NONPROFIT CLINIC SYLLABUS - Winter & Spring 2020

Meetings:	Tuesdays 5 – 6:30, Thursdays 5 – 7 pm
Location:	Week 1 – Knight Law Center, Room 281 Following weeks default: Law Clinic Building, 17th Street Entrance on Columbia St. unless clinic calendar indicates otherwise
Boot Camps:	Training days 9 – 4 on **Fridays** January 17th and 24th Knight Law Center Room 241.
Dohrn Coordinates & Office Hours:	Cell: 347 589 9053. In office Tuesdays, Thursdays 4:00 – 5 pm, or by appointment many other times

FIRST CLASS: Tuesday January 14th – Room 281 Knight Law (<u>Note homework assignment</u>).

ATTENDANCE: Required at all client meetings, team meetings, classes, and Boot Camps unless unusual circumstances have been **advance-cleared**. <u>*In the event of illness or emergency preventing attendance **at any of these** notify Beatrice **and** your team's consultant. Also, team members if possible.*</u>

LOCATION: The first week of classes we meet in Knight Law Center, room 281. The two Friday trainings are in room 241. Except when noted otherwise team meetings are in the clinic building (Corner 17th and Columbia, second floor enter door on parking lot side). The clinic calendar posted on Canvas and distributed with this syllabus is the most reliable information about plans for any particular day. If it conflicts with this syllabus, believe the calendar.

MANDATORY "BOOT CAMP" TRAININGS:
Friday Jan 17th – Room 241 Knight Law Center 8:45 am – 4 pm; Working lunch, food provided.
Friday January 24th- Room 241 Knight Law Center 9am-4pm. Working lunch, food provided

CLIENT MEETINGS: These have been pre-arranged as follows:

Jan 23rd (Org 1 revisit), Feb 4th (Org 2 ED), Feb 11th (Org 2 board), March 3rd (Org 3 ED), March 10th(Org 3 board), April 14th (Org 2 final presentation), April 21st (Org 3 final presentation).

Your clients have agreed to allocate **two hours** for you at all of the four full board (they often need a reminder about this—especially if they are planning on also having a meeting of their own at the same time) and expect a start time <u>around</u> 5:30. ASAP you should establish start times that work for you and for them depending on their location and your team's travel needs, etc. Unless it's impossible, meet them at their regular site. The meeting with the Org 1 representative (to revisit a prior assessment) is to be an hour. The pre-meetings with the EDs of Orgs 2 & 3 are to be about 90 minutes, and include the ED giving you an overview of the org and a tour if there is a facility

It is also required that members of your team sit in on at least one of the board meetings of Org 2 & 3. You will be attending as observers, gathering data to help your team in preparing its assessment. Most helpful will be to do this in advance of your interview, but if timing does not allow just make sure it comes in time to inform your assessment and report. The clients have listed scheduled board meeting in their application, and I have endeavored to reconfirm these meetings early in the year, but you must confirm as they might have changed. It is not necessary that all team members attend both orgs' meetings. It probably makes sense to divide this task up, if possible two attendees per meeting to report back to the team.

REQUIRED SYSTEMS:

The clinic uses the Canvas site for fie sharing and communication. There will not be an email list-serve, so it is important that you arrange your settings to receive announcements to your email without delay as sometimes these are urgent.

As whenever you act as a professional consultant, you are required to keep track of your time on these projects. You will find a timesheet template on Canvas. Time sheets are due the first Friday of the month following (Feb 7, March 7, April 4, and April 23).

ABOUT WORKING IN THE NONPROFIT CLINIC

Welcome to the 2020 Nonprofit Clinic. You are one of the group of students that will be assisting twelve Oregon nonprofits. You will work on a team, accompanied by a consultant who is there to support your work. Each team will work with three clients. Your first project is to evaluate how one of last year's assessments worked out for the client organization. It is a check-in both on how *they* did and how *we* did. The next two organizations get a complete first-time governance assessment that you will construct.

The guiding expectation for your work in the clinic is that you will behave and perform professionally and do what, in your professional judgment, is needed to provide your clients with a thorough governance assessment, meaningful recommendations and a useful report with supporting resources.

This experience will be very much like employment (which is quite different from taking a course): when and how you work is dictated by what it will take for your team to create a quality product for the clients. You will reap rewards beyond academic credit from the experience of interviewing and presenting your ideas to actual clients. The more useful the product, the greater those rewards! As in most of the working world, achieving quality will require working respectfully and in close cooperation with other professionals (your teammates, consultant and me). You have an opportunity to practice professional judgment, dedication, skills and to get a lot more feedback than you are likely to receive once you are in a job. Take advantage! Students who gain the most from this clinic treat it like a job.

