INSTRUCTOR CONTACT INFORMATION:
Instructor: Lisa Barnwell Williams
lisa.barnwell.williams@gmail.com
Office Hours: By appointment

TECHNICAL SUPPORT CONTACT INFORMATION:
Students enrolled in UMass Online courses seeking technical assistance can get help 24 hours a day, 7 days a week, by doing one of the following:
- phone: 1.888.300.6407
- email: amherstsupport@umassonline.net
- See www.amherst.umassonline.net for technical support related information about this class. Click on http://help.perceptis.com/umass_amherst_chat_user_info.php for a live text chat with Amherst support.

About the Instructor:

Lisa Barnwell Williams helps nonprofit organizations to define and achieve their visions. She entered fundraising in the pre-internet 1980’s as one of the pioneers in online prospect research, and later led development efforts for several organizations of national stature, including Cincinnati Playhouse in the Park, Cincinnati Ballet, and the Agnes Irwin School. After serving as Vice President of a major international consulting firm, Lisa co-founded Chanticleer Consulting to serve nonprofits in a more flexible, creative, and client-focused way. She is a graduate of Williams College, and holds graduate degrees from New York University and Columbia University and a Certificate of Advanced Study in Management from the University of Chicago. Co-author of Building Strong Nonprofits: New Strategies for Growth and Sustainability, she has given seminars and workshops to countless audiences around the country on various aspects of organizational development, fund development, and communications.

COURSE DESCRIPTION:
Boards of directors are vital to the operation of nonprofits, but many organizations do not understand the role of board members, nor do they prepare board members to assume their responsibilities effectively. This course will examine the role of the nonprofit board of directors,
how they can best relate to the professional staff, and how to identify volunteer leadership needs. Recruitment and orientation of new board members will also be discussed. Practical assignments will be focused on your own board of directors or you will interview board leaders of a case study nonprofit organization to fulfill course requirements.

**PREREQUISITES:**
Complete *Introduction to Arts Management*.

In order to complete the assignments for this class, you will need to have and know how to use Microsoft Word (or comparable word processing program) and Adobe Acrobat (Reader). Please secure permission from the case study in the first week of class. If you have questions, please contact me.

**COURSE OBJECTIVES:**
This is a practical course that should enable you both to learn the principles of board development and how to apply them to improve an agency's board. The lectures and assignments assume you will be working with a nonprofit case study organization with a board of directors and professional staff. You may adapt the assignments for an all-volunteer organization, a public agency with an appointed commission, or a program of a larger agency with an advisory board.

You will get the most out of this course if you work closely with your case study’s organization’s leaders. In the best case, your staff and board members will be your partners in learning and will expect to see tangible results from your practical studies.

**Student learning outcomes:**
By the end of the class, you will be able to:
1. Assess a board well enough to identify what works and what needs improvement.
2. Distinguish governance from management functions and know how to help a board identify its governance functions.
3. Be able to determine the mix of skills, access to resources, and representation of constituencies needed for an organization’s governing board.
4. Outline a process to identify, cultivate, and recruit board members.
5. Orient new board members to their responsibilities.
6. Understand the legal expectations of a board.
7. Create a board development plan.

**HOW TO START THIS CLASS:**
For those of you who have never taken a blended class, the process can be a bit disorienting.

Taking the time to familiarize yourself with the features of the class before you plunge in will help to smooth the transition to this form of learning.

For this reason, I suggest that you take the following steps to get started with this class:
1. Begin by reading this syllabus in its entirety.
2. Purchase the books listed under “Required Readings” below.
3. Explore the site.
4. Meet me in class.

HOW THIS CLASS IS ORGANIZED:

PERRY WILL ADD TUTORIAL FOR NEW BLACKBOARD

HOW TO CHOOSE A CASE STUDY ORGANIZATION:
This is a practical course that enables you to learn the principles of financial management and apply these principles to a case study organization. The class will culminate in the preparation of a financial plan that offers specific strategies for enacting financial management ideas and concepts learned in the course.

A Note About Confidentiality: None of your assignments require you to identify your case study, which you can keep entirely confidential (assigning a fictitious name), should the organization be concerned about revealing its operations.

