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

COURSE OUTLINE

Semester: Spring 2023
Course: Fundraising and Marketing (19:910:541)
Classroom: Online Asynchronous

Instructor:
Address:
Phone:
E-mail:
Office Hours:

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 in the MAP specialization, open to Advanced Clinical Practice and Management and Policy students. Satisfactory completion of the Professional Foundation courses is a prerequisite.

IV.   **Course Objectives**
       • 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.

V.   Required Texts:

Bray, I. (2019). *Effective fundraising for nonprofits: Real-world strategies that work* (6th ed.). Berkeley, CA: Nolo.

Karsh, E., & Fox, A.S. (2019). *The only grant-writing book you'll ever need: Top grant writers and grant givers share their secrets* (5th ed.). New York, NY: Basic Books.

Other required readings (separate from the textbooks) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. Readings marked * are required. All others are optional (those marked + are recommended). To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbooks (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions please click here for a video tutorial

Supplemental Texts:

Edwards, R.L. (2020). *Building a strong foundation: Fundraising for nonprofits* (2nd ed.). Washington, DC: NASW Press.

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

VI.   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.

VII. Course Requirements

In order to have informed class discussions, it is expected that assigned readings will be completed on a weekly basis and that presentations will be well-prepared. Class participation, regular attendance, and timely completion of assignments are expected. The course grade will be reduced for unexcused absences and/or late assignments.

VIII. 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%).

Grant Proposal Presentation to the class for online discussion: (10%).

Fundraising Final Paper: (25%).

Class Participation: (15%). **Online for the duration of the course**. All weekly discussion board assignments must be completed to avoid going down a final grade.

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 (7ᵗʰ Edition)*. Failure to do so will result in substantial deductions from your paper's grade.

Attendance is required. If a student is unable to attend a particular class session (that is, via postings or completing other class assignments when due), they must email the instructor prior to the start of class. Unless there are extenuating circumstances, after two absences (late or non-completion of assignments), a student will go down a course grade, and after three absences, they will go down another course grade and will be placed at risk of failing the course. After five absences, regardless of the reason, a student will not be permitted to pass the course. Normally, an A grade will be given only for exceptional work, on-time and complete attendance, and regular as well as thoughtful class participation. In extenuating circumstances for medical, religious, or other major qualifying reasons, the instructor will assign a makeup paper to satisfy academic requirements and for ensuring standards of teaching equity.

Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to student's proposed project and class assignments. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conform to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work; demonstrates understanding of material; written materials have some problems with organization and mostly conform to accepted standards of grammar, spelling punctuation, etc.; some citation problems. Work is completed by the due date.

C = Acceptable work, similar to C+, but reveals greater problems in applying the concepts and techniques to own work; fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately. Work is completed within one extension of the due date.

F = Unacceptable work; student fails to demonstrate a basic understanding of the core concepts and techniques covered in class; work is disorganized and does not meet minimum standards of writing such as including correct grammar, accurate spelling; cites material incorrectly. Work is not completed within two or more extensions of the due date.

Grading Criteria

A   **92-100**
B+   **87-91**
B   **82-86**
C+   **77-81**
C   **70-76**
F   **0-69**

N.B. Scores to be rounded up at .5

Professional social workers keep case records; write treatment reports for referral sources and managed care companies; correspond with judges and other professionals; develop policies and advocate for their clients. All of these tasks require excellent writing skills. Therefore, proper

grammar, syntax, spelling, and appropriate referencing (APA style) are expected for all assignments. Credit will be deducted from a paper's grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available. Contact Student Affairs at (848) 932-4347 for further information.

The University Code of Student Conduct (see catalog pages 23-25) provides that the penalty for graduate students who plagiarize material from any source (including electronic sources) is permanent expulsion from the University.

