EVERYONE IN THE CLASS IS REQUIRED TO BE AT THE CELEBRATION ON THURSDAY, APRIL 12, FROM 3-7 P.M.

Directions to Jan Maatman’s Office (224E Walwood)-Take Oliver from the Recreation Center. At the top of the hill you run into Oakland. Turn left on Oakland and turn right into Lot #1. There is metered parking there. Student parking is available across the street in back of the Little Theater. Use the East Entrance to Walwood and go to the second floor. Enter the School of Public Affairs and Administration. My office is to the left.

The goal of Nonprofit Education Programs at WMU is to strengthen the capacity of leaders to carry out the missions of the organizations they serve. This is accomplished through education, community-service, and research designed to improve the contribution that public-serving organizations can make to society. Special emphasis is placed on individual and community development as the pivotal function of nonprofit organizations and collaboration as the central mode of public problem solving.

Lester M. Salamon articulates the key educational and community challenge facing us today, “The central challenge, particularly the central management challenge, confronting efforts to solve our pressing societal problems is to prepare people to design and manage these immensely complex collaborations and networks that we increasingly rely on to address our public problems.” Salamon, L. (1998). “A field whose time has passed?” In M. O’Neill & K. Fletcher (Eds.), Nonprofit Management Education. (Pp. 137-145). Westport: Pager Publishers.
Course Description: This class is an advanced seminar in nonprofit leadership.

The topics addressed by this course include nonprofit financial management, human resource development, nonprofit board relations and development, risk management, and environmental assessment. Students must complete PADM 2000 and have senior status before enrolling in this course (3 credit hours; "C" grade or better in order to count toward your nonprofit minor).

Seminars are defined as, “a group of supervised students doing research or advanced study” (Webster’s New World Dictionary, Third College Edition). Students taking this seminar have a unique opportunity to experience grant-making. This class will grant up to $10,000 to local nonprofits. We will study, determine and prioritize human needs in Kalamazoo County; we will issue requests for proposals to appropriate agencies; each student will do at least 15 hours of service-learning in an agency that submitted a proposal; we will review proposals; we will create a follow up report for agencies who received a grant; and we will determine who and how much money each agency/program is given and announce publicly our selections. In order to accomplish this we will learn consensus decision-making; study various community indicators, learn how to read 990s and financial statements, listen to how local foundations make granting decisions, research best practices in the priority areas, study grant writing best practices, as well as read and discuss ways of measuring impact.

There will be lots of choices in this seminar but the following is nonnegotiable:

1. Attendance counts. The work is sequential. You will not be able to make good decisions if you have missed crucial classes and that is not fair to other students and not fair to the people anxious for our grants. If you are not present in a seminar you not only deprive yourself of valuable information and a voice in the decision-making process but you will deprive others of your experience and expertise. After four absences I stop grading your work. This means that you will be given a “0” for your funding document and any other work I grade at the end of the class. There are no excused absences. This means after four absences, you fail the class.

2. Respect counts. Respect means you come on time, turn off your cell phones, do not use lap tops unless it is part of the learning or discussion, do not begin to pack up before the end of class, do not leave the room during class, do not have side conversations during class, do not sleep, do not work on other projects during class. Any of these behaviors will result in your being asked to leave the class and having that class count as an absence.

3. Consensus counts. All decisions will be made by modified consensus decision-making.

Office Hours

As I have many community as well as university committee meetings, please make an appointment. Appointments can be made through e-mail (jmaatman@wmich.edu) or by phone 387-8945. Generally, I am in the office between 11 a.m. and 2 p.m. on Tuesday and Thursday.
Required Texts

Financial Basics for Nonprofit Managers by Thomas A. McLaughlin

Money Well Spent by Paul Brest and Hal Harvey

Additional Required and Optional Reading in Electronic Reserves http://www.wmich.edu/library/reserves
(If you are prompted for a password use, “nonprofit”.)


**Course Objectives**

By the end of the semester, the student will:

1. understand and use consensus decision-making.
2. become a problem solver. Problem-solving involves the following key steps: defining the problem and key issues; researching the problem, issues and potential solutions; identifying the assumptions and values underlying the problem and its possible solutions; breaking the problem apart; imagining unique solutions; developing a consensus on possible solutions; creating an experiment to check out the solutions, generalizing and finally explaining the potential solution to all involved.
3. learn how to read statistical reports and tie the information to your decisions.
4. learn about the demographics in Kalamazoo County and be able to research information in other geographic locations.
5. build local and regional partnerships with the nonprofit community.
6. learn how to research best practices.
7. learn the processes that organizations use to collaborate.
8. understand the importance of financial planning, policies and monitoring and be able to read and interpret financial statements.
9. learn best practices for grant writing and how to effectively critique grants.
10. articulate theories for measuring impact.

