

PADP 7220 NONPROFIT GOVERNANCE AND ACCOUNTABILITY

Course Syllabus

SPRING 2024



BASIC INFORMATION

Class Information

PADP 7220
Section 60752
7:10pm-9:55pm Monday
Baldwin 102

Instructor Information

Rebecca Nesbit, PhD
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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 two 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.

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. 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	120	19%
Mini-Assignments	110	17%
Course Project	300	48%
Final Exam	100	16%
Grand Total	630	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

COVID-19 Procedures

UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19:

- Isolate for 5 days.
- If you have no symptoms or if your symptoms are resolved after 5 days, you can leave isolation.
- Continue to wear a mask around others for 5 additional days.

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 social media, 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.

Artificial Intelligence-Based Technologies

Unless explicitly stated, artificial intelligence-based technologies, such as ChatGPT, must not be used to generate responses for any student assignments, projects, or exams.

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	M Jan 8 th	Introduction to Nonprofit Governance	L&D Case 2.4
	M Jan 15 th	Martin Luther King, Jr. Day—No Class	
2	M Jan 22 nd	Legal and Ethical Responsibilities	Miller-Millesen 2003 T&B Chapter 2 (pages 21-29) L&D Case 2.1 Principles for Good Governance (skim) Mini-Assignment #1 due
3	M Jan 29 th	Governance Structure Building a Board	Brown 2014 Trower Chapter 4 L&D Case 3.4 Mini-Assignment #2 due Course Project Group Norms assignment due (group)
4	M Feb 5 th	Bylaws and Policies	Carver Chapter 3 CR&T Chapters 1-2 L&D Case 1.4 Mini-Assignment #3 due
	M Feb 12 th	Project Work Week	Course Project Deliverable #1 due Reflection #1 due
5	M Feb 19 th	Board Meetings Board Dynamics	Kerwin, Doherty, and Harman 2011 CR&T Chapters 3-4 Smith and Kraemer Chapter 13 Mini-Assignment #4 due
6	M Feb 26 th	Generative Thinking and Strategic Planning	CR&T Chapters 5-6 L&D Case 5.3 Mini-Assignment #5 due
	M Mar 4 th	Spring Break—No Class	
7	M Mar 11 th	Financial Oversight I	Keating and Frumkin 2003 CR&T Chapters 7-8 L&D Case 10.2 Mini-Assignment #6 due
8	M Mar 18 th	Financial Oversight II	Greenlee et al. 2007 Flynn and Tian 2014 Chapman et al 2023 Mini-Assignment #7 due
	M Mar 25 th	Project Work Week	Course Project Deliverable #2 due Reflection #2 due
9	M Apr 1 st	Board-Chief Executive Relationship Succession Planning ED Compensation	Reid and Turbide 2014 (pp. 168-175) Stewart 2017 LeRoux and Langer 2016 L&D Case 3.1 L&D Case 3.2 Mini-Assignment #8 due
10	M Apr 8 th	Evaluation Performance Measurement	Poister, Aristigueta, and Hall 2015 Milleson and Carmen 2019 L&D Case 4.1

			L&D Case 4.2 L&D Case 2.3 Mini-Assignment #9 due
	M Apr 15 th	Project Work Week	Final Course Project Deliverable due
11	M Apr 22 nd	Board Accountability Communications and Outreach	Gazley and Nicholson-Crotty 2018 Christensen and Ebrahim 2006 L&D Case 10.3 Mini-Assignment #10 due
12	M Apr 29 th	Fundraising	Boardable article (link in eLC) Hopkins 2009 Chapter 21 Mini-Assignment #11 due Course Project Assessment and Reflection due
	M May 6 th		Final exam due by midnight