In a professional setting, you appear on behalf of your employer. Similarly, you will be representing the Nonprofit Clinic in your interactions with our clients. The clinic's reputation depends on each of you. As the clinic's director, I am your metaphorical "boss," and I care a great deal about serving our clients well. This too is very much like the working world.

On the other hand, unlike a real-world boss, I am highly available to provide you feedback and assistance, and encourage you to take advantage through office visits and team meetings.

In addition, for these projects you are provided with a structure for your team's work in the form of the clinic calendar. The required report submissions – outline, initial draft, next draft, close-to-final and final– will help you get your team's assessment report to where it needs to be in the timeframe we have. Each is a step along the path of your work, and your assessment should develop and grow more sophisticated as you sift through multiple drafts. Your work should build from one draft to the next, with the help of feedback. At the end of this syllabus there is a list of minimum expectations from these different phases. Please consult those before each submission.

CLINIC COURSE MATERIALS

LEARNING OBJECTIVES

The overall aim of the Nonprofit Clinic is to give students an opportunity to experience working as a consultant on a team of mixed disciplines to provide two nonprofit boards with high-quality governance assessments.

The aim for student development is to provide a chance to practice many skills relevant to your future work: document review, interview prep, note taking, theme development, writing, presentation, meeting facilitation, among others, and doing all of the above on a team.

You will interact with real-world clients and issues, practice many skills, and to get extensive feedback and input both from a professional who will consult with your team, and from the clinic's teacher/director.

Apart from the skills practice, a key takeaway of the clinic is about how groups of people accomplish work, and how to do that better. We apply this to client boards of directors; however, it is applicable to your future careers in the practice of law, to working with businesses, to conflict resolution and to nonprofit management.

Where particular class or boot camp sessions are focused on subject-matter material, this syllabus lists the goals of those classes.

The learning objective of all team meetings is to provide structured time for your team to complete its assessment work and develop the reports, while taking advantage of guidance, feedback and resources you need from your consultant and the clinic director who will join your team for part of most meetings.

REQUIRED READING

The assigned readings for the clinic are not academic. They will help you perform the assessments and you should read them in advance **and** consult them throughout.

1. By January 17th: *The Five Dysfunctions of a Team*, Lencioni ("Dysfunctions") pp 1 – 228. You need not purchase this book; copies are available to borrow and are to be shared, two copies per team.

2. *Nonprofit Lifecycles, Stage-Based Wisdom for Nonprofit Capacity,* Susan Kenney Stevens, (2nd Edition). ("Lifecycles") pp 1 – 109. **This is the only book you must purchase. The bookstore has it.** The lifecycles approach is a resource to be consulted and

incorporated throughout your work. I will be looking to find its wisdom applied in your drafts, especially as it relates to developing a “theme” for your assessments.

3. Principles for Good Governance and Ethical Practice – A Guide for Charities and Foundations – 2015 Edition (“Principles”) (Available free with log-in on https://www.independentsector.org/principles_free_pdf and on Canvas in PDF). This is an excellent compilation of best practices in the areas we will cover.
   NOTE: There are two versions of the principles, both posted on Canvas. They differ only in that one is the reference edition and is annotated – many footnotes with sources cited. Going to the sources can help you in your work, so even if you use the shorter unannotated version, I suggest looking at the sources when you begin working with a particular passage.

4. It is very important that you be conversant with the information in your clients’ files and surveys, which can be voluminous and slow reading (with the need to take lots of notes). The sooner you dive into them the more you will be able to apply the content of the classes and trainings to your upcoming work.

5. The four 2018 Assessments under review this year & other samples posted on Canvas. (Org 1 reports)
6. All materials your Org 2 and Org 3 clients have submitted, (in the files on Canvas); the responses to the qualtrics survey taken by the client boards (accessed through your own Qualtrics account), and anything else publicly available about the nonprofits.
7. Assigned readings on Canvas for training classes and Boot Camp days.
8. Assigned videos on OneDrive for the same.

OTHER RESOURCES

As in employment, in many instances you will need to find resources to better understand your clients’ needs, or to help them. Canvas includes a file of resources that past students have found helpful. The fact that something is posted does not make it a good choice for your particular assessment! Use and develop your judgment. Share with me new resources you locate for posting and keep an eye on what your colleagues have found.

There are also a number of resources on Canvas intended to help you create and structure your assessment and its report. There is a lot there. Please consult these aids as questions or roadblocks arise in your work.

