INTRODUCTION

Welcome to another phase in your educational journey, RPAD 607, the Nonprofit Governance course. This course examines the ways nonprofit boards and the volunteers that serve on them add positive value to their organizations. It also examines common issues that challenge board and volunteer effectiveness.

The course covers the governance environment where boards and the leadership volunteers that serve on them operate. The course focuses on what boards and volunteers do and how they do it to maximize nonprofit organizational effectiveness. The aspect of the course that covers the “what” is the formal roles and responsibilities of boards whereas the “how” refers to the formal and non-formal approaches taken to carry out their roles vis a vis the organization management.

In addition to the what and how, the course covers the who of nonprofit leadership with particular emphasis on nonprofit leadership competencies associated with highly effective boards, leadership volunteers, the board chair, and chief executive officer.

COURSE LEARNING METHODOLOGY

The course utilizes Academic Service (ASL) to gain mastery of key governance and nonprofit leadership concepts and to suggest ways to enhance the effectiveness of a governing board in the Albany area. In this regard, ASL is a learning process that you engage in and a product or outcome of learning that benefits a client. I have adopted Seattle University’s definition of ASL, which is based on Bringle and Hatcher’s (1995) definition. ASL is,
...a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect critically on the service activity in such a way as to gain further understanding of course content and a broader appreciation of the discipline while enhancing their personal development and commitment to social justice.

The ASL experience that you will engage in is similar to that of a board consultant. Your role is as consultant to an organization (herein referred to as “the client”). My role is as academic supervisor, a resource to guide and support you throughout the ASL process.

All of the learning activities in this course are designed around the assessment and production of a board effectiveness report. The time commitment required to assess board effectiveness is not as much as you would expect. Because we are working with busy boards, boards have been recruited and the procedure simplified to ensure the assessment is as efficient as possible for you and your board.

In the classroom we will use Team-Based Learning (TBL) to develop mastery of key governance concepts. TBL is not to be confused with group work where students work together outside of class to complete assignments and projects. TBL consists of in-class tests and learning activities based on the readings. In his chapter, Beyond Small Groups: Harnessing the Extraordinary Power of Learning Teams, Dee Fink (2004) provides empirical evidence that links TBL to the following learning outcomes:

- Concept comprehension
- Student motivation
- Social group cohesion
- Student and group accountability
- Superior problem-solving and performance (grades)

The goal of TBL is not to "work" well together but to "perform" optimally as a team (e.g. achieve high scores on course tests). In TBL, you will work individually and in teams to consider, apply and synthesize course concepts in a way where they are effectively discriminated and applied. To perform optimally (earn high course grades), read the assigned readings.

**NONPROFIT GOVERNANCE AND LEADERSHIP COMPETENCY**

As previously mentioned, the course covers nonprofit leadership competencies with emphasis on leadership at the governance level. Leadership at this level extends beyond the board of directors to include volunteers, the CEO and the board chair.

*Leadership at the Level of Governance—Leadership Volunteers*

New nonprofit leadership competency research has emerged in response to leadership challenges facing nonprofit boards throughout the world (e.g. Chait, Holland, & Taylor, 1996 for USA; National Leadership Initiative, 2003 for Canada; Harrison & Murray, 2006; 2007 for Canada-USA). A review of this literature suggests that leadership at the governance level (steering the organization toward a destination) is distinct from

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leadership at the level of management (rowing to get it to the destination). The competencies at this level focus on what is required of persons who volunteer their time to serve in a governance capacity (see National Leadership Initiative, 2003). Some of the leadership competencies at the governance level include:

1. **Motivation to Serve**
   - Recruited for the right reason
   - Is socially aware, maintains effective relationships; and
   - Is empowered for the service of mission; service of others

2. **Creates, Shares Vision, and Aligns Strategically**
   - Matched to the right position; maximizes human and organizational potential
   - Considers best practices
   - Contributes to the development of, and commitment to a shared vision that provides meaning and direction
   - Aligns vision, mission, goal, strategy, objectives with actions with results

