



# THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Summer Semester 2021

**Skills: Board Management, Course #6890**

**Tuesday, 5:30-7:20 PM (1 credit hour)**

**Page Hall 40**

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**Instructor:** Lori Overmyer  
**E-mail:** [overmyer.40@osu.edu](mailto:overmyer.40@osu.edu)  
**Phone:** 614-301-4492  
**Office Hours:** By appointment

**Mode of Learning:** Hybrid, in-person and via Zoom with videos on  
**Preferred Means of Communication for questions:** [overmyer.40@osu.edu](mailto:overmyer.40@osu.edu)  
**Class-wide Communications:**  
CarmenCanvas

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## **In-person and Online Expectations**

The structure of this class has been designed for maximum flexibility to accommodate the need for remote and in-person learning. However, to maximize educational value, consistency of the mode of attendance is critical. Those students who have signed up as attending in-person will be expected to maintain an in-person attendance throughout the semester, and those who have signed up to attend virtually will be expected to maintain a virtual attendance. Because your group assignment will be made according to mode of attendance, this continuity will be critical to the success of your learning experience.

## **Course Description**

One of the most significant factors in the success of any nonprofit organization is the knowledge, quality and commitment of volunteers who are charged with its governance as members of its board of directors. In effect, a board member assumes a critical role in ensuring the mission is uppermost in all activities, in overseeing the executive director, ensuring the appropriate policies are in place and upheld, and ensuring the organization's financial health. Getting the right person to fill each of these roles is essential to success.

This course is designed to introduce students to the skills required to model an excellent board member. Course instruction will have broad applicability to those interested in working in or with nonprofit organizations, public organizations, universities, nonprofit foundations and/or corporate foundations. The course will utilize a combination of applied theories and methods, guest speakers, and readings to deliver the core content. In addition, during the course students will have the opportunity to apply what they have learned by taking part in a behavioral simulation that reflects what happens in a specific real-world board environment. Each class will consist of instruction combined with simulated board meetings, whereby each student will be expected to behave and react as if they were members of a nonprofit board.

## **Learning Outcomes**

By the end of the course, students will:

1. Understand the role of the nonprofit board within an organization as a key component of an overall management;
2. Identify different components of a board operations, including the duties of officers and members, role of standing and ad hoc committees, techniques to run and/or participate in a board meeting, and an understanding of critical policies;
3. Develop best-practices techniques for optimal board management including the creation of basic policies, job descriptions, meeting minutes, agendas and assessments;
4. Be familiar with the legal duties of care, loyalty, compliance, and maintain records associated with nonprofit boards; and
5. Apply what they have learned by assuming a real-world board role that requires analytical techniques to determine appropriate strategies using tools and techniques learned.

## Reading Materials

### Required Texts:

BoardSource (2012). *The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives; Third Edition*. San Francisco, CA: Jossey-Bass.

ISBN# 1118096118

Other required reading assigned readings for each class will be available online, through Carmen.

### Supplemental Texts:

1. Drucker, Peter F. (2006). *Managing the Nonprofit Organization: Principles and Practices*. New York, NY: HarperCollins.
2. Mancuso, Anthony. (2011). *Nonprofit Meeting Minutes and Records*. Berkeley, CA: NOLO.
3. Batts, Michael E. (2011). *Board Member Orientation: The Concise and Complete Guide to Nonprofit Board Service*. Orlando, FL: Accountability Press.
4. Adams, etc. al. (2003). *The Board Member's Guide*. Columbus, OH: Academy for Leadership and Governance.

Supplemental texts will be provided to students, or they will be instructed to look for these materials in the library.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

## Grade Information and Distribution

The primary deliverable in this course is the preparation of a Board Manual for a fictitious nonprofit organization (based on a real-life entity). While the final Manual will be a group product (with a group grade), each group member will be assigned one or more board member roles as their primary focus during the course and will receive an individual grade for

completing tasks assigned to that role. All students, regardless of academic year or level, will be graded with appropriate rigor.

Course grades will be assigned based upon the following distribution for in-person and virtual students:

	<b>Percent of Final Grade</b>
<b>Board Manual</b>	<b>45%</b>
First Draft Components (Individual)	25%
Final (Revised) Manual- All Parts (Group)	10%
Presentation of Strategy Summary and Recommendations (Group)	10%
<b>Class Activities &amp; Participation</b>	<b>55%</b>
Simulation Participation (Individual)	25%
Class Participation and Discussion (Individual)	20%
Attendance at Community Nonprofit Board Meeting and Assessment	10%

