

MHR 765: NONPROFIT BOARD LEADERSHIP DEVELOPMENT

Spring 2016 Syllabus (1/6/16)

“A good board is a victory, not a gift.” – Cyril O. Houle

COURSE TEAM

Dennis Johnson, MBA, is a Founding Partner at Sort Sol Group. He brings more than 20 years of experience in the corporate, nonprofit and philanthropic sectors to his coaching and consulting work. Dennis has strong skills in organizational development, planning and facilitation. In addition, he has in-depth experience in engagement, leadership development, individual and organizational learning, budget planning, project management and human resources functions. He currently serves as a board of director for the Wisconsin Nonprofit Association.

Sarah Marty, MAB, teaches arts entrepreneurship for the UW School of Business, is Director of Arts Programs for UW Continuing Studies, and is a Faculty Affiliate at the UW Arts Institute. Producing Artistic Director for Four Seasons Theatre, she has worked with a variety of nonprofit boards and organizations in the community. At the helm for large-scale collaborative events and programs, she leads the annual UW Varsity Band Show and produced the Overture Center 10th Anniversary American Kaleidoscope Program.

Kathie Nichols, MBA, serves as Program Coordinator with Sort Sol Group. She brings more than 23 years of nonprofit work experience, having served as the Business Administrator for a 1,000 member church in Madison from 1990 through 2013. Kathie also has a wealth of nonprofit Boards of Directors experience, currently serving on three Madison-area nonprofit boards.

Ben Williams, MPA, is a Founding Partner at Sort Sol Group. He provides one-on-one advising, delivers nonprofit education on strategy, finance, business planning and capacity building topics. Ben received his Master's degree in Public Affairs from the La Follette School of Public Affairs and serves on the Governance Committee of Opportunity Finance Network, a national network of investors who believe in aligning capital with justice.

CONTACT

Primary Contact: Kathie Nichols, Board Leadership Program Coordinator
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COURSE READING

The Governance Series: the second edition of BoardSource's groundbreaking series helps board members, chief executives and senior staff understand the fundamental elements of service common to most boards. (Purchased directly through Sort Sol Group at a cost of \$83)

COURSE DESCRIPTION AND OVERVIEW

This service-learning course engages graduate students who seek an opportunity to develop a commitment to community and civic engagement through volunteer leadership of nonprofit organizations in Madison/Dane County.

Students will enroll for 3 credits each semester to complete a sequence worth 6 credits. They will serve on the boards of nonprofits (in a non-voting capacity) and complete an independent governance project for their assigned nonprofit by the end of the second semester.

Students will meet a total of ten (10) times in the fall semester (full-day kickoff and Weds. from 6-9pm). They will participate in an online discussion forum using Learn at UW/Desire 2 Learn (D2L) and complete reflection papers on applicable content.

Outside of regular class time, students will meet with the Program Coordinator at least once over the course of the semester to discuss the governance project development. They will also have the opportunity for small group coaching on projects during some classes.

Students will also attend individual board meetings, advisor/mentor meetings and board committee meetings for their community partner organization.

COURSE OBJECTIVES

Upon successful completion of the course, each student should be able to:

1. Understand the governance issues facing nonprofit organizations.
2. Recognize the differing roles and responsibilities of board members and executive directors, as well as the challenges both encounter in working to support the mission, vision and values of the organization together.
3. Extend their network and experience in forging relationships with a diverse set of community members.

COURSE TOPICS

Within this course, the following topics will be explored in the context of building higher impact board governance: roles and responsibilities of board members, legal aspects of nonprofits/advocacy, financial management, strategic planning/collaboration, fund development, structures and the board/staff partnership.

COURSE LEARNING OUTCOMES

All students will serve on a nonprofit governance board as part of this course. Their service will include involvement in working committees or a project with the board chair, committee chair, executive director, or other staff member. By the end of the course, students will be:

KNOWING

- a. Explain the responsibilities of a non-profit governance board including the duties of the board chair and board members.
- b. Describe the key strategic and tactical issues being addressed by their organization's board.
- c. Examine how to develop working committees with the needed roles and skills to address an issue.

DOING

- a. Demonstrate the processes and protocols used by a board to shepherd key issues through decision-making and into action by the organization.
- b. Work with a variety of board members and organizational staff to develop and implement an approach that addresses an important challenge of the organization.

BEING

- a. Identify how their knowledge, experiences and skills are most valuable in board service.
- b. Examine the value of boards and board membership to themselves and their organization.

INSPIRING

- a. Articulate the ways in which boards can motivate organizations to be successful.
- b. Reflect on their own professional development strategy for improving their value to future boards.

