

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Class 5: Performance Measurement

Measuring the effectiveness and impact of nonprofits is a deceptively complex undertaking. We weigh the advantages and disadvantages of various frameworks for measuring success. We also explore how our choice of framework might affect issues of impact, sustainability, and public accountability.

ASSIGNED READINGS


OPTIONAL ARTICLES


Examples of when and when not to measure impact: Mary Kay Gugerty & Dean Karlan, "Ten Reasons Not to Measure Impact – and What to Do Instead," Stanford Social Innovation Review, Summer 2018

Donors don't care about metrics as much as we think: Katie Cunningham & Marc Ricks, "Why Measure," Stanford Social Innovation Review, Summer 2004

Rethinking what we mean by measurement in the social sector: Jim Collins, Good to Great and the Social Sectors: A Monograph to Accompany Good to Great (2005)

Class 6: Philanthropy and Government Support

We examine domestic philanthropy from three angles: individual philanthropy as the primary driver of nonprofit sector dynamics, foundation philanthropy as an outsized influence on nonprofit policy despite its relatively modest scale, and corporate philanthropy as a balancing act for nonprofits. We also examine government support as a growth engine for the nonprofit sector and also a threat to the very nature of the nonprofits.

ASSIGNED READINGS


OPTIONAL ARTICLES
Recorded Classes: Mini-Lectures on Nonprofit Micro and/or Macro Topics

Due to our opportunity to focus on January 16 MLK Day activities in lieu of classes, this class will convene a total of six times before it concludes at Spring Break. To supplement the core curriculum, we'll identify other areas of interest by students relating to nonprofit sector policy, management, and leadership. Based on areas of common interest, several additional, supplemental "mini-lectures" will be offered along with related literature.

Important Ford School Policies Applicable to This Course

Ford School Inclusivity Statement: Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Ford School Public Health Protection Policy: In order to participate in any in-person aspects of this course—including meeting with other students to study or work on a team project—you must follow all the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found here. It is expected that you will protect and enhance the health of
everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19

**Student Mental Health and Wellbeing:** The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students' academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You may access counselors and urgent services at [Counseling and Psychological Services (CAPS)](https://caps.umich.edu/) (CAPS) and/or [University Health Service (UHS)](https://www.uhs.umich.edu/mentalhealthsvc) (UHS). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the [University Health Service](https://uhs.umich.edu/stressresources) and through [CAPS](https://caps.umich.edu/article/um-mental-health-resources).

**Accommodations for Students with Disabilities:** If you believe you need an accommodation for a disability, please reach out to U-M [Services for Students with Disabilities (SSD)](https://ssd.umich.edu/) office to help determine appropriate academic accommodations and how to communicate about your accommodations with your professors. Any information you provide will be treated as private and confidential.

**Academic Integrity:** The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one’s own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the [MPP/MPA](https://www.dropbox.com/s/oxbgig3kw5dwjzy/FINAL%202022%20Masters%20Handbook.pdf?dl=0), [BA](https://www.dropbox.com/s/i3eiituisb2sncr/FINAL%202022%20BA%20Handbook.pdf?dl=0), and [PhD Program](https://www.dropbox.com/s/31d5hhoviiqqs/FINAL%202022%20PhD%20Handbook.pdf?dl=0).
handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: http://www.rackham.umich.edu/current-students/policies/academic-policies/section11#112

**Use of Technology:** Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. *Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.*

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at: https://intranet.fordschool.umich.edu/academic-expectations

**Course Summary:**

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