Option #1: Choose Your Own Organization (highly recommended): If you are currently working in an arts or culture organization, you will get the most out of this class if you use your own institution as your case study organization. If you are not currently responsible for developing programs and/or accounting or bookkeeping in your organization, ask the people in these roles if they would work with you on the assignments.

Option #2: Choose Another Non-Profit Organization With Which You Are Familiar: You may obtain similar results by working closely with a nonprofit organization of which you are not a staff member. For instance, if you volunteer for a nonprofit agency, I recommend you use that organization as your case study organization, even if this organization is not solely focused on the arts. We have had many students who work at non-arts agencies that apply the learning to their unique environments.

Option #3: Contact An Area Arts Agency or Non-Profit: If you are a full-time student or not associated with an organization, then you must find one that you can observe. If you have a friend who runs a social service organization that may be a better case study than an arts council whose leaders are not interested in your learning. This is the least preferred route, since it is often difficult to arrange access to a non-profit agency’s information on such short notice.

In the best case, the organization’s finance staff will be your partners in learning and will expect to see tangible results from your practical studies. Two outcomes will follow: you will increase your personal financial understanding and skill and your organization’s finances will become more efficient. You may also learn a lot by studying an actual nonprofit organization and developing financial plans that you may not actually apply. Here your learning will be more academic. You must still take assignments seriously because my lectures are necessarily spare in this virtual classroom and we depend a lot on practical applications to learn.
Option #4: Request to be connected to an organization on our list of arts organizations willing to work with you. Located around the country, these case study organizations need your assistance and deserve your best work! Plan to sign a letter of understanding. For information, e-mail me.

If you have trouble... You must identify your case study organization the first week of class. If you have any trouble, send an email message to me (see contact information above) and I'll advise you.

ASSIGNMENTS
As mentioned above under “How this Class is Organized,” you will be asked to complete three assignments every week (in addition to required readings). Some of these assignments may be substituted with other activities, but generally, you will be required to do the following each week:

1. A WEEKLY DISCUSSION TOPIC, in which you are asked to respond to an open-ended question about a particular aspect of the lecture.

2. A WRITTEN ASSIGNMENT, where you will upload a weekly one-page written assignment in response to a problem that I pose for the class.

3. A FEEDBACK AREA, in which you are asked to offer feedback on at least one written assignment of a fellow classmate.

Discussion, feedback and assignment schedule:

<table>
<thead>
<tr>
<th>Session # &amp; Mtg Date (Wednesdays)</th>
<th>Lecture Topic</th>
<th>Weekly Discussion Topic Due Date</th>
<th>Written Assignment Due Date</th>
<th>Feedback Area Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1: Wed., Jan. 30</td>
<td>Getting organized for the course</td>
<td>Fri., Feb. 1 at 5 p.m., EST</td>
<td>Mon., Feb. 4 at 5 p.m., EST</td>
<td>Wed., Feb. 6 at 5 p.m., EST</td>
</tr>
</tbody>
</table>