JOURNALS

Journals are due to Beatrice <u>no later than 9am on each Thursday</u>, except when indicated otherwise on the **Clinic Calendar**. They are usually required of each student, but sometimes the assignment is a single team submission, or sometimes a draft that is due the serves as the week's journal.

Topics are on a freestanding "Journal Assignments" list posted on Canvas, and any change will be announced there. The calendar includes the title, though not the detailed prompt for each journal. Be sure to consult the full prompt in Canvas files.

Use the opportunity of journaling to get feedback you need. The assignments are structured to help you stay on track, and also to be helpful to me in understanding your project (since I will be commenting on your drafts), your contribution to it (which helps with what your grade should be). The happiest students, and the best reports usually result from fruitful exchanges early in your process. If at some point addressing the exact assignment is not helpful, let me know that and share something that will advance your work. Note however that the listed assignments are a good guide to structuring your work in the time we have.

When sending your journal please:

- Send by email to bdohrn with your journal attached as a Word document.
- Put your name (or team in the case of team products), the date and the journal number on top.
- Extra kudos for including a title that might be illuminating, funny or punny.
- Note that journals will be returned, cc to your consultant, with comments or response to your inquiry, generally within a day. If you do not receive a response, it's good to remind/ask me about it in case it got lost. Submissions later than the due time are discouraged and might not get a quick reply. If you need more time let me know in advance. As in employment, missing a deadline without acknowledgement is not good form. Tardiness in journal submissions will affect credit for them.

GRADING

Students have the option of receiving a grade for their work in the Nonprofit Clinic. To pass the course under Pass/No Pass a student must earn a B. Grades are based on the clinic director's assessment of student performance, taking into account the following factors:

- **Work Product –Thirty five percent (35%).** Quality of the team's final product. This will focus on the assessment's product which is primarily the report but also the presentation you make to the client. The assessments are expected to be tailored to your clients, insightful, thematic, professional looking, well written, and to provide concrete recommendations. There is also an expectation that you will provide the client with references to resources to aid them in implementing or understanding your recommendations. the quality and individual effort reflected in your work on all aspects of the assessment.

- **Participation and Professionalism– Forty percent (40%).** Presence in body and mind, at classes, any team meetings and trainings. This includes all aspects of contributing to your team's work, including: preparation for and performance during client meetings; responsiveness to director's and consultant's feedback (including close attention to feedback at each stage); jumping in to fill needs that arise such as formatting report, proofreading, resolving issues with client etc.; as well as your written contribution to the report and to the resources to be provided.

  Attendance at all client meetings is critical. Besides the obvious -- communication and service to the clients -- professionalism includes respecting confidentiality, meeting or exceeding the deadlines for journals and drafts; and upholding your commitments to fellow team members, consultants and the clinic director. Willingness to learn and improve is also taken into account.

  Submission of time sheets is required.

- **Journals –Fifteen percent (15%) .** These are required to be submitted on time unless other arrangements have been made. Good quality journals reflect your work on the project and should demonstrate application of your thought, reading and training to your work for our clients. Journals are intended to expose me to your present thought and work on the project including reflections about your client, the assessment's recommendations, your team's process, etc. Simple diary narratives (this week we did x,y, and z) minus analysis is not what is contemplated.

- **Communication - Ten percent (10%).** Commitment to clear communication exhibited while working and corresponding with clients, consultants, clinic director, and student colleagues. This includes adhering to team agreements, keeping others apprised of progress on client work and of any other issues with schedule or substance as they arise and generally staying in tune with Canvas, email, slack or any other method the team choses to use to keep coordinated

POLICIES

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Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about adjustments you require as a result of learning style or diagnosed disability. Please be in touch with me if there are barriers to your participation. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Inclusion and Collegiality: Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs or traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact Associate Dean of Students Jennifer Espinola at espinola@uoregon.edu or 541-346-1557. The University Bias Response Team is also a resource that can assist you. See http://bias.uoregon.edu or call 541-346-2037.

ASPIRATION FOR CLINIC 2020

We are embarking on 14 weeks working intensely together. Let's experiment in this setting with creating a fully open atmosphere, where our team is strengthened by our differences. It is nearly assured that each one of us will – I presume unintentionally – at some point offend. Speaking and hearing from each other at those times is key. I am sure we will be enriched if we do so sincerely, without drama, whenever something comes up in the course of our time together.

WEEK-BY-WEEK

WEEK OF JANUARY 6 No classes (Law classes yet to begin)

Team assignments and client files are posted on Canvas. Take advantage of this time to dig in! There is an assignment due January 14th and quite a bit of reading required for January 17h training so this is also a good place to get ahead.

