

ARTS ADMINISTRATION

Course Call Number: [Click here to enter text.](#)

Course Title: Board of Directors Management

Term & Year: [Click here to enter text.](#)

Instructor: [Click here to enter text.](#)

Office Location: [Click here to enter text.](#)

University Email Address: [Click here to enter text.](#)

Phone Number: [Click here to enter text.](#)

Office Hours: [Click here to enter text.](#)

COURSE INFORMATION

Course Location and Time

[Click here to enter text.](#)

Description and Prerequisites

This course will provide you with a theoretical and practical grounding in the ethical, fiduciary, and legal functions of the boards of directors of nonprofit organizations with attention given to those in arts and culture.

Using readings, case studies, guest lectures, and real-life observations, you will examine the operating characteristics of these volunteer groups and community leaders. You will explore both the nuanced and the conspicuous distinctions between theory, often called best practices, and what actually transpires as managers, artists, and their boards navigate in the real world. You will consider techniques and tools you can use to be a good board member yourself, and/or to support your board members and encourage them to work effectively.

Course assignments are designed to stimulate discussion and critical thinking skills as you work individually and collaboratively. You will be required to attend a board meeting

Textbooks and Required Materials

The following required texts can be purchased on-line or at the bookstore

- Chait, Richard P., *et al. Governance as Leadership: Reframing the Work of Nonprofit Boards*. Hoboken NJ: John Wiley and Sons, 2005
- Kaiser, Michael. *Leading Roles: 50 Questions Every Arts Board Should Ask*. Lebanon, NH: Brandeis University, 2010.

Recommended texts:

- Lakey, Berit. *Board Fundamentals*. 2nd ed., Washington, DC: BoardSource, 2010
- *Robert's Rules of Order*: <http://www.rulesonline.com/rro--00.htm>

The following books are excellent resources on grammar and writing style. I strongly recommend them to guide your writing in this course and in your career.

- Chastain, Emma. *Ultimate Style: A Concise Guide to Grammar, Usage, and Style*. New York, NY: Spark Educational Publishing, 2005.
- Strunk, William Jr. and White, E.B. *The Elements of Style*. 4th Edition. New York, NY: Longman Publishers, 1999.
- Truss, Lynne. *Eats, Shoots and Leaves*. New York, NY: Gotham Books, 2004

For weekly "In the News Readings" the following publications are highly recommended:

- *The New York Times* for governance related articles, which may appear in any section, including U.S. or New York News, Education, Business and Arts
- *Chronicle of Philanthropy*. <http://philanthropy.com/section/Home/172>. Sign up for the free daily *Philanthropy Today* newsletter..
- Rick Moyer's blog *Against the Grain* provides excellent commentary. <http://philanthropy.com/blogs/against-the-grain/>
- Arts Journal: <http://www.artsjournal.com/>. Subscribe to the free daily newsletter
- Nonprofit Quarterly. www.nonprofitquarterly.org.

Technology Requirements

COURSE OUTCOME & OBJECTIVES

Program Outcomes	Course Objectives
Demonstrate advanced knowledge of the history, structure and institutional behavior of arts organizations in the nonprofit, public and private sectors in the U.S. and, in a global context, including international cultural policy.	Understand the responsibilities of boards and board members and the function and impact of boards on arts organizations.
Demonstrate proficiency with a sophisticated skill set emphasizing best practices with regard to: fundraising and financial management; setting goals in a mission driven (as well as a revenue driven) organization; understanding the important legal issues inherent in managing (either) performing or visual arts organizations; marketing within arts organizations; and engaging communities with the arts.	Recognize and analyze governance issues within organizations and their boards at different stages of development. Demonstrate understanding of the staff roles and practices for working with and empowering board members to best serve their missions and their communities.
Demonstrate competence sufficient to successfully obtain a position in the field of arts administration and/or nonprofit management.	Use governance terminology and other disciplinary vocabulary; understand formal procedures for meetings.