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association,* 7th edition (2020). It can be purchased at APA Manual 7th Edition. The Purdue OWL website also provides assistance with APA style https://owl.english.purdue.edu/owl/resource/560/01/

Email Etiquette for Students

https://owl.english.purdue.edu/owl/resource/694/01/

IX. **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.

Council on Social Work Education (CSWE) Policy and Accreditation Standards

The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social work programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. This course will assist students in developing the following competencies: Competency 6: Engage with individuals, families, groups, organizations, and communities; Competency 7: Assess individuals, families, groups, organizations, and communities; Competency 8: Intervene with individuals, families, groups, organizations, and communities. The definitions for each are listed at the end of this syllabus.

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.

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 Individual, Families, Groups, Organizations, and Communities.

By completing this course, you will satisfy the requirements for School-Wide Learning Goal #3.

CSWE Competencies Assessed In This Course: Definitions

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. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- facilitate effective transitions and endings that advance mutually agreed-on goals.

Specialized MAP Competency (RU SSW Specific): Liberatory Consciousness: Social workers engaged in community, management, and policy practice recognize their roles as liberation workers who are "committed to changing systems and institutions characterized by oppression to create greater equity and social justice." (Love, p. 470, 1980). They also understand and identify how racism and other forms of stigma, prejudice, discrimination, and oppression intersect to impact groups, organizations, and communities within which they work and live. They recognize their own power as well as systems of power and oppression in the organizations in which they work. Through advocacy, they challenge unjust systems of power and oppression. Such social workers understand and actively engage with the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) to challenge stigma, discrimination, and oppression and promote social, racial, and economic justice with groups, organizations, communities, and society-as-a-whole.

Management and Policy MAP) educated social workers will:
- Practice **Awareness**s through continually examining their own power and privilege and that of the organizations with which they work to acknowledge systems of oppression in the structures and institutions where they work.
- **Analyze** how all systems of oppression impact groups, organizations, and communities within which they work and live.
- **Act** with intention to intervene when they encounter institutional racism and other forms of stigma, prejudice, discrimination, and oppression in groups, organizations, communities, structures, and/or institutions.

Hold themselves **Accountable** and practice Allyship by consistently being aware of and evaluating how their actions and practices affect others and whether their actions are challenging oppression.

School's Mission Statement

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 strengthens individual, family, and community well-being in this diverse and increasingly global environment of New Jersey and beyond.

X.   Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the

attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved**;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole

or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XI.   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.

Attendance/Participation Policy

Although this is an online asynchronous class, students are expected to attend all classes; that is, via postings and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences (i.e., not

submitting postings or other assignments on time) will result in grade deductions and may result in the failure of the class. In addition, students are expected to take a leadership role in class discussions and exercises.

Diversity Statement

The Rutgers University School of Social Work (RUSSW) supports an inclusive learning environment where diversity, individual differences and identities (including, but not limited to, race/ethnicity, gender, class, sexual orientation, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. If at any time, you feel that I or other students have failed to ensure that this is an inclusive learning environment or differences are not respected, please let me know. Your suggestions are encouraged and appreciated. Please feel free to speak with me if you experience any concerns in this area.

NASW Code of Ethics Revisions

The most recent revisions to the NASW Code of Ethics can be reviewed at this link: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics

XII. Other Resources

Library Research Assistance

Julia Maxwell is the social work librarian on the New Brunswick Campus, Alexander Library jam1148@libraries.rutgers.edu p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. Contact: https://rlc.rutgers.edu/student-services/writing-tutoring

Newark Campus Only

The Newark writing center is available for MSW students on the Newark campus by appointment.
http://www.ncas.rutgers.edu/writingcenter

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181,** http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs. /day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campuses. It is important that you know what to do in case there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus - http://eap.oit-nbcs.rutgers.edu/eap.html. Click on the "Police Emergency" button and then the "Active Shooter" button to view a list of recommended defensive procedures.

XIII. <u>Course Outline</u>

FUNDRAISING AND MARKETING – Spring 2023

COURSE OUTLINE

Week 1 – AN OVERVIEW OF FUNDRAISING

The 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*, 21-27.

Rosenman, M. (February, 2005). Grant makers must focus on government's role. *The Chronicle of Philanthropy*, 35-37.