3. **Develops Effective Relationships**
   - Nurtures a healthy organization and work environment
   - Values innovation, creativity, and change
   - Recognizes and is responsive and accountable to multiple stakeholders

4. **Creates Value**
   - Is informed
   - Is able to translate theories into effective action
   - Considers the role of modern information and communications technologies in sharing information and achieving results; determines need for and makes appropriate and effective use of ICT applications including e-connectivity

**Leadership at the Level of the Board—The Board of Directors**

Axelrod (2005) identifies leadership competencies “linked” to effective boards. These behaviors, which span contextual, educational, interpersonal, analytical, political, and strategic roles, include:

1. **Role clarity and role development (e.g. orientation to and role changes within the board);**
2. **Work group development (e.g. orientation, retreats, team-trust building etc.);**
3. **Communication and information sharing (e.g. general and specific to issues the board is facing); and**
4. **Focus on performance (e.g. being strategic, asking tough questions, organizing around them etc.)** (see p. 139 in Herman and Associates (2005) for specific behaviors and their relationship with board leadership competency).

**Leadership at the Level of the Chief Executive Officer—The Executive Manager**

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Herman and Heimovics (1991) suggest one cause of board ineffectiveness may be the executive management role. They argue that nonprofit boards cannot increase nonprofit effectiveness in isolation for a number of reasons, chief among them the “role of the chief executive in reducing information uncertainty caused by the shifting nature of resource dependency” (p. 420). Moreover, boards not only depend on CEOs for information related to performance they expect them to “take responsibility for success and failure” (xiii). Herman and Heimovics (1993) relate six “board-centered leadership” behaviors of “especially effective executives” (p. 158). They are,

1. Facilitating interaction in board relationships  
2. Showing consideration and respect toward board members  
3. Envisioning change and innovation for the organization with the board  
4. Providing useful and helpful information to the board  
5. Initiating and maintaining structure for the board  
6. Promoting board accomplishments and productivity

They conclude that boards with “executives who have learned these key board-centered leadership skills have hardworking, effective boards” (p. 159).

Leadership at the Level of the Board—The Board Chair

A new stream of nonprofit leadership research has emerged that shows nonprofit boards, CEOs, and organizations benefit from the leadership of the board chair (see Harrison & Murray, forthcoming). The following were behaviors perceived to be true of board chairs:

1. Does not to distract organization/board from goals  
2. Creates a safe climate where issues can be discussed  
3. Makes people feel like valuable member of team  
4. Looks for and acknowledges contributions  
5. Is open to new ideas and information  
6. Is fair and impartial  
7. Confronts and resolves inadequate performance in a respectful way  
8. Provides autonomy/independence for board/CEO (see Harrison and Murray, 2008).

The course emphasizes nonprofit leadership competency from a variety of perspectives. In your work with a local board, you will have the opportunity to observe nonprofit leaders interacting in the governance process. Table 1 below summarizes the different leaders and leadership competencies that contribute to nonprofit effectiveness.

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Table 1

Levels of Nonprofit Governance Leadership Competency

<table>
<thead>
<tr>
<th>Level of Management</th>
<th>Level of CEO</th>
<th>Level of Governance</th>
<th>Level of the Board Chair</th>
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<tbody>
<tr>
<td>Initiating and maintaining structure for the board</td>
<td>Keeps the board on board</td>
<td>Motivated to Serve</td>
<td>Role Clarity and Development</td>
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<tr>
<td>Facilitating interaction in board relationships; Showing consideration and respect toward board members</td>
<td>Brings forth best in the board; Maximizes functions of the board</td>
<td>Develops Effective Relationships</td>
<td>Work Group Development</td>
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<tr>
<td>Envisioning change and innovation for the organization with the board; Providing useful and helpful information to the board</td>
<td>Budgets strategically; Develops effective plans</td>
<td>Shares Vision and Aligns Strategically</td>
<td>Communication</td>
</tr>
<tr>
<td>Promoting board accomplishments and productivity</td>
<td>Insists on Accountability</td>
<td>Produces Value</td>
<td>Focus on Performance</td>
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COURSE LEARNING OUTCOMES

By the end of the course, you will...

