

University of Wisconsin Milwaukee  
**Syllabus**  
**GOVERNANCE AND EXECUTIVE LEADERSHIP**  
**OF NONPROFIT ORGANIZATIONS**  
BusMgmt 725 and PolSci 958

Spring 2011  
Thursdays 5:30-8:10 pm  
Lap 250 & Crt B12

**Instructor:** Douglas Ihrke, Professor & Director  
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This course is designed to introduce students to the fundamentals of governance, trusteeship, and executive leadership in nonprofit sector organizations. The course will examine critically the principal models, processes, and practices used in governing nonprofit organizations and the relationships between the governing boards and executive leaders of such organizations. Special attention will be paid to ethical and moral dilemmas encountered by members of nonprofit boards of directors and executive leaders as they carry out their roles and responsibilities in ways that are both publicly accountable and personally responsible.

The course readings, case studies, writing assignments, and other learning materials and techniques will enhance students' knowledge of the historical and theoretical bases of governance, trusteeship and executive leadership and improve their proficiency in applying this knowledge in their present and future roles as professionals and volunteers in nonprofit organizations.

Throughout the course, students will have opportunities to improve their professional communications skills through active participation in class presentations and discussions and satisfactory completion of the written assignments.

**COURSE GRADING POLICIES AND PROCEDURES**

Grading for the course is designed to reflect the major substantive and pedagogical objectives of the course and will consist of the following components:

Nonprofit Governance Journal	10 percent
Thought Paper	20 percent
Class Participation	30 percent
Final Exam	40 percent
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Total	100 percent

## **Nonprofit Governance Journal**

You will find that keeping a journal during the course will be a valuable learning tool. The journal will help you integrate readings, lectures, class discussions, project assignments, noteworthy current events relevant to the content of the course, and your personal and professional experience. It will help you prepare for active class participation and your final take-home exam.

You are required to submit four (4) of your journal entries at the beginning of the class sessions on the dates specified in the Schedule of Classes, Readings and Graded Assignments. Each of these journal entries will count for 2.5 percent of the final course grade (for a total of 10 percent). At least three of the four journal entries must focus on the assigned readings.

The journal entries will be graded on the adequacy of their content (75 percent) and the professional quality of their presentation (25 percent). Grades for journal entries submitted late (defined as after the beginning of the class session on the date due), will be reduced by one-half grade point.

These journal entries are to be at least 250 words--**but not to exceed one page, double-spaced** (typed with one-inch margins in # 12 size font).

## **Thought Paper**

Students in the seminar will be divided into four groups, A, B, C & D. As indicated in the schedule, ONE of these groups will have primary responsibility to lead the seminar discussion regarding one of the assigned books for the course. Each member of the assigned group will prepare for this discussion by assembling a typed paper, 5-7 pages, double-spaced which (1) identifies key themes in the book assigned for the class session, (2) criticizes the book where it is found lacking, and (3) provides some synthesis of the ideas contained in the book as they relate to the larger issues discussed during the semester in class. Each thought paper will count as 20% of the final grade.

## **Participation in Class Discussions and Other Interactive Learning**

You will be expected to make significant contributions to your own learning and to the learning of others throughout the course. To that end, you should participate actively in the class discussions and other interactive learning modalities that make up the course. Many of these interactions will occur face-to-face in the classroom. They include discussions of assigned readings, case studies, relevant current events, and other topics as they may arise during the semester. They also include discussions of student project presentations and conversations with guest speakers.

Class attendance will not be recorded by the instructor. However, participation in class discussions and other interactive learning modalities throughout the course will be recorded and graded by the instructor. Students who do not participate actively--both in-class and online--should not expect to perform as well, or receive as high a grade, as those who do.

Participation in class discussions and other interactive learning will count for 30 percent of your overall course grade and will be assessed as follows: the quality of your participation (75 percent) and the frequency of your participation (25 percent).

Grading of students' participation in class is intended to stimulate careful preparation for, and active participation in, class discussions. Following each class session, the instructor will grade each student's participation in that class to aid in the assignment of an appropriate class participation grade for the entire semester. These grades will reflect both the frequency and quality of students' class participation.

## **Final Exam**

Each student will be required to submit a final written exam that will count as 60 percent of the overall course grade. This will be graded on the adequacy of its content (75 percent) and the professional quality of its presentation (25 percent).

This exam will be an "open book," "take-home" exam and is due by the beginning of the final class session. Exams submitted after that time will be penalized one-half grade.

These final exams are **not to exceed 12 double-spaced pages** of narrative (typed, with one inch margins in # 12 size fonts) and 5 pages of appendices.

This final exam is designed to help you integrate the material covered in this course and apply this knowledge in your future interactions with or participation in nonprofit governance.

The specific assignment for this final exam will be distributed by the instructor approximately two weeks before the end of the term.

## **Grading Standards for Written Assignments**

The following standards will be used in grading the written course assignments.

### A range (A- to A)

The written assignment has addressed the major issues involved in the assignment in a way that reveals a thorough and deep understanding of these issues. A logical argument is developed and is extensively supported by evidence derived from the case materials, readings, lectures, and other sources. The "facts" where they are called for are presented correctly. A creative approach to the topic is especially appreciated. The argument is presented in a clear, well-organized, and concisely written style. The assignment is free of "mechanical" errors in grammar, punctuation, or spelling. The visual presentation of the assignment is attractive and otherwise "professionally" and aesthetically appealing.

### B range (B to B+)

The written assignment has addressed some but not all of the major issues involved in the assignment or the issues are discussed in a way that reveals less than a thorough understanding of the issues. A logical argument is developed and evidence is presented to support the argument. The argument may not be well thought out or presented in adequate detail and sufficient support for the argument may be missing. The facts are, for the most part, correct. The answer is well organized, communicated clearly, and has few "mechanical" errors in grammar, punctuation, or spelling. The visual presentation of the assignment is attractive but is not especially aesthetic or "professionally" appealing.

### C range (C- to B-)

Grades below B are indication that the student is producing unacceptable quality graduate level work. Such a grade may reflect either a poor grasp of the material or an inability to communicate the material logically and clearly, or both. Substantively the assignment addresses very few of the major issues. A logical argument is not developed or, if presented, contains glaring deficiencies. Conclusions and declarations, unsupported by facts or evidence, predominate. The answer is not well organized or presented clearly. The reader has to work exceptionally hard to understand the answer. Many factual and "mechanical" errors exist in grammar, punctuation, or spelling. The visual presentation of the assignment is unattractive and otherwise aesthetically and "professionally" unappealing.

### Grades of F

The total absence of a logical argument and substantive response or a total lack of clarity of presentation would result in an F.

### Grades of Incomplete

Please note that students should not expect that grades of incomplete would be automatically assigned to them if they were unable to complete all the required work for the course. Grades of incomplete must be requested in writing and submitted to the instructor for his approval. The instructor reserves the right to determine if a grade of incomplete is warranted.

## **BOOKS AND OTHER READINGS**

### **Books available at the bookstore (required readings):**

Cyril O. Houle, *Governing Boards: Their Nature and Nurture*, A Publication of the National Center for Nonprofit Boards (now BoardSource). Jossey-Bass, A Wiley Company (San Francisco: 1997).

John Carver, *Boards That Make a Difference (Third Edition)* Jossey-Bass, A Wiley Imprint (San Francisco: 2006).

Richard P. Chait, William P. Ryan, and Barbara E. Taylor, *Governance as Leadership: Reframing the Work of Nonprofit Boards*, John Wiley & Sons, Inc. (Hoboken, N.J.: 2005).

