Nonprofit Governance
The Board-CEO-Staff Relationship
Winter 2014
Tuesdays 6:00pm-10:00pm
Location: Sem 2 A3107

Faculty: Steve Laubacher, Ph.D.: laubachs@evergreen.edu or sjlaubacher@gmail.com ; Office: Seminar II –C-2110; Office hours: by appt. Phone: 937-361-6222

TESC MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "You must be the change you wish to see in the world."-- Mohandas K. Gandhi

A. **Course Goals:** The purpose of this course is to examine the nature and role of the three major components of a nonprofit organization: the board; executive director; and the staff. Of particular interest to us will be the varying and competing models describing the role of these components. We will examine how they function separately and how they may interact with each other.   Guiding our examination will be models that are differentiated, one from the other, on the basis of their understanding of and emphasis on one or the other poles that comprise the politics-administration dichotomy. The major dynamic that we hope to examine in this course is the various ways that nonprofit policy is constituted and then how policy is implemented within these various models.

In pursuit of this goal, we will examine the legal mandate of the nonprofit board, its duties, responsibilities and functions from several points of view. However, we will also ask the practical question of how the Board should behave in the "real world." A major highlight of the course will be a simulation of Standing Committees, the Executive Committee, and the Board of Directors meeting. This will provide a learning experience for the participants that will complement our "book" learning, discussions, and experiential knowledge (i.e. what we all bring to the table).

This course will expose all of its participants to differing perspectives on how the Board of Directors can best accomplish its mission. Even more important, however, will be the opportunity for all participants to prepare themselves to either be a member of a Board or to support a Board. In some cases, the course should enable its graduates to assist Boards in rethinking its role with an eye to improving its governance capabilities.

B. **Learning Objectives**
   1. Examine and evaluate contemporary ideas and practices of board governance
   2. Theoretical and practical understanding of how a board of directors and board committees can function to optimize organizational performance
   3. Learn how to provide superior staff support to the Board and Board committees
   4. Learn how to write effective issue memorandums and function effectively in groups
   5. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

C. Required Books and Articles

Worth, Michael J. Worth (Second Edition, 2012). *Nonprofit Management: Principles and Practice.* Sage. ISBN: 978-1-4129-9445-3

Conrad, William R. (2003), *The New Effective Voluntary Board of Directors: What it is and How it Works. Swallow Press.* ISBN: 0-8040-1033-1

Carlson, M. and Donohoe, M. (Second Edition, 2010), The Executive Director's Guide to Thriving as a Nonprofit Leader. Josey-Bass. ISBN: 978-0-470-40749-3

Board Source (Third Edition, 2012). The Nonprofit Answer Book. Josey-Bass. ISBN: 978-1-118-09611-6

Articles (will be posted on Moodle) : Aristotle (2); Plato (1); and others from time to time

D. Winter 2014 Schedule (subject to change)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Week 1 1/7	***The Place of Nonprofits in Society*** ▪ Lecture/Workshop ▪ Seminar	Readings: Worth: Chapters 1-3	**Assignment #1- Reading Response, due 1/5**
Week 2 1/14	***The Politics-Administration Dichotomy & Implications for Nonprofits*** ▪ Lecture/Workshop ▪ Seminar	Readings: Article: Aristotle (2) see Moodle Article: Plato see Moodle Worth: Chapter 4	**Assignment #2- Reading Response, due 1/12**
Week 3 1/21	***The Role of the Executive Dir Part 1*** ● Lecture/Workshop ● Seminar	Reading: Worth: Chapter 5 Carlson: Chapters 1-7	**Assignment #3-4 Reading Response, Action Memo, due 1/19**
Week 4 1/28	***The Executive Director and Staff*** ● Lecture/Workshop ● Seminar	Reading: Carlson: Chapters 8-14	**Assignment #5-6 Reading Response, Action Memo, due 1/26**
Week 5 2/4	***The Board Part 1*** ● Lecture/workshop ● Seminar	Reading: Board Source: Parts 1-4	**Assignment #7-8 Reading Response, Action Memo, due 2/2**
Week 6 2/11	***The Board Part 2*** ● Lecture/Workshop ● Seminar	Reading: Board Source: Parts 5-7	**Assignment #9-10 Reading Response, Action Memo, due 2/9**
Week 7 2/18	***The Effective Voluntary Organization Part 1*** ● Lecture/Workshop	Reading: Conrad: Chs. 1-10	**Assignment #11 Reading Response, due 2/16**

	• Seminar		
Week 8 **2/25**	***The Effective Voluntary Organization Part 2*** ▪ Lecture/Workshop ▪ Seminar	<u>Reading:</u> Conrad: Chs. 11-17	**Assignment #12** **Reading Response,** **due 2/23**
Week 9 **3/4**	***Course Synthesis*** ▪ Lecture/Workshop ▪ Paper Presentations	<u>Reading:</u> Conrad: pp.173-223	**Assignment #13** **Reading Response,** **due 3/2**
Week 10 **3/11**	***Paper Presentations***		**Assignment 14, due** **3/7**

*Evaluation Week, March 17-22: Written evaluations (self & faculty) are required. Instructor reserves the right to modify the above syllabus and its elements.

E. Winter 2014 Assignments

Reading Response:
During each week that readings are assigned, we are asking that class members write down a combination of three simple questions or observations (there must be a mixture) with references to readings.

Policy Issue Memo:
There will be four Policy Issue Memo's required in Programming, Business, Human Resources, and Resource Development. The memo will only be one page, in memo format, single space with double space between sections and will follow the following format: 1. Problem; 2. Background; 3.Options; 4. Discussion of options (pros and cons); 5. Recommendation with justification .

White Paper: Organizational Analysis; or Case Study:
Class members can choose any of the above – APA style – 5-10 pages.

    a. White Paper:
        i. ID the topic and explain why it is of interest to you
        ii. What has your research generated about the topic
        iii. What is you take and position on the topic

    b. Agency Profile: – <u>Evaluate against class learning</u>
        i. Mission and Goals
        ii. Fiscal Status
        iii. Program Analysis
        iv. Fundraising
        v. Board and Committee Structure

    c. Issue Paper:
        i. Issue
        ii. Background of Issue

       iii. Options to Consider
       iv. Analysis of the Options
       v. Recommendations

F. **Expectations:** Students are required to: attend all classes; complete assigned readings; and complete all written and oral assignments.

G. **Human Subjects Review (HSR)** Any "research" you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will *not* collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

H. **Format:** All papers should be typed using a computer, double spaced (unless otherwise stated), 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant.

I. **Participation & Attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence. ***After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case.*** **Makeup work must be completed by the deadline assigned to ensure full receipt of course credit.** ***After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full credit.*** Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date. **Late assignments:** Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

J. **Evaluation:** Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter in our evaluation conference along with faculty evaluations of students. (Students may submit faculty evaluations to faculty directly or to Program Secretaries.)

K. **Credit:** Students will receive 4 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may rarely be offered on case by case basis.

L. **Multiculturalism & Diversity**: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures,. seminar and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue

and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

M. **Learning Styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

N. **Reasonable Accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: **Contact faculty** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

O. **Expectations of Students and faculty:** to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). *Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining high academic standards.*

We will abide by the social contract: WAC 174-121-010 College philosophy.
http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010
We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process
http://apps.leg.wa.gov/wac/default.aspx?cite=174-123
We will abide by the non-discrimination policies and procedures at TESC:
http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm

P. **Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Q. **Inclement Weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to

get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.