

**The Ohio State University**  
**Colleges of the Arts and Sciences New Course Request**

Art Education

Academic Unit

Art Education

Book 3 Listing (e.g., Portuguese)

782 Nonprofit Arts Institution Governance & Board Leadership

Number Title

Nonprofit Boards

Graduate

5 (five)

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn x

Winter

Spring

Year 2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information**

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): This research-based, practical exploration of nonprofit boards critically examines governance policies and practices; specifically focusing on management, board, and staff relations, and issues of accountability.

Quarter offered: AU Distribution of class time/contact hours: 2 1/2 hr/cl. & independent research

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Grad standing

Exclusion or limiting clause: N/A

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter  S/U  Progress  What course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No

GEC: Yes  No

Admission Conditions Course: Yes  No

Off-Campus: Yes  No

EM: Yes  No

Honors Embedded Statement: Yes  No

Service Learning Course: Yes  No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code 500704 Subsidy Level (V, G, T, B, M, D, or P) M

If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:

This course offers graduate students in Arts Policy and Administration an opportunity to deeply study the practical and legal implications of nonprofit arts organization governance and management. The course cross examines management theorist standpoints and the (in)appropriateness of their prescriptions for varying organizational structures. It also offers graduate students an opportunity to explore the range of practical strategies and tactics for working within the nonprofit.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one):  Required on major(s)/minor(s)  A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)  A general elective

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.  
 New course to be offered as an elective at the graduate level on alternating years (and only if demand warranted, more frequently).

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes  No  List: \_\_\_\_\_

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: N/A

6. Expected Section Size: 12 Proposed number of sections per year: every other year

7. Do you want prerequisites enforced electronically? (see OAA manual for what can be enforced) Yes  No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).

CONTACT PERSON: James H. Sanders III E-MAIL: Sanders-iii.1@osu.edu PHONE: 614-292-0266

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

	Printed Name	Date
1. Academic Unit Undergraduate Studies Committee Chair	<i>Christina Baller</i>	<i>5-22-08</i>
2. Academic Unit Graduate Studies Committee Chair	<i>Patricia L. Stuber</i>	<i>5-22-08</i>
3. ACADEMIC UNIT CHAIR/DIRECTOR		
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:ascurofc@osu.edu">ascurofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE		
6. ARTS AND SCIENCES EXECUTIVE DEAN		
7. Graduate School (if appropriate)		
8. University Honors Center (if appropriate)		
9. Office of International Education (if appropriate)		
10. ACADEMIC AFFAIRS		

**Nonprofit Arts Institution Governance & Board Leadership**  
**Art Education 782 – 5 Credit Hour Course**  
**AU 2008 – Monday 4:30 - 7:18 p.m. – Classroom HC**

**Instructor: Dr. James H. Sanders III**

Office Hours: Mondays 12:00–4:00 p.m.

or by appointment (614) 292-0266

Office: 351 Hopkins Hall

128 N. Oval Mall

E-Mail: [sanders-iii.1@osu.edu](mailto:sanders-iii.1@osu.edu)

**Course Description:**

This five (5) credit hour graduate course examines the roles, responsibilities and relationships between nonprofit boards, trustees and executive leadership. Class participants will explore how nonprofit governance expectations have been shaped by federal and state laws, and those agents within, served by, and sustaining the nonprofit agency. Both theoretical and practical perspectives will be considered through a diverse mix of readings, class discussions, guest lectures, individual research/writing assignments and group projects. Class members will investigate how nonprofit arts institutions multiply interpret, construct, distribute and perform decision making functions within specific cultural contexts and institutional settings. Class participants will develop a functional understanding of executive staff and trustee's roles in the nonprofit agency's articulation of mission, objectives, services and programs, oversight and management of day-to-day fiduciary, personnel and program responsibilities, and interpersonal relations between the trustee and other institutional actors (fellow trustees, staff, the media, artists, clients, etc). The class will explore the following questions:

1. What are the responsibilities of a nonprofit arts institution's board?
2. How are the nonprofit's vision, mission, and goals articulated, and why is that important?
3. When does a nonprofit institution need to draft policies, and how do they function?
4. What can and does an executive director do, and to whom does (s)he answer?
5. Who shapes the institution's internal and external focus, and how is that balanced?
6. Where and how do state and federal laws impact the nonprofit arts agency?
7. Why is assessment and evaluation important, who does it, and how does it function?
8. What, if any, are the risks involved in board leadership?
9. How does a board conduct its business and by what criteria is its effectiveness measured?
10. How do the varied constituencies within an institution value board leadership?