Barry Dym and Harry Hutson. *Leadership in Nonprofit Organizations*, Sage Publications (Thousand Oaks, CA: 2005).

## Recommended Readings

### Books:

Robert D. Herman and Associates, *The Jossey-Bass Handbook of Nonprofit Leadership and Management (Second Edition)*, Jossey-Bass, A Wiley Imprint (San Francisco: 2005).

Marion R. Fremont-Smith, *Governing Nonprofit Organizations: Federal and State Law and Regulation*, The Belknap Press of Harvard University Press (Cambridge, Mass: 2004).

Dennis R. Young (Ed.), *Financing Nonprofits: Putting Theory into Practice*, National Center on Nonprofit Enterprise and AltaMira Press (Lanham, MD: 2006).

Walter W. Powell and Richard Steinberg (Eds.), *The Non-Profit Sector: A Research Handbook (Second Edition)*, Yale University Press (New Haven & London: 2006).

### Articles, chapters, excerpts:

The Golda Meir Library provides either “electronic reserve” or traditional, in-library, “hard copy” reserve services depending on the type of article, book chapter, or other published excerpt, and the restrictions of copyright laws. Students may access the library’s holdings electronically either from on-campus or off-campus computers with internet access. Readings (either “required” or “recommended”) that have been placed on electronic reserve are designated in the following “Schedule of Classes, Readings, Case Studies . . .” as “**On Electronic Reserve.**”

Readings (either “required” or “recommended”) that are available to students as “hard copy” reserves in the library are designated in the following “Schedule of Classes, Readings, Case Studies . . .” as “**On Reserve.**”

## Useful Websites (see Appendix A)

**Academic Policies at the University of Wisconsin-Milwaukee (see summaries of the following policies at Appendix B):**

- **Academic Misconduct**
- **Sexual Harassment**
- **Discriminatory Conduct**
- **Change of Registration/Adding and Dropping or Withdrawal from Classes**
- **Repeating Courses**
- **Incompletes**
- **Grade Policy and Procedures**

**SCHEDULE OF CLASSES, READINGS, CASE STUDIES, GUEST SPEAKERS,  
AND GRADED ASSIGNMENTS**

**Part I: Introduction and History of Nonprofit Governance**

**Class Session 1: Thursday, January 27, 2011 (5:30 to 8:10 pm).** Introduction to the course. Discussion of class syllabus and class requirements. No readings.

**Class Session 2: Thursday, February 3, 2011 (5:30-8:10 pm).** Definitions and applications of “governance” and “trusteeship.” History of nonprofit governance. Scope and dimensions of contemporary nonprofit boards of directors.

**Case Study:**

“Board of Directors Group,” by Robert P. Lawry, Professor of Law, Case Western Reserve University. Edited by Michael O’Neill and Published by the Institute for Nonprofit Organization Management, University of San Francisco, 1990. (To be distributed in class by instructor)

**Required Readings:**

David O. Renz, “An Overview of Nonprofit Governance,” Midwest Center for Nonprofit Leadership at the University of Missouri-Kansas City, pp. 1-6 **Online at** <http://bsbpa.umkc.edu/mwcnl/board%20resources/intro.htm>. (Click on title)

Peter Dobkin Hall, *A History of Nonprofit Boards in the United States*, BoardSource E-Book Series (2003), pp. 1-31. **Online at** <http://www.boardsource.org/Knowledge.asp?ID=2> (Click on title)

*Starting a Nonprofit Organization: Turning Vision into Reality*, BoardSource E-Book Series (1999), pp. 1-38 **Online at** <http://www.boardsource.org/Knowledge.asp?ID=2> (Scroll down and click on title)

Marla Bobowick and Joy Folkedal, “Surveying the Landscape” and Patricia Wyzbinski and Stephen L. Percy, “Local Heroes,” in *Governance Index: A Special Edition of Board Member*, Vol. 13, No 8, (December 2004). BoardSource, pp. 1-7. **On Electronic Reserve**

## **Recommended Reading:**

Mordecai Lee, "Revisiting the *Dartmouth* Court Decision: Why the US has Private Nonprofit Agencies Instead of Public Non-Governmental Organizations (NGOs)," a paper prepared for presentation at the 35<sup>th</sup> annual conference of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), November 16-18, Chicago. **On Electronic Reserve**

## **Part II: Legal Obligations, Ethics, and Values**

**Class Session 3: Thursday, February 10, 2011 (5:30 to 8:10 pm).** Legal and ethical obligations of nonprofit board members.

### **Journal Entry # 1 due at the beginning of this class session**

#### **Case Studies:**

Kevin M. Guthrie, *History Matters: Lessons from the New-York Historical Society's Boardroom*. BoardSource E-Book Series (1997), pp. 1-20. **Online at** <http://www.boardsource.org/Knowledge.asp?ID=2> (Scroll down and click on title)

United Way of the National Capitol Area (news articles to be distributed in the prior class session)

"Recommendation of the Board of Regents of the University of the State of New York in the Case of Adelphi University," February 5, 1997. **Online at** <http://www.regents.nysed.gov/adelphi.html>. (Press coverage and related materials to be distributed in class by the instructor.)

#### **Required Readings:**

Steven R. Smith, "Directors and Officers: On Behalf of the Board," in Thomas K. Hyatt (General Editor), *The Nonprofit Legal Landscape*, BoardSource (2005), pp. 24-32. **On Electronic Reserve**

Warren F. Ilchman and Dwight F. Burlingame, "Accountability in a Changing Philanthropic Environment: Trustees and Self-Government at the End of the Century," in Charles T. Clotfelter & Thomas Ehrlich, editors, *Philanthropy and the Nonprofit Sector in a Changing America* (Bloomington & Indianapolis: Indiana University Press, 1999), pp. 198-211. **On Electronic Reserve**

Michael O'Neill, "Ethical Dimensions of Nonprofit Administration," *Nonprofit Management & Leadership* (1992) 3:2, pp. 199-211. **On Electronic Reserve**

"Statement of Values and Code of Ethics for Nonprofit and Philanthropic Organizations," Independent Sector, pp. 1-6. (To be distributed by instructor)

Daniel L. Kurtz and Sarah E. Paul, *Managing Conflicts of Interest: A Primer for Nonprofit Boards (Second Edition)* BoardSource, 2006, pp. 1-57. **On Reserve**

**Recommended Readings:**

Thomas K. Hyatt (General Editor), *The Nonprofit Legal Landscape*, BoardSource (2005), pp. 1-23 and 33-137. **On Reserve**

Kim Arthur Zeitlin and Susan E. Dorn, *The Nonprofit Board's Guide to Bylaws: Creating a Framework for Effective Governance*. National Center for Nonprofit Boards (1996), pp. 1-22. **On Reserve**

David H. Smith, "Moral Responsibilities of Trustees," *Nonprofit Management & Leadership* (1992) 2:4, pp. 351-362. **On Electronic Reserve**

"Compendium of Standards, Codes, and Principles of Nonprofit and Philanthropic Organizations," Independent Sector. **Online at**  
<http://www.IndependentSector.org/issues/accountability/standards.html>

**Part III: Models of Nonprofit Governance**

**Class Session 4: Thursday, February 17, 2011 (5:30 to 8:10 pm).** A critical assessment of the "traditional" model of nonprofit governance.