- Have an appreciation and understanding of nonprofit governance, including what boards and leadership volunteers do and how they do it to add positive value to nonprofits.
- Be able to differentiate between prescriptive and empirical approaches to governance effectiveness
- Have assessed the governance effectiveness of a nonprofit board
- Made recommendations to enhance governance effectiveness based on the results of a board effectiveness assessment and review of the nonprofit governance literature.
- Have related your recommendations to theory (i.e. to explain, defend, and/or test them).

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REQUIRED TEXTS (AVAILABLE FROM UA BOOKSTORE AND MARY JANE BOOKS):


REQUIRED READINGS

- Check Blackboard weekly for assigned readings.

COURSE LEARNING ACTIVITIES

1. TBL READINESS ASSURANCE TESTS (5 RATS)— % Total

Readiness Assurance Tests or RATs for short are a series of in-class quizzes that test comprehension of course concepts. RATs are derived from the assigned readings and are part of team-based learning, an instructional strategy that is a good fit for the board’s course. We will have five RATs during the spring semester. Each RAT will be worth % of your course grade (1/2 for individual and team RAT scores).

The following is a description of what you can expect during an in-class RAT.

- You will answer a short closed book quiz (10-20 questions) based on the assigned readings.

- You will have an opportunity to take the quiz again, though this time as part of a team. Scratch cards will be used to score team answers. 10 points for a correct answer; 6 points for a correct answer on the second try; and 2 points on the third try. No points will be given for a fourth try.

- Incorrect answers can be appealed in writing during the time allotted for test. There are two types of appeals—appeals based on facts or evidence-based or appeals based on question ambiguity. In both types, the appeal must be clearly and cogently stated/argued with supporting evidence (e.g. source and page number if an evidence-based appeal).

- RATs are always followed by a learning activity with simultaneous reporting (everyone answers at the same time).

TBL is particularly useful for knowledge comprehension. It also helps faculty focus lectures and class time on problematic concepts. (SEE SCHEDULE FOR DATES)

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2. **FACILITATED DISCUSSION** (Sign up first class)

Another method of learning is the *Team-Based Facilitated Discussion*. A TBFD is a small group discussion in front of an audience. Generally, discussants are considered to have expertise in a subject matter. The purpose of the discussion is to increase understanding of a subject or topic by hearing differing perspectives and points of view about it. Discussions will be organized around governing and governance in the Kooiman text. Sign-up will be discussed during the first class.

% of Grade—Various Due Dates

3. **BOARD EFFECTIVENESS ASSESSMENT** (See learning activity product and value in section 4 below)

In keeping with the theme of the course, the learning activities are centered on how boards and volunteers add value to nonprofits. To increase understanding of this complex, multidimensional construct, I have recruited boards from the Albany area for you to work with as graduate student consultants.

You will not be starting your work from scratch. The board you will be working with has participated before. In this regard, you will be conducting a follow-up assessment using a specially designed online system developed by Professor Vic Murray and me.

While the board will coordinate the self-assessment (registers online for it and disseminates the link to it), you will work with them to assess, analyze and report out on the state of board effectiveness and how to improve it in a professional report. The following timeline will give you some sense of what is involved in assessment process:

- **Weeks One to Two**

Email the board contact to introduce yourself to your point of contact for the assessment. In the email, remind the contact, that the follow-up assessment is available to them in the dashboard of [www.boardcheckup.com](http://www.boardcheckup.com). All they have to do is login and click on **re-take survey 1** and disseminate it to the people they want to involve in it. Typically this includes those who participated the previous year and any other member that interacts with the board (e.g. key volunteers, staff, external stakeholders).

In your email arrange to schedule the following: a) meeting with the board chair and ED/CEO or lead organizational volunteer if it is a voluntary organization, b) copies of board meeting minutes for two recent meetings; and c) board observation (sit in on a board meeting to observe interaction).