LAST DAY TO ADD/ DROP WITH NO RECORD: MON., FEB. 4TH

<table>
<thead>
<tr>
<th>Session 2: Wed., Feb. 6</th>
<th>Introduction to Board Development</th>
<th>Fri., Feb. 8 at 5 p.m., EST</th>
<th>Mon., Feb. 11 at 5 p.m., EST</th>
<th>Wed., Feb. 13 at 5 p.m., EST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3: Wed., Feb. 13</td>
<td>Board Governance</td>
<td>Fri., Feb. 15 at 5 p.m., EST</td>
<td>TUESDAY, Feb. 19 at 5 p.m., EST</td>
<td>Wed., Feb. 20 at 5 p.m., EST</td>
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NOTE: Monday, Feb. 18 is President’s Day
<table>
<thead>
<tr>
<th>Session # &amp; Mtg Date (Wednesdays)</th>
<th>Lecture Topic</th>
<th>Weekly Discussion Topic Due Date</th>
<th>Written Assignment Due Date</th>
<th>Feedback Area Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4: Wed., Feb. 20</td>
<td>Board Development Strategies</td>
<td>Fri., Feb. 22 at 5 p.m., EST</td>
<td>Mon., Feb. 25 at 5 p.m., EST</td>
<td>Wed., Feb. 27 at 5 p.m., EST</td>
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<tr>
<td>Session 5: Wed., Feb. 27</td>
<td>Board Development Strategies</td>
<td>Fri., March 1 at 5 p.m., EST</td>
<td>Mon., March 4 at 5 p.m., EST</td>
<td>Wed., March 6 at 5 p.m., EST</td>
</tr>
<tr>
<td>Session 6: Wed., March 6</td>
<td>Team Building</td>
<td>Fri., March 8 at 5 p.m., EST</td>
<td>Mon., March 11 at 5 p.m., EST</td>
<td>Wed., March 13 at 5 p.m., EST</td>
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<tr>
<td>Session 7: Wed., March 13</td>
<td>Meetings, Communication and Accountability</td>
<td>Fri., March 15 at 5 p.m., EST</td>
<td>Mon., March 25, at 5 p.m., EST</td>
<td>Wed., March 27 at 5 p.m., EST</td>
</tr>
<tr>
<td>Session 8: Wed., March 27</td>
<td>Recruit Additional Leadership</td>
<td>Fri., March 29 at 5 p.m., EST</td>
<td>Mon., April 1 at 5 p.m., EST</td>
<td>Wed., April 3 at 5 p.m., EST</td>
</tr>
<tr>
<td>Session 9: Wed., April 3</td>
<td>Structural Changes</td>
<td>Fri., April 5 at 5 p.m., EST</td>
<td>Mon., April 8 at 5 p.m., EST</td>
<td>Wed., April 10 at 5 p.m.</td>
</tr>
<tr>
<td>Session 10: Wed., April 10</td>
<td>Legal Requirements for Boards</td>
<td>Fri., April 12 at 5 p.m., EST</td>
<td>TUES., April 16 at 5 p.m., EST</td>
<td>Wed., April 17 at 5 p.m., EST</td>
</tr>
<tr>
<td>Session 11: Wed., April 17</td>
<td>Special Case Boards</td>
<td>Fri., April 19 at 5 p.m., EST</td>
<td>No assignment this week</td>
<td>No feedback this week</td>
</tr>
<tr>
<td>Session 12: Wed., April 24</td>
<td>Board Development Plan</td>
<td>Fri., April 26 at 5 p.m., EST</td>
<td>Mon., April 29 at 5 p.m., EST</td>
<td>Wed., May 1 at 5 p.m., EST</td>
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**COURSE SHUTS DOWN**

The course content will no longer be available two

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**GRAD LAST DAY TO DROP W “DR”: MON., MARCH 4TH**

**UNDERGRAD LAST DAY TO DROP WITH “W”: THURS., MARCH 7TH**

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**SPRING BREAK: MARCH 18TH-22ND**

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Note: Monday, 4/15 is Patriot’s Day, a MA state holiday.
### LATE ASSIGNMENT POLICY:

Only students with documented disabilities (see Students with Disabilities section below) are permitted to submit their assignments later than the due dates above. If your assignment is one week late, you will be marked down one full grade (for credit students only). **Assignments submitted 10 days beyond their due dates or later will receive an F.** This includes discussion and feedback postings, exams and all written assignments.

### APPLIED LEARNING

You will learn from this course no matter how you learn best -- reading, writing, or doing. Your best and deepest learning will likely be through application, the practice you'll get from completing assignments.

Assignments can mean real organizational change or academic practice. We designed the course so those of you who run your own nonprofit can implement what you learn as you learn it. The effect on your organization could be as profound as if a dedicated management consultant was in residence for the duration of your course. For those of you monitoring an arts organization, we hope that your final project could serve as a blueprint for the institution or provide you with practical experience.

The experience of working with a case study will be supported by principles and skills from the text, the written lectures, and threaded discussions with me and with your fellow learners.

You may find the requirement to complete an assignment or two each week demanding given your other responsibilities. I urge you to take them seriously, to take the time required to do them well and you will be amply rewarded.