**Guest: To be determined**

**Required Readings:**

Diane J. Duca, *Nonprofit Boards: Roles, Responsibilities, and Performance*. New York: John Wiley and Sons, Inc. (1996), Chapter One: "Models of Governance and Leadership," pp. 3-17. **On Electronic Reserve**

Cyril O. Houle. *Governing Boards: Their Nature and Nurture*, A Publication of the National Center for Nonprofit Boards (now BoardSource). Jossey-Bass, A Wiley Company (San Francisco: 1997), pp. viii-223. **Group A Thought Paper Due.**

Richard D. Heimovics and Robert D. Herman, "Responsibility for Critical Events in Nonprofit Organizations," *Nonprofit and Voluntary Sector Quarterly* (1990) 19:1, pp. 59-72. **On Electronic Reserve**

**Class Session 5: Thursday, February 24, 2011 (5:30 to 8:10 pm).** A critical assessment of the "traditional" model of nonprofit governance (Continued).

**Journal Entry # 2 due at the beginning of this class session**

**Guest: To be determined**

**Required Readings:**



**Same as last week**

**Class Session 6: Thursday, March 3, 2011 (5:30 to 8:10 pm).** A critical assessment of the “policy governance” model of nonprofit governance.

**Guest: To be determined**

**Required Readings:**

John Carver, *Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations (Third Edition)*. Jossey-Bass, A Wiley Imprint (San Francisco: 2006), pp. i – xxviii and 1-344. **Group B Thought Paper Due.**

Victor Murray, “Book Review of *Reinventing Your Board* by John Carver and Miriam Mayhew Carver,” *The Philanthropist* (1997) 14:4, pp. 57-63. **On Electronic Reserve**

Jeffrey L. Brudney and Patricia Dautel Nobbie, “Training Policy Governance in Nonprofit Boards of Directors: The Views of Trainer-Consultants,” *Nonprofit Management & Leadership* (2002) 12:4, pp. 387-408. **On Electronic Reserve**

Patricia Dautel Nobbie and Jeffrey L. Brudney, “Testing the Implementation, Board Performance, and Organizational Effectiveness of the Policy Governance Model in Nonprofit Boards of Directors,” *Nonprofit and Voluntary Sector Quarterly* (2003) 32:4, pp. 571-595. **On Electronic Reserve**

Sample Set of Policy Governance Statements (To be distributed by instructor)

**Recommended Readings:**

Kathleen Fletcher, “Four Books on Nonprofit Boards and Governance” *Nonprofit Management & Leadership* (1999) 9:4, pp. 435-441. **On Electronic Reserve**

**Class Session 7: Thursday, March 10, 2011 (5:30 to 8:10 pm).** A critical assessment of the “corporate model” of nonprofit governance. Other models of nonprofit governance.

**Guest: To be determined**

**Required Readings:**

James E. Austin, “Business Leaders and Nonprofits,” *Nonprofit Management & Leadership* (1998) 9:1, pp. 39-51. **On Electronic Reserve**

Warren F. McFarlan (1999) “Working on Nonprofit Boards, Don’t Assume the Shoe Fits,” *Harvard Business Review* (November-December 1999) 77:6, pp. 65-80. **On Electronic Reserve**

Christopher Hodgkin, "Policy and Paper Clips, Rejecting the Lure of the Corporate Model," *Nonprofit Management & Leadership* (1993) 3:4, pp. 415-428. **On Electronic Reserve**

Clara Miller, "The Looking-Glass World of Nonprofit Money: Managing in For-Profits' Shadow University," *The Nonprofit Quarterly* (2005) 12:1, pp. 1-7.

Paul E. Salipante and Karen Golden Biddle, "Managing Traditionality and Strategic Change in Nonprofit Organizations," *Nonprofit Management & Leadership* (1995) 6:1, pp. 3-19. **On Electronic Reserve**

Jeffrey Alexander and Bryan J. Weiner, "The Adoption of the Corporate Governance Model," *Nonprofit Management & Leadership* (1998) 8:3, pp. 223-242. **On Electronic Reserve**

#### **Recommended Reading:**

Raymond Dart, Pat Bradshaw, Vic Murray, and Jacob Wolpin, "Boards of Directors in Nonprofit Organizations: Do They Follow a Life-Cycle Model?" *Nonprofit Management & Leadership* (1996) 6:4, pp. 367-379. **On Electronic Reserve**

Miriam M. Wood, "Is Governing Board Behavior Cyclical?" *Nonprofit Management & Leadership* (1992) 3:2, pp. 139-163. **On Electronic Reserve**

**NO CLASS MEETING WILL BE HELD ON THURSDAY, MARCH 17, 2011—Prof. Ihrke at Urban Affairs Association (UAA) Conference**

**NO CLASS MEETING WILL BE HELD ON THURSDAY, MARCH 24, 2011—Spring Break Week**

#### **Part IV: Nonprofit Governance, Executive Leadership, and Board-Staff Relationships**

**Class Session 8: Thursday, March 31, 2011 (5:30 to 8:10 pm).** Leadership in Nonprofit Organizations.

**Journal Entry # 3 due at the beginning of this class session**

#### **Required Readings:**

Barry Dym and Harry Hutson. *Leadership in Nonprofit Organizations*, Sage Publications (Thousand Oaks, CA: 2005). Entire book. **Group C Thought Paper Due.**

**Class Session 9: Thursday, April 7, 2011 (5:30 to 8:10 pm).** Governance as Leadership in Nonprofit Organizations

**Required Readings:**

Richard P. Chait, William P. Ryan, and Barbara E. Taylor, *Governance as Leadership: Reframing the Work of Nonprofit Boards*, John Wiley & Sons, Inc. (Hoboken, N.J.: 2005). Entire book. **Group D Thought Paper Due.**

**Class Session 10: Thursday, April 14, 2011 (5:30 to 8:10 pm).** The roles and interactions of nonprofit board members, executive leaders, and staff

**Guest: To be determined**

**Case Study:**

Joyce M. McManus and Donald R. Leslie, "Resignation or Dismissal?: When a CEO and a President Clash," *Nonprofit Management & Leadership* (2000) 11:2, pp. 225-230. (To be distributed by instructor)

**Required Readings:**

Peter Drucker, "Lessons for Successful Nonprofit Governance," *Nonprofit Management & Leadership*. (1990). 1:1, pp. 7-13. **On Electronic Reserve**

Robert D. Herman and Richard D. Heimovics, "The Effective Nonprofit Executive: Leader of the Board," *Nonprofit Management & Leadership* (1990) 1:2, pp. 167-180. **On Electronic Reserve**

Martha Golensky, "The Board-Executive Relationship in Nonprofit Organizations: Partnership or Power Struggle?" *Nonprofit Management & Leadership* (1993) 4:2, pp. 177-191. **On Electronic Reserve**

Steven R. Block and Steven Rosenberg, "Toward an Understanding of Founder's Syndrome: An Assessment of Power and Privilege among Founders of Nonprofit Organizations," *Nonprofit Management & Leadership* (2002) 12:4, pp. 353-368. **On Electronic Reserve**

**Recommended Readings:**

Ellen Cochran Hirzy, *The Chair's Role in Leading the Nonprofit Board*. National Center for Nonprofit Boards. (1998), pp. 1-16. **On Reserve**

Karen Simmons and Gary J. Stern, *Creating Strong Board-Staff Partnerships*. National Center for Nonprofit Boards. (1999), pp. 1-20. **On Reserve**

Patricia Bradshaw, "Reframing Board-Staff Relations, Exploring the Governance Function Using a Storytelling Metaphor." *Nonprofit Management & Leadership* (2002) 12:4, pp. 471-484. **On Electronic Reserve**

## **Part V: Roles and Responsibilities of Nonprofit Board Members**

**Class Session 11: Thursday, April 21, 2011 (5:30 to 8:10 pm).** Responsibilities of the Board of Trustees: Acting collectively as a board and individually as board members.