**Research and Writing Assignments:**

Investigate and report on a Columbus area nonprofit’s board & governance practices. A list of agencies willing to participate in this course research will be distributed at the first class. Graduate Students are required to issue a final paper in addition to their *Powerpoint* presentation.

- Identify, gain entry and authorization to research a nonprofit organization (due week 2.5)
- Collect, summarize and analyze primary institutional documents: (due week 3.5)
  - Articles and By-laws
  - Mission Statement
  - Board and Agency Organizational Chart
- Identify & summarize agency governance & management structures/rituals (due week 5)
  - Frequency and structure of board meetings (acquire sample agenda)
  - Committee descriptions, constituencies, structure(s), purpose(s) & activity(ies)
  - Staff/board interaction (mechanics/committee & planning opportunities, etc.)
  - Staff structure (chart created/acquired) and Personnel Manual (outline content)
- Institutional Assessment: (first draft 2,500-4,000 words due week 7.5) which is then summarized within your final Powerpoint presentation (due week 10) that will:
  - Describe & analyze your nonprofit’s institutional culture;
  - Review management implementation & board oversight of mission & objectives;
  - Summarize current mix of programs/services & alignment to the agency mission;
  - Assess current community relations and depth of agency cultural engagement.
- Final paper due on assigned final examination date (week 10.5)

**Evaluation**

**Assessment Criteria for Writing Assignments:** Each of the assessment criteria below receives 4 points. Twenty (20) points are possible (4 points x 5 writing assessment criteria).

1. The summary and analyses of findings are concise and adequately descriptive. (4 points)
2. Documentation is effectively organized and supported by adequate references. (4 points)
3. Grammatical/mechanical elements and adopted style are controlled/followed. (4 points)
4. Specific criteria of the class assignment have been met. (4 points)
5. Personal insights and reading references are integrated into analyses/summaries. (4 point)

**Marks and Scale: Examples of possible scores with conversion to grades**

A (20 points)	A- (19. points)	B+ (18. points)
B (17. points)	B- (16 points)	C+ (15 points)
C (14 points)	C- (13 points)	D+ (12 points)
D (11 points)	E (10 points)	

**Grade Distribution** (100 points total for quarter) *Note:* each assignment is fully explained in the class calendar

05 Evidence of primary institutional document collection &

10	Analyses and summaries of primary institutional documents			
05	Mapping of organizational structure, board and staff organizational chart			
10	Summary and analyses of institutional rituals of governance			
10	Institutional Assessment (which should reflect/reference course readings)			
15	Written institutional review (reference readings) and recommendations			
10	Final Powerpoint (and presentation for grad students)			
20	Final Paper			
15	Class participation			
<hr/>				
100				
<b><u>Grade Scale</u></b>	95-100: A	90-94: A-	85-89: B+	80-84: B
	76-79: B-	72-75 C+	71-68: C	67-63: C-

### **Readings**

Peter C. Brinckerhoff (2004). *Nonprofit Stewardship: A Better Way to Lead Your Mission-Based Organization*. St. Paul, MN: Amherst Wilder Foundation.

Selected readings from journal articles, essays, and book chapters amassed for the course (see the alphabetical bibliography at the end of this syllabus, and chronological listing in the calendar) and these will be available on-line through the OSU Library's E-Reserves (accessible only to those registered for the class). Students are asked to download the readings onto their own computers, and if not printing them onto paper, to bring annotated bibliographic notes on each readings to class. A question is to be prepared for each reading the class discusses, and should be emailed to Dr. Sanders by noon before the given class. The primary text adopted above is a fairly easy read and has BIG type, so don't be surprised by the volume of reading assigned/class. Total pages of reading/week are noted.

### **Student Responsibilities & Course Policies**

- 1. Attendance:** As the course involves discussions and lecture presentations, regular and timely attendance is required. *All absences require an email to the instructor explaining the reason for the absence, before the class meeting.* In order for an absence to be excused, a student must provide appropriate documentation (i.e., a medical excuse from your doctor) and/or have the instructor's approval (i.e., family emergencies, funerals, etc.). *A student's final course grade will be reduced by half a letter grade for each unexcused absence.* It is the student's responsibility to meet with the course instructor to discuss periods of absence due to medical problems. Two (2) incidents of unexcused tardiness and/or leaving class early equal an unexcused absence.
- 2. Class Participation:** Active participation in classroom discussion is a course requirement, and accounts for 25% of the final course grade. Class participation is

evaluated weekly. Excessive absences or highly inconsistent participation will negatively impact class participation grades. Quality participation includes:

- evidence preparation for class (completing discussion notes for each assigned reading);
- proposing pertinent and professionally meaningful questions in group discussion;
- offering relevant comments (i.e. those emerging from your personal research interests);
- actively contributing to classroom discussions;
- timely posting to the course web-site discussions;
- submitting written assignments on time and in requested format.

