

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

COURSE OUTLINE

19:910:541:91 Fundraising and Marketing

Instructor:

Office hours:

Telephone:

Email:

I. Catalog Course Description

This course provides an introduction to current strategies and procedures for identifying, obtaining, and maintaining a diverse portfolio of nonprofit funding sources. The course also reviews methodologies for packaging, marketing, and selling program proposals to donors and other funders.

II. Course Overview

The purpose of this course is to help students understand the marketing and fundraising challenges facing nonprofits in today's economy. The focus will be on developing and implementing comprehensive marketing and fundraising strategies using ethically-based approaches, making a case for the marketing and funding of nonprofits, and developing initiatives for sustainable enterprise and fundraising in an era of increasing demographic, "value," and attitude diversity. Social work values and ethics will be applied to the context of fundraising, as will ethics endorsed by professional fundraisers.

III. Place of Course in Program

Course 19:910:541 is an advanced practice elective, open to Advanced Clinical Practice and Management and Policy students. Satisfactory completion of the Professional Foundation courses is a prerequisite.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions,

recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Assessment of Competencies/Program Level Learning Goals: Please note that this course focuses on providing you with the knowledge, skills, and values for you to engage in advanced management and planning practice, and thus it is an important elective in the MAP curriculum. Accordingly, two of the course assignments, the Midterm Marketing Plan and the Final Fundraising Plan have been designed to assess your attainment of these competencies.

V. **Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- To develop knowledge of available resources as well as the means of searching available resources for nonprofit programs and agencies, particularly funding resources.
- To develop knowledge and skills in the processes of developing marketing strategies and plans for nonprofit organizations and programs.
- To develop knowledge and skills in creating a comprehensive, multi-faceted fundraising plan for a nonprofit organization.
- To develop knowledge and skills in the presentation of nonprofit funding proposals and in the development of relationships with key audiences, particularly with funders and other key decision makers.
- To develop knowledge and skills in writing effective nonprofit grant (and other) funding proposals.

- To consider the special circumstances involved in accomplishing the above for grassroots organizations and programs serving vulnerable populations.
- To accomplish the above, while upholding social work values and ethics.

VI. **School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. **Required Texts**

Bray, I. (2016). *Effective fundraising for nonprofits: Real world strategies that work*. Berkeley, CA: Nolo.

Karsh, E., & Fox, A.S. (2014). *The only grant-writing book you'll ever need: Top grant writers and grant givers share their secrets*. New York, NY: Basic Books.

Supplemental Texts:

Stern, G.J. (2001). *Marketing workbook for nonprofit organizations. Volume I: Develop the plan*. Saint Paul, MN: Amherst Wilder Foundation.

Other readings can be found on the Sakai site for the class, the library, and the Internet.

VIII. **Teaching Methods**

Instruction will include lecture, case study analyses, and discussion of exercises related to fundraising strategies. A supportive learning environment will be emphasized, i.e., one that is fostered by listening to the ideas and views of others, being able to appreciate a point of view that is different from your own, articulating clearly your point of view, and linking experiences to readings and assignments. The instructor will appreciate your contributions to making this a safe and respectful class for learning and growth.

IX. **Course Requirements**

In order to have informed class discussions, it is expected that assigned readings will be completed by the due date, and that oral presentations will be well prepared. Class participation, complete attendance, and timely completion of assignments are expected. The course grade will be reduced for late assignments. **All electronic devices are to be turned off when class is in session.**

X. **Grading**

Specific information on completing the assignments will be provided during class by the instructor. Four factors will be considered in calculating your grade:

Marketing Mid-Term Paper: (50%). Due in class

Oral presentation to the class of the grant proposal: (10%). Due in class

Fundraising Final Paper: (25%). Due to instructor by

Class Participation: (15%). In class and online for the duration of the course.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. Each of these tasks requires excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You must adhere to the style guidelines of the *Publication Manual of the*

American Psychological Association (6th Edition). Failure to do so will result in substantial deductions from your paper's grade.

Attendance is required on xxx. Lateness to class or early departure are not acceptable, except for compelling reasons. In extenuating circumstances for medical, religious, or other reasons, the instructor will assign a makeup paper to satisfy academic requirements.

XI. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous.