- **Weeks Four to Five**

Once the contact has sent out the follow-up survey, find out how many people they sent it to so that you can determine a response rate. Ask the contact to communicate the status of responses to you midway through the semester. If responses are low, the coordinator

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should be instructed to send out the reminder email to participants to complete the survey. The system will have provided them with template emails for this purpose.

- **Weeks Six to Eight**

If the response rate has been achieved (i.e. you have the data), request your results from me. I will go into the system and create a spreadsheet with the data for you. I will also share the scoring and data interpretation key so that you can analyze the results. You will be analyzing this year’s assessment as well as comparing them to last year.

In the analysis you are looking for areas of strengths and challenges in specific areas of performance. Does the data communicate the same message about effectiveness? Is there a pattern in opinions? Has the board improved or not and in what areas. Provide an overall impression of the data and analysis of recurring themes and patterns across data sources and perspectives (e.g. observation, interview, survey; and board, CEO, stakeholder respondent perspective).

Once you have some idea of the results, talk about them with your contact to find out if they resonate and how best to communicate them in your report.

- **Week Nine to Ten**

At this stage, you should be equipped with keywords from your findings to do a search of the literature for best practice recommendations. Note, Vic Murray and I have done this and we intend to share this information with you to use as a resource for nonprofit board development. We want you to do your own search though to so that you gain command of the nonprofit empirical and normative literature.

- **Week Eleven to Thirteen**

By now you will have prepared a professional report for your client. Include an executive summary with findings and recommendations.

Share the summary and report with your board contact. Consider feedback to improve your report. Make arrangements to present the results to the board in a professional presentation (e.g. PPT). Be prepared to answer questions and provide advice based on what you learned and know about the board and nonprofit governance.

To assist you in developing a high quality professional report, I have divided up the course-learning activities into specific stages of report development.

4. **BOARD EFFECTIVENESS ASSESSMENT REFLECTION (BEAR) (%)**

- **BEAR # 1**

Drawing from the information gathered about your board and the readings, prepare a two-page (single spaced) reflection describing the characteristics of the organization and board you are assessing and the key challenges it is facing this year. For

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example, what type of nonprofit organization is it? What model and type of board? What challenges does the board and organization face? What opportunities?

Be sure to include an introduction to the reflection AND a description of how it is organized. Use standard writing conventions and APA format. Upload WORD soft copy to Assignment Drop Box in Blackboard Assignment Folder

% of Grade—DUE: Tuesday February 21st

• BEAR # 2

Drawing from the readings, prepare a two page, single-spaced synthesis that includes a definition of nonprofit governance and the key governance concepts you will assess that relate to board effectiveness (i.e. within the conceptual framework).

Be sure to include an introduction to the reflection AND a description of how it is organized. Use standard writing conventions and APA format. Upload WORD soft copy to Assignment Drop Box in Blackboard Assignment Folder

% of Grade—DUE: Tuesday March 13th

• BEAR # 3

Provide a three page, single-spaced synthesis of the methods you used to assess board effectiveness and the results of the assessment in terms of the key findings. Findings across methods would have the most reliability and validity. Be sure to compare your board’s effectiveness findings to show improvements from the previous year. Use a chart to illustrate them. In the end you will want to identify the strengths and challenges for the board this year.

Be sure to include an introduction to the reflection AND a description of how it is organized. Use standard writing conventions and APA format. Upload WORD soft copy to Assignment Drop Box in Blackboard Assignment Folder

% of Grade—DUE: Tuesday April 3rd

• BEAR #4

Identify practical recommendations for your board with a particular focus on the type of organization and board you are trying to improve effectiveness (based on your findings). From your review of the literature, what “best practices” and other useful suggestions based on the knowledge and expertise you have gained would improve your board’s effectiveness. Do this in a two-page synthesis document.