### **Grading Scale:**

A = 100% to 93%	C = <77% to 73%
A- = <93% to 90%	C- = <73% to 70%
B+ = <90 to 87%	D+ = <70% to 67%
B = <87 to 83%	D = <67% to 60%
B- = <83% to 80%	E = <60% to 0%
C + = <80% to 77%	

### **Graded Components**

#### *Board Manual:*

Students will work in groups of four or five (one virtual group and one in-person group) as members of a nonprofit board. Each board will be provided with background material to offer a profile of the political, cultural and conflict activity that would normally take place in a nonprofit governance structure. Board simulations are to be fully integrated into the course; we will use these projects as dynamic case studies to link theory with practice during course discussions and workshops. Each week a different challenge will be presented which each board must address; students will be required to meet as a board at each class. As board members, they will be assigned roles that will require them to spend an appropriate amount of time as needed to gather information to complete each assignment, and to actively assume their board role as chair, vice chair, secretary, committee chair, etc.

A description of each deliverable is as follows:

#### *First Draft Components:*

The first half of each class will be instructional, with an introduction each week of the elements required to build and maintain a high-functioning board, and a model format. The second half of the class will consist of simulated board meeting, with each student assigned a role as a member of a (randomly assigned) board. Students will be assigned to draft a specific segment of work and/or complete related tasks depending on their board role. For their component,

students will provide a written synopsis of the situation regarding their board and complete the component relative to their role which might be policies, organizational charts, minutes, job descriptions, ethical quandaries, and financial analysis. Understanding and evaluating current and future governance needs, and establishing bench marks of measurement, is a fundamental board skill and will be counted as 25 percent of each student's grade.

All work will be graded and returned with comments and edits; these assignments should then be refined to comprise part of the final board manual.

#### *Final Board Manual:*

The final board manual will be a compilation of all assignments organized according to each of the seven class "board meetings." The final document will incorporate instructor edits and group input and serve as a cohesive document that speaks with one "voice." The manual will be worth 10 percent of each student's grade.

#### *Presentation of Strategy Summary and Recommendation*

The ability to logically and dynamically determine the ability – or lack thereof – of your board growth and success is a critical skill. Well-articulated understanding of the mission as the core focus of all activities is as important as sound statistical analysis. Both contribute equally to keeping the governing body from straying from its primary roles and responsibilities. Each student will be given an opportunity to present their assessment of their board, personal performance, and performance of board officers; and an overall spokesperson will present the board's assessment of its own future. This portion of the course work will account for 10 percent of the overall grade.

#### *Simulation Participation (Individual)*

Each student will be assigned a board member persona and board assignment in the first week of class. Thereafter, they will be expected to fully assume that persona and complete tasks according to simulation roles selected e.g., board officer, committee chair, committee member, etc. In certain cases, students will be asked to complete an assignment in a board team of two, as a committee, or as the full board. The instructor will also pose several "crisis" situations which boards must deal with through swift and decisive problem-solving. In week seven, each student will be assessed by their board peers on their participation as part of the simulation. The simulation participation portion of the course work will account for 25 percent of the student's grade.

#### *Class Participation and Discussion (Individual)*

Because of the importance of active class discussion and participation, 20 percent of the final grade is based on participation and discussion. **Attendance in class sessions, either virtually or in person, is required to receive credit for participation; students attending virtually will be expected to arrive to class with video cameras on and participate in discussions.** For most weeks, about one-half of the class session will be "hands on" activities, guest speakers, or case studies to engage the lecture material. Participation is essential to the success of these activities. Participation during the lecture portion of the class is also important to illuminate the material. Your participation grade will be determined by the instructor at the end of the quarter, as well as through peer evaluations of your board participation and performance. In general, active

participation during each class session is expected to receive an “A” for participation at the end of the quarter.

#### *Required equipment for online only attendees*

Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

Webcam: built-in or external webcam, fully installed and tested

Microphone: built in laptop or tablet mic or external microphone

Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required Software for all Students

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### *Attendance at Community Nonprofit Board Meeting and Assessment*

Students will choose a nonprofit from a roster of pre-selected organizations to attend one of the organization's board meetings. One to two students may attend a meeting at any one time. Prior to attending, students will be asked to glean specific characteristics of each board and their structure. Students will attend a meeting at any time between Week 4 and Week 8; the instructor must be notified in advance of their selection and document attendance. **To ensure your health and safety, you are strongly encouraged to attend your community board meeting virtually.**

## Length and format of papers, homework, and assignments, and examinations

The final product will be the completed board manual, approved by the group as a whole. The manual will consist of those components assigned to individual board members, including minutes, job descriptions, policies and procedures, and performance assessments. There is no length required for assignments, but the finished product should reflect the students' level of subject knowledge and demonstrate. The final class will include a presentation from groups regarding their board experience.