**Course Grading**

10% Issue Essay-Submit a 3 page essay identifying a program or organization that you would fund if the decision was yours alone. Suggested problem areas are: children and/or youth development, economic and/or neighborhood development and revitalization, hunger, homelessness or health. It is OK to choose a problem outside of these areas such as issues
involving the environment, peace and justice, or the arts but $2,500 of our grant money must be spent in the suggested problem areas.

Questions to address in your paper include, why is this issue or organization important to you or to society? What is the data that supports your argument about the need? How will addressing this issue make a difference in the world? How would this grant make a difference? Be sure your essay has a thesis and support for your thesis. Essays will be read by the entire class so be prepared to be called upon to share your rationale with the class. This assignment is similar to writing the problem or need statement in a grant proposal. You will be graded on whether you convince me that this is a problem my hypothetical foundation should fund.

30% Funding Document-Essay on your experience with the organization and why the class should or should not fund the agency assigned to you. This essay must begin with your recommendation. Include the mission, needs served, impact on participants, and your site visit experience. Reflect on what you learned and whether you might volunteer and/or give to this organization.

Next research your organization. Visit the website of your organization, print the information about your nonprofit from Guidestar (particularly the 990), do the ratios from the book, Financial Basics for Nonprofit Managers, determine who "owns" the nonprofit (funder supplying the majority of their revenue), their overhead expenses as opposed to what they spend on program. Check Charity Navigator http://www.charitynavigator.org to see what they say about your nonprofit. Go to http://www.kpl.gov, local information, and type in the name of the organization to find out information from the Kalamazoo Public Library. If you find there are articles from past issues in the Kalamazoo Gazette you will need to go to the central library and use the microfilm to read them.

Research the best practices of programs addressing the issue of your local program, if it’s a program to prevent homelessness what practices have been shown to be successful at preventing homelessness? (Note-research librarians, agency staff, national nonprofit websites, journals, etc. should be used.) Use American Psychological Association Style Guide for citations.

Outline of paper might look something like:

1) Introduction and Funding Recommendation
2) History, Mission, Needs, and Impact
3) Summary of your experience
4) Financial Analysis
5) Comparison of service provided by agency to best practices
6) Conclusion

Use American Psychological Association (APA) manual for citations.

10% Presentation of your agency to class (This is an oral presentation of your funding document.)

15% Class Leadership-Students will be assigned a part of one class (30-45 minutes) to lead. This class is based on the reading for the day. You may write discussion questions, have the class read a short article or chapter from a book and discuss it, write or find a case study for the class to read and discuss, break the class into small groups to do research and make presentations, design and have the class do a role play, or any other experiential learning methodology. You may not use powerpoint or a lecture.

10% Class Preparation and Participation-For each reading assignment you must bring notes on the reading. Your reading notes should include the following: Outline of what you know about the topic before you begin your reading followed by what you want to know. Then you read the chapter(s) and conclude your outline with what you learned. This 10% will also include class participation and a demonstration of your use of Consensus Decision-Making

5% Responsible for at least five people’s (beside yourself) attendance at the grant presentation.

10% 15 Hours of Service-learning of your choice but subject to approval.

10% Face to face business solicitation of 2 businesses. Your conversation must be with a person who has authority to give funds.

Course Policies
Academic Honesty: You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 271-272) Catalog that pertains to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at http://catalog.wmich.edu <http://www.wmich.edu/catalog> under Academic Policies, Student Rights and Responsibilities.] If
there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment.

Grading Scale

94-100 A
87-93  B/A
80-86  B
73-79  C/B
66-72  C
59-65  D/C
52-58  D
0-57   E

Consensus Decision Making

1/10 Introduction to each other

PowerPoint on 2011 Grants
Powerpoint on Consensus Decision Making
Explanation of Service-learning Requirement
Class Leadership Assigned

Homework for 11/12: Bring at least one written question about the syllabus. Read selected grant proposals and final reports from 2011.