WEEK OF JANUARY 13 **JOURNAL #1 = HOMEWORK FOR 1/14 CLASS**

We will gather as a full class in Knight Law Center room 281 on both Tuesday and Thursday.

TUESDAY 1/14 First class – Room 281 Introduction to each other and the Clinic

REQUIRED READING

- Your org 1 assessment. This is one of last year's assessments that your team will review. It is IMPORTANT that you come well familiar with this assessment having done the assignment below. Note that Canvas has the assessment with all its appendices/resources. For this class focus on the report itself, only perusing resources attached.
- *Lifecycles*: Introduction pp 3-22
- *Principles* (Using and Adapting the Principles) pp 7-8
- Modules of our Assessment on Canvas and attached below

RECOMMENDED READING

- See reading required for Friday's Training – suggest getting a start on it

ASSIGNMENT TO BRING TO CLASS – THIS IS ALSO JOURNAL 1

- How, if at all, does your Org 1 assessment report employ the Lifecycle work?
- Did the team use some other tool to structure its work, in addition or instead? Explain.
- Did they do so to good effect? Explain.
- Beyond being a list of recommendations does the report offer a key takeaway that you can easily identify? If so,
  - What is it?
  - Are the recs tied to it effectively?
  - If yes share some examples you liked,
  - If no, give some places you think it could have been done.
- In terms of the presentation of the ideas, share some suggestions that might have made the report more useful to the client.
- List– bullet point style is fine— things you'll aim to do in your own assessments, based on your observations of this one.

GOALS

At the end of this session, students will:

- Have been introduced to the Clinic's participants and what they offer as resources
- Have been introduced to the process and have examined and discussed one of our prior assessments
- Have met with their teammates,shared about their Org 1 assessment, and begun to exchange ideas about their aspirations for their team's work

CLASS OUTLINE

- Brief Introductions
  - Consultants
  - Students
    - Program and year, prior NP experience what drew you to the clinic
- Walk through of the process/schedule for the assessments
- Intro to the clinic's schedule/process
- Team time to discuss your homework, group discussion of your observations as an introduction to the work you'll do.

THURSDAY 1/16	Class – Room 281 *Dohrn & Gary*

Nonprofit Structure & Board's Role
Duties of Directors and Legal Requirement of Boards
Discussion of goals from Org 1 meeting and report

REQUIRED READING

- *Principles* Section 1 -- Legal Compliance and Public Disclosure
- Journal assignment # 3 (2? Where is 2?) to guide your preparation for Org 1 work.
- One of the other (apart from your own) Org 1 Assessments posted on Canvas
- **For Friday's training**: *Lifecycles*: pp 21 - 109
  Principles Section 2 -- Effective Governance
  Prof Girvan's posted Materials

RECOMMENDED READING

- It would be wise to begin to read and take notes on Org 2 materials as you will need familiarity with them next week and they generally are voluminous and reading them is time consuming. TAKE NOTES. Even experienced assessors cannot remember all the details of organizations from document review without note-taking.

GOALS

At the end of this session, students will:

- Understand the structural position of the Board of Directors in a Nonprofit
- Have been introduced to the duties and obligations of nonprofit directors and the basic legal and filing requirements for 501(c)(3)s

CLASS OUTLINE

- Presentation on basic nonprofit structure and why board governance is the "hook" for our assessments
- Discuss what comprises an "organization"
- Presentation on directors' legal duties and filing requirements for 501(c)(3)s
- Opportunity to ask questions about Goals from Org 1 work

FRIDAY 1/17 **Boot Camp** – 8.45 am to 4 pm room 241 Knight Law *<u>See reading required above</u>*

- Governance (D. Mason)
  Students will learn about boards' leadership in setting policy; organizational respect and understanding of board-staff roles and responsibilities, including review and supervision of executive staff to aid them in conducting their assessments.
- The Lifecycle Approach (B. Dohrn)
  Students will learn about the Lifecycle model and discuss how it can guide their assessments. We will also discuss the use of themes and overarching analysis generally in our work.
- Interviewing a board (B. Dohrn)
  Orientation to the particular type of information required to conduct the clinic's governance assessment, discussion of how best to elicit it from a group. ☺
- Conflict engagement for boards (J. Hudson)
  What we can offer to help boards benefit from, rather than suppressing diverse opinions, points of view, backgrounds and approaches.
- Diversity and Inclusion for boards (E. Girvan)
  A presentation from Professor Girvan about diversity and inclusion aims to illustrate concrete ways that boards benefit from directors with diverse perspectives and experiences. !