Include references in APA style and Upload WORD soft copy to Assignment Drop Box in Blackboard Assignment Folder

% of Grade—DUE: Tuesday April 24th

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5. BOARD EFFECTIVENESS ASSESSMENT REPORT AND PPT PRESENTATION

Prepare a ten-page board effectiveness report for the nonprofit board you have been working with. The report will be one and a half spaced, 12 font, that includes the following sections:

1. Introduction to the assessment and organization of the report.
2. Background on the board and organization, including context and any internal and external environmental challenges and opportunities it faces.
3. Conceptual framework for board effectiveness and a description of the key governance concepts assessed.
4. Description of the methodology for assessing board effectiveness (e.g. online survey and procedure).
5. Synthesis of board effectiveness assessment findings, including identification of board effectiveness strengths and weaknesses and comparison of results over time (last year in this case).
6. Comparison of findings to other participating boards.
7. Discussion of significance of findings from a review of the literature with a particular focus on the type of organization and board you are assessing (i.e. to put the findings in context).
8. Recommendations to enhance the effectiveness of the board.
9. Implications of board ineffectiveness.

Prepare a 10 minute PPT presentation based on the report. The presentation should be told as a story of what you did, why, who you did it for, what you found, and recommendations for improvement. Presentations are due on the last day of class.

Upload WORD soft copy to Assignment Drop Box in Blackboard Report Folder.

% OF GRADE—DUE May 8th

LEARNING ACTIVITY EVALUATION RUBRIC

Board Effectiveness Assessment Learning Activities will be evaluated on a 10 point scale. The evaluation rubric was adapted from Bradley's Criteria for Assessing Levels of Reflection (Campus Compact, 2003, p. 87). Assignments will be assessed at cognitive, content, and competency levels of reflection. Please note examples of indicators of high, moderate and low reflection. Assignments that earn high scores will demonstrate a majority of indicators. It is important to know that writing critically is a learned skill that develops with experience—therefore, do not worry if you do not score a full 10 points right away. The expectation is that by the end of the course you will have reflected at a high level.

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Level Three: A—Highest Level of Reflection (10 points)

Cognitive (3.34)

a. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
b. Perceives conflicting goals and objectives within and among the individuals involved in a situation and recognizes that the differences can be analyzed and evaluated.
c. Recognizes that actions may be situational and understands many of the factors that affect choice of action.
d. Makes appropriate judgments based on reasoning and evidence.
e. Has a reasonable assessment of the importance of the situation and decisions facing the organization and his or her responsibility in maintaining confidentiality.

Content (3.33)

f. Clearly identifies problem;
g. Introduces sections of the paper/report;
h. Provides a purpose and rationale for work;
i. Major elements of policy or management issue/problem described;
j. Prior literature is reviewed;
k. Provides a clear definition of concepts, terms and acronyms used;
l. Problem concepts/policy alternatives are described;
m. Explains how concepts relate within a conceptual framework;
n. Research questions and hypotheses stated/evaluation criteria clearly defined;
o. Findings/alternatives clearly assessed and synthesized;
p. Conclusions and/or recommendations clearly stated;
q. Clear, well-organized, appropriate APA style format for document, tables, figures and references; and
r. Uses standard writing conventions; correct grammar and spelling

Competency (3.33)

s. Independent (e.g. reads material; asks clarifying questions; seeks out appropriate resources (e.g. experts) and guidance;
t. Works at a high level in groups (e.g. listens reflectively, shows interest in what others have to say, shares ideas and information, contributes to discussion, resolves conflict respectfully etc)

u. Responsible (e.g. hands in assignments on time, proactive communication; seeks appropriate guidance on issues/problems experienced);
v. Communicates professionally (e.g. oral and written communication; respects people, time, and limits; puts effort into drafts; responsive to feedback);
w. Engages (e.g. attends class; demonstrates leadership; good work effort in and outside of class) during the learning experience;
x. Manages time and learning (balances schedule/work; school/personal life; copes well with uncertainty; works toward targets); and

y. Produces (e.g. targets met; shows development of knowledge and skills in learning activities; meets learning outcomes)

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Level Two: B—Moderate Level of Reflection (7.5 points)

Cognitive (2.5)

a. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
b. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make resolution of the problem difficult.
c. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
d. Perceives legitimate differences from different viewpoints.
e. Demonstrates a beginning ability to interpret evidence.