NETWORKING

- a. Utilize effective team-based and interpersonal communication skills as a means to build their professional network with board members and leaders.

COURSE SCHEDULE

The course calendar is posted in D2L. The schedule, policies and assignments are subject to change in the event of extenuating circumstances or by notification of the course team.

Spring 2016 Schedule:

Wednesday, January 20	Class Session: Meaningful Meetings and Organizational Financials Speaker: Kathie Nichols and Nick Curran (Numbers4Nonprofits)
Wednesday, January 27	Class Session: Nonprofit Sustainability & Capacity Building Speakers: Dennis Johnson and Ben Williams
Wednesday, February 3	Class Session: Race to Equity Speaker:
Wednesday, February 10	Class Session: Multigenerational Leadership Speaker:
Wednesday, February 17	Class Session: Report on Project Progress & Work Session Speaker: Steve Goldberg, Cuna Mutual Foundation
Wednesday, February 24	Class Session: Collaborative Readiness & Collective Impact
Wednesday, March 2	OFF (<i>Real Estate Students not avail</i>)
Wednesday, March 9	OFF (<i>Bolz students at Performing Arts Managers Conference</i>)
Wednesday, March 16	OFF (<i>Real Estate Students not avail</i>)
Wednesday, March 23	OFF (<i>Real Estate Students not avail</i>)
Wednesday, March 30	Project Work Session: Class Session
Wednesday, April 6	OFF
Wednesday, April 13	OFF
Wednesday, April 20	Class Session: Final Project Presentations
Wednesday, April 27	Class Session: Final Project Presentations
Wednesday, May 4	OFF

COURSE GRADES

Grades will be kept up to date and available in D2L, and at any time, you are welcome to discuss your progress in the course.

Grading for the Fall 2015 Semester will be based on the following:

Attendance & In-class Participation	20%
Case Studies & Reflection Papers	25%
Engagement with Community Partner	25%
Project Presentation	30%

Grading for the Spring 2016 Semester will be based on the following:

Attendance & In-class Participation	20%
Case Studies & Reflection Papers	25%
Engagement with Community Partner	25%
Project Presentation	30%

Grades will be issued using these averages: A: 93-100%, AB: 88-92%, B: 83-87%, BC: 78-82%, C: 70-77%, D: 60-69% and F: <60%

ATTENDANCE

ATTENDANCE: Blended learning is a collaborative process. Sharing experiences, life lessons and personal opinions in class discussion will help us make relevant connections with real world experience, allowing us to apply the knowledge we glean from the texts and other sources.

EMERGENCY POLICY: *Emergencies arise, and the late policy can be waived at the instructor's discretion in case of an emergency. Emergencies are defined as events that are serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, serious health crises of the student or someone in the student's immediate family. Examples of non-emergencies include family weddings, vacations, conferences, or any other event that is known in advance.*

TECHNOLOGY SUPPORT

If you experience any technical problems, please contact the UW Division of Information Technology (DoIT) Help Desk.

Phone: 608-264-HELP (4357)

Live Chat: <https://kb.wisc.edu/helpdesk/page.php?id=6454>

Email: helpdesk@doit.wisc.edu

UW MADISON ACADEMIC POLICIES

Source: <http://www.mcburney.wisc.edu/information/documentation/general.php>

DISABILITY ACCOMMODATIONS: If you are a student with a documented disability and are interested in accommodations for this course, contact the UW McBurney Disability Resource Center. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential. If you have questions about services, accommodations, or documentation requirements email: mcburney@studentlife.wisc.edu.

INCOMPETE GRADES: An Incomplete may be reported for a student who has carried a subject with a passing grade until near the end of the semester and then, because of illness or other unusual and substantiated cause beyond his/her control, has been unable to take or complete the final examination, or to complete some limited amount of term work. An Incomplete is not given to a student who stays away from a final examination unless the student proves to the instructor that he or she was prevented from attending as indicated above. In the absence of such proof the grade shall be F; even with such proof, if his/her work has convinced the instructor that he/she cannot pass, the grade shall be F.

ACADEMIC INTEGRITY (<http://students.wisc.edu/doso/acadintegrity.html>):

- All work submitted should be your own
- Be sure to properly cite all sources used
- Paraphrase correctly and accurately
- [Plagiarism: What It Is and How to Recognize and Avoid It](#)

PRIVACY OF STUDENT RECORDS – FERPA: The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information: http://registrar.wisc.edu/ferpa_guidelines_faculty_staff.htm.

