

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

COURSE OUTLINE

Fundraising and Marketing (19:910:541 Intensive Weekend)

Semester:

Instructor:

Cell:

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.

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

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. 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 2022 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 <https://www.cswe.org>.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

Competency 1: Demonstrate Ethical and Professional Behavior

Social work practitioners engaged in management and policy know the NASW Code of Ethics and understand how the Code applies to their specific professional endeavors and behaviors. They understand the role of an organizational and policy leader as a voice of organizational and community values. They are fully aware of practices that may constitute a conflict of interest and how to avoid them. They are proficient in managing their affective reactions and setting and maintaining boundaries in their relationships with clients, supervisees, supervisors, volunteers, and contractors. They treat employees and property with respect, and model ethical behaviors and mentor others in adhering to ethical principles. Social work practitioners focused on management and policy recognize how their personal values may enhance or hinder their ability to work effectively within organizational and policy contexts. They additionally understand the ethical implications of current and emerging technologies within those contexts.

Practitioners of Social Work in Management and Policy:

Use critical thinking to apply the NASW Code of Ethics to analyze ethical issues related to management and policy;
Identify, through processes of self-examination and supervision, personal values that enhance or hinder one's ability to work effectively within organizational and policy contexts; and
Use a range of technologies ethically within a larger management and policy context, including assuring confidentiality of client data and appropriate use of informed consent in interventions.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social work practitioners engaged in management and policy are committed to assuring that the work of the organizations and communities in which they practice, and the policies which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of important laws and other policies that affect such rights in their work. They are knowledgeable about racism, social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes. Accordingly, they develop and implement interventions at multiple system and institutional levels to assure such rights are fully and democratically accepted and integrated into the organizations and communities within which they work. They have the skills to understand how laws and other policies may oppress the rights of others and thus not advance social, racial, economic, or environmental justice, and how laws and other policies may be amended to protect and further human rights and social, racial, economic, and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these social, racial, economic, or environmental injustices and discuss them with their colleagues and others in a professional manner.

Practitioners of Social Work in Management and Policy:

Contribute to the development and implementation of policies, programs, and practices within the organizations and communities in which they work that advance human rights and social, racial, economic, and environmental justice;
Identify important laws and other policies that are relevant to human rights, and racial, social, and environmental justice in the organizations and communities in which they practice;
Contribute to the efforts of the management and leadership of the organizations and communities in which they work to infuse this competency into the implementation of the mission, vision, values, and programs of the organization; and
Practice democratic leadership by engaging with communities rather than taking action upon them.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:

Social work practitioners engaged in management and policy understand how white supremacy, racism, and other forms of stigma, prejudice, discrimination, and oppression

intersect to impact groups. Thus, practitioners of social work in management and policy recognize the importance of working to assure openness to and support of efforts to promote anti-racism, diversity, equity, and inclusion in all aspects of the organizations and communities in which they serve, and in the policies and programs they advocate and implement. Diversity includes, but is not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Practitioners of management and policy value the diversity that builds organizational and community strength and equal opportunity. They understand white supremacy and the structure of power and oppression, and how organizational policies and practices can help to ameliorate varying forms of inequality. They have insight into their own biases about certain groups and communities and can reflect on how those biases may affect their ability to carry out their work.

Practitioners of Social Work in Management and Policy:

- Uphold the concepts of intersectionality, cultural humility, affirmative action, equal opportunity employment, and harassment- and discrimination-free workplaces within the organizational and community settings in which they practice;

- Identify organizational policies and practices that explicitly or implicitly reflect institutional biases based on age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status as well as other forms of discrimination, and suggest effective ways to eliminate such policies and practices; and

- Exercise leadership that embraces the values of anti-racism, diversity, equity, and inclusion in the organizational culture.

Competency 4: Engage in Practice-informed Research and Research-informed Practice:

Social work practitioners engaged in management and policy recognize the value of adapting evidence-informed programs and services for the organizations and communities in which they practice. They also understand the value of using scientific evidence to inform the policies that they advocate and implement. They seek to achieve the best possible outcomes for those they serve, and recognize that the most effective manner to achieve this end is to employ those services and programs that have demonstrated positive results as documented by research and evaluation conducted consistent with sound scientific methods. Social workers practicing in management and policy positions use research conducted by their staff, or appropriate and qualified third parties, to contribute to the body of knowledge on evidence-informed interventions. They have the skills and knowledge to identify qualified staff and third parties to conduct evaluations on the programs and services provided by their organizations. Social workers engaged in management and policy practice can reflect on the processes used to collect and analyze data from evaluations and can present these findings in a non-judgmental manner to board

members and other constituents.