**Guest: To be determined**

### **Case Study:**

“Anna Fixx,” by Anthony Weston, Professor of Philosophy, State University of New York at Stony Brook. Edited by Michael O’Neill and Published by the Institute for Nonprofit Organization Management, University of San Francisco, 1990. (To be distributed by instructor in class)

### **Required Readings:**

Richard T. Ingram, “Ten Basic Responsibilities of Nonprofit Boards,” National Center for Nonprofit Boards, (Second Edition) (1996), pp. 1-26. (To be distributed by instructor in a prior class)

Richard P. Chait and Barbara E. Taylor. “Charting the Territory of Nonprofit Boards,” *Harvard Business Review*, January-February 1989. **On Electronic Reserve**

Barbara E. Taylor, Richard P. Chait, and Thomas P. Holland, “The New Work of the Nonprofit Board,” *Harvard Business Review*, September-October 1996. **On Electronic Reserve**

Judith L. Miller-Millesen, “Understanding the Behavior of Nonprofit Boards of Directors: A Theory-Based Approach,” *Nonprofit and Voluntary Sector Quarterly*, (2003) 32:4, pp. 521-547. **On Electronic Reserve**

Margaret Harris, “Exploring the Role of Boards Using Total Activities Analysis,” *Nonprofit Management & Leadership* (1993) 3:3, pp. 269-279. **On Electronic Reserve**

Sue Inglis, Ted Alexander, and Liz Weaver, “Roles and Responsibilities of Community Nonprofit Boards,” *Nonprofit Management & Leadership*. (1999) 10:2, pp. 153-167. **On Electronic Reserve**

### **Recommended Readings:**

Judith L. Miller, “The Board as a Monitor of Organizational Activity: The Applicability of Agency Theory to Nonprofit Boards,” *Nonprofit Management & Leadership* (2002) 12:4, pp. 429-450. **On Electronic Reserve**

Richard P. Chait, *How to Help Your Board Govern More and Manage Less*. National Center for Nonprofit Boards (1994), pp. 1-14. **On Reserve**

Andrew S. Lang, *Financial Responsibilities of the Nonprofit Board*. National Center for Nonprofit Boards (1998), pp. 1-39. **On Reserve**

Steven Berger, *Understanding Nonprofit Financial Statements* (Second Edition). BoardSource (2003), pp. 1-55. **On Reserve**

Peter Szanton, *Evaluation and the Nonprofit Board*. National Center for Nonprofit Boards (1998), pp. 1-18. **On Reserve**

**Class Session 12: Thursday, April 28, 2011 (5:30 to 8:10 pm).** Responsibilities of the Board of Trustees: Acting collectively as a board and individually as board members. (Continued)

**Journal Entry # 4 due at the beginning of this class session**

**Final Exam to Be Distributed at the End of This Class Session**

**Required Readings:**

Melissa Middleton, "Nonprofit Boards of Directors: Beyond the Governance Function" in Walter W. Powell (Ed.), *The Nonprofit Sector: A Research Handbook*. Yale University Press (New Haven and London: 1987), pp. 141-154. **On Electronic Reserve**

Melissa Middleton Stone, "The Propensity of Governing Boards to Plan," *Nonprofit Management & Leadership* (1991) 1:3, pp. 203-215. **On Electronic Reserve**

Vic Murray, Pat Bradshaw, and Jacob Wolpin, "Power in and Around Nonprofit Boards, A Neglected Dimension of Governance," *Nonprofit Management & Leadership* (1992) 3:2, pp. 165-182. **On Electronic Reserve**

*Strengthening Transparency, Governance, Accountability of Charitable Organizations: a final report to Congress and the Nonprofit Sector*, published by the Panel on the Nonprofit Sector, June 2005. (See especially, "Executive Summary," pp. 4-19; Section III.4. "Financial Audits and Reviews," pp. 35-36; Section III.10. "Board Compensation," pp. 61-65; Section III.11. "Executive Compensation," pp. 66-72; Section III.13. "Structure, Size, Composition and Independence of Governing Boards," pp. 75-78; Section III.14. "Audit Committees," pp. 79-80, and Section III.15. "Conflict of Interest and Misconduct," pp. 81-82. **Online at** <http://www.nonprofitpanel.org/final/> (click on "Final Report" in "Navigation" panel and then download and/or read pdf file).

**Recommended Readings:**

Darwin Stapleton, "Pursuit of Mission: The Rise and Fall of Elite Nonprofit Leadership," *Nonprofit Management & Leadership* (1995) 5:4, pp. 393-405. **On Electronic Reserve**

Kay Sprinkel Grace, *The Board's Role in Strategic Planning*. National Center for Nonprofit Boards (1996), pp. 1-24. **On Reserve**

Ellen Cochran Hirzy, *Nonprofit Board Committees: How to Make them Work*. National Center for Nonprofit Boards (1990), pp. 1-14. **On Reserve**

Robert C. Andringa, *The Executive Committee: Making It Work for Your Organization*. National Center for Nonprofit Boards (1994), pp. 1-19. **On Reserve**

Judith O'Connor, *The Planning Committee, Shaping Your Organization's Future*. National Center for Nonprofit Boards (1997), pp. 1-20. **On Reserve**

Ellen Cochran Hirzy, *The Nominating Committee: Laying a Foundation for Your Organization's Future*. National Center for Nonprofit Boards (1994), pp. 1-16. **On Reserve**

Norah Holmgren, *The Finance Committee: The Fiscal Conscience of the Nonprofit Board*. National Center for Nonprofit Boards (1995), pp. 1-20. **On Reserve**

Sandra L. Johnson, *The Audit Committee: A Key to Financial Accountability in Nonprofit Organizations*. National Center for Nonprofit Boards (1993), pp. 1-16. **On Reserve**

Nancy R. Axelrod, *The Advisory Committee*. National Center for Nonprofit Boards (1994), pp. 1-22. **On Reserve**

**Class Session 13: Thursday, May 5, 2011 (5:30 to 8:10 pm).** Responsibilities of the Board of Trustees: Acting collectively as a board and individually as board members. (Continued)

#### **Case Study:**

"Rob Roy's Gift" by Stephen E. Weil, Deputy Director, Hirshhorn Museum and Sculpture Garden, Smithsonian Institution; and James R. Glenn, Jr., Professor of Management, School of Business, San Francisco State University. Edited by Michael O'Neill and Published by the Institute for Nonprofit Organization Management, University of San Francisco, 1990. (To be distributed by instructor)

#### **Required Readings:**

"Charitable Giving Rises 6 percent to More than \$260 Billion in 2005," Giving USA Foundation press release of June 19, 2006. (To be distributed by instructor in a prior class)

Kevin Kearns, "Income Portfolios," in Dennis R. Young (Ed.), *Financing Nonprofits: Putting Theory into Practice*, National Center on Nonprofit Enterprise and AltaMira Press (Lanham, MD: 2006), pp. 291-314. **On Electronic Reserve**

Dennis R. Young "Toward a Normative Theory of Nonprofit Finance," in Dennis R. Young (Ed.), *Financing Nonprofits: Putting Theory into Practice*, National Center on Nonprofit Enterprise and AltaMira Press (Lanham, MD: 2006), pp. 339-372. **On Electronic Reserve**