WEEK OF JANUARY 20	JOURNAL # 2

TUESDAY 1/21	Team meeting * – Clinic Building

* **Agendas for team meetings are generally the teams' own responsibility**. This list is offered to get you started at your first meeting and to bring your attention to some tasks that should be addressed at your first and second meeting.

- Discuss and memorialize team agreements you would like to make. Presumably there has been time on 1/17 to share about each of your personal workstyles.
- Prepare the Org 1 meeting
- Establish a contact person for **each** client

This team member should email or call introducing self, team, and remind the clients of the date, duration, location (and if electronic, method) of **each** client meeting. Also, the start time must be finalized. There is one (1 hour) meeting with the Org 1 representative and then three meetings with the other two Orgs. A total of seven meetings – all to be confirmed now.

Below is what the clients have agreed to (you can also find this in their letter of acceptance, in your client file. Notice that (in general – there are exceptions) the only matter left up in the air is whether the start time will be at 5:30 or earlier or later depending on your team's needs, travel, etc

Please be clear that the purpose of confirmation is to make sure that they have this on their radar, and to catch any miscommunications – it can happen! There is NOT flexibility at this point to change the dates of the meetings, or to make other major shifts. Past experience has been that such changes at this point nearly always result in low turnout.

Org 2 dates

Feb 4th for ED meeting (ED meets with team, gives tour of facilities, an overview of programs , and answers questions. Allocate 90 minutes. Video conference = ok)

Feb 11th for full board meeting – 2 hours – this is info gathering/interview

April 14th for presentation of assessment, workshop – allocate 2 hours.

Org 3 dates

March 3rd for ED meeting (ED meets with team, gives tour of facilities, an overview of programs , and answers questions. Allocate 90 minutes. Video conference = ok)

March 10th for full board meeting – 2 hours – this is info gathering/interview

April 21st for presentation of assessment, workshop – allocate 2 hours.

THURSDAY 1/23	**Meeting with Rep. from Org 1 ≈5 pm**

FRIDAY 1/24	**Boot Camp** – Knight Law Center, Room 241, 9 am to 4 pm (Skills day)

Skills day! This will be a practice day focused on interacting with your clients. Hands-on exercises about conducting interviews & gathering information from your boards.

WEEK OF JANUARY 27	**Journal #3 (Friday 9am- Org 1 Report)**

FULL TEAM TO SIGN UP FOR MEETING TO REVIEW YOUR WORK ON ARTICLES AND BYLAWS WITH BEATRICE IN TIME SLOTS SET ON FEB 4 & 5.

TUESDAY 1/28	Team meeting – Clinic Building

THURSDAY 1/30	Class – Room 281

Financial oversight
The Role of policies
Conflicts of Interest
How to Review Articles and Bylaws

REQUIRED READING/LISTENING/PREP

- Principles pp 31 – 36 (Strong Financial Oversight)
- All Org 2 materials
- Prof. Irvin's posted videos
- Reading on Nonprofit Conflicts of Interest on Canvas
- Conflicts of Interest – Video Assignment

GOALS

At the end of this session, students will:

- Have considered what to look at in evaluating their clients' oversight of finances
- Be introduced to the role that policy promulgation plays in governance
- Be introduced to what "conflict of interest" means in the context of 501(c)(3)
- Have had the opportunity to clarify what's expected in the review of articles and bylaws

CLASS OUTLINE

- Julie Weismann (clinic consultant) will present on considerations in assessing your clients' practices as to financial oversight/control.
- Beatrice will lead a discussion to be clear about the role of policy in board governance
- Questions about the conflict of interest video will be entertained.
- We will discuss how to review the clients' Articles and Bylaws.

HOMEWORK

The preparation of the Articles and Bylaws review for next week will require some time. You must review the video instructions and complete the project in advance of the (separately scheduled) meetings during the week of Feb 3. Put that project on your radar now.

WEEK OF FEBRUARY 3	**Journal # 4**
TUESDAY 2/3	**Meeting with Org 2 ED ≈ 5:30 pm**

TEAM MEETINGS WITH BEATRICE FEB 3 & 5

ARTICLES AND BYLAWS MEETING OUTLINE

This is a working session. Each team will have time to sit with Beatrice and go through their mark-up of the Articles and Bylaws of orgs 2 & 3 page by page

REQUIRED PREPARATION

- Follow the video instructions posted on OneDrive
- Come to the session with a copy of your Org 2 & 3 Articles and Bylaws annotated with all comments/changes you propose to present

GOALS

At the end of this session, students will have gone through their notes and questions on Org 2 & 3's Articles and Bylaws and be ready to finalize the suggestions they will make to their clients. Students must prepare these in advance, in writing.