3. **Assignments:** All written assignments are to be submitted as email attachments (MSWord or Excel) no later than time noted on the given due date, unless a student has received the instructor's prior approval. **Assigned papers are reduced by 1/3 a letter grade for every weekday an assignment has not been handed in after the assigned due date.**
  
4. **Students with Special Needs/Disabilities:** If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services (292-3308), I encourage you to do so.
  
5. **State of Academic Misconduct:** OSU Professors are expected to report suspected cases of academic misconduct to the Committee on Academic Misconduct. (The University's rules on academic misconduct can be found on the web at <http://acs.ohio-state.edu/offices/oa/procedures.1.0.html>) The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the statements of someone else, you must acknowledge that source in a citation. This includes material you have found on the web. The University provides guidelines for research on the web at <http://gateway.lib.ohio-state.edu/tutor>.

## Calendar

**Reading** (available through Carmen, and to be read prior to the first class—17 pages total)  
Clarke, S. E. (2001). The Prospects for Local Democratic Governance: The Governance Roles of Nonprofit Organizations. *Policy Studies Review*, 18 (4), 129-145.

### **Class 1                    Why study nonprofit governance & leadership?**

Student self-Introductions (name, program & career objectives in 1-3 minutes)  
Instructor's credentials and nonprofit leadership autobiography  
Statement of course objectives and review of class syllabus (course overview)  
In-class writing: describe what you seek to accomplish in this course (20 min.)  
Group rubric design for assessing final paper & Powerpoint presentation  
Lecture on nonprofit leadership and legal strictures (overview of IRS statutes)

#### **Readings** (49 pp. to be read prior to Class 2)

Brinckerhoff (2004). Chapter 1, Stewardship: A New Way of Thinking (pp. 1-24).  
Advocacy and the board. (2005). *Association Management* 57 (1), 15-15.  
Bradshaw, P. (2002). Reframing board-staff relations. *Nonprofit Management & Leadership* 12 (4), 471-484.  
Carver, J. (2002). Filling Board Vacancies. *Board Leadership* 63, 2.  
Carver, J. (2001). What Use Is Business Experience on a Nonprofit or Governmental Board? *Board Leadership* 58, 1-3, 7  
Hechinger, d. S. (2005). Great Boards Make a Real Difference. *Trustees & Estates*, 46-48, 51-52.

### **Class 2                    What are the roles and relationships between nonprofit board and staff**

Presentation on varying sized nonprofits' range of organizational structures  
Discuss Readings (in order above)  
Review sample organizational charts & staff manuals (including 46 Bryce p. 15)

#### **Readings** (70 pp. to be read prior to Class 3)

Hechinger, D. S. & Bobwick, M. J. (2005). Governance Matters. *Foundation News & Commentary* 46 (4), 39-41.  
Jacobs, J. A. (2004). Corporate Governance Reform: What It Means for Associations. *Association Management* 56 (1), 17-18.  
Reaves, C. F. (2003). The Impact of the Sarbanes-Oxley Act of 2002 on Nonprofit Entities. *The Michigan Business Law Journal* (Summer) 62-69.  
Brinckerhoff (2004). Chapter 3, Board Stewardship (pp. 41-63).  
Chapter 7, Financial Stewardship (pp. 139-172).  
Carver, J. (2003). What Do the New Federal Governance Requirements for Corporate Audit Committees Mean for the Policy Governance Board? *Board Leadership* 67, 6-7.

**Assigned writing:** email the name of selected nonprofit in which your research will be conducted to Dr. Sanders at [sanders-iii.1@osu.edu](mailto:sanders-iii.1@osu.edu) no later than noon 7/1/08.