1/12 Syllabus Questions

Business Solicitation Packet and Explanation

“Major-Ask”

The Essential Story

- The Before Stage
- The Intervention
- The After Stage
- Myth about Nonprofits

Role Play of Business Solicitation

Discussion of 2011 Grant Proposals

**Homework for 11/17:** Read 2011 Kid's Count Data Book

Begin by reading Definitions and Data Sources (pps. 68-70) and Criteria for Selecting Kids Count Indicators (p. 71)

1/17 Student Leadership on Basic Statistics and Discussion of Kid's Count

**Homework for 1/19:** Read Poverty in Kalamazoo County, 2010

Needs in Kalamazoo County

1/19 Guest: Denise Hartsough-Community Investment Director-Greater Kalamazoo United Way


1/24 Begin discussion of priorities-Student Leadership

**Homework for 1/26:** Issue Essay Due (Bring enough copies for everyone.)
1/26 Students present their issue or priority.

**Homework for 1/31: Read all issue essays.**

1/31 Come to consensus on priority or priorities. Create master list of agencies fulfilling our priorities, divide up and call to let them know about our grants and priorities. Be sure and indicate that all proposals will be judged on criteria identified in the RFP (request for proposal) and that this call does not indicate that they will be selected.

**Homework for 2/2: Identify 3-5 agencies that fit our priority or priorities. Read Preface, Introduction and Chapter 1 (pps. x-20) in Money Well Spent.**

Strategic Philanthropy

2/2 Student Leadership on Definition and Examples of Strategic Philanthropy

**Homework for 2/7: Read The Power of Theories of Change by Brest in E-Reserves and Chapters 2 and 3 (pps. 21-58) in Money Well Spent (note the author is the same in both readings).**

Theories of Change

2/7 Student Leadership on Theories of Change

Homework for 2/9: Read Chapters 5 (pps. 71-85) and 7 (pps. 103-115) in Money Well Spent and Dashboards that guide good in E-Reserves.

Dashboards

2/9 Student Leadership on Dashboards

Homework for 2/14: Read Chapters 6 (pps. 87-101) and 14 (pps. 229-239) and read Collective Impact and Merging Wisely in E-Reserves.

Collaboration

2/14 Student Leadership on Collaboration
Homework for 2/16: Read Chapters 9 and 10 (pps. 135-164) in *Money Well Spent* and *Measuring Social Value* by Mulgan in E-Reserves.

**Evaluation**

2/16  Student Leadership on Evaluation

**Homework for 2/21:** Read Chapters 11, 12, and 13 (pps. 167-239) in *Money Well Spent*.

**Service, Research, and Advocacy**

2/21  Student Leadership on Service, Research, and Advocacy

2/23  Amy Slancik | Community Investment Officer, Initiatives | Kalamazoo Community Foundation  
aslancik@kalfound.org

2/24  RFPs DUE TODAY at 5 P.M.

**Homework for 2/28:** Read *Financial Basics for Nonprofit Managers*, Chap 3-4

**Financial Analysis**

2/28  Student Leadership on Accounting Basics

   Students assigned agency (one, two, or three) that submitted a proposal

   Homework for 3/1: Set up site visit. All site visits must be completed by 3/20.  
   Read *Financial Basics for Nonprofit Managers*, Chap 5

**Balance Sheets**

3/1  Student Leadership on Balance Sheets

3/5-3/11  Spring Break-No Classes

Homework for 3/13: Over Spring Break read all proposals. Read *Financial*
Basics for Nonprofit Managers, Chaps 6-7.

Ratios

3/13  Student Leadership on Ratios

Homework for 3/15: Read Financial Basics for Nonprofit Managers, Chaps 11, 12, and 17.

Budgeting and Risk Management

3/15  Student Leadership on Budgeting and Risk Management


Guidestar

3/20  Student Leadership on Guidestar

Decision-Making

3/22  Agency Programs, Financials, Management Presentations

3/27  Agency Programs, Financials, Management Presentations

3/29  Decision Making

4/3   Decision Making

4/5   Decision Making

4/10  Decision Making
4/12  Service-learning Celebration (No Class)

Homework for 4/17: Read Delivering on the Promise of Nonprofits by Bradach, Tierney, and Stone in E-Reserves

Evaluation

4/17  Evaluation of Event

Student Leadership on Event Evaluation

4/19  Evaluation of Class

Student Leadership of Class Evaluation

Final Paper Due

April 23-27-Exam week-Individual appointments to evaluate semester’s work.

Class Deliverables:

1. Issue Essay (A problem statement that you might submit to a foundation)
2. Funding Document Paper
3. Recruit at least five people to come to the Service-learning Celebration
4. Fulfill individual responsibilities at the event.
5. Read and participate in class discussions.
6. 15 Hours of Service-learning
7. Assist with setting up and breaking down room into committee seating
8. Solicitation of two businesses