John Carver, "Redefining the Board's Role in Fiscal Planning," *Nonprofit Management & Leadership* (1991) 2:2, pp. 177-192. **On Electronic Reserve**

Judith R. Sidel and Sharon L. Harlan, "Contracting and Patterns of Nonprofit Governance," *Nonprofit Management & Leadership* (1998) 8:3, pp. 245-259. **On Electronic Reserve**

#### **Recommended Readings:**

Fisher Howe, *Fund-Raising and the Nonprofit Board*. National Center for Nonprofit Boards (1989), pp. 1-16. **On Reserve**

Eugene R. Tempel, *The Development Committee: Fund Raising Begins With the Board*. National Center for Nonprofit Boards (1996), pp. 1-16. **On Reserve**

**Class Session 14: Thursday, May 12, 2011 (5:30 to 8:10 pm).** Board development

#### **Final Exam Due at Beginning of Class Session**

**Guest: To be determined**

#### **Required Readings:**

Kathleen Fletcher, "Effective Boards: How Executive Directors Define and Develop Them," *Nonprofit Management & Leadership* (1992) 2:3, pp. 283-293. **On Electronic Reserve**

Thomas P. Holland, Donald Leslie, and Carol Holzhalt "Culture and Change in Nonprofit Boards," *Nonprofit Management & Leadership* (1993) 4:2, pp. 141-155. **On Electronic Reserve**

Thomas P. Holland and Douglas K. Jackson, "Strengthening Board Performance: Findings and Lessons from Demonstration Projects," *Nonprofit Management & Leadership* (1998) 9:2, pp. 121-134. **On Electronic Reserve**

#### **Recommended Readings:**

Maureen K. Robinson, *Developing the Nonprofit Board: Strategies for Orienting, Educating, and Motivating Board Members*. National Center for Nonprofit Boards (1999) pp. 1-19. **On Reserve**

Maureen K. Robinson, *The Chief Executive's Role in Developing the Nonprofit Board*. (National Center for Nonprofit Boards (1998) pp. 1-16. **On Reserve**

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## **Part VI: Board Development and Board Diversity – TOPICS NOT COVERED THIS SEMESTER**

**Class Session 15: Thursday, (5:30 to 8:10 pm)** Board diversity, board effectiveness and the future of nonprofit governance.

**Guest: Deborah Blanks, Chief Executive Officer, Social Development Commission (Guest participation in class to be confirmed)**

**Final Exam Due at Beginning of Class Session**

### **Required Readings:**

William A. Brown, "Inclusive Governance Practices in Nonprofit Organizations and Implications for Practice," *Nonprofit Management & Leadership* (2002) 12:4, pp. 369-385. **On Electronic Reserve**

Judith Miller, Kathleen Fletcher, and Rikki Abzug, *Perspectives on Nonprofit Diversity*. National Center on Nonprofit Boards (1999), pp. 1-33. (To be distributed by instructor)

Ronald G. Shaiko, "Female Participation in Association Governance and Political Representation: Women as Executive Directors, Board Members, Lobbyists, and Political Action Committee Directors," *Nonprofit Management & Leadership* (1997) 8:2, pp. 121-139. **On Electronic Reserve**

Thomas P. Holland, "Board Accountability: Lessons from the Field," *Nonprofit Management & Leadership* (2002) 12:4, pp. 409-428. **On Electronic Reserve**

Robert D. Herman and David O. Renz, "Board Practices of Especially Effective and Less Effective Local Nonprofit Organizations," *American Review of Public Administration* (2000) 30:2, pp. 146-160. **On Electronic Reserve**

Jennifer Bright Preston and William A. Brown, "Commitment and Performance of Nonprofit Board Members," *Nonprofit Management & Leadership* (2004) 15:2, pp. 221-238. **On Electronic Reserve**



Mel Gill, Robert J. Flynn, and Elke Reissing, "The Governance Self-Assessment Checklist," *Nonprofit Management & Leadership* (2005) 15:3, pp. 271-294. **On Electronic Reserve**

William A. Brown, "Exploring the Association Between Board and Organizational Performance in Nonprofit Organizations," *Nonprofit Management & Leadership* (2005) 15:3, pp. 317-339. **On Electronic Reserve**

Judith L. Miller and Sue R. Faerman, "A Competing Values Approach to Understanding Board Leadership." A paper presented at the annual meeting of the Association for Research on Nonprofit Organizations and Voluntary Action, Montreal Canada, November 2002, pp. 1-30. (To be distributed by instructor)

Kathleen Fletcher, "Themes Across Cases of Nonconventional Governance: A Preliminary Report from the Discovery Phase of the Governance Futures Project." A paper presented at the annual meeting of the Association for Research on Nonprofit Organizations and Voluntary Action, Montreal Canada, November 2002, pp. 1-10. (To be distributed by instructor)

David O. Renz, "Reframing Governance," *The Nonprofit Quarterly*" (Winter 2006) 13:4. **Online at** <http://www.nonprofitquarterly.org/section/853.html>.

Francie Ostrower and Melissa M. Stone, "Governance: Research Trends, Gaps, and Future Prospects," in Walter W. Powell and Richard Steinberg (Eds.), *The Non-Profit Sector: A Research Handbook (Second Edition)*, Yale University Press (New Haven & London: 2006), pp. 612-628. **On Electronic Reserve**

### **Recommended Readings:**

Jennifer M. Rutledge, *Building Board Diversity*. National Center for Nonprofit Boards" (1994), pp. 1-51. **On Reserve**

Robert D. Herman, David O. Renz, and Richard D. Heimovics, "Board Practices and Board Effectiveness in Local Nonprofit Organizations," *Nonprofit Management & Leadership* (1997) 7:4, pp. 373-385. **On Electronic Reserve**

Thomas P. Holland, "Self Assessment by Nonprofit Boards," *Nonprofit Management & Leadership* (1991) 2:1, pp. 25-36. **On Electronic Reserve**

Thomas P. Holland and Myra Blackman, *Measuring Board Effectiveness: A Tool for Strengthening Your Board*. National Center for Nonprofit Boards (2000), pp. 1-32. **On Reserve**

## Appendix A: Useful Websites

### Nonprofit Governance

- BoardSource, Inc. (formerly the National Center for Nonprofit Boards, Inc.): <http://www.boardsource.org>.
- Midwest Center for Nonprofit Leadership, University of Missouri-Kansas City: <http://bsbpa.umkc.edu/mwcnl/board%20resources/intro.htm> web database on resources for nonprofit boards compiled by David Renz and Robert Herman.
- BoardStar (a project of the Nonprofit Management Fund in Milwaukee, WI) provides a “galaxy” of board development services (see at <http://www.boardstar.org>) including a series of podcasts on a variety of nonprofit board governance topics (see at <http://www.smallpackageproductions.com/BoardStar/boardstarmain.html>)
- Voluntary Sector Knowledge Network: <http://www.vskn.ca/lead/gov.htm>, excellent web database on nonprofit governance in the United States and Canada compiled by Vic Murray, and Associates.

