

PADP 7220 NONPROFIT GOVERNANCE AND ACCOUNTABILITY

Course Syllabus

SPRING 2022



BASIC INFORMATION

Class Information

PADP 7220
Section 60752
6:15pm-9:00pm Thursday
Gwinnett Campus

Instructor Information

Rebecca Nesbit, PhD
Office: Baldwin 280D
Phone: 706-583-5570
Email: nesbit7@uga.edu
Office hours:
By appointment

COURSE DESCRIPTION

This course examines the purpose and roles of a governing board and the tools organizations have to create 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. (2005). *Governance as leadership: Reframing the work of nonprofit boards*. John Wiley & Sons.

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

Levi, Daniel and Askay, David A. (2021) *Group Dynamics for Teams*. Thousand Oaks: Sage.

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

INSTRUCTION METHOD

This course is a fully in person class. There is no remote attendance option. Students who need to miss class for an approved reason (positive covid test or known exposure) may make up the missed class by watching a recording of the class and doing an additional writing assignment. The writing assignment will be a group assignment if multiple students miss the same class period. Students in need of this accommodation need to contact me by noon on the day of class to notify me of their impending absence.

Should the instructor need to quarantine for a covid-related reason, class will be taught fully online. Also, should circumstances change, the university could require that all courses move to an online format. Students will receive adequate advance notification of any changes to the course format through email.

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. We will also 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). Laptops

computers and/or other electronic devices are not to be used in class at any time unless students are specifically instructed to do so.

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-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). 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.

Course Project: Students will participate in a course project. 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 | 110 | 18% |
| Mini-Assignments | 100 | 16% |
| Course Project | 300 | 49% |
| Final Exam | 100 | 16% |
| Grand Total | 610 | 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.

MPA PROGRAM COMPETENCIES

The work in this course contributes to your mastery of one MPA program competency—to lead and manage in public governance. Students will learn about the nonprofit side of public service's political and legal environment. Students

will learn about the leadership and management demands of the nonprofit sector, including the major influences and impulses directing the sector. Answers to specific exam questions and our major course assignments can be used in a student portfolio to demonstrate mastery of these competencies.

GENERAL CLASSROOM POLICIES

Coronavirus-Related Policies

Face Coverings

Following guidance from the University System of Georgia, face coverings are recommended for all individuals, whether vaccinated or not, while inside campus facilities. Please choose to wear a mask while in class so that everyone feels safe and comfortable.

Obtaining the COVID-19 Vaccine

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>. The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>. In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

Self-Isolation

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

Positive COVID-19 Test

If you test positive for COVID-19 at any time, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receives a positive COVID-19 test: Everyone, **regardless of vaccination status**, should: (1) Stay home for 5 days, (2) If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class, (3) Continue to wear a mask around others for 5 additional days.

Guidelines for COVID-19 Quarantine Period

(As of 01/01/2022; follow DawgCheck or see DPH website for most up-to-date recommendations)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked**) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)

- You do not need to quarantine at home and may come to class.
- You should wear a mask around others for 10 days.
- If possible, get tested on day 5.
- If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:

- You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
- If possible, get tested on day 5.
- If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

** “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck](https://dawgcheck.uga.edu/) (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Other Course 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 are only allowed in class for specific activities under the direction of the instructor. 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

| W | DATE | TOPICS | READINGS AND ASSIGNMENTS |
|----|-------------------------|---|--|
| 1 | Th Jan 13 th | Introduction to Nonprofits Nonprofit Accountability Governance Roles | |
| 2 | Th Jan 20 th | Legal and Ethical Responsibilities | Sarbanes Oxley Board Source McCord Chapters 1-4 L&D Case 2.1 Principles for Good Governance Mini-Assignment #1 due |
| | Th Jan 27 th | Project Work Week | Course Project Deliverable #1 due (Friday by midnight) |
| 3 | Th Feb 3 rd | Governance Structure Building a Board | Brown 2005 McCord Chapters 5-8 L&D Case 3.4 Mini-Assignment #2 due |
| 4 | Th Feb 10 th | Bylaws and Policies | T&B Chapter 2 (Pages 21-29) CR&T Chapters 1-2 L&D Case 1.4 Mini-Assignment #3 due |
| | Th Feb 17 th | Project Work Week | Course Project Deliverable #2 due (Friday by midnight) |
| 5 | Th Feb 24 th | Board Meetings Board Dynamics | CR&T Chapters 3-4 Reid 2014 Smith and Kraemer Chapter 13 Mini-Assignment #4 due |
| 6 | Th Mar 3 rd | Generative Governance Strategic Thinking and Planning | CR&T Chapters 5-6 L&D Case 5.3 Mini-Assignment #5 due |
| | Th Mar 10 th | Spring Break—No Class | |
| 7 | Th Mar 17 th | Financial Oversight I | McCarthy 2007 CR&T Chapters 7-8 L&D Case 10.2 Mini-Assignment #6 due |
| 8 | Th Mar 24 th | Financial Oversight II | Greenlee et al. 2007 Flynn and Tian 2014 Payne Chapter 2 Payne Chapter 3 Payne Case studies Mini-Assignment #7 due |
| | Th Mar 31 st | Project Work Week | Course Project Deliverable #3 due (Friday by midnight) |
| 9 | Th Apr 7 th | Board-Chief Executive Relationship Succession Planning ED Compensation | Reid and Turbide 2014 L&D Case 3.1 L&D Case 3.2 L&D Case 3.3 Mini-Assignment #8 due |
| 10 | Th Apr 14 th | Evaluation | Poister, Aristigueta, and Hall 2015 |

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| | | Performance Measurement | L&D Case 4.1 L&D Case 4.2 L&D Case 2.3 Mini-Assignment #9 due |
| | Th Apr 21 st | Project Work Week | Course Project Deliverable #4 due (Friday by midnight) |
| 11 | Th Apr 28 th | Fundraising, Communications and Outreach | Hopkins 2009 Chapter 21 Lee 2004 Christensen and Ebrahim 2006 L&D Case 10.3 Mini-Assignment #10 due |
| | Th May 12 th | | Course Project Assessment and Reflection due Final exam due |