**Class 3**     *What are the fiduciary and oversight functions of the board?*

Class discussion of assigned readings on Board Governance & Stewardship  
 Examine/discuss varying designs of board financial reports, and programming audits  
 War stories from the instructor: administrative (mis)steps toward greater accountability

**Readings** (57 pp. to be read prior to Class 4)

- Brinckerhoff (2004). Chapter 2, How Stewards Make Decisions (pp. 25-40)  
 Panel on the Nonprofit Sector (2005). Report to Congress and the Nonprofit Sector on: Strengthening Transparency, Governance, Accountability of Charitable Organizations. *Independent Sector* (pp. 4-14).  
 Crawford, R. W. (1981) Chapter 2, Functions of a Board of Trustees. *In Art We Trust: The Board of Trustees in the Performing Arts*. New York: Foundation for the Extension and Development of American Professional Theater (pp. 7-28).  
 Taylor, B. E., Chait, R. P. & Holland, T. P. (1996). The New Work of the Nonprofit Board. *Harvard Business Review* 74(5), 36-38, 40, 42-46.

**Assigned Writing:** Analyze primary institutional documents: (raw data collected, summarized, and email summary to Dr. Sanders at [sanders-iii.1@osu.edu](mailto:sanders-iii.1@osu.edu) no later than noon 7/8/08). See p. 2 of syllabus for a check-list of documents.

**Class 4**     *When does a nonprofit need policies and who drafts/ implements them?*

Small group discussions of readings in light of analyzed area agency documents  
 Review sample agency by-laws, board books, and operational policy manuals  
 Group discussion/presentation on context and mission driven organizational structures

**Readings** (51 pp. to be read before class 5)

- Brinckerhoff (2004). Chapter 4, Staff and Volunteer Stewardship (pp. 65-89)  
 Schreiber, E. G. (1992). Mismatched Expectations: Boards, Managers, and Artists. In N. McDaniel & G. Thorn *The Work Papers 2-Arts Boards: Myths Perspectives and New Approaches*. New York: Kendall/Hunt Publishing Co. (pp. 103-117).  
 Zingheim, P. K., Schuster, J. R. & Thomsen, D. A. (2005). Executive Compensation: Rewarding Excellence and Ensuring Governance. *Nonprofit World*, 23(5), 14-17.  
 Master, M. (2004). It's All About Passion: Corporations Could Learn a Lot From the Intensity of Nonprofits. Are the Willing to Listen? *Across the Board* 41(5), 16-22.

**Assigned writing:** collect, summarize and analyze organizational rituals of governance & management (meetings & committees etc. due 7/15/08 – see p. 2 above).

**Class 5**     *What does an executive director do, and to whom do they answer?*

Group discussion of readings in light of data collected from studied arts agency  
 Review sample executive management and staff performance evaluation instruments  
 Presentation & discussion on the agency size and range of board/CEO/staff relations

**Mid-term course evaluation**

**Readings** (50 pp. to be read before class 6)



- Brinckerhoff (2004). Chapter 5, Funders as Stewards. *Nonprofit Stewardship: A Better Way to Lead Your Mission-Based Organization* (pp. 91-110).
- Miller, T. (1992). The Queer Art of Outreach. In N. McDaniel & G. Thorn, *The Work Papers 2-Arts Boards: Myths Perspectives and New Approaches* (pp. 81-88).
- Carver, J. (2002). What Should Government Funders Require of Nonprofit Governance? *Board Leadership*, (59), 6.
- Anon. (2005). Sarbanes-Oxley Prompts Nonprofits to Take Action. *Association Management* 57(6), 22.
- Klausner, M. & Small, J. (2005). Failing to Govern? The Disconnect Between Theory and Reality in Nonprofit Boards, and How to Fix It. *international Journal of Not-for-Profit Law* 7(3), 93-100.
- Anon. (ND). GC Conflict of Interest and Ethics Policy (pp. 1-4). The "X" Foundation.
- Anon. (2005) The "X" FOUNDATION Conflict of Interest Statement. 10/26/05 #9778998.
- Anon. (2005) The X FOUNDATION Ethics Policy 10/26/05 #9778972.
- § 1702.30-§ 1702.31 *Ohio Nonprofit Corporation Law* (pp. 203-206).

**Assigned writing:** collect, summarize and analyze organizational governance & management structures and rituals (due 7/22/08 – see p. 2 above).