CLASS SCHEDULE			
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Week	Date	Topics and Assignments	Assessments
1		Course Introduction Read: Case—A Not So Happy Hour **	
2		History and legal structure of nonprofits and legal responsibilities of nonprofit board members Read: <ul style="list-style-type: none"> • “A History of Nonprofit Boards in the United States” Peter Dobkin Hall www.stayexempt.org • Malaro, Marie. Museum Governance. Chapter 1 ** 	Due: names, URLs and mission statements of two cultural arts organizations in the same genre (opera, theatre, gallery, art museum)
3		Life cycles of organizations and boards Read: <ul style="list-style-type: none"> • Kaiser, <i>Lifecycle</i> chapter • Mathiasen, Karl, “Board Passages” ** • Connolly, Paul “Do You Know Where Your Organization is in its Lifecycle?” ** • Oxford, Cliff, “What do you do with the Brilliant Jerk?” ** • Stevens, Susan Kenny. <u>Nonprofit Lifecycles: Stage-Based Wisdom for Nonprofit Capacity</u>, Chap. 3, ** Not required but recommended • Case: A Symphony in G ** 	
4		Roles and responsibilities: set mission and direction Read: <ul style="list-style-type: none"> • Kaiser, Board and Mission chapter, Section 7, and Board and Planning/Budgeting chapter (Malaro, Marie-Museum Governance, P. 82-90)** • Kaiser, Michael. “Strategic Planning in the Arts: A Practical Guide” • Finney, Chris “Mission haiku: The Poetry of Mission Statements” ** • Case: “Friends of Marine Animals” ** 	Due: Board Visit Assignment, Part 1
5		Roles & responsibilities: resources and oversight Read: <ul style="list-style-type: none"> • Kaiser, Board and Fundraising and Board and Governance chapters • Governance as Leadership, Ch 1-3 • Case: “A Good Board that Won’t Give” ** 	
6		Turning duties, roles and responsibilities into effective boards Read: Review Governance, Ch 1-2	

7		Fiduciary, strategic, and generative governing Read: <ul style="list-style-type: none"> • Governance, Ch 4-5 • Kaiser, “Board in Crisis” chapter Due: Case study drafts	
8		Case study presentations	
9		Building a board: recruiting, orienting, and motivating Read: <ul style="list-style-type: none"> • Governance, Ch 608 • Kaiser, Sections 8-17 • Roche, Nancy. The Art of Governance. “Board Development” ** 	
10		Infrastructure choices: bylaws, conflicts of interest, and committees Read: <ul style="list-style-type: none"> • http://www.robertsrules.org/ “ByLaws checklist” Blue Avocado ** • Kaiser: International Boards, Arts Organizations of Color and Subsidiary Boards chapter • Bylaws examples ** 	Due: critical essay
11		Recognizing and fostering an effective board culture Read: <ul style="list-style-type: none"> • Axelrod, Nancy, Curious Boards ** • Abilene Paradox** • Kissman, Katha, “Troublemakers” ** 	Due: Board Visit Assignment Part II
12		Work week—prepare for Board Visit presentations	
13		Board Visit Presentations, Part III	
14		Board Visit Presentations, Part III	
15		Final exam distribution	
		Debrief/wrap-up discussion; hand in final exams	

ASSIGNMENT & ASSESSMENTS

Assessment	Weight
Case Analysis: Presentation and Paper	20
Critical Essay	15
Board Visit	20
Final Exam	20
Class Participation and Analysis, including “In the News” presentations	25
Total	100 points

INSTRUCTOR POLICIES

Class Participation

(Sample text)

I expect you to attend every class. You are responsible for completing all of the required assignments. I expect all students to participate in class discussions, contributing ideas and perspectives on topics or art. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.

You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones or beepers, checking your email or surfing the internet, updating your social networking sites, eating or drinking in class, making offensive remarks, reading newspapers or magazines, sleeping or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence

Attendance Policy

(Sample text)

- After three absences your entire final grade will drop one letter grade per additional absence.
- If you miss more than six class meetings, you will fail the course.
- Two tardies, leaving early, excessive breaks will count as one absence.
Any student that misses more than 5 classes for either personal or medical reasons will be encouraged to drop the course.
- If you miss role call, it is your responsibility to see that the record is corrected from an absence to a tardy if you are late.
- If you miss a class please ask another classmate for information on the material we covered that day. If your absence is excused by the instructor (documented medical or documented emergency), please make an appointment to review missed material.
- Missing a critique day will lower your letter grade for the semester by one.