Practitioners of Social Work in Management and Policy:

Locate, identify and, if appropriate, adapt evidence-informed programs, practices, and policies to the organizational, community, and policy settings in which they serve;

Support research and evaluation conducted on current programs, services, or policies operated by organizations and communities in a manner that adheres to best practices of informed consent of subjects and the protection of human subjects, and does not otherwise interfere with the quality and accessibility of other programs or services; and

Apply current research and evaluation literature to inform practices and policies in a manner consistent with the mission, vision, and values of the organization.

Competency 5: Engage in Policy Practice:

Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro levels to promote human rights, and racial, social, economic, and environmental justice. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration, and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

Practitioners of Social Work in Management and Policy:

Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing, and delivery of such services;

Identify and/or advocate in collaboration with others in support of policies that positively impact the communities they serve;

Analyze policies for the identification and elimination of elements that result in either intended or unintended consequences leading to biases based on age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status or other discrimination inconsistent with social work values;

Engage in and support policy practice at the mezzo and macro levels to promote equality, social, economic, racial, and environmental justice and an inclusive human rights framework; and

Assess the process of policy implementation at the community and organizational levels and analyze the degree of fidelity of implementation to the original intent of the policy.

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

Social work practitioners engaged in management and policy practice often work in leadership roles in organizations that deliver social welfare, healthcare, education, and human services or promote policy innovations in these areas. They understand the nature, process, and value of community engagement in order to tailor the services provided to meet the needs and aspirations of the various communities served; to make those services culturally competent and accessible for community members; to promote democratic processes; and to foster a sense of partnership between the organizations and the communities served. They can identify the structure, composition and general membership characteristics of the client, geographic, political, and professional communities in which they operate and engage with these communities. Social workers engaged in management and policy practice reflect on the reasons why they could and could not engage effectively with individuals, families, groups, organizations, and communities and document the lessons learned to ensure successful provisions of services in their future endeavors.

Practitioners of Social Work in Management and Policy:

- Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with members of the relevant communities and constituencies being served with the ongoing intention of promoting democratic process and community empowerment;
- Promote an organizational culture that values and rewards community engagement and service by its staff; and
- Identify and promote organizational practices that affirm the meaningful inclusion of community members across organizational levels, including those of governance, management, staff, and volunteers.

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

Social work practitioners engaged in management and policy practice have developed the capacity to organize, manage, and support efforts relative to assessing the needs of diverse individuals, families, groups, organizations, and communities. They have the skills to develop and implement organizational, program, and policy evaluations and to create program and strategic plans to meet the current and future needs of the populations served by organizations, the organizations themselves, and the communities that are impacted, given the rapid and ongoing changes in organizational environmental forces.

Practitioners of Social Work in Management and Policy:

- Observe and/or contribute to organizations' efforts to assess their relationships to their environments, including the emerging internal and external forces affecting the organizations (i.e., through conducting community needs assessments, resource inventories, environmental scans, etc.);
- Engage in self-reflection to identify and counter one's own prejudices and stereotypes in the assessment process;

Critically examine existing assessment processes to identify and change operations that perpetuate injustices;
Contribute and add value to the development and implementation of program, organization, and community-wide planning processes designed to position the organization for efficacy in realizing program and organizational missions and goals; and
Incorporate ongoing organizational and program evaluation and assessment in the analysis and management of program and planning processes.

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

Social work practitioners engaged in management and policy practice design and manage the delivery of services and interventions targeted to individuals, families, groups, organizations, and communities. This may involve recruiting and retaining an adequate workforce; securing and managing the necessary funds and resources to support the interventions; partnering and collaborating with outside organizations; applying appropriate applications of information technology to support clients, staff and management; assuring services are inclusive and culturally competent; and exercising the initiative and leadership to build or strengthen an organizational culture that recognizes and rewards professionalism along with policies and programs that further social justice.