### REQUIRED READINGS:

This class will draw from the following required text:

**Fundamentals of Arts Management**, sixth edition, 2016 (published by the Arts Extension Service). If you do not already own a copy of the Fundamentals of Arts Management, please order one online today by visiting the AES website at [http://www.umass.edu/aes/publications/fundamentals-arts-management-6th-edition](http://www.umass.edu/aes/publications/fundamentals-arts-management-6th-edition). The cost of the book is $69.00, plus shipping and handling. For international orders, please contact the AES office directly at [aes@acad.umass.edu](mailto:aes@acad.umass.edu). If you live locally, you may waive the shipping charge by buying the book directly at our office during business hours Monday to Friday 9 am to 4 pm.
All other readings will be posted in the course shell (Blackboard or Moodle) or will have links to websites. 
Note that the bookstore does not ship international orders, so contact the Arts Extension Service to discuss options.

**INSTRUCTOR FEEDBACK:**
You will find my comments on your assignments in the same feedback area you use to respond to your fellow classmates written assignments (see “How this Class is Organized” above). Similarly, I will respond to discussion threads in the same area that you and your classmates offer responses to each other.

I usually log in to the course twice weekly, on Mondays and Thursdays, to check discussion threads and assignments and participate in the feedback and discussion areas. I will notify you to any significant variations in this plan.

If you are new to distance education, you may find it frustrating to post a question (say on Friday) and not hear back from me until the next Monday. If a question is urgent, you may email me.

**METHOD OF EVALUATION/GRADING:**

**GRADING:**
I will update the grade book regularly to reflect the completion of your assignments. Please check the Grade Book to see if I have recorded all of your work, and notify me if I have missed a contribution.

**Noncredit Students:**
Unless you take the course for credit, completed assignments are graded "pass" or "fail." To pass, you must make three contributions for each weekly session:
1) write and post your written assignment by due date indicated above (due dates are specified under the heading “Assignments” above)
2) post your answer to the weekly discussion topic by due date that responds completely to the assignment, then respond to the postings of at least 2 other students.
3) post at least one reply to a fellow student on his/her written assignment by the due date. You will get a grade of pass or fail in the Grade Book for each of the contributions you make in each weekly session. I may ask you to resubmit incomplete assignments.

**Credit Students:**
Grading will be based on the following criteria:

1. **Written Assignments and Exams: 50% of overall grade**
You will be assigned papers and a final plan. Written assignments will be assessed according to the criteria below. Written assignments and exams comprise 50% of your overall grade.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Assignments and Exams</strong></td>
<td>(4 points) EXCELLENT level of analysis that applies course concepts to case study organization. Paper demonstrates the student has learned the assigned principle or task. Student's original work responds fully to the assignment. Papers are presented professionally, clearly and on time.</td>
<td>(3 points) THOROUGH level of analysis. Would be A level work except lacks either supporting evidence from course lectures and readings, professional presentation, and/or original thinking. Student responds fully to assignment. Paper is posted on time.</td>
<td>(2 points) BASIC level of analysis or did not fully respond to assignment. Paper may be poorly organized or contain significant grammar or spelling errors.</td>
<td>(1 point) SUPERFICIAL level of analysis, minimal effort, or paper is late and downgraded accordingly. Student does not respond fully to the assignment or provides incomplete or missing answers.</td>
<td>(0 points) No posting, posted late*, failed to revise returned work, work is plagiarized. (*see syllabus for policy.)</td>
<td>(10 points) FOR NONCREDIT STUDENTS ONLY: this posting receives a grade of C or better.</td>
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</table>

**2. Discussion Contributions and Moderation: 30% of overall grade**
Almost every week, you are required to contribute to a discussion thread, by responding to questions posed by the instructor. Create a new thread to respond to the discussion topic. I will grade your discussion topic and response using a rubric below. Discussion threads and moderation comprise 30% of your overall grade.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Thread Contributions</strong></td>
<td>(4 points) EXCELLENT level of analysis. Student</td>
<td>(3 points) THOROUGH level of analysis. Student</td>
<td>(2 points) BASIC level of analysis. Student</td>
<td>(1 points) SUPERFICIAL level of analysis. Student</td>
<td>(0 points) No posting.</td>
<td>(10 points) For noncredit students only: this</td>
</tr>
<tr>
<td>Moderation</td>
<td>contributes and responds fully to the discussion question(s), and inspires deeper reflection and learning in the group. Substantively posts to two or more students’ discussion threads. Evidence of contact with case study organization, where applicable.</td>
<td>responds fully to the discussion question(s), and demonstrates evidence of active engagement in the class (high number of postings read and responses offered). Substantively posts to at least one other student’s discussion thread. Evidence of contact with case study organization is apparent, where applicable.</td>
<td>responds to the discussion question(s). Posts to at least one other student’s discussion thread. Evidence of contact with case study organization is apparent, where applicable.</td>
<td>responds to the discussion question(s). Fails to post to at least one other student’s discussion thread. No evidence of case study contact, where applicable.</td>
<td>posting receives a grade of C or better.</td>
<td></td>
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</tbody>
</table>