## Due Dates for Assignments

Assignments will be made at the conclusion of each Tuesday class and will be due the day before the following week's class. Students will be expected to send the instructor an electronic copy of all assignments by Noon on the day before class. All assignments must include student name, group name, date, and component. Any assignment that does not include that identifying information will not be reviewed or graded. In the unlikely event of a late submission, students must provide sufficient notice to the instructor prior to class and also notify their group.

## Course Policies

### *Attendance*

Class attendance (virtual and/or in-person) is both required and expected; attendance will be taken at the beginning of each class. In the event a student is absent from class, he/she must notify the instructor at least 24 hours in advance and also notify members of his/her group.

More than two absences will result in a lower grade. Students attending virtually will be expected to attend and participate with their video cameras on during class.

#### *In-class Use of Laptops, Tablets and Phones*

Laptops and tablets may enhance your learning experience if used appropriately. However, the use of these devices for non-class purposes is disrupting to the class. In addition, the use of cell phones is not required for this course. If you need to use your cell phone for an emergency, please politely exit the class and feel free to arrange a time to speak with me about the material that you missed. If you disrupt class by using digital devices for non-class purposes, you will first be asked to put the device away for the remainder of the period. If your behavior becomes problematic, you will not receive attendance credit for that class period.

#### *Confidentiality*

In the process of creating Development Plans, students will obtain proprietary data and sensitive information. Participating organizations have been informed that such information may be discussed in class. It is therefore imperative that the confidentiality of the materials and of the class discussions be maintained. Some participating organizations may require the team members to sign confidentiality statements. In addition, in the event team members have occasion to obtain client-identifying information, team members are prohibited from sharing such information with anyone inside or outside of class. Further, the audio or video recording of any interactions with the organization is expressly prohibited. **Breaches of confidentiality will be considered a violation of class rules and the guidelines on academic misconduct will be followed.** Refer to the Office of Academic Affairs for further information.

<http://oaa.osu.edu/coam.html>.

#### *Academic Misconduct*

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University."

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct." Contact the course instructor if you have any questions about the above policy or what constitutes academic misconduct in this course.

#### *Plagiarism*

The deliverables that you will be preparing are "professional documents." These types of documents are different than traditional research and course papers, in that they typically do not include a "list of works cited" or bibliography at the end of the document. HOWEVER, this

does not reduce the importance of incorporating external references OR of properly documenting such references. Many professionals find footnotes within text to be an efficient way to reference external sources or materials. Such footnotes should be provided to cite **any material taken from websites or organizational documents** (direct quotes or paraphrased materials), in addition to traditional “academic” references. The Center for the Study of Teaching and Writing here on campus provides further direction on citing materials in documents. <http://cstw.osu.edu/writingcenter/handouts>

**Inadequate citation of materials, or plagiarism, is taken very seriously at The Ohio State University, and the guidelines on academic misconduct will be followed in this course.** Refer to the Office of Academic Affairs for further information. <http://oaa.osu.edu/coam.html>.

#### *Statement on Title IX*

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State’s Title IX website](http://titleix.osu.edu) ([titleix.osu.edu](http://titleix.osu.edu)) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) ([equity.osu.edu](http://equity.osu.edu)) or email [equity@osu.edu](mailto:equity@osu.edu).

#### *Commitment to a Diverse and Inclusive Learning Environment*

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

#### *Glenn College Diversity Statement*

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## *Accommodation Policy*

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.”

## *Mental Health Statement*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. **CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).** Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocay.osu.edu/>.

## *Workload/Course Expectations*

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a one-credit class, students should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments.

## *Grade Appeals*

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

## *Writing Consulting*

Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<http://go.osu.edu/writing-center>).

### *Library Assistance*

The Glenn College has a dedicated librarian at OSU Libraries, Hilary Bussell ([bussell.1@ous.edu](mailto:bussell.1@ous.edu)) who can provide research assistance. For more information and links to some common public affairs resources, see – <http://go.osu.edu/8gx>.

### *COVID Process SLDS Statement*

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@os](mailto:slds@os)

### *FERPA and Privacy in CarmenZoom*

Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

### *Requesting Accommodations*

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information · Phone: 614-292-3307 · Website: [slds.osu.edu](http://slds.osu.edu) · Email: [slds@osu.edu](mailto:slds@osu.edu) · In person: Baker Hall 098, 113 W. 12th Avenue

### *Accessibility of Course Technology*

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. · CarmenCanvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

· Streaming audio and video · CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## Important Dates