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

Mac, R., & Sacks, B. (June 2020). *The Black Lives Matter Foundation raised millions. It's not affiliated with the Black Lives Matter movement*. Retrieved from:

https://www.buzzfeednews.com/article/ryanmac/black-lives-matter-foundation-unrelated-blm-donations *

CCS (2020). *Human and social service philanthropy and COVID-19: Perspectives and Strategies from Sector Leaders*. Webinar, April 2020. Retrieved via Google.

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.

Week 2 – INTRODUCTION TO MAJOR GIFTS AND THE IMPORTANCE OF FUNDING DIVERSIFICATION

READINGS
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

Week 3 – AN OVERVIEW OF MARKETING

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. *

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

Week 4 – ESTABLISHING MARKETING GOALS AND DEVELOPING A MARKETING AUDIT: THE BASIC STEPS IN THE MARKETING PROCESS

READINGS

Stern, G. J. (2001). Marketing Workbook for Nonprofit Organizations, Volume 1; Part 1 *

Stern, G.J. (2001). Marketing Workbook for Nonprofit Organizations, Volume 1; Part 2, Step 1, Set Marketing Goals *

Stern, G.J. (2001). Marketing Workbook for Nonprofit Organizations, Volume 1; Part 2, Step 3, Conduct a Market Audit *

Week 5 – DEVELOPING THE MARKETING PLAN

Review Mid-Term Paper Assignment

READINGS

Stern, G.J. (2001). Marketing Workbook for Nonprofit Organizations, Volume 1; Part 2, Step 4, Develop the Marketing Plan *

Week 6 – FUNDRAISING: WHO GIVES, WHY THEY GIVE, AND HOW THEY GIVE

Donor Research, Understanding Donors, Gender and Age Differences in Giving, and Special Events Planning Using Traditional Methods and the Zoom Videoconferencing Platform

READINGS

Bray (2019): Chapter 8: Special Events. *

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.

The Millennial Impact.Com. (2014). Inspiring the next generation workforce: The 2014 millennial impact report. Retrieved from:
https://www.themillennialimpact.com/sites/default/files/reports/MIR_2014.pdf

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. (2010). *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. *

Goldmacher, S. (June 2021). How deceptive campaign fund-raising ensnares older people. *New York Times*, p. A1. Retrieved from:
https://www.nytimes.com/2021/06/26/us/politics/recurring-donations-seniors.html?smid=em-share *

Kulish, N., & Gelles, D. (June 2021). MacKenzie Scott gives away another $2.74 billion even as her wealth grows. *New York Times*, p. B1. Retrieved from:
https://www.nytimes.com/2021/06/15/business/mackenzie-scott-philanthropy.html *

Week 7 – ETHNIC/RELIGIOUS AND RACIAL GIVING AND 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, L.P. Asian-American Giving --- The Chinese connection: A new force
is emerging in the philanthropic world. *Dow Jones Company*, December 9, 2002

The Gale Group (2008). Charity throughout Jewish history. *Encyclopaedia Judaica*.

Encyclopedia of Muslim-American History. *Muslim philanthropy*. Online version available through Rutgers Libraries. Under Curtis, E.E. in Alexander Library Stacks (Z675.S3S29115).

Center on Philanthropy and Civil Society. *Latino philanthropy literature review*. NY: CUNY.

Ramos, H.A.J. *Latino philanthropy: Expanding U.S. models of giving and civic participation*.