Some Content (2.5) and Competency (2.5) Deficiencies

Level One: C—Lowest Level of Reflection (4.5 points)

Cognitive (1.5)

a. Gives examples of observed behaviors or characteristics of the organization, situation, or setting, but provides no insight into the reasons behind the observation;
b. Observations and evidence tend to become one dimensional and conventional or unassimilated repetitions of what has been heard.
c. Tends to focus on just one aspect of the situation.
d. Uses unsupported personal beliefs as frequently as “hard” evidence.
e. May acknowledge differences of perspective but does not discriminate effectively among them.

Many Content (1.5) and Competency (1.5) Deficiencies

COURSE MEETING SCHEDULE

The course-meeting schedule is divided into four meeting class sessions. Articles in the readings schedule below are available in the content folder of Blackboard. Board related articles will be uploaded to the board readings folder while volunteer articles will be uploaded to the volunteer readings folder.

Updates to the reading list below may be made from time to time. In most cases, updates to the reading list will be announced in class or through email. To be sure you have the most up to date list, please check the online syllabus weekly for course meeting schedule, reading and assignment updates.
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<th>Session Topic</th>
<th>Readings</th>
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<td>Syllabus, Review</td>
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<td>Jan 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Board Effectiveness</td>
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<td>Governance Context</td>
<td>Chait, Chpt 1: <em>First Principles</em>, pp. 1-10</td>
<td>PRACTICE</td>
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<td>Jan 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Nonprofit Organizations</td>
<td>Gill pp. 15-22, <em>Governance Basics</em>,</td>
<td>RAT</td>
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<td>Murray, <em>Overview of Elements Shaping Board Effectiveness</em></td>
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<td>MEETING THREE</td>
<td>Patterns of Organizational Behavior</td>
<td>Chait, Chpt. 2, <em>Problem Boards or Board Problems?</em></td>
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<td>Feb 7&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Gill, pp. 9-13; <em>Signs of a Board in Trouble</em></td>
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<td>Kooiman, Chapter 9, <em>Problems and Opportunities</em></td>
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<td>MEETING FOUR</td>
<td>Governing and Governance Concepts</td>
<td>Chair, Holland, Taylor (1996), <em>The New Work of the Board</em></td>
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<td>Feb 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Board Types and Governance Models</td>
<td>Renz (2006), <em>Reframing Governance</em></td>
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<td>Gill, 31-43; <em>Board Types</em> pp. 155-16</td>
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<td>Gill, <em>Essential Tasks</em>, p. 23-30 <em>Board Models</em> (p. 31-43)</td>
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<td>MEETING FIVE</td>
<td>Governing Interaction</td>
<td>Gill, pp. 45-70 <em>Board Responsibilities</em></td>
<td>RAT I</td>
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<td>Feb 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Board Roles and Responsibilities Overview</td>
<td><em>Kooiman, Chapter 5</em></td>
<td>BEAR I</td>
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<td>Basic Fiduciary-Legal</td>
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<td>MEETING SIX</td>
<td>Board Roles and Responsibilities</td>
<td>Chait, Chpt. 3, <em>Type I Governing</em></td>
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<td>Feb 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Risk and Performance Assessment</td>
<td>Gill, pp. 50-63 <em>Board Responsibilities: Fiduciary, Performance Assessment</em></td>
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<td>Chait, Chpt. 4, <em>Type II Governing</em>, Gill, <em>Nonprofit Structures</em>, p. 71-78</td>
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<td>Governance and Governability</td>
<td>*Kooiman, Chapter 12-13</td>
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<td>April 3rd</td>
<td>MEETING EIGHT</td>
<td>Board Culture: Human side of Governance</td>
<td>Chait, Chpt 5, <em>Type III Generative Thinking</em></td>
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<td></td>
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<td></td>
<td><em>Gill, How the Board Works</em>, pp. 95-113</td>
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<tr>
<td></td>
<td>11th</td>
<td>Board Leadership and Best Practices</td>
<td>Chait, Chpt 6, <em>Type III Generative Governing</em></td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td></td>
<td><em>Gill, Results Essentials</em>, pp. 115-120</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Murray (2004), Prescriptive and Empirical Approaches</em></td>
</tr>
<tr>
<td></td>
<td>12th</td>
<td>Volunteerism</td>
<td>Readings Available in April 13th Blackboard Readings folder</td>
</tr>
<tr>
<td></td>
<td>17th</td>
<td></td>
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<tr>
<td>April 24th</td>
<td>MEETING 13</td>
<td>Board Development and Composition</td>
<td>Chait, Chpt 7, <em>Working Capital That Makes Governance Work</em></td>
</tr>
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<td></td>
<td><em>Gill, Tools to Assist You</em>, pp. 121-152; 167-170.</td>
</tr>
<tr>
<td></td>
<td>14th</td>
<td>Board Resource Development (fundraising)</td>
<td>Best Practices Packet</td>
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<td></td>
<td>1st</td>
<td></td>
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<tr>
<td>May 8th</td>
<td>MEETING FIFTEEN</td>
<td>Board Effectiveness Presentation to class (board arranged separately)</td>
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<td></td>
<td></td>
<td></td>
<td>Present to your board</td>
</tr>
</tbody>
</table>