Late Work/Make-Up Work Policy

(Sample text)

Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.

Late work may be subject to a penalty of 10% deducted from the assignment's value per day the work is late, unless the student provides proof of an acceptable mitigating circumstance: serious illness, death of a family member, or other circumstance if approved by the instructor.

Grading

(Sample text)

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]

F = Failure (59% or below)

UNIVERSITY & DEPARTMENT POLICIES

Academic Integrity

Accommodations/Disabilities

Library Support

Course Content and Schedule Changes

Incomplete Grade Policy

STUDENT RESOURCES

Document Formatting

(Sample text)

All written materials and assignments must be typewritten or word-processed utilizing the following format. NO handwritten papers will be accepted.

- 1-inch margins
- Times New Roman, size 12
- Double spaced
- Heading: your full name, the date, and the assignment title at the top of the first page
- Correct use of citations, if applicable
- Included illustrations, if any, must be located at the end of the document (not in line with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.

Discussion Guidelines

(Sample text)

1. Comments should address the idea under discussion, not the person who proposed the idea.
 2. Whether discussing a work of art, idea, or other topic, every evaluative statement should be
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accompanied by a rationale.

“_____ [specific aspect] was _____ [good/bad/other value judgment] because _____ [rationale or criterion].”

3. Use disciplinary-specific vocabulary whenever possible.
4. If commenting on a fellow student’s paper or presentation, lead with a positive statement before offering a negative criticism. “I liked ___ because ___, but I don’t think that your _____ was as successful because _____.”

Discussion is among the most important activities in any class, so your attention should remain undivided. Absolutely, positively no cell phones or other electronic devices may be used during class. Electronics must be powered off, unless you have a unique personal reason for which you have received prior approval by the instructor.

Web Links

See Textbooks and Requirements

Bibliography or Recommended Readings

Additional readings will be provided on the course website

Attachments-1

Written directions for assignments

Assignments

In-class participation and analysis 25%

This will include “In the News” participation and presentations, and weekly case study discussions, and possibly reading summaries. Students will be expected to participate actively in class discussions, to ask and answer questions posed by the instructor, and to engage with the other students.

We will begin each class with a discussion of current events relevant to the course drawn from the publications listed above. Prepare for this and the case study discussions by reading the material closely, summarizing the piece in 2-3 sentences, and then adding the other relevant details with reference to class materials, if appropriate. Be prepared to answer questions and foster discussion of your article. I will call on students, and each student should expect to present a news item 3-4 times during the semester.

Case Analysis: Presentation and Paper 20%

Students will be assigned in pairs to analyze a short case related to board issues, present it to the class, and foster discussion. Each team will submit its analysis and recommendations in a 3-4 page draft, to be emailed to me the Thursday before your presentation. I will review and comment, and send additional information that you should incorporate into the presentation and final paper.

Critical Essay 15%

Select a governance-related situation or issue that you have observed or read about, e.g., a case, your experience or workplace, your board visit organization. Using the fiduciary, strategic and generative filters set forth in Governance as Leadership, describe how those involved might have utilized the practices or methods of each mode to address the situation you have selected. You are to demonstrate that you understand the different circumstances and approaches that influence how boards operate, as presented in the readings, discussed in class, and/or observed. No more than six pages, using the guidelines stated elsewhere in the syllabus.

Board Visit 20%

This assignment is designed to give you a view of activity/behavior from inside the boardroom and help you develop an understanding of the challenges of serving on a board, working with board members, and providing support for these volunteers. Each student will contact an independent 501(c)(3) cultural organization and ask to attend one Board Meeting. Students will work in pairs or small groups to present their observations to the class, and they will also submit a short paper with his/her individual analysis. Students must provide written confirmation that this visit has been scheduled prior to the fourth week of class.

Final exam 20%

The at-home, open-book final exam will comprise a series of case analyses

Attachments-2

Grading Rubrics for Assignments

(Sample text)

Written Assignment Rubric

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Text adequately addresses assigned question or topic						
Use of additional resources						
Use of proper English/overall quality of writing						
Meets due date						
Correct format						
Length meets assignment specifications						

Total Points = _____ / 30