Wallace, N. (2019). Nonprofit leaders of color speak out about struggles and triumphs. *The Chronicle of Philanthropy*, pp. 1-34. Retrieved from:
https://www.philanthropy.com/interactives/20190709_LeadersOfColor +

Bray (2019): Chapter 3: Developing Your Fundraising Plan *

Week 8 – WHO DOES WHAT? FUNDRAISING ROLES
MARKETING MID-TERM PAPER DUE ON <mark>DATE</mark>

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 (2019): Chapter 2: Fundraising Tools *

Week 9 – NEW FUNDRAISING FORMATS
Crowdfunding
Strategic Communications and Partnerships
Social Entrepreneurship

READINGS
Kanter, B. (2014). *Beth's blog: Five best practices in nonprofit crowdfunding*. Retrieved from:
http://www.bethkanter.org/5-crowdfunding-tips *

Bray (2019): Chapter 9: Raising Money Through Business or Sales Activities *
Bray (2019): Chapter 11: Integrating Nonprofit Communications into Fundraising Efforts *

Frailich, A., & Lund, L. (Winter, 2021). Managing through crisis. *Stanford Social Innovation Review*, 1-6. *

Germak, A., & Singh, K.K. (2010). Social entrepreneurship: Changing the way social workers do business. *Administration in Social Work, 34*(1), 79-95. *

Nandan, M., London, M., & Bent-Goodley, T. (2015). Social workers as social change agents: Social innovation, social intrapreneurship, and social entrepreneurship. *Human Service Organizations: Management, Leadership & Governance, 39*, 38-56. +

Week 10 – SEARCHING FOR 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 (2019): Chapter 4: Getting ready to write a grant proposal *

Bray (2019): Chapter 10: Seeking Grants from Foundations, Corporations, and Government *

Goldkind, L., & Pardasani, M. (2012). More than the sum of its parts: An innovative organizational collaboration model. *Administration in Social Work, 36*(3), 258-279. +

Martin, LL., & Singh, K.K. (2004). Using government performance management data to identify new business opportunities: Examples from government services outsourcing in the United States. *International Review of Administrative Sciences, 70*(1), 65-76. *

Week 11 – FORMULATING THE GRANT PROPOSAL

READINGS
Karsh & Fox (2019)
Chapter 6: Writing proposals with style: 12 basic rules *
Chapter 7: Identifying and documenting the need *
Chapter 8: Goals and objectives *
Chapter 9: Developing and presenting a winning program *
Chapter 10: Finding partners and building coalitions *
Chapter 11: The evaluation plan *

Week 12 – PREPARING FOR PRESENTATIONS
Review Proposal Presentation and Final Paper Assignments

READINGS
Geever, J. (2012). The Foundation Center sample proposal (2012). *

Week 13 – PROPOSAL PRESENTATIONS BEGIN
GROUP 1 DISCUSSION POSTS DUE BY <mark>INSERT DATE</mark> AND CLASS RESPONSES DUE BY <mark>INSERT DATE</mark>

READINGS
Geever, J. (2012): *The Foundation Center's guide to proposal writing*, a resource that is provided for free via audioform link below. New York, NY: The Foundation Center by Candid.

Chapter 5: Developing the Proposal: The Project Description.

https://soundcloud.com/user-695930385/06-f-track-chapter05?in=user-695930385/sets/guide-to-proposal-writing-book *

Week 14 – PROPOSAL PRESENTATIONS END
GROUP 2 DISCUSSION POSTS DUE BY <mark>INSERT DATE</mark> AND CLASS RESPONSES DUE BY <mark>INSERT DATE</mark>

READINGS

Geever, J. (2012): *The Foundation Center's guide to proposal writing*, a resource that is provided for free via audioform link below. New York, NY: The Foundation Center by Candid.

Chapter 7: Developing the Proposal: The Budget.

https://soundcloud.com/user-695930385/08-h-track-chapter07?in=user-695930385/sets/guide-to-proposal-writing-book *

Week 15 – FINAL WEEK
FUNDRAISING FINAL PAPER DUE ON <mark>DATE</mark>

READINGS

Ryan, S.E. (2011). *Static strategy in a dynamic age: Nonprofit web missioning throughout the 2000s*. Center for Nonprofit Management Working Paper, Baruch College. CUNY: New York, NY. +

Required Interactive Exercise for the Final Discussion Board Assignment. Play the Online Game "SPENT": http://playspent.org/ *

Register for Career/Jobs Networking: https://socialworkmanager.org/membership/join-now/ *

Course Evaluations