THURSDAY 2/5	Team meeting – Clinic Building

WEEK OF FEBRUARY 10 Journal # 5

TUESDAY 2/11	**Interview with Org 2 ≈ 5:30 pm**

THURSDAY 2/13	Team meeting – Clinic Building

FRIDAY 2/14 **5pm Outline Org 2** *See syllabus appendix for guidelines*

WEEK OF FEBRUARY 17	**Journal #6 = draft due friday**	

TUESDAY 2/17	Team meeting – Clinic Building

THURSDAY 2/19	Team meeting – Clinic Building

FRDAY 2/20 **5pm** **Initial Draft Org 2 (= Journal 6)** *See syllabus appendix for guidelines*

WEEK OF FEBRUARY 24	**Journal # 7 (Tuesday 9am deadline)**

There will be office hours next week on March 2nd -4 th– mandatory – to discuss your work on the draft. Sign up for a slot when Beatrice opens an electronic sign-up sheet.

TUESDAY 2/25	Team Meeting – Clinic Building

THURSDAY 2/27	Team Meeting – Clinic Building

FRIDAY 2/27 **5 pm – Next draft of Org 2 due** *See syllabus appendix for guidelines*

WEEK OF MARCH 1	**Journal # 8**

TUESDAY 3/3	**Meeting with Org 3 ED ≈ 5:30 pm**

Monday 3/2
Tuesday 3/3 Individual meetings to discuss your work on the draft
Wednesday 3/4

THURSDAY 3/5	Team Meeting – Clinic Building

WEEK OF MARCH 9	**Journal # 9**

TUESDAY 3/10	**Interview with Org 3 ≈ 5:30 pm**

THURSDAY 3/12	Team Meeting – Clinic Building

SATURDAY 3/14 **10 am -Near Final of Org 2 (if not previously submitted).** *See syllabus appendix for guidelines*

WEEK OF MARCH 16 **No Journal**
Exam prep week for PPPM and CRES. No conflict with exam times

TUESDAY 3/17 Team Meeting – Clinic Building
1 pm – Outline of Org 3 due *See syllabus appendix for guidelines*

THURSDAY 3/19 Team Meeting – Clinic Building

FRIDAY 3/20 9AM Final of Org 2unless other arrangements have been made

WEEK OF MARCH 23 SPRING BREAK

WEEK OF MARCH 30 **JOURNAL 10 = INITIAL DRAFT OF ORG 3 DUE 5PM FRIDAY**

There will be office hours on April 7th and 8th – mandatory – to discuss your work on the draft. Sign up for a slot when Beatrice opens an electronic sign up sheet for you.

TUESDAY 3/31 Team Meeting – Clinic Building

THURSDAY 4/2 Team Meeting – Clinic Building

FRIDAY 4/3 **5 pm – Initial Draft of Org 3 due** *See syllabus appendix for guidelines*

WEEK OF APRIL 6 **Journal # 11 (5pm Friday)**

MONDAY 4/6: FINAL DEADLINE FOR ORG 2 E-DELIVERY

TUESDAY 4/7 FULL CLASS ROOM 281-- Workshop on presenting your assessments

TUESDAY AND WEDNESDAY 4/7 & 8 Individual meetings with Beatrice (office hours) to discuss your work on the draft

THURSDAY 4/9 Team Meeting – Clinic Building

10 am - Next Draft of Org 3 due *See syllabus appendix guidelines*

WEEK OF APRIL 13 **JOURNAL 12 = FINAL OF ORG 3 DUE WEDS AT 5**

MONDAY 4/13 Pre-arrange with Beatrice to print & prepare hard copies of your report

TUESDAY 4/14 **Assessment presentation Org 2 ≈ 5:30**

WEDNESDAY 4/15 **5pm – Final of Org 3 due (Journal 12)** *See syllabus appendix for guidelines*

THURSDAY 4/16 Team Meeting – Clinic Building *Beatrice will circulate*

FRIDAY 4/17 **3 pm – Electronic Delivery to Client of Org 3 Final**

WEEK OF APRIL 20	JOURNAL 13

MONDAY 4/20	Pre-arrange with Beatrice to print & prep hard copies of your report
TUESDAY 4/21	**Presentation of Assessment to Org 3 ≈ 5:30 pm**

THURSDAY 4/23	**Full Class Room 281**

Share, give feedback, be fed!