### **Class 6**      *What are the legal responsibilities of a nonprofit board?*

Small Group discussion of agency data findings in light of readings on governance duties  
 Discuss readings in light of Columbus nonprofit agencies' apparent performances  
 Review sample 990 returns and discuss the application processes and post-9/11 concerns  
 Examine sample federal, state, local & private arts funding agencies' final report forms

#### **Readings** (70 pp. to be read before class 7)

- Brinckerhoff (2004). Chapter 10, Taking Stock of Stewardship (pp. 211-230).
- Anon (2004). Invigorating Bored Boards. *Credit Union Directors Newsletter*, 28(9),3-4.
- Halachmi, A. (1999). Performance Measurement Issues and Nonprofit Governance. *PA Times*, 22(11), 7.
- Cornforth, C. (2001). What Makes Boards Effective? An Examination of the Relationships Between Board Inputs, Structures, Processes and Effectiveness in Non-profit Organisations. *Corporate Governance: An International Review*, 9(3), 217-227.
- Brown, W. A. (2005). Exploring the Association Between Board and Organizational Performance in Nonprofit Organizations. *Nonprofit Management & Leadership*, 15(3), 317-339.
- Manza, Gail (1987). Effective Board Performance: 99 Compelling Questions. *Nonprofit World*, 5(2), 34-35.
- Radbourne, J. (2003). Performing on Boards: The Link Between Governance and Corporate Reputation in Nonprofit Arts Boards. *Corporate Reputation Review*, 6(3), pp. 212-222

**Extra Credit Opportunity:** locate and print-out recent news articles regarding exemplary or less-than adequate agency oversight/accountability performances.

### **Class 7**      *Why are assessments and operational transparency important to nonprofits?*

Small group discussion of studied agency(ies)' performance in light of readings  
 Larger group discussion regarding alignment between readings and researched agencies

Presentation on institutional transparency, and public information expectations/protocols across nonprofits (school board meetings, state & private arts agencies, etc.)  
 Review area agencies' assessment instruments (customer satisfaction surveys, course evaluation, etc.) and discuss their use(ful/less)ness) internally & across arts agencies

**Readings** (78 pp. to be read before class 8)

- Brinckerhoff (2004). Chapter 6, Planning Your Path (pp. 111-138).  
 Brinckerhoff (2004). Chapter 9, Stewardship in Good Times and Bad (pp. 195-210).  
 Carter, V. R. (2005). How Can Our Board Be More Strategic? *Association Management*, 1, 92-93.  
 Cornforth, C. & Edwards, C. (1999). Board Roles in the Strategic Management of Nonprofit Organizations: Theory and Practice. *Corporate Governance: An International Review*, 7(4), 346-362.  
 Brown, W. (2002). Inclusive Governance Practices in Nonprofit Organizations and Implications for Practice. *Nonprofit Management & Leadership*, 12(4), 369-385.

**Class 8** *How and by what values do boards and staff assess their effectiveness?*

Discussion of readings in light of area arts agencies' evidenced stewardship practices  
 Presentation on the role and range of strategic and long-range planning processes  
 Presentation/discussion regarding program planning and budgeting in challenging times

**Readings** (51 pp. to be read prior to Class 9)

- Collins, B.D. (2004). When It Comes to Meetings, Actually Meeting Is Key. *Corporate Legal Times*, 14(150), 7.  
 Brinckerhoff (2004). Chapter 8, Taking Good Risks (pp. 173-194).  
 Hughes, S. R. (1999). A New Take on a Good Idea: Board Retreats. *Nonprofit World*, 17(6), 14-17.  
 Gangl, W. (1998). Creating and Maintaining Effective Governance for Nonprofits and Foundations I. *Directorship*. 24(8), 10-13.  
 Gangl, W. (1998). Creating and Maintaining Effective Governance for Nonprofits and Foundations II. *Directorship*. 24(9), 10-12.  
 Shepherd, N. (2005). Measurement Systems—Developing A New Model. Governance, Accountability and Sustainable Development: A New Agenda for the 21<sup>st</sup> Century (pp. 191-205).

**Assigned Writing:** Graduate students are to email Dr. Sanders their final paper first draft no later than midnight of 7/12/08.

**Class 9** *How and why do nonprofit institutions plan for their future?*

Discussion of area agencies' practices in light of readings, answering the question: are our area arts agencies planning for success and have necessary resources to succeed?  
 Review/discuss sample board/agency strategic, tactical actions, and long-range planning documents and construction processes (who's involved/accountable and how frequently is progress toward stated objectives monitored and reported back to board members and other stakeholders?)  
 Review/discuss sample board/agency self-evaluation forms, leadership recruitment processes, board nomination rubric (if available), and board orientation efforts.

**Assigned** for final class: Prepare a *Powerpoint* presentation on your researched arts organization that reviews; all data collected, analyzed and summarized (see p. 2), evaluates the agency's Board performance and governance strengths/weaknesses, assesses CEO/staff effectiveness in implementing board directives, and finally recommend ways of strengthening board governance procedures and policies.

