

PADP 7220 NONPROFIT GOVERNANCE AND ACCOUNTABILITY

Course Syllabus SPRING 2019

BASIC INFORMATION

Class Information

PADP 7220
Section 44503
6:30pm-9:15pm Tuesday
Baldwin 307

Instructor Information

Rebecca Nesbit, PhD
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Office hours:
Tuesday 5:30pm-6:30pm
By appointment

COURSE DESCRIPTION

This course examines the purpose and roles of a governing board and the tools organizations have to creating a dynamic and effective board. Nonprofit organizations are under increasing scrutiny from their stakeholders and members of the general public. Effective boards and executives demonstrate their accountability to important stakeholder groups. This course examines the role of the nonprofit sector in society by posing broad questions about why nonprofit organizations are held accountable, to whom they are accountable, and detailing how organizations can satisfy accountability demands. At the end of this course, students will be able to:

- Describe the role of the board toward the organization and the responsibilities of individual board members
- Leverage different management tools to create an effective and diverse governing board
- Understand the multiple stakeholder relationships that are important for nonprofit organizations and what each stakeholder group wants from the nonprofit organization
- Understand the various tools that nonprofit managers and board members have to demonstrate accountability and the appropriate audience and situation for using each tool
- Understand a nonprofit organization's legal and ethical obligations for accountability

TEXTBOOKS AND OTHER COURSE MATERIALS

There are four required textbooks for this course:

Chait, R. P., Ryan, W. P., & Taylor, B. E. (2011). *Governance as leadership: Reframing the work of nonprofit boards*. John Wiley & Sons.

Doerr, J. (2018). *Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs*. New York: Penguin.

McCord, P. (2017). *Powerful: Building a Culture of Freedom and Responsibility*. Silicon Guild.

Libby, P. & Dietrick, L. (2017). *Cases in Nonprofit Management: A Hands-On Approach to Problem Solving*. Thousand Oaks: Sage.

ASSIGNMENTS

Classroom Engagement: Students are expected to come to class prepared. The weekly reading is mandatory and students should come prepared to discuss and extend the readings in class. Students should bring their books and other reading materials to class.

Students are expected to participate actively in class—to answer questions, discuss ideas, share comments, and ask questions. On occasion we will do in-class activities that will count toward engagement points for that day. Students who do not come prepared to class may be excluded from participation in the in-class activities at the instructor's discretion. Both the quantity and quality of students' contributions to the class and to small group activities matter. A major component of engagement is demonstrating your mastery of the reading assignments and showing that you are actively engaged in all classroom activities.

I will deduct engagement points from students who come late to class (or leave early), who do not come prepared, or who engage in distracting behaviors during class time (see section below on student behavior in class). If laptops computers and/or other electronic devices are deemed to be detracting from the learning environment, the instructor might ban them from the classroom.

While your classroom engagement grade does count toward your overall grade, I also use this grade for making decisions about borderline grades. A student with a borderline grade who has been actively engaged throughout the course may receive the benefit of the doubt when final grades are assigned.

Mini Writing Assignments: There is a short writing assignment due every week of the semester. The assignment descriptions are part of the study guides posted on eLearning Commons (eLC). A grading rubric for the writing assignments is also posted on eLC.

Writing assignments are due at the beginning of class during the assigned week. The assignments may not be turned in late, but they may be turned in

early if you know that you will be missing class for some reason. You are allowed to redo one assignment in order to raise your grade on that assignment.

Board Observation Assignment: Students will observe and critique a nonprofit organization's regular board meeting. A full description of this assignment is posted on eLC.

Course Project: Students will participate in a course project, which involves providing a free training for the public about nonprofit governance. A full description of this assignment is posted on eLC.

Final Exam: The final exam will be an open-book, open-notes, take-home exam. The exam will cover material from the book, homework assignments, lectures, classroom discussions, and activities. The final exam is comprehensive.

GRADES

Assignment	Approximate Number of Points	Approximate Percent of Final Grade
Classroom Engagement	100	17%
Mini-Assignments	100	17%
Board Meeting Observation Assignment	100	17%
Course Project	200	33%
Final Exam	100	17%
Grand Total	600	100%

The grading scale for the class is: 93%-100% A, 90%-92% A-, 88%-89% B+, 83%-87% B, 80%-82% B-, etc.

ALTERATIONS TO SYLLABUS

The instructor reserves the right to make alterations to the course syllabus depending on the composition of the class, student preparation, and the quality of the work received. Students will receive adequate notification of any changes made to the syllabus.

GENERAL CLASSROOM POLICIES

Punctuality

Students are expected to arrive to class on time and to stay for the entire class period. As your instructor, I strive to begin each class period exactly on time out of respect for my students and their dedication to their education. I expect the same respect from students toward the instructor and other students. Arriving at class after the class has started will result in an automatic deduction from the participation grade. Students who leave class early will also receive reduced participation grades.

Student Behavior in Class

In order to create a conducive learning atmosphere for all students, it is important that students actively participate in positive ways and avoid distracting and disturbing behaviors. Students are expected to turn off cell phones, pagers, ipods, and any other noisemakers before class begins. Text messaging is not allowed during class. Listening to music is not allowed during class. Reading newspapers, magazines or other non-class materials during class are not allowed. The instructor reserves the right to arrange the seating in class to create a better learning atmosphere.