MODULES OF THE NONPROFIT CLINIC'S GOVERNANCE ASSESSMENT

On Canvas there is a chart version of these elements that might better help you organize your inquiry, however, In the letter of agreement, our clients have been promised an assessment covering the following areas:

Governance structure: evaluation is of your board's legal compliance, including how it makes decisions; whether practices match what the bylaws require; whether the officers and the committee structure are appropriate and whether board members' understand well their responsibilities particularly pertaining to duty of loyalty and conflicts of interest.

Board role fulfillment: the student teams look at the board's leadership in setting policies and organizational understanding of board-staff roles, relationships and responsibilities including review and supervision of executive staff; understanding of fiduciary duty; how the board addresses recruitment and succession**.**

Board orientation process and board manual: particular attention is given to these and to providing resources to those who lack them.

Legal compliance: detailed review of your articles of incorporation and bylaws; and a general review of your written policies.

Stewardship of assets: guidance on financial controls and examination of your practices with respect to donor-restricted gifts.

Conflict Resolution: evaluation of your conflict management processes.

IRS Identified Policies: the students will provide guidance and models for the various policies that the IRS singles out for attention on the 990.

Resources: a packet listing/linking to resources to assist in implementation of the recommended next steps.

*GUIDELINES FOR REPORT DRAFTS

The calendar for drafts (and an outline) is primarily intended to structure our work together and guide the feedback/refinement process on each of your assessments. However, it should also serve as a teaching about how you will need to organize work like this when you encounter it. This time you will have the benefit of feedback at each of these stages to guide you in moving the project forward. These drafts are steps in a process toward an end product. as individual assignments to be checked off a list. The reports are sophisticated and analytical, so they develop as you refine them. Taken seriously, the multiple deadlines will make the production of your reports less onerous by allocating time for this thought, discussion and refinement.

GENERAL POINTERS

DON'T FREAK OUT

The more developed your materials the more you will hear back. In the early drafts, it's actually good to see a lot of comments! This is a sign that there are ideas that provoke suggestions intended to be helpful to further developing your report (a natural process in assessment work of any type). It is also particularly helpful (to you and to me) if, whenever you submit work, you point to areas where you desire feedback.

Treat the report as a whole: review/apply ALL the Comments

As your reader, I respond to the report as a whole. I do not track whether a marginal comment appears near text that was written by you, or by your teammate, but I do expect you each to consider all the comments I offer and apply them to the next draft.

Remember that while preparing a quality assessment report is an important goal, the time spent giving you extensive feedback on the work goes beyond improving this particular product in one spot. Preparing you to refine your own comprehensive writing in the future is a learning outcome targeted from this class, so when there are many comments on a draft, consider them in this light, rather than as a to–do list of changes to incorporate.

Some typical examples:

- There might be some grammatical suggestions that will appear in one place, with the expectation that you will absorb the "lesson" and apply it in the other spots needing to be fixed -- things like reminding you that "the board" is singular ("it" not "they") or that periods and commas are ALWAYS inside quotation marks.
- Or there may be a place where I reconfigure a few sentences as a how-to – this often comes up in the context of eliminating passive voice constructions, or reframing negatively stated suggestions ("It's bad to do x" becomes "doing y has __ benefits"). These are pointers

intended to help you in your future work, and they require incorporation throughout the draft, not just where noted.

- And there are often substantive comments that carry through the entire thesis of your assessment.

Must you address Beatrice's suggestions: YES
MUST you do so in the manner suggested: no
(And if the suggestion is wrongheaded ? TELL ME WHY!)

Except when they are very minor, edits or comments usually indicate that something needs attention, however the way I suggestion addressing the issue might not end up being the way to go. It is HIGHLY likely that whatever is suggested requires refinement and you are encouraged to do just that. It is especially true that text proposed in the margin, will not be fully developed, or even grammatical. The suggested changes require your thought, modification and integration.

I will be reading many drafts of different reports. Don't leave me guessing about where/whether my last set of comments landed! If there is a section that needs work but has yet to be changed indicate this so that I don't re-comment on exactly the same material I've already reviewed. If you send me material that needs to be but has not yet been re-worked let me know and provide an idea when the modified version will be supplied. It is disrespectful of a supervisor's time to have her work on a section for which you already have other plans!

Ok already, here are the actual guidelines!

The guidelines below are **minimum requirements**. At any point, submitting a draft earlier, or one that is further along is welcomed and will likely relieve pressure on your team. It also means your draft might get a faster turn-around since it won't be coming at the same time as the others.