Yvonne D. Harrison, PhD
Academic Practices and Policies

• Office Hours

I encourage you to use office hours to discuss your project and the effectiveness challenges you or your board is experiencing.

• Writing Support

The University at Albany provides writing support with many phases of the writing process – brainstorming, organizing, drafting, revision, and editing. It is staffed by friendly and informative writing consultants who believe that anyone can learn to write well and any draft can be developed to serve its writer well. Writing consultants prize lively conversation in a supportive and challenging environment that inspires students to produce their best writing. Primarily not a remedial service, the Writing Center encourages students to visit early and often in their writing process.

• Use of Technology

Blackboard will be used to facilitate course communication. I will upload the syllabus to the site and create folders to assign and assess course learning activities. Within these folders you will be able to upload your assignments which I will grade according to the course rubric.

If you experience technical difficulties accessing Blackboard, please contact ITS Helpdesk. It is their job to ensure that you can connect to course learning management systems. One quick check is to have your system settings (e.g. browser and JAVA script) reviewed in the Blackboard web site. There is a function on the top right hand corner of the web page to assess system and compatibility issues.

We will be using the iClicker as a means of assessing reading comprehension. Comprehension will be measured and tracked as a measure of student learning and achievement. You will need to purchase an iClicker through the university bookstore.

• Disability

The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 have helped students to become much more aware of their needs and their rights. Both the ADA and Section 504 of the Rehabilitation Act protect any individual with a physical or mental impairment that substantially limits that person in some major life activity, and any individual who has a history of, or who is regarded as having, such an impairment.

These terms are further defined as follows:
• Physical or mental impairment: in order to meet ADA guidelines, impairment must be categorized as a physiological or mental disorder.

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• **Substantially limits:** impairment substantially limits an individual in a major life activity if the person cannot perform the life activity at all, or if the individual is limited in the condition, manner or duration of that activity.

• **Major life activity:** examples of the kind of activities that would be considered "major life activities" include, but are not limited to, walking, seeing, breathing, learning, working or performing manual tasks.

• **Qualified person with a disability:** this is defined as one who meets the academic and technical standards requisite to admission or participation in the University’s programs and activities. This includes, but is not limited to, students with any of the following disabilities:

<table>
<thead>
<tr>
<th>AIDS</th>
<th>Head Injury</th>
<th>Multiple Sclerosis</th>
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</thead>
<tbody>
<tr>
<td>Alcoholism/Chemical Dependency**</td>
<td>Hearing Impairment</td>
<td>Muscular Dystrophy</td>
</tr>
<tr>
<td>Cancer</td>
<td>Heart Disease</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>Cerebral Palsy</td>
<td>Learning Disabilities</td>
<td>Perceptual Impairment</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Mental Illness</td>
<td>Psychiatric</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>Mental Retardation</td>
<td></td>
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</tbody>
</table>

If you have, or think you may have, a disability that interferes with your performance as a student in this class, you are encouraged to register with the Disability Resource Center located in Campus Center 137.

