PPPA 6032 - MANAGING FUNDRAISING AND PHILANTHROPY
(SPRING, 2019)

(Rev. 12/6/18)
SUBJECT TO REVISION

GENERAL COURSE INFORMATION

PPPA 6032.10 (CRN 42518)
Managing Fundraising and Philanthropy
Spring, 2019, Mondays, 6:10 – 8 pm
Check class schedule for room assignment.

PROFESSOR INFORMATION

Michael J. Worth
Professor of Nonprofit Management
Office: 805 21st Street, NW, 601-S, Washington, DC 20052
E-mail: mjworth@gwu.edu

Office hours: Spring, 2019: Mondays 3-5 pm, Tuesdays 3-5 pm, and by appointment. Students are encouraged to make an appointment, even during regular office hours. Email is the best way to contact the professor for a prompt reply.

COURSE DESCRIPTION

This course provides a comprehensive overview of fundraising for nonprofit organizations and institutions. Topics covered include the historical, cultural, and legal foundations of philanthropy; positioning the organization for fundraising; characteristics and motivations of donors; corporate-nonprofit partnerships; grant-making foundations; roles of staff and volunteers; strategies and techniques for identifying, cultivating, and soliciting donors; ethical principles; managing complex fundraising programs; emerging trends in fundraising and philanthropy, and relevant policy issues. Corporate and foundation fundraising are covered in the course, but there is an emphasis on developing financial support from individual donors through annual funds, campaigns, and major and planned gifts. The focus of the course is on fundraising in the United States, but many principles will also be applicable in the international environment. There is no course prerequisite.

AUDIENCE

The course is appropriate for students interested in careers in fundraising or in leadership positions in the management of all types of nonprofit organizations and institutions. It also will be of value for those pursuing careers in philanthropic organizations such as foundations or other philanthropic intermediary organizations.

LEARNING OUTCOMES

Students completing this course will be able to: 1) Describe the cultural and legal context of American philanthropy; 2) Explain the motivations for philanthropic giving by individuals and other donors; 3) Identify appropriate fundraising objectives, strategies, and techniques for different types of organizations and situations; 4) Evaluate emerging new models and approaches; and 5) Assess potential legal, policy, and ethical issues related to fundraising and philanthropy.

METHODS OF EVALUATION

20% of course grade: class participation

Students are expected to attend class and participate in discussion. Attendance will be taken in each class session. Excessive absences may negatively affect the course grade. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration.

40% of course grade: brief papers

Twice during the semester, the professor will assign questions related to a case. The questions will require students to apply concepts from reading and class discussion to analysis of the case. The questions to be answered will be assigned in this class session. Answers are to be written at home and are to be submitted via email no later than the beginning of the class session indicated as the due date in this syllabus. The paper may not exceed 5 pages, double-spaced. Each brief paper counts for 20% of the course grade.

Articles related to the first case (Catherine Reynolds and the Smithsonian Institution) are available on Blackboard and can be read at any time.

The second case (Choose to Be Great: The Boston University Campaign) is available from the Harvard Graduate School of Education (http://hepg.org/hep-home/case/choose-to-be-great-%E2%80%93-the-boston-university-campaig). The case can be downloaded and read at any time. ***Students will be required to pay $7.95 to download the case.***

40% of course grade: course paper or project

Students will complete a course paper or a project, on a topic of their choosing that is related to the course. The paper or project may take several forms, as explained on the last page of this syllabus. Students are strongly encouraged to identify the topic of their paper as early in the semester as possible, not later than week 8. Formal approval of the topic is not required, but students are encouraged to discuss their topic ideas with the professor via email or in person to make sure that they are appropriate.

Students should be prepared to give a brief summary of their work in class beginning in Session 13, with the understanding that the paper itself may not be completed by that time. The completed paper/project work product must be submitted electronically no later than the last class period of the semester. The professor will provide instructions on how to submit the paper.