XII. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:
"Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XIV. Course Outline

Session 1 – OVERVIEW (Readings to be completed by xxx)

Topics Covered:

- The Fundraising Environment
- Funding Sources
- Fundraising Ethics
- Types of Organizational Support (e.g. governments, foundations, corporations)
- Understanding Budgets

READINGS

Edwards, R.L., Benefield, E.A.S., Edwards, J.A., & Yankey, J.A. (1997). *Building a strong foundation: Fundraising for nonprofit organizations*. Washington, DC: NASW Press, pp. 1-63. *

Epstein, K. (Summer 2005). How today's corporate donors want their gifts to help the bottom line. *Stanford Social Innovation Review*, pp. 21-27.

Rosenman, M. (February, 2005). Grant Makers Must Focus on Government's Role. *The Chronicle of Philanthropy*, pp. 35-37.

Carman, J.G. (2008). Nonprofits, funders, and evaluation: Accountability in action. *The American Review of Public Administration*, 39, 374-390. *

Chen, G. (2009). Does meeting standards affect charitable giving?: An empirical study of New York Metropolitan Area Charities. *Nonprofit Management & Leadership*, 19(3), 349-365.

Golensky, M., & Mulder, C. (2006). Coping in a constrained economy: Survival strategies of nonprofit human service organizations. *Administration in Social Work*, 30(3): 5-25.

Martin, L. (2005). Performance-based contracting for human services: Does it work? *Administration in Social Work*, 29(1): 63-78. +

Rosenthal, M. et al. (2005). A typology of organizational and contractual arrangements for funding and delivery of behavioral health care. *Administration and Policy in Mental Health*, 33(4): 461-470.

Tuckman, H.P., & Chang, C.F. (2003). How pervasive are abuses in fundraising among nonprofits? *Nonprofit Management and Leadership*, 9, 211-222. +

Walker, E.T., & McCarthy, J.D. (2010). Legitimacy, strategy, and resources in the survival of community-based organizations. *Social Problems*, 57, 315-340.

The Robin Hood Fund: vimeo.com/36916051

Session 2 – AN OVERVIEW OF MARKETING (Readings to be completed by xxx)

Topics covered:

- Marketing Plans Made Specific/Segmenting Your Market

Branding

READINGS

Keller, K.L. (2000). The brand report card. *Harvard Business Review*, 78, 147-155. +

Kylander, N., & Stone, C. (Spring, 2012). The Role of Brand in the Nonprofit Sector. *Stanford Social Innovation Review*, 37 – 41.

Creating a Marketing Plan

READINGS

Helmig, B., & Thaler, J. (2010). Nonprofit marketing. In R. Taylor (ed.) *Third Sector Research* (151-169). Springer. Retrieved from:

<http://www.springerlink.com/content/p5q0624vt44g6142/fulltext.pdf> *

Stern, G. J. Marketing Workbook for Nonprofit Organizations, Volume 1; Part 1 *

Pope, J.A., Sterrett Isely, E., & Asamoah-Tutu, F. (2009). Developing a marketing strategy for nonprofit organizations: An exploratory study. *Journal of Nonprofit and Public Sector Marketing*, 21, 184-201. +

Establishing Marketing Goals, Steps in the Marketing Process

READINGS

Stern, G.J., Marketing Workbook for Nonprofit Organizations, Volume 1; Step 1, Set Marketing Goals *

Developing a Marketing Audit: The Basics

READINGS

Stern, G.J., Marketing Workbook for Nonprofit Organizations, Volume 1; Step 3, Conduct a Market Audit *

Developing the Marketing Plan

READINGS

Stern, G.J., Marketing Workbook for Nonprofit Organizations, Volume 1; Step 4, Develop the Marketing Plan *

Session 3 – FUNDRAISING (Readings to be completed by xxx)

MARKETING MID-TERM PAPER DUE ON

Topics covered:

- Donor Research
- Understanding Donors
- Gender and Age Differences in Giving
- Fundraising Roles
- Gift Formats

Understanding Donors and their Motivations

READINGS

Hughes, P., & Luksetich, W. (2008). Income volatility and wealth: The effect on charitable giving. *Nonprofit and Voluntary Sector Quarterly*, 37, 264-280.

Einolf, C.J. (2010). Gender differences in the correlates of volunteering and charitable giving. *Nonprofit and Voluntary Sector Quarterly*.

Retrieved from: <http://nvs.sagepub.com/content/early/2010/09/28/0899764010385949.full.pdf> +

Connor, A.M. (2002). Courting female philanthropists makes good financial sense. *Nonprofit World*, 20(3), 9-11.

Inspiring the Next Generation Workforce: The 2014 Millennial Impact Report

Specialized Fundraising: Planned Giving, Special Events, Large Gifts, Capital Campaigns

Donors: Prospecting, retaining and “growing” established donors, and reactivating former donors.