APPENDIX A: CLASS ATTENDANCE AND PARTICIPATION RUBRIC

	Exemplary	Proficient	Developing	Unacceptable
Attendance	5 points/class (unexcused absences will result in 0 points)			
Frequency of Participation	Student initiates contributions more than once in each recitation 10 points	Student initiates contribution once in each recitation 6 points	Student initiates contribution at least in half of the recitations 4 points	Student does not initiate contribution & needs instructor to solicit input 0 points
Quality of Comments	Comments always insightful & constructive; uses appropriate terminology; balanced between general impressions, opinions & specific, thoughtful criticisms or contributions 10 points	Comments mostly insightful & constructive; mostly uses appropriate terminology; occasionally comments are too general or not relevant to the discussion 6 points	Comments are sometimes constructive, with occasional signs of insight; student does not use appropriate terminology; comments not always relevant to the discussion 4 points	Comments are uninformative, lacking in appropriate terminology; heavy reliance on opinion & personal taste 0 points
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue 10 points	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks; occasionally needs encouragement or reminder from instructor of focus of comment 6 points	Student is often inattentive and needs reminder of focus of class; occasionally makes disruptive comments while others are speaking 4 points	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; inappropriate use of technology during class 0 points

APPENDIX B: ENGAGEMENT WITH COMMUNITY PARTNER RUBRIC

Attendance & Participation	Exemplary 4 points each	Proficient 3 points each	Developing 2 points each	Unacceptable 1 points each
Attendance and participation in board meetings	Full attendance, significant contributions through participation	Full attendance, active participation	Full attendance, limited participation	Less than full attendance and/or limited participation
Attendance and participation in committee meetings	Full attendance, significant contributions through participation	Full attendance, active participation	Full attendance, limited participation	Less than full attendance and/or limited participation
Attendance and participation in other events (i.e., retreats, fundraisers, programming, etc)	Full attendance, significant contributions through participation	Full attendance, active participation	Full attendance, limited participation	Less than full attendance and/or limited participation

Engagement	Exceeded Expectations 4 points each	Above Expectations 3 points each	Met expectations 2 points each	Below expectations 1 points each
The student demonstrated a willingness to engage with staff and/or board.	Student was proactive, engaging staff and board with meaningful conversation about organization	Student made efforts to connect with staff and board to become close to organization	Student was active in attending organization meetings	Student was passive, missed opportunities for greater connection
The student invested time, interest and energy in our organization's issues and priorities.	Student invested considerable time to understand organization and the key issues and priorities	Student reached high level of understanding of organization	Student reached basic level of understanding for organization	Student lacks reasonable understanding of organization goals and priorities
The quality of the student's impact project/final deliverables met my expectation.	Impact project will be implemented, anticipate considerable benefits to organization	Impact project will likely be implemented, anticipate some benefit to organization	Impact project may be implemented, further study or revisions may be necessary	Uncertainty, lack of clarity, or other barriers may prevent impact project from being implemented

APPENDIX C: PROJECT PRESENTATION RUBRIC

	Exemplary 4 points each	Proficient 3 points each	Developing 2 points each	Unacceptable 0 points each
Nonverbal Skills				
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes	Consistent use of direct eye contact with audience, but still returns to notes	Displayed minimal eye contact with audience, while reading mostly from the notes	No eye contact with audience, as entire report is read from notes
Body Language	Movements seem fluid & help the audience visualize	Made movements or gestures that enhances articulation	Very little movement or descriptive gestures	No movement or descriptive gestures
Poise	Student displays relaxed, self-confident nature about self, with no mistakes	Makes minor mistakes, but quickly recovers from them; displays little or no tension	Displays mild tension; has trouble recovering from mistakes	Tension & nervousness is obvious; has trouble recovering from mistakes
Verbal Skills				
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic	Shows some negativity toward topic presented	Shows absolutely no interest in topic presented
Elocution	Student uses a clear voice & correct, precise pronunciation of terms so that all audience members can hear presentation	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation	Student's voice is low. Student incorrectly pronounces terms; audience members have difficulty hearing presentation	Student mumbles, incorrectly pronounces terms & speaks too quietly for majority of students to hear
Content				
Subject Knowledge	Student demonstrates full knowledge by answering all class questions with explanations & elaboration	Student is at ease with expected answer to all questions, without elaboration	Student is uncomfortable with information & is able to answer only rudimentary questions	Student does not have grasp of information; student cannot answer questions about subject
Organization	Student presents information in logical, interesting sequence which audience can follow	Student presents information in logical sequence which audience can follow	Audience has difficulty following presentation because student jumps around	Audience cannot understand presentation because there is no sequence of information
Mechanics	Presentation has no misspellings or grammatical errors	Presentation has no more than two misspellings &/or grammatical errors	Presentation has three misspellings &/or grammatical errors	Student's presentation has four or more spelling &/or grammatical errors