POLICIES

This course follows established policies of the University and Columbian College, including the policy on class attendance (http://registrar.gwu.edu/university-policies#attendance), the policy on religious holidays

(http://registrar.gwu.edu/university-policies#attendance), and the policy on disabilities (http://registrar.gwu.edu/university-policies#attendance). Students with disabilities are encouraged to seek assistance from Disability Support Services (http://www.gwired.gwu.edu/dss). The University's Mental Health Services provide assistance and referral to address students' personal, social, career, and study skills problems (see counselingcenter.gwu.edu). Any case of dishonesty will be referred to the Academic Integrity Council following the processes provided online. The Code states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the Code, see http://www.gwu.edu/~ntegrity.code/html.

Written assignments are due on the day indicated in this syllabus. Failure to meet the deadline may result in a lower grade than otherwise would have been assigned to the work. Extensions may be granted only under certain circumstances, consistent with the above policies.

Civility in the Classroom: Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education demands that all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity.

Laptops are permitted in class if used for relevant purposes, for example, viewing PowerPoint, taking notes. Use of mobile phones is not permitted.

TIME COMMITMENT

This is a three-credit graduate course. It meets once per week for 110 minutes. The semester is 14 weeks. Required reading and preparation of papers is expected to require, on average, 7 hours (420 minutes) per week.

REQUIRED READING

Book (purchase):

Worth, M.J., Fundraising: Principles and Practice. Thousand Oaks, CA: Sage Publications, 2016. ISBN 9781483319520

Case Study (purchase):

Students will be required to pay $7.95 to the Harvard Graduate School of Education to download the case "Choose to Be Great: The Boston University Campaign." http://hepg.org/hep-home/case/choose-to-be-great-%E2%80%93-the-boston-university-campaig

Blackboard and Web:

Additional required readings are available on Blackboard or the Web, as indicated in this syllabus. The professor also may assign new additional reading as the semester progresses.

RECOMMENDED READING

Recommended reading is suggested for students who may wish to know more about a particular topic. It is optional.

WEBSITES

Blackboard includes links to websites that are good general sources of information on fundraising, philanthropy, and related topics. Students may find some of these sites helpful in identifying paper topics and as resources. They are not required reading unless indicated in the course outline.

COURSE OUTLINE AND ASSIGNMENTS

JANUARY 14, 2019
SESSION 1
Course Introduction and Overview

JANUARY 21, 2019 – MARTIN LUTHER KING, JR. BIRTHDAY - NO CLASS

JANUARY 28, 2019
SESSION 2
Principles of Fundraising

> **Reading:**
>
> **BOOK**: Worth, Chapters 1, 4, 5
> **BLACKBOARD**: Brest, "A Decade of Outcome-Oriented Philanthropy"
>
> **Recommended reading:**
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> **BOOK:** Worth, Chapter 2 (Understanding the Nonprofit Sector and Nonprofit Organizations) is recommended for students who do not have a background in the nonprofit sector and who have not taken a previous course related to nonprofit management. Those who have taken such a course may find this chapter useful as a refresher or may decide to skim or skip it.
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> **BOOK:** Worth, Chapter 15 (International Fundraising and Philanthropy). This course is primarily focused on fundraising and philanthropy in the United States. Students who have an international interest may find this chapter to be a useful overview.

FEBRUARY 4, 2019
SESSION 3
Building a Base of Current Operating Support

> **Reading**:
>
> **BOOK**: Worth, Chapter 6
> **BLACKBOARD**: Dixon & Keyes, Permanent Disruption of Social Media

WEB: Peruse the following websites. [Just look around to get a sense of how they operate.] Network for Good, http://www.networkforgood.com/; Kickstarter, https://www.kickstarter.com/; Indiegogo, https://www.indiegogo.com/; DonorsChoose, http://www.donorschoose.org/

Recommended reading:

BLACKBOARD: (1) Network For Good, 2015 Online Fundraising Report [Students do not need to read this entire report, but peruse it and note tables and charts that are of particular interest.]; (2) Arrillaga-Andreesen, Chapter 2, Connecting Drops; (3) Is Raising Visibility a Waste of Time?