Edwards, R.L., Benefield, E.A.S., Edwards, J.A., & Yankey, J.A. (1997). *Building a strong foundation: Fundraising for nonprofit organizations*. Washington, DC: NASW Press, 64-82. *

Bhagat, V., Loeb, P., & Rovner, M. The Next Generation of American Giving: A Study on the Multichannel Preferences and Charitable Habits of Generation Y, Generation X, Baby Boomers and Matures. Convio, Edge Research and Sea Change Strategies. +

Ethnic/Religious and Racial Giving; Assessing the Organization’s Fundraising Ability: Structure and Readiness

READINGS

Bekkers, R., & Wiepking, P. (2010). Who gives? A literature review of predictors of charitable giving. *Understandingphilanthropy.com*. Retrieved from:

http://understandingphilanthropy.com/documents/who_gives.pdf *

Religion: pp. 5-9

Education: pp. 9-13
Income: pp. 13-17
Perceived financial position: pp.17-22
Marital status & having children: pp.23-26
Gender: pp. 29-31
Race: pp.31-33
Immigration and citizenship status: pp. 33-34

Steinberg, R., & Wilhelm, M. (2005). Religious and secular giving, by race and ethnicity. *New Directions for Philanthropic Fundraising*, 48, 57-66. Retrieved from:
<http://onlinelibrary.wiley.com/doi/10.1002/pf.105/abstract>

Marx, J.D., & Carter, V.B. (2009). Hispanic charitable giving: an opportunity for nonprofit development. *Nonprofit Management and Leadership*, 19, 173-187.

Ball, African American Philanthropy
Dull, Dennis, Asian American Philanthropy

Norton, Leslie P. Asian-American Giving --- The Chinese Connection: A new force is emerging in the philanthropic world. Dow Jones Company, December 9, 2002

Nichols, J. (2008). Diversity and donors: Understanding your minority prospects, Wall Street Journal, Jan 7th, 2008

Mendelson, E. The History of Jewish Giving in America

Encyclopedia of Muslim-American History, Muslim Philanthropy

Ramos, H.A.J. Models of Philanthropy in the Latino Community

Ramos, H.A.J. Latino Philanthropy: Expanding U.S. Models of Giving and Civic Participation

Seltzer, M. (1987). *Securing your Organization's Future: A Complete Guide to Fundraising Strategies*. New York: The Foundation Center, Chapter 1: Defining a statement of purpose, pp. 5– 15, Chapter 3: Building a board of directors, pp. 35 – 50.

Bray: Chapter 3: Developing Your Fundraising Plan *

Who Does What? Fundraising Roles

READINGS

Edwards, R.L., Benefield, E.A.S., Edwards, J.A., & Yankey, J.A. (1997). *Building a strong foundation: Fundraising for nonprofit organizations*. Washington, DC: NASW Press. 118-137. *

Bray: Chapter 2: Fundraising Tools *

Endowments and Bequests; New Fundraising Formats (Case Studies, Crowdfunding, Online Fundraising)

READINGS

Beth's Blog; Five Best Practices in Nonprofit Crowdfunding
<http://www.bethkanter.org/5-crowdfunding-tips> +

Online Fundraising Scorecard

Bray: Chapter 11: Creating Printed Communications Material *

Bray: Chapter 12: Designing Your Website to Draw in Donors *

Grants

Types of grants – Governmental (Local, State, and Federal), private foundations and corporations; The Foundation Center; Organizing and Writing a Grants Proposal: Creating the Narrative, Creating a Project Budget, Creating the Project Evaluation

READINGS

Karsh & Fox: Chapter 4: Getting ready to write a grant proposal *

Bray: Chapter 10: Seeking Grants from Foundations, Corporations, and Government *

Contracts vs. Grants

Choosing Which Type of Funding is Best for Your Program; The Program Proposal

READINGS

Karsh & Fox *

Chapter 6: Writing proposals with style: 12 basic rules

Chapter 7: Tackling the blank page

Chapter 8: Identifying and documenting need

Chapter 9: Goals and objectives

Chapter 10: Developing and presenting a winning program

Chapter 11: Finding partners and building coalitions

Chapter 12: The evaluation plan

Hall & Howlett *

Chapter 11: Qualifications and Personnel pp. 124-130

Session 4 – PROPOSAL PRESENTATIONS IN CLASS ON

Topics Covered:

- Student proposal presentations

FUNDRAISING FINAL PAPER DUE ON 12/8/18