ORG 1 CHECK-IN *

Check in report is Journal 3

Summary Report to Clinic/BD:

- Rec-by-rec list with disposition of each (eg: completed, adopted but yet-to-be done, rejected, etc).
- Brief narrative of what you learned about how to improve our program.
- Brief narrative of ow might you incorporate what you found into your work for orgs 2 & 3.

To Client (Check the text with your consultant prior to sending):

- Follow-up thank you for taking the time (to help us improve the clinic for future clients).
- If appropriate to share, anything further about what was valuable to you
- Anything supportive you might offer to them in their effort to make use of last year's assessment.

Outline

- The theme(s) or key takeaway that your team is considering to guide your report.
- Either a narrative or a **detailed** bullet point list with org specific facts that lead to the theme.

  (Past examples – The directors are thoroughly subordinate to the ED, seeing their role as only to follow her – leading to lifecycle theme about board needing to take ownership. Or: the directors are not comfortable surfacing disagreements, leading to a lack of trust and buy-in to board decisions – leading to a Lencioni-based theme about overcoming this typical team dysfunction)
- The matters your team has decided to address in the recommendations.
- At least (more is better) a bullet point outline for each one describing:
  - What you learned specific to them that will be addressed by the recommendations.
  - How particular recommendations will address the issues you have identified.
  - How the issue you have spotted and your recommendation to address it ties to the theme.
- Please NUMBER your pages

Initial Draft

- Number the pages please
- First page should be **a basic table of contents (TOC)**. It need only be a transfer of all your headings and subheadings onto a first page (no toc page numbers needed until the very end). It is important to be able to look at the structure that is emerging in this way. An updated and more refined TOC should be included with each following submission.
- Your outlined ideas fleshed out in text. As they are developed what you expressed in your outline will change – this is fine, even expected.
- Give at least equal if not more attention to developing the connection between your theme and the recommendations.
- This draft should address comments/suggestions received in response to the outline.
- An overview of the structure that is evolving is an important tool. From this draft forward **each should include** (And at some point it needs to be coded into the document so that the final can be generated with correct page number as edits and formatting change the pagination).

NEXT DRAFT

- Pages still numbered? Accurate (as to headings not page #s) TOC included? Yes please.
- The major substance of your theme and recommendations should be written and reaching refinement in this draft. The links between them should be articulated. It is likely that you have made changes to the order or structure of your report – this is good and appropriate. (As you write certain connections will appear and they suggest changes).
- As team members go through the draft begin to reconcile to one voice/style by making decisions about how you'll refer to things.
- Flag the areas where resources should be provided and perhaps begin to pull those out into a list so a team member can begin work on the resource appendix, or on sidebar material if you will do some things that way.
- If there are sections or subsections that you intend to include but have yet to write, include them in the TOC headings as a way to keep track of what's left to work on. These will include some sections that cannot be written until the end, like the introduction, conclusion, perhaps description of your process; but it might also include sidebars or additional sections you wish to write later.

CLOSE TO FINAL

- This draft should reflect a unified voice and an articulated theme. Also consistency in wording, abbreviation, capitalization, etc.
- It should include all sections – introduction, summary of your process, a description of your client, and a conclusion.
- You have made format decisions and either executed or indicated them – such as whether you have sidebars, how resources will be presented, abbreviations, etc.
- All headings and sections should be written and refined. Look at them in the TOC and fix for consistency/parallelism.
- Read through just before submission and note changes and additions that are on your "to do" list for the final.
- References to resources that are or will be attached should be included.
- If it has not been the case previously, the headings should now be coded so that a TOC can be generated accurately whenever format changes move things around.

Final

- Submit this draft in **PDF and Word**
- The PDF should reflect your final check for page layout – move headings with little text to the next page…. Make sure there aren't just single sentences isolated at tops of some pages, or that bullet point lists are not broken up….
- Other cosmetics and nits all ironed out.
- Text begins on page 1. Title pages and TOC are not numbered. If you need help with this, consult with Beatrice or google how to do it.

Electronic Delivery

This submission should be pre-arranged with your client to be sure it is distributed to board members promptly so they have time to digest it in advance of your meeting. Your efforts to complete your report in advance will be in vain if it sits in an inbox undistributed.

USE PDF FOR THIS – to be sure that the work you have done formatting your report is not scrambled when others open it.

Include in this version the resources or references to them if at all possible. If for some emergency reason your team is truly unable to complete the resources section for distribution at this point, you can separate them. Note however that this if sub-optimal because many board members will consult what they receive at this point, and not any subsequent submissions.