FEBRUARY 11, 2019
SESSION 4
Major Gift Programs

Reading:

BOOK: Worth, Chapters 3, 7
BLACKBOARD: Wallace, "Silicon Valley vs Philanthropy."

Recommended Reading:

BLACKBOARD: 2018 US Trust Study of High Net-Worth Philanthropy. [Students do not need to read this entire report, but peruse it and note tables and charts that are of particular interest.]

FEBRUARY 18, 2018 – PRESIDENT'S DAY – NO CLASS

FEBRUARY 25, 2019
SESSION 5
Planned Giving

Reading:

BOOK: Worth, Chapter 8
WEB: Look around the website of the Planned Giving Design Center (http://www.pgdc.com) [Students need not read everything on this site. Just peruse to get a general sense of what is available.]

Recommended reading:

WEB: Peruse the website of the National Association of Charitable Gift Planners
https://charitablegiftplanners.org/

FIRST BRIEF PAPER ASSIGNED: **Catherine Reynolds and the Smithsonian Institution**
(Two articles pertaining to this case are available on Blackboard. Questions will be assigned this week that relate to the case and require students to apply concepts from reading and class discussion. A brief version of this case is included at the end of Chapter 2 of the textbook, but students should also read the longer articles on Blackboard.)

MARCH 4, 2019
SESSION 6
Guest Speaker: TBD

      FIRST BRIEF PAPER DUE

MARCH 11, 2019 – SPRING BREAK – NO CLASS

MARCH 18, 2019
SESSION 7
Campaign Planning and Management

      Reading:

      BOOK: Worth, Chapter 11
      WEB: (1) Peruse the website of Fearless Ideas: The Campaign for Maryland
      https://fearlessideas.umd.edu/
      For an example of a campaign not in higher education, peruse the website for the So Other
      May Eat campaign ("Building Hope") (https://capitalcampaign.some.org).
      [Note: Just look around to get a sense of how these campaigns are presenting their priorities and
      goals. You do not need to read everything on the sites.]

March 25, 2019
SESSION 8
Corporate and Foundation Support

      Reading:

      BOOK: Worth, Chapters 9, 10
      BLACKBOARD: (1) "Nonprofit-Corporate Partnerships: A New Framework," *SSIR*, October,
      2015; (2) "Cancer Society CEO Resigns," *New York Times*, November 5, 2018
      WEB: Peruse the website of the Foundation Center (DC):
      http://foundationcenter.org/Washington. [NOTE: Students need not read everything on this site,
      just look around to gain a sense of what is available.]

      SECOND BRIEF PAPER ASSIGNED: Choose to Be Great: The Boston University
      Campaign
      (This case can be downloaded from the Harvard Graduate School of Education,
      http://hepg.org/hep-home/case/choose-to-be-great-%E2%80%93-the-boston-university-campaig).
      Students will be required to pay a fee of $7.95.

APRIL 1, 2019
SESSION 9
Guest Speaker - TBD

      SECOND BRIEF PAPER DUE

APRIL 8, 2019
SESSION 10
Managing Fundraising Programs

    <u>**Reading:**</u>

    BOOK: Worth, Chapters 12, 13

April 15, 2019
SESSION 11
Legal, Ethical, and Policy Issues

    <u>**Reading:**</u>

    BOOK: Worth, Chapter 14
    BLACKBOARD: Preparation for class discussion: Identify scenarios from the Ethical Cases
    Handout on Blackboard that you find most interesting. Selected cases will be the basis for class
    discussion in this meeting. [NOTE: Similar scenarios are provided in the textbook, but check the
    Blackboard handout, since some have been updated and new scenarios may have been added
    after the book was printed.]