• **Late Assignments**

Unexcused late assignments will result in a failing grade. To avoid penalty, please communicate through Blackboard as soon as is reasonable i.e. before the missed class. If you are experiencing challenges of life, please do not hesitate to talk to me about them. I am a source of support and help.

• **Standards of Conduct**

"Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited" (SU Academic Honesty Policy, January 2004, p. 1). A non-exhaustive list of prohibited conduct drawn from this policy includes:

A. Committing Plagiarism

Plagiarism is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one’s own work. Examples of plagiarism include but are not limited to copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person’s work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible.

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for educating themselves as to the proper mode of attributing credit in any
course or field. Note that plagiarism can be said to have occurred without any
affirmative showing that a student’s use of another’s work was intentional.

B. Cheating on Assignments

Cheating is acting dishonestly or deceptively in connection with an
assignment, examination or other activity related to a course.

Examples of cheating include but are not limited to:

- Copying another person’s work;
- Allowing another person to copy one’s work;
- Having someone else complete one’s work; and
- Failing to complete assigned group work. If you are working in a
group, it is the responsibility of the student to consult with the faculty
member concerning what constitutes permissible collaboration in
group work.

C. Submitting False Data

The submission of false data is academic fraud. False data are
data that have been fabricated, altered, or contrived in such a way as to be
deliberately misleading.

Whether the violation is intentional or not, breach of standards of conduct as outlined in
the policy above is a serious situation that can result in a failing grade and other penalties
as outlined in the University at Albany, SUNY policy on academic honesty.

For more information on academic writing standards of conduct, see Roig, M. (2003).
Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to
ethical writing, accessible from http://facpub.sjohhns.edu/~roigm/plagiarism/Index.html.

- **Personal Safety**

The University at Albany Police Department (UPD) is responsible for maintaining the safety
and well-being of all persons on campus. In the event of a dangerous or hazardous
condition, such as physical danger due to potential violence or suicide, bomb threats, or
similar situations, call UPD at 911 (from an on-campus phone) or 442-3131 (from a cellular
phone or off-campus phone).

**Final Course Grade**

The course grade is a calculated grade which is the sum of calculated learning activity
grades. Calculated learning activity grades are derived assignment scores which are
evaluated on the 10 point course rubric. E.g. earning 10 points for the Board Centered
Reflection #1 assignment is calculated as a full 10% of the course grade. I have
programmed Blackboard to translate numeric values (10 point rubric) into calculated
grades (percentage of course). You will be able to view this information in Blackboard.

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An overall course grade is simply the sum of calculated grades to a maximum of 100. A corresponding letter grade will be issued based on the following scale.

A    94+    Outstanding work. The type of work expected from students with a particular talent or expertise in the field. Demonstrates a consistently high level of reflection in cognitive, content and competency areas.

A-   90-93  Very good work. Shows a depth of knowledge and analytical ability normally attributable to someone with advanced study in the area. Demonstrates a moderate to high level of reflection in cognitive, content, and competency areas.

B+   86-89  Good work. Consistently demonstrates a moderate level of reflection in cognitive, content, and competency areas.

B    83-85  Competent work. Generally demonstrates a moderate level of reflection the majority in the majority of cognitive, content, and competency areas.

B-   80-82  Satisfactory work. Shows some lack of knowledge and ability in the area. Demonstrates a moderate to low level of reflection in cognitive, content, and/or competency areas.

C+   76-79  Acceptable work. Demonstrates a lower level of Reflection at times in cognitive, content, and/or competency areas.

C    73-75  Marginally acceptable work. Inconsistent level of reflection in cognitive, content, and competency areas.

C-   70-72  Minimally acceptable work. Consistently low level of reflection in cognitive, content, and competency areas.

D    <72   Unacceptable work in all areas.

Please report any discrepancy between assigned numeric grades and your calculated course grade.

Board Effectiveness Assignments

Please review the boards for volunteer sign-up below. In some cases a point of contact has been established, in others it has not. Use the information below to contact your board. Review section 1 above for a description of the timeline and process.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Assignment</th>
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