Practitioners of Social Work in Management and Policy:

Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context;
Identify and /or apply the concepts, practices, and styles of organizational and community leadership and can assess their own strengths and limitations in these regards;
Critically examine existing interventions to identify and change those that perpetuate injustices;
Observe, communicate, and work with organizational and/or community governance and advisory structures;
Contribute positively as a member of a team conducting marketing and fundraising activities, including grant writing, creating a culture of philanthropy within an organization or community, and serving as stewards of donated resources; and
Identify how leadership may be used to anchor the mission, vision, and values within an organization; and motivate board members, volunteers, and employees to fulfill their roles in accordance with organizational missions and goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:

Social work practitioners engaged in management and policy practice must understand the value, importance, and methods of evaluation of interventions with individuals, families, groups, organizations, and communities. They apply critical thinking to design,

craft and employ various methods and interpret results to enhance the quality and efficacy of the organization's programs and services. They are also knowledgeable about the existence of evidence-informed services and advocate for the use of these when appropriate. Social workers engaged in management and policy practice have the skills to evaluate practice with individuals, families, groups, organizations, and communities or identify qualified third parties to do such evaluation. They can reflect on the processes used to collect and analyze evaluation data and can present these findings in a non-judgmental manner to board members and other constituents.

Practitioners of Social Work in Management and Policy:

- Can identify, critically assess, and employ various methods of program evaluation;
- Apply critical thinking with a social justice lens to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services; and
- Translate and present evaluation data to various stakeholders/audiences.

Competency 10: Develop Liberatory Consciousness:

Social work practitioners engaged in 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 white supremacy, 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 and communities 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 justice with groups, organizations, communities, and society regardless of (but not limited to) age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Practitioners of Social Work in Management and Policy:

- Practice awareness through continually examining and acknowledging their own power and privilege and that of the organizations with which 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; and
- 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 individually as well as in

collaboration with people from marginalized communities.

[View the entire set of 2022 CSWE competencies.](#)

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.

Please note that the Discussion Board Assignment for Week (Module) 14 was created to evaluate your achievement of this competency.

VI. Required Texts

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

Bray, I. (2022). *Effective fundraising for nonprofits: Real-world strategies that work* (7th ed.). Berkeley, CA: Nolo.

Other required readings (separate from the textbooks) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. 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:

Karsh, E., & Fox, A.S. (2019). *The only grant-writing book you’ll ever need* (5th ed.). New York, NY: Basic Books.

Stern, G.J. (2001). *Marketing workbook for nonprofit organizations. Volume I: Develop the plan* (2nd ed.). Saint Paul, MN: Amherst Wilder Foundation.

VII. Teaching Methods

Instruction will include lectures, interactive discussions, articles, book chapters, webinars, and PowerPoints, as well as assignments related to fundraising and marketing 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.

VIII. Course Requirements

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

IX. Attendance and Participation

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Given the nature of the Intensive Weekend program, students' presence and active participation in class is critical to the learning experience. Students are expected to attend and be on time for all classes, both online and in person. Students who are ill should not come to class. All absences for illness or absence for any other unplanned emergency require notification of the Director of the IW program, and the instructor before the class. When feasible, the instructor may make arrangements for accommodation and/or make up work. However, absence of 8 or more hours of class may require withdrawal and repeat of that class or credits.

Cell phones must be silenced during class and use of electronic devices is limited to use related to class activities and note-taking. Full attention and engagement in discussion and classroom activities is expected and distraction from the use of electronic devices may result in limitation of their use.

X. Assignments and Grading

Grading

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

Marketing Mid-Term Paper: (50%).

Grant Proposal Oral Presentation: (10%).

Fundraising Final Paper: (25%).

Class Participation and Asynchronous Activities: (15%).

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.

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 citation/referencing (APA style) are expected for all written assignments. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.** Credit will be deducted from a paper's grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available.

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.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

XI. Course Outline

FUNDRAISING AND MARKETING

Module 1 – AN OVERVIEW OF FUNDRAISING

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

Understanding Budgets

REQUIRED READINGS

Association of Fundraising Professionals. (2024). *Code of ethical standards*. Retrieved from:
<https://afpglobal.org/ethics/code-ethical-standards>

Association of Fundraising Professionals et al. (2024). *The donor bill of rights*. Retrieved from:
<https://afpglobal.org/donor-bill-rights>

Despard, M. (2021). Program evaluation in nonprofits: Necessary evil or tool for organizational learning? In R.L. Edwards & P.A. Kurzman (Eds.), *Leading and managing nonprofit organizations* (pp. 222-248). Washington, DC: NASW Press.