**Other Websites: Compiled and annotated by Kirsten A. Gronbjerg of Indiana University, David C. Hammack of Case Western Reserve University, and John Palmer Smith of the University of Wisconsin-Milwaukee**

### Nonprofit Databases and Related Listings

- **Guidestar:** <http://www.guidestar.org/>, web database of all IRS-registered charitable nonprofits. See articles on reading Form 990, fundraising, and legal issues at <http://www.guidestar.org/npo/nparticles/index.jsp> and on analyzing Form 990 at <http://www.guidestar.org/news/features/ratios.stm>.
- **Internal Revenue Service:** <http://www.irs.gov/> and follow link for charities and nonprofits for additional see links to a variety of resources for organizations seeking exempt status as well as codebook and downloadable list of registered nonprofits.
- **Urban Institute:** <http://www.urban.org/centers/cnp.html>, see National Center for Charitable Statistics and the links under <http://nccs.urban.org/links.htm>.
- **U.S. Corporation Records Online:** <http://www.internet-prospector.org/secstate.html/>
- **Maryland Secretary of State:** <http://www.sos.state.md.us/>, see links to other states and to a variety of nonprofit resource listings.
- **Minnesota’s Attorney General’s Office:** <http://www.ag.state.mn.us>
- **New Mexico Attorney General:** <http://www.ago.state.nm.us/Charity/charity.htm>, searchable listing of New Mexico charities.
- **Indiana Nonprofit Sector:** <http://www.indiana.edu/~nonprof/>, description and analysis of Indiana nonprofit sector.
- **Gale Group:** <http://galenet.gale.com/m/mcp/prodlist>, follow link to Associations Unlimited for information on 450,000+ membership associations in all fields.
- **Eric Mercer:** <http://www.muridae.com/publicaccess/>, provides IRS forms with instructions for nonprofits, including Form 990 and registration forms and samples (see also Guidestar links above).
- **United Chart of Accounts:** <http://nccs.urban.org/ucoa/nccs-ucoa.htm> information on financial reporting formats for nonprofit organizations.
- **Quality 990:** <http://www.qual990.org/>, efforts to improve quality of reporting on Form 990.
- **Raffa & Associates:** [www.iknow.org](http://www.iknow.org), accounting firm specializing in nonprofits (this does not constitute an endorsement of the firm).

- Better Business Bureau: <http://www.bbb.org/about/pas.html>, ratings of nonprofits.
- National Committee for Responsive Philanthropy <http://www.ncrp.org/>
- The Johns Hopkins Third Sector Project: <http://www.jhu.edu/~ccss/>, see links to the Center for Civil Society, the Comparative Nonprofit Sector Project, and the Nonprofit Employment bulletins.
- Saguaro Seminar: <http://www.ksg.harvard.edu/saguaro/>, major survey on civic engagement in the U.S. in collaboration with Robert Putnam. For results of Post 9/11-survey on civic engagement, see <http://www.prospect.org/print-friendly/print/V13/3/putnam-r.html>.
- American Religion Data Archive: <http://www.thearda.com/>, links to major data sources on religion.

### **Nonprofit News Sources:**

- The Chronicle of Philanthropy: <http://philanthropy.com/>, major publication in the field.
- NonProfit Times: <http://www.nptimes.com/>, news media outlet focusing on the nonprofit sector.
- Philanthropy News Online: <http://pnnonline.org> Touts itself as the "voice of the nonprofit world and the marketplace for products and services nonprofits need." Lists jobs by regions in the US.; news; corporate giving; education; foundations; fundraising; giving; laws, taxes, conferences, etc.
- Nonprofit Online News: [www.gilbert.org/news](http://www.gilbert.org/news)

### **Wisconsin Resources:**

- Association of Fundraising Professionals - Greater Milwaukee Chapter: <http://www.afpmilwaukee.org>
- Donor's Forum of Wisconsin: <http://www.dfwonline.org>
- ENTECH - Empowering Nonprofits in Technology: <http://www.entech-online.org>
- Faye McBeath Foundation: <http://www.fayemcbeath.org>
- Future Milwaukee: <http://www.futuremilwaukee.org>
- Greater Milwaukee Committee: <http://www.gmconline.org>
- Greater Milwaukee Foundation: <http://www.greatermilwaukeefoundation.org>
- Helen Bader Foundation: <http://www.hbf.org>
- Helen Bader Institute for Nonprofit Management, University of Wisconsin-Milwaukee: <http://www.helenbaderinstitute.uwm.edu>
- Local Initiatives Support Corporation: <http://www.liscnet.org/milwaukee/index.shtml>
- Nonprofit Center of Milwaukee/Volunteer Center of Greater Milwaukee: <http://www.nonprofitcentermilwaukee.org>
- Nonprofit Management Fund: [www.nonprofitmanagementfund.org](http://www.nonprofitmanagementfund.org)
- Nonprofit Portal of Greater Milwaukee: <http://www.nonprofitmilwaukee.org>
- Public Allies: <http://www.publicallies.org>
- Public Policy Forum: <http://www.publicpolicyforum.org>
- Social Development Commission: [www.cr-sdc.org](http://www.cr-sdc.org)
- United Way of Greater Milwaukee: <http://www.unitedwaymilwaukee.org>
- Urban Economic Development Association of Wisconsin: <http://www.uedawi.org>
- Professional Certificate in Nonprofit Management, School of Continuing Education, University of Wisconsin-Milwaukee: <http://cfprod.imt.uwm.edu/sce/certificate.cfm?id=225>
- Nonprofit Research, Center for Urban Initiatives and Research, University of Wisconsin-Milwaukee: [www.uwm.edu/Dept/CUIR](http://www.uwm.edu/Dept/CUIR)

### **Nonprofit Professional Associations and Infrastructure Organizations:**

- ARNOVA: <http://www.arnova.org/>. Association for Research on Nonprofit Organizations and Voluntary Action - the major scholarly association in the field. Also moderated discussion group for researchers in the field (contact Roger Lohman at [rlohman@wvnm.wvnet.edu](mailto:rlohman@wvnm.wvnet.edu) and request that you be added to the ARNOVA\_L list).
- ISTR: <http://www.jhu.edu/~istr/>. International Society for Third-Sector Research.
- Nonprofit Sector and Philanthropy Program at the Aspen Institute: <http://www.aspeninstitute.org/Programt3.asp?i=74>. See also <http://nonprofitresearch.org/>, for reports and summaries of funded research projects.
- Independent Sector: <http://www.indepsec.org/>, the principal national “trade association” for national nonprofits (ignore request for password, e.g., press <escape> button).
- National Council of Nonprofit Associations: <http://www.ncna.org/>, network of state and regional associations of nonprofit organizations.
- American Society of Association Executives: <http://www.asaenet.org/main/>, professional association of association executives.
- Alliance for Nonprofit Management: <http://www.allianceonline.org/>, association of nonprofit managers and consultants to nonprofits - from merger of Support Centers of America and Nonprofit Management Association.
- American Association of Fund-Raising Counsel: <http://www.aafrc.org/>, affiliated group, AAFRC Trust for Philanthropy, publishes Giving USA, see <http://www.aafrc.org/giving/index.html>.
- Association of Fundraising Professionals: <http://www.nsfre.org/index.cfm>, professional association of fundraisers.
- Council on Foundations: <http://www.cof.org/>, the principal national association of foundations. Information about foundations.
  - Foundation Center: <http://fdncenter.org/>, search foundations. See also “Literature of the Nonprofit Sector”: <http://lnps.fdncenter.org/>.
  - National Network of Grantmakers [www.nng.org](http://www.nng.org)
- The Nonprofit Gateway: <http://www.nonprofit.gov/>, a network of links to the federal government.
- U.S. Internal Revenue Service: [http://www.irs.ustreas.gov/prod/tax\\_stats/soi/](http://www.irs.ustreas.gov/prod/tax_stats/soi/).
- Charity Channel: <http://www.charitychannel.com> a long list of nonprofit discussion groups, career opportunities, and other resources.
- Putnam Barber: <http://www.eskimo.com/~pbarber/>. General information on nonprofits in the U.S.
- Internet Nonprofit Center: <http://www.nonprofits.org/>, a variety of resources and links from the Evergreen State Society.
- National Center for Nonprofit Enterprise: <http://www.nationalcne.org/>, provides information and technical assistance on non-profit entrepreneurship.
- International Center for Nonprofit Law: <http://www.icnl.org/>, resource on international nonprofit developments.
- Philanthropic Studies Index: <http://cheever.ulib.iupui.edu/psipublicsearch/> searchable database for publications on philanthropy.