Week	Class	Class Subject	Consulting Project
Week 1	6/08/21	Overview of Course Work Why a Board?	Assignment of Boards and Individual Roles for Simulation First "introductory" board meeting; basic job descriptions & mission discussion
Week 2	6/15/21	Legal Duties of Board Members Running an Effective Meeting	Consent Agendas and Minutes Due (individual work assigned each week) Second board meeting; ethical crisis introduced
Week 3	6/22/21	Types of Boards: Working, Governing, Institutional	Development of basic policies due (assigned to team of two) Third board meeting: policy review, resolution of crisis
Week 4	6/29/21	Board Committees: Standing and Ad Hoc	Your Board Type profile due (group assignment) Fourth Board Meeting: Standing and ad-hoc Committees created and chairs assigned
Week 5	7/6/21	Top Ten Responsibilities of Board Members (and that means fundraising)	Committee Job Descriptions and reports due (individual assignments) Fifth Board Meeting: financial/managerial crisis introduced
Week 6	7/13/21	Board diversity and recruitment	Board Diversity Matrix due (group assignment) Sixth Board Meeting: Develop and approve diversity policy
Week 7	7/20/21	Board assessment and evaluation	Financial/managerial strategy to resolve crisis (group assignment) Seventh board meeting: self- and board-leadership assessment.
Week 8	7/27/21	Modelling Effective Board Members	Group presentations: Report out on the success of your board Board manual due (compilation of all assignments)

**\*Deliverables are to be sent to [overmyer.40@osu.edu](mailto:overmyer.40@osu.edu) by Noon on the day before each class.**

## Course Schedule

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Week 1: June 08, 2021

### Overview of Course Work: Why a Board?

- Student Introductions
- Course Overview
- Assignment of boards and initial roles
- First Board Meeting: Getting started as a Board

#### Required Readings:

1. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Part One.
2. The 5 Most Important Questions, Peter F. Drucker. Questions #1: What is our Business Mission?

#### Supplemental Readings:

1. Qualities of a Board Member
  2. Recommended Board Practices, BoardSource
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Week 2: June 15, 2021

### Legal Duties of Board Members

- Review of the critical duties required by the Ohio Attorney General's Office
- Elements of running an effective meeting; consent agendas; Robert's Rules
- Board Meeting #2: Ethical crisis for board to discuss and resolve

#### Required Readings:

1. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Part Two
  2. Guide for Charity Board Members, Office of Attorney General David Yost.
  3. Why a Consent Agenda?
  4. Summary: Robert's Rules of Order
  5. Sample policies required by Form 990
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Week 3: June 22, 2021

### Types of Board

- Basic characteristic of boards and their life-cycles; profile of each
- Guest speakers from boards at different life stages

#### Required Readings:

1. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Part Three.
2. Sample committee job descriptions
3. Checklist of Board Tasks, *The Board Member's Guide*

#### Supplemental Readings:

1. Board organizational charts
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Week 4: June 29, 2021

### **Board Committees: Standing and Ad Hoc**

- Must-have Committees for best practices management
- What is an Executive Committee?
- Basic committee job descriptions for chairs and members
- Committee reporting and the consent agenda
- Recruiting and enlisting board members
- Defining Diversity

#### **Required Readings:**

1. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Part Four.
2. Leading with Intent, BoardSource
3. afpnet.org, Board Diversity Committees
4. Sample committee job descriptions
5. Checklist of Board Tasks, *The Board Member's Guide*

#### **Supplemental Readings:**

1. Board organizational charts
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Week 5: July 06, 2021

### **Top Ten Responsibilities of Board Members**

- How responsibilities manifest themselves in board/staff relationships
- The role of fundraising
- Basic research to identify funding sources

#### **Required Readings:**

1. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Part Five.
  2. Board Letter of Agreement
  3. What Board Members Can Expect from Staff
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Week 6: July 13, 2021

### **Board Diversity and Recruitment**

- Diversity is the #1 topic among nonprofit boards
- Discussion of the diversity and cultural values
- How to define and reflect diversity
- How that guides effective volunteer leadership recruitment

#### **Required Readings:**

1. AFP Inclusion, Diversity, Inclusion and Access Policy
  2. BoardSource: 10 Steps to a More Diverse Board; Diversity, Inclusion & Equity
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Week 7: July 20, 2021

### **Board Assessment and Evaluation**

- Trends in board assessment
- Analyzing assessment outcomes
- Strategies to improve board performance through assessment
- Board organizational change

#### **Required Readings:**

1. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Part Six.
  2. NHI Board Assessment and Scoring
  3. Board Assessment Samples
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Week 8: July 27, 2021

### **Final Class: Group Presentations**

- Are you modeling effective board members? And why? (or why not?)
- Board Assessments
- Thoughts gleaned from Community Nonprofit Board “visits”
- Board Manual Due
- Resources for Community Board Placements

#### **Required Readings:**

1. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Part Seven.