Edwards, R.L. (2020). The context of fundraising. In R.L. Edwards, *Building a strong foundation: Fundraising for nonprofits* (2nd ed., pp. 1-23). Washington, DC: NASW Press.

SUPPLEMENTAL READINGS

CCS Fundraising. (2024). *AI + fundraising: How AI can grow your nonprofit*. Webinar. Retrieved from: <https://www.ccsfundraising.com/insights/ai-fundraising-webinar/>

CCS Fundraising. (2020). *Human and social service philanthropy and COVID-19: Perspectives and strategies from sector leaders*. Webinar. Retrieved from:
<https://go2.ccsfundraising.com/4.9.20SocialHumanServiceWebinar.html>

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>

Mac, R., & Sacks, B. (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>

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

REQUIRED READINGS

Adams, M.M. (2020). Legacy giving: Mortality-based gift intentions and complex gifts. In R.L. Edwards, *Building a strong foundation: Fundraising for nonprofits* (2nd ed.), pp. 63-88. Washington, DC: NASW Press.

Edwards, R.L. (2021). Securing resources for nonprofits: Developing a successful fundraising program. In R.L. Edwards & P.A. Kurzman (Eds.), *Leading and managing nonprofit organizations* (pp. 69-98). Washington, DC: NASW Press.

Edwards, R.L. (2020). The process of fundraising. In R.L. Edwards, *Building a strong foundation: Fundraising for nonprofits* (2nd ed.), pp. 24-62. Washington, DC: NASW Press.

Golensky, M., & Hager, M.A. (2020). Resource generation. In Martha Golensky & Mark A. Hager, *Strategic leadership and management in nonprofit organizations* (2nd ed.), (pp. 195-2220). New York, NY: Oxford University Press.

SUPPLEMENTAL READINGS

Martin, L. (2020). Performance-based contracting (PBC). In Robert A. Shick and Lawrence L. Martin (Eds.), *Human services contracting: A public solutions handbook* (pp. 20-27). New York, NY: Routledge.

Philanthropy New York. (2021). *What are nonprofit capacity building needs in the post-Covid area?* Webinar. Retrieved from: <https://vimeo.com/541720993>

Singh, K.K. (2005). Mean differences between non-strategic planning and strategic planning organizations on percentage of revenue by funding source. In *The impact of strategic planning process variation on superior organizational performance in nonprofit human service organizations providing mental health services*, Table 3.7, p. 75. Dissertation Abstracts International (UMI No. 3174894).

Module 3 – AN OVERVIEW OF MARKETING

Marketing Plans Made Specific/Segmenting Your Market

REQUIRED READINGS

Schwartz, M. (2016). *How nonprofit brand strategy increases organizational effectiveness and social impact*. Retrieved from: <https://constructive.co/insight/how-brand-strategy-strengthens-nonprofits>

Tuneva, M. (2020). Nonprofit marketing – Does strategic planning help? *Journal of Innovative Business and Management*, 96-104.

Werke, S.W., & Bogale, A.T. (2023). Nonprofit marketing: A systematic review. *Journal of Nonprofit & Public Sector Marketing*, 1-38.

SUPPLEMENTAL 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.

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

REQUIRED READINGS

Rees, S. (2022). Your guide to a nonprofit self-audit of your marketing plan. Retrieved from: <https://getfullyfunded.com/nonprofit-self-audit>

Trevor, G. (2021). Successfully promoting nonprofits to the media and the public: A practical guide. In R.L. Edwards & P.A. Kurzman (Eds.), *Leading and managing nonprofit organizations* (pp. 31-48). Washington, DC: NASW Press.

SUPPLEMENTAL READINGS

Stern, G.J. (2001). Part 1: Demystifying marketing. In *Marketing workbook for nonprofit Organizations, Volume I: Develop the plan* (2nd ed., pp. 3-15). Saint Paul, MN: Amherst Wilder Foundation.

Stern, G.J. (2001). Part 2, Step 1: Set marketing goals. In *Marketing workbook