Laptops will be allowed in class, HOWEVER, they must be used for class-related purposes only. If a student uses a laptop inappropriately during class (i.e., checking email, posting on facebook, etc.), then that student may lose the privilege of having a laptop in class and will have his or her participation grade significantly reduced.

Students are expected to treat guest speakers with the utmost respect. This includes attending class on the day of the speaker's presentation, arriving on time, staying through the whole class period and asking thoughtful questions.

Civility

Disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Assignments

Late assignments are generally not accepted. In the event that the instructor chooses to accept a late assignment, the grade on that assignment will be reduced. All assignments must be turned in at the beginning of class. No work may be submitted by email unless otherwise instructed.

Incompletes

An incomplete will only be given if coursework completed in the course is of passing quality and some hardship prevents the student from completing the rest of the work on time. I interpret hardship to mean some serious illness or family emergency, and not just class overload at the end of the semester. You must provide me with documentation of your hardship. If it becomes absolutely necessary for you to receive an incomplete in this class, then you and I will together design a contract for completing the course in a timely manner.

In the case of personal or family hardship that will significantly affect your performance in the class, please come speak to me immediately. The longer you wait to talk to me, the less help I will be able to give you.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with

disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Disability Resource Center (<http://drc.uga.edu/>) coordinates services for students with disabilities and provides other services. If you have a disability for which you may request accommodation in UGA classes and have not contacted the Disability Resource Center, please do so as soon as possible.

Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. The instructor reserves the right to use any digital plagiarism detection program (such as Turnitin.com) for papers in this course at her discretion. You will be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

Also, course materials prepared by the professor, together with the content of all lectures and presented by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

A helpful site to assist you in avoiding plagiarism and to understand UGA's policies pertaining to academic honesty is found at: <http://ovpi.uga.edu/academic-honesty>.

Family Educational Rights and Privacy Act (FERPA)

All inquiries about grades need to be made through your official UGA email address. By FERPA rules, I am not allowed to send student grades to non-UGA email addresses because the student's identity cannot be verified.

Additional Resources to Help You Succeed:

Library Assistance: The UGA Libraries offers a great collection, much of it available online and reference assistance in person, via phone, via email, and via IM. The instructor reserves the right to require some or all students to meet with a librarian regarding class research projects should that be deemed necessary.

Writing Center: The UGA Writing Center offers a variety of services to assist you in improving your writing. Resources are noted on their web site (<http://writingcenter.english.uga.edu/>). In addition, they offer consultation

sessions both in person and online. Please allow two days for a response to your inquiry. The instructor reserves the right to require some or all students to meet with writing center tutors should that be deemed necessary based on the quality of work turned in.

CLASS SCHEDULE AND DUE DATES

DATE	TOPICS	READINGS AND ASSIGNMENTS
T Jan 15	Introduction to Nonprofits Governance and Accountability	Kearns 2012 Ebrahim 2010
T Jan 22	Governance Roles	Herman and Renz 1997 Principles for Good Governance McCord Chapters 1-2 L&D Case 2.3 Mini-Assignment #1 due
T Jan 29	Legal and Ethical Responsibilities	Hopkins 2009 Chapter 8 Cherry 2012 McCord Chapters 3-4 L&D Case 2.1 Mini-Assignment #2 due
T Feb 5	Governance Structure Building a Board	Brown 2005 McCord Chapters 5-8 L&D Case 3.4 Mini-Assignment #3 due
T Feb 12	Project Work Week	Presentation Draft #1 Due
T Feb 19	Board Meetings Board Dynamics	CR&T Chapters 1-4 Smith and Kraemer Chapter 13 Mini-Assignment #4 due
T Feb 26	Strategic thinking and planning	CR&T Chapters 5-8 L&D Case 5.3 Mini-Assignment #5 due
T Mar 5	Financial oversight	McCarthy 2007 Bradach et al. 2008 L&D Case 10.2 Mini-Assignment #6 due
T Mar 12	Spring Break—No Class	
T Mar 19	Bylaws and Policies	T&B Chapter 2 Doerr Chapters 1-6 L&D Case 1.4 Mini-Assignment #7 due
T Mar 26	Board-chief Executive Relationship Succession Planning	Doerr Chapters 7-14 L&D Case 3.1 L&D Case 3.2 L&D Case 3.3 Mini-Assignment #8 due
T Apr 2	Project Work Week	Presentation Draft #2 Due
T Apr 9	Evaluation	Doerr Chapters 15-21 Benjamin 2012 L&D Case 4.1 L&D Case 4.2 Mini-Assignment #9 due
T Apr 16	Practice for Public Training	Final Presentations Due
T Apr 23	Public Governance Training	

T Apr 30	Fundraising, communications and outreach	Hopkins 2009 Chapter 21 Lee 2004 Christensen and Ebrahim 2006 L&D Case 10.3 Mini-Assignment #10 due Board Observation Assignment Due
T May 1	Final Exam	