**Final Exam** *How do nonprofit boards function in Columbus & central Ohio?*

Student completion of course/instructor evaluation

Student *Powerpoint* presentations (see assigned above) Q&A following each presentation

Recommendations for future *Nonprofit Boards & Governance* course design/projects.

### Alphabetical List of Readings

- § 1702.30-§ 1702.31 *Ohio nonprofit corporation law* (pp. 203-206).
- Advocacy and the board. (2005). *Association management* 57 (1), 15-15.
- Anon (2004). Invigorating bored boards. *Credit union directors newsletter*, 28(9),3-4.
- Anon. (2005) The "X" FOUNDATION conflict of interest statement. 10/26/05 (#9778998).
- Anon. (2005) The X FOUNDATION ethics policy. 10/26/05 (pub #9778972).
- Anon. (2005). Sarbanes-Oxley prompts nonprofits to take action. *Association management* 57(6), 22.
- Anon. (ND). GC Conflict of Interest and Ethics Policy (pp. 1-4). The "X" Foundation.
- Bradshaw, P. (2002). Reframing board-staff relations. *Nonprofit management & leadership* 12 (4), 471-484.
- Brinckerhoff (2004). *Nonprofit stewardship: A better way to lead your mission-based organization*. St Paul, MN: Amherst H. Wilder Foundation.
- Chapter 1, Stewardship: A new way of thinking (pp. 1-24).
- Chapter 2, How stewards make decisions (pp. 25-40)
- Chapter 3, Board stewardship (pp. 41-63).
- Chapter 4, Staff and volunteer stewardship (pp. 65-89)
- Chapter 5, Funders as stewards (pp. 91-110).
- Chapter 6, Planning your path (pp. 111-138).
- Chapter 7, Financial stewardship (pp. 139-172).
- Chapter 8, Taking good risks (pp. 173-194).
- Chapter 9, Stewardship in good times and bad (pp. 195-210).
- Chapter 10, Taking stock of stewardship (pp. 211-230).
- Brown, W. (2002). Inclusive governance practices in nonprofit organizations and implications for practice. *Nonprofit management & leadership*, 12(4), 369-385.
- Brown, W. A. (2005). Exploring the association between board and organizational performance in Nonprofit Organizations. *Nonprofit Management & Leadership*, 15(3), 317-339.
- Carter, V. R. (2005). How can our board be more strategic? *Association management*, 1, 92-93.
- Carver, J. (2001). What use is business experience on a nonprofit or governmental board? *Board leadership* 58, 1-3, 7.
- Carver, J. (2002). Filling board vacancies. *Board leadership* 63, 2.
- Carver, J. (2002). What should government funders require of nonprofit governance? *Board leadership*, (59), 6.
- Carver, J. (2003). What do the new federal governance requirements for corporate audit committees mean for the policy governance board? *Board leadership* 67, 6-7.
- Clarke, S. E. (2001). The prospects for local democratic governance: The governance roles of nonprofit organizations. *Policy studies review* 18 (4) 129-145.
- Collins, B.D. (2004). When it comes to meetings, actually meeting is key. *Corporate legal times*, 14(150), 7.
- Cornforth, C. & Edwards, C. (1999). Board roles in the strategic management of nonprofit organizations: Theory and practice. *Corporate governance: An international review*, 7(4), 346-362.
- Cornforth, C. (2001). What makes boards effective? An examination of the relationships between board inputs, structures, processes and effectiveness in non-profit organisations. *Corporate Governance: An International Review*, 9(3), 217-227.

- Crawford, R. W. (1981). Chapter 2, Functions of a board of trustees. In *Art we trust: The board of trustees in the performing arts*. New York: Foundation for the extension and development of American professional theater (pp. 7-28).
- Gangl, W. (1998). Creating and maintaining effective governance for nonprofits and foundations I. *Directorship*. 24(8), 10-13.
- Gangl, W. (1998). Creating and maintaining effective governance for nonprofits and foundations II. *Directorship*. 24(9), 10-12.
- Halachmi, A. (1999). Performance measurement issues and nonprofit governance. *PA Times*, 22(11), 7.
- Hechinger, D. S. & Bobwick, M. J. (2005). Governance matters. *Foundation news & commentary* 46(4), 39-41.
- Hechinger, D. S. (2005). Great boards make a real difference. *Trustees & estates*, 46-48, 51-52.
- Hughes, S. R. (1999). A new take on a good idea: Board retreats. *Nonprofit world*, 17(6), 14-17.
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