    <u>**Recommended Reading:**</u>

    BLACKBOARD: (1) "Renaming Avery Fisher Hall;" (2) Lindsay, "As Menu of Naming Rights
    Expands;" (3) Brookings, NYT articles; (4) Paul Smith's College (NYT and NPQ articles)

APRIL 22, 2019
SESSION 12
Solicitation Exercises

    The class will undertake solicitations of hypothetical donor prospects.

APRIL 29, 2019
SESSION 13
Discussion of student papers/projects

    Students should be prepared to give a <u>brief</u> overview of their work, even though the paper/project
    may not be completed at this time.

MAY 1, 2019 – WEDNESDAY/DESIGNATED MONDAY
SESSION 14 – FINAL SESSION
Discussion of student papers/projects

**[Note: This is a Wednesday. It is a "designated Monday" in the university calendar. No
regular Wednesday classes are scheduled for this date.**

    <u>**FINAL PAPER/PROJECT DUE**</u>

SUGGESTIONS FOR COURSE PAPER OR PROJECT

Below are some suggestions of approaches to the course paper/project.

(1) <u>A case study of a nonprofit organization related to fundraising</u>. Writing a case study requires identifying strategic resource development issues faced by the organization and analyzing its efforts to address those issues, not merely providing a summary of the organization's programs. The case study should be related to resource development, but this could include broader topics regarding nonprofit governance or management if they have an impact on an organization's ability to generate resources. In some instances, a case study can be written from publicly-available materials. In other instances, it is important to undertake interviews with the organization's leadership to gain a full understanding. There is no prescribed length for a case study, but most are about 16-20 pages, including references.

(2) <u>A critical survey of the literature on a subject related to the course</u>. The paper should reflect the student's critical thinking rather than just summarize the material, for example, identifying themes and issues in the literature and analyzing various approaches. Assigned readings may stimulate thinking about paper topics. Reading the *Chronicle of Philanthropy* is also a good way to identify topics that are of current interest in the nonprofit sector. [It is available in full text via Gelman Library.] The professor will discuss possible paper topics in class, but students should select topics of particular interest to them. A course paper is usually about 16-20 pages in length, including references.

 (3) <u>An analysis of an ethical or policy issue related to the course</u>. The paper should analyze both sides of the issue and take a position, supported with reasoned arguments and data. For example, there are significant issues related to tax policy, methods for evaluating and compensating development officers, regulation of foundations and donor-advised funds, and many others. This type of paper is usually about 16-20 pages in length, including references.

 (4) <u>Other projects related to the course</u>. The professor is open to creative projects that are of sufficient magnitude and relevance to the course, for example, developing a fundraising plan or a plan for corporate partnerships. The project needs to be <u>substantive,</u> not just a volunteer experience (e.g., participating in a fundraising event). The project should involve applying knowledge gained through readings and discussions in this course. Students should discuss project ideas with the professor in advance of beginning work.

Students who are employed at a nonprofit may do a case study or project related to that organization, but <u>only if</u> it represents work outside of their normal job responsibilities and is over and above what they are required to do in their jobs. In other words, you cannot submit a work product from your employment to meet the requirements of this course. Students may voluntarily choose to work together with <u>up to two other students</u> as a team to complete a significant project or case study. This requires the professor's prior approval, which will be given only for projects that represent a <u>very substantial</u> body of work, worthy of the efforts of multiple individuals.

Projects need to result in a tangible product that the professor can evaluate. For example, if a student were to develop a fundraising plan or undertake an assessment for a nonprofit organization, the professor would expect to see the written plan or report. <u>In addition</u>, the student should submit a memorandum reflecting on the project. This memorandum should describe how the project was conducted – what meetings were held at the nonprofit, what documents and materials were used, etc. It should also summarize what was learned through the experience. If the project has been undertaken by a team, the memorandum should describe the role played by each team member.