3. Feedback Thread Responses: 20% of overall grade
Almost every week, you are required to download one other student’s written assignment and respond to it in a feedback discussion thread. Create a new thread for each response you offer. Feedback comprises 20% of your overall grade.

<table>
<thead>
<tr>
<th>Feedback Thread</th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(4 points) EXCELLENT level of analysis and offers constructive criticism of a fellow student’s paper.</td>
<td>(3 points) THOROUGH level of analysis of a fellow student’s paper.</td>
<td>(2 points) BASIC level of analysis of a fellow student’s paper.</td>
<td>(1 points) SUPERFICIAL level of analysis of a fellow student’s paper.</td>
<td>(0 points) No posting.</td>
<td>(10 points) For noncredit students only: this posting receives a grade of C or better.</td>
</tr>
</tbody>
</table>

**QUALITY IN PEER FEEDBACK ...**
This is typically the most problematic part of the course for students. This is partly due to shyness and a lack of familiarity with how to give feedback to others in the course without offending them. My experience is that, with sensitivity and encouragement, you can offer substantive feedback that is both constructive and positive.

When providing peer-to-peer feedback on the written assignment of one other student each week, a student who receives a higher grade will often ….  

- compare and contrast information within another student’s assignment or draw upon that student’s other written assignments, for example… “Chris, I noticed that you said you were confused with the differences in job descriptions between your case study organizations’ Executive Director and the Development Director. Could you elaborate on this?….etc.”
- draw upon other content in the course and apply it in the feedback they offer others. “…As we learned in the book (or lecture), volunteers play a vital role in the work of nonprofits… I noticed that your case study was intentionally excluding volunteer help, can you tell us why that is and what you think they could be gaining from a volunteer force?…”
- draw upon their own experiences and weave this into their analysis of other student’s work, offering respectful and sensitive advice to others, while paying attention to the content of the assignment.
- respond comprehensively to a fellow student’s work, not with a one-line response, but a more elaborate and in-depth reflection on the work.

**STUDENTS WITH DISABILITIES:**
The University’s nondiscrimination policy, which can be found at [http://www.umass.edu/eod/aapolicy.html](http://www.umass.edu/eod/aapolicy.html) outlines the University’s commitment to accessibility for all students. If you have a documented disability, please contact the Disability Services department to get assistance with accommodations, and they will work with me to make this course fully accessible to you. Please see their brochure about accommodations at [http://www.umass.edu/eod/brochures/ds.pdf](http://www.umass.edu/eod/brochures/ds.pdf) and their web site at [http://www.umass.edu/disability/index.html](http://www.umass.edu/disability/index.html).

**ACADEMIC HONESTY POLICY:**
The University prohibits dishonesty in all programs of the University. According to University policy, “academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty.” Please see the University’s academic honesty policy for a full definition of academic honesty and our statement of policy. Obviously, I will be very strict about enforcing this policy in all of your assignments, so please read and be aware of this policy: [http://www.umass.edu/dean_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)

**INCOMPLETES AND WITHDRAWALS:**
Please keep up with the work each week and move through assignments, discussions, and feedback together with other students. I will not accept or grade more than two weeks of late assignments posted at the end of the course.

If you are falling seriously behind in your work, I highly recommend that you withdraw from the class by the mid-semester deadline, so that a failing grade does not appear on your transcript. If you are in this predicament, please go to the academic calendar page at http://www.umass.edu/registrar/gen_info/academic_calendar.htm and scroll down to the current semester to locate the last day to drop with a “W.”

EXTRA CREDIT POLICY:
I do not offer extra credit for coursework, except in those cases where I have created an additional assignment or exam that is specifically marked “extra credit.” You will not receive extra credit for reworking graded assignments, nor will I change grades with further editing.

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