- Action Without Borders: <http://www.idealists.org/>, nonprofit resources.
- Common Wealth: <http://tap.epn.org/commonwealth/>, highlights key debates in the field.
- Organizers Collaborative: <http://www.organizenow.net/links.html>, resource links for those involved in advocacy and organizing activities.
- Charity Village <http://www.charityvillage.com>, Canadian site of nonprofit resources.
- New York City Nonprofits Project: <http://www.nycnonprofits.org/>, resource site for NYC nonprofits.

### **Nonprofit Advocacy:**

- Advocacy Independent Sector page on Charity Lobbying in the Public Interest <http://www.independentsector.org/clpi/index.html>.
- Alliance for Justice Nonprofit Advocacy Project <http://www.afj.org/fai/nonprof.html>.
- OMB Watch Let America Speak project <http://www.ombwatch.org/las/>.
- AMERICAN PROSPECT Commonwealth Project <http://www.epn.org/commonwealth/>.

### **Some Nonprofit Sub-Sector Websites:**

#### **Health and Hospitals**

- American Hospital Association <http://www.aha.org.html>.
- Joint Commission on Accreditation of Healthcare Organizations <http://www.jcaho.org/>.
- The Catholic Health Association of the United States <http://www.chausa.org/>.

#### **Higher Education**

- Catholic University of America, General Counsel's Office, Summary of Federal Laws Governing Independent Colleges and Universities, <http://counsel.cua.edu/mainpage/index.htm>
- Chronicle of Higher Education, Internet Resources, <http://chronicle.com/free/resources/index.php3>
- National Association of Independent Colleges and Universities <http://www.naicu.edu/national/index.shtml>
- Commission on Independent Colleges and Universities, New York State, <http://www.cicu.org/pdf/FactFile.pdf>
- Council for the Advancement and Support of Education [www.case.org/](http://www.case.org/)
- American Council on Higher Education [www.ace.org](http://www.ace.org)
- Association of American Colleges and Universities liberal arts
- Association of American Universities [www.aau.edu/](http://www.aau.edu/) research universities.

#### **Elementary and Secondary Education**

- National Association of Independent Schools <http://www.nais.org/>
- Grantmakers for Education [www.edfunders.org](http://www.edfunders.org).

#### **American Library Association** [www.ala.org/](http://www.ala.org/).

#### **Arts: General**

- American Arts Alliance <http://www.americanartsalliance.org/>
- American Arts Alliance ([www.artswire.org](http://www.artswire.org))
- Americans for the Arts ([www.artsusa.org](http://www.artsusa.org))
- Chronicle of Philanthropy list of arts organizations and websites: <http://www.philanthropy.com/free/resources/arts/arts.htm>
- National Endowment for the Arts ([www.arts.endow.gov](http://www.arts.endow.gov))

- National Endowment for the Humanities ([www.neh.gov](http://www.neh.gov))
- Worldwide Arts Resources <http://wwar.com/index.html>
- Arts Midwest provides links to arts organizations in the Midwest area: <http://www.artsmidwest.org/>
- Links on technology in a nonprofit arts organization: <http://www.oriscus.com/tp/>
- Michigan State University site Grants for Nonprofits: Arts and Cultural Activities <http://www.lib.msu.edu/harris23/grants/2/arts/htm>

### **Arts: Museums**

- American Association of Museums <http://www.aam-us.org/>
- Art Museum Network (many museums, exhibits, and collections): <http://www.amn.org/>
- International Council of Museums ([www.icom.org](http://www.icom.org))
- Institute of Museum & Library Services ([www.imls.fed.us](http://www.imls.fed.us))
- The Getty Foundation ([www.getty.edu](http://www.getty.edu))

### **Arts: Music**

- American Symphony Orchestra League <http://www.symphony.org/>
- Chamber Music America <http://www.chamber-music.org/events.html>
- Early Music America <http://www.earlymusic.org/Content/home.asp>

### **Arts: Theater**

- American Association of Community Theaters <http://www.aact.org/>
- Association of Performing Arts Presenters [www.artspresenters.org](http://www.artspresenters.org)
- Theatre Communications Group [www.tcg.org](http://www.tcg.org)

### **Social Services: General**

- US Dept of Health & Human Services. [www.os.dhhs.gov](http://www.os.dhhs.gov) Provides funding and grant opportunities for nonprofits. It also provides research and training opportunities. It lists requirements, objectives and processes to obtain funding.
- Mental Health Policy, Social Service Resources by State [www.stanford.edu/~sstarks/mhp/doss.html](http://www.stanford.edu/~sstarks/mhp/doss.html). Lists each state's Job & Family Service related website. This is especially helpful if you are researching a cross section of the U.S
- <http://mel.lib.mi.us/social/SOC-noprofit.html> is a very interesting resource for information on social service issues, policy, and providers.

### **Social Services: Aging**

- American Association of Homes and Services for the Aging <http://www.aahsa.org/public/aahsa.htm>

### **Social Services: Child Welfare**

- Child Welfare League of America <http://www.cwla.org/>
- Grantmakers for Children [www.gcyf.org](http://www.gcyf.org)

### **Social Services: Homeless**

- A comprehensive list of advocacy and programs for housing for families and people who are homeless. <http://www.nhlp.org/html/links/index.htm>

### **Community Development**

- The Funders Network for Smart Growth and Livable Communities [www.fundersnetwork.org](http://www.fundersnetwork.org)
- Grantmaker Forum for Community and National Service [www.gfcns.org](http://www.gfcns.org).
- Neighborhood Funders Group [www.nfg.org](http://www.nfg.org).

### **Religious Organizations**

- Information on Adherents to Religious Communities <http://www.adherents.com/>
- [American Religion Data Archive \(ARDA\)](http://www.arda.tm/) <http://www.arda.tm/>
- Lilly Endowment religion [www.arda.tm/lilly\\_ix.html](http://www.arda.tm/lilly_ix.html); [www.resourcingchristianity.org](http://www.resourcingchristianity.org)
- Empty Tomb, Inc. <http://www.emptytomb.org/research.html>
- United States Conference of Catholic Bishops <http://www.usccb.org/>
- American Jewish Congress <http://www.ajcongress.org/>
- The National Council of Churches of Christ USA <http://www.ncccusa.org/>
- Lilly Endowment religion [www.arda.tm/lilly\\_ix.html](http://www.arda.tm/lilly_ix.html); [www.resourcingchristianity.org](http://www.resourcingchristianity.org).

### **Environmental Organizations**

- Environmental Grantmakers Association [www.ega.org](http://www.ega.org)
- Consultative Group on Biological Diversity [www.cgbd.org](http://www.cgbd.org)
- Earthshare <http://www.earthshare.org>

## **Appendix B: Academic Policies at the University of Wisconsin-Milwaukee**

### **Statement of Academic Misconduct**

Chapter UWS 14, entitled “Student Academic Disciplinary Procedures,” of the Wisconsin Administrative Code contains rules enacted by the University of Wisconsin Board of Regents that apply to all University of Wisconsin-Milwaukee students. Section 14.01 states, “The Board of Regents administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. ... Student who violate these standards must be confronted and must accept the consequences of their actions.”

### **Statement of Sexual Harassment**

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

### **Discriminatory Conduct**

The University of Wisconsin-Milwaukee remains steadfastly committed to the principles of academic freedom. This commitment requires an equally strong obligation to foster respect for the dignity and worth of each individual. Without this respect, the principles of academic freedom become meaningless. Moreover, relationships such as student-faculty and employee-supervisor have inherent power differences that compromise some persons’ ability to protect their own rights. Therefore, this University must provide an environment that respects the value of each individual and which does not tolerate discriminatory conduct of any kind.

### **University Policies Regarding Change of Registration/Adding and Dropping or Withdrawal from Classes**

After initial registration, students have the opportunity to modify their class schedule by adding, dropping or withdrawing from classes during specific periods prior to the start of the semester. Such changes can be made without financial penalty until shortly before the start of the term (or before the start of a particular summer session). However, significant financial penalties can apply for changes made beyond the appropriate deadline, and some departments have unique deadlines and approval requirements governing how and when students may add and drop particular courses. Some academic



programs also require their students to obtain specific approval for adding or dropping courses. Consult the most recent *Schedule of Classes* for dates, deadlines and procedures or contact the Business School Undergraduate Student Services office.

### **University Policies Regarding Repeating Courses**

Unless a restriction is stated in the *Schedule of Classes*, undergraduates may repeat any course **only once**. Under exceptional circumstances, one more repeat may be allowed following approval of a written appeal to the advising office of the student's school or college. Except in the case of courses with variable content (which may be repeated for credit as often as permitted for that particular course, as specified in UWM Bulletins), both grades earned for repeated courses will appear on the student's academic record, but only the higher grade will be calculated into the grade point average. Students illegally repeating courses will be dropped, and "WR" will be assigned to the course on the student's academic record.

Students who took a course as a repeat prior to Fall 1988 are entitled to one additional enrollment. Transfer students who did not previously take a course at UWM are entitled to one repeat at UWM of a course taken at a previous institution.

In courses of limited enrollment, qualified students who have not taken the course previously have priority. It is generally advisable for any student to consult an advisor before registering to repeat a course.

### **University Policy Regarding Incompletes**

You may be given an incomplete if you have carried a subject successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above.

Since Fall 1988, undergraduates have been required to complete a course marked incomplete during the first eight weeks of the next semester of enrollment (excluding summer sessions). An extension to the end of the semester is possible if extenuating circumstances prevent you from completing the required course work during the first eight weeks.

Extensions must be recommended by the instructor and approved by the dean of your school or college. If you do not remove the incomplete during the first eight weeks of the next semester of enrollment, the report of I will lapse to F. Audits will lapse to U. Credit/No Credit will lapse to No Credit. If you do not enroll for the next semester, the report of I will lapse to W (withdrawal) after one year.

## **University Change of Grade Policy and Procedures**

The following is from UWM Faculty Document No. 1927, May 12, 1994, entitled "Policies on Grading and Grade Records". Grade or Record Changes. Instructors may not change a semester grade after the grade sheet has been submitted to the Registrar except for an inadvertent error in determining or recording the grade. Any change in a student's grade or record, including retroactive change to drop, withdrawal, or incomplete, must receive the approval of the Dean of the School or College in which the student was enrolled at the time the course was taken.

**Addendum to Bus Mgmt 725/PS 958 Syllabus  
Spring 2011**

**Grading Policies and Procedures for Doctoral Students (replace same  
policies and procedures in original class syllabus)**

**COURSE GRADING POLICIES AND PROCEDURES**

Grading for the course is designed to reflect the major substantive and pedagogical objectives of the course and will consist of the following components:

Nonprofit Governance Journal	10 percent
Thought Paper	20 percent
Class Participation	10 percent
Research Paper	30 percent
Final Exam	30 percent
	-----
Total	100 percent

## **Nonprofit Governance Journal**

You will find that keeping a journal during the course will be a valuable learning tool. The journal will help you integrate readings, lectures, class discussions, project assignments, noteworthy current events relevant to the content of the course, and your personal and professional experience. It will help you prepare for active class participation and your final take-home exam.

You are required to submit four (4) of your journal entries at the beginning of the class sessions on the dates specified in the Schedule of Classes, Readings and Graded Assignments. Each of these journal entries will count for 2.5 percent of the final course grade (for a total of 10 percent). At least three of the four journal entries must focus on the assigned readings.

The journal entries will be graded on the adequacy of their content (75 percent) and the professional quality of their presentation (25 percent). Grades for journal entries submitted late (defined as after the beginning of the class session on the date due), will be reduced by one-half grade point.

These journal entries are to be at least 250 words--**but not to exceed one page, double-spaced** (typed with one-inch margins in # 12 size font).

## **Thought Paper**

Students in the seminar will be divided into four groups, A, B, C & D. As indicated in the schedule, ONE of these groups will have primary responsibility to lead the seminar discussion regarding one of the assigned books for the course. Each member of the assigned group will prepare for this discussion by assembling a typed paper, 5-7 pages, double-spaced which (1) identifies key themes in the book assigned for the class session, (2) criticizes the book where it is found lacking, and (3) provides some synthesis of the ideas contained in the book as they relate to the larger issues discussed during the semester in class. Each thought paper will count as 20% of the final grade.

## **Participation in Class Discussions and Other Interactive Learning**

You will be expected to make significant contributions to your own learning and to the learning of others throughout the course. To that end, you should participate actively in the class discussions and other interactive learning modalities that make up the course. Many of these interactions will occur face-to-face in the classroom. They include discussions of assigned readings, case studies, relevant current events, and other topics as they may arise during the semester. They also include discussions of student project presentations and conversations with guest speakers.

Class attendance will not be recorded by the instructor. However, participation in

class discussions and other interactive learning modalities throughout the course will be recorded and graded by the instructor. Students who do not participate actively--both in-class and online--should not expect to perform as well, or receive as high a grade, as those who do.

Participation in class discussions and other interactive learning will count for 10 percent of your overall course grade and will be assessed as follows: the quality of your participation (75 percent) and the frequency of your participation (25 percent).

Grading of students' participation in class is intended to stimulate careful preparation for, and active participation in, class discussions. Following each class session, the instructor will grade each student's participation in that class to aid in the assignment of an appropriate class participation grade for the entire semester. These grades will reflect both the frequency and quality of students' class participation.

### **Final Exam**

Each student will be required to submit a final written exam that will count as 30 percent of the overall course grade. This will be graded on the adequacy of its content (75 percent) and the professional quality of its presentation (25 percent).

This exam will be an "open book," "take-home" exam and is due by the beginning of the final class session. Exams submitted after that time will be penalized one-half grade.

These final exams are **not to exceed 12 double-spaced pages** of narrative (typed, with one inch margins in # 12 size fonts) and 5 pages of appendices.

This final exam is designed to help you integrate the material covered in this course and apply this knowledge in your future interactions with or participation in nonprofit governance.

The specific assignment for this final exam will be distributed by the instructor approximately two weeks before the end of the term.

### **Research Paper**

Doctoral students are expected to write a research paper on some topic relating to the topics of nonprofit management and leadership. These topics need to be approved by the instructor prior to your beginning the writing process. The required length of the paper is 15-18 pages and you are expected to use proper citations, etc. The research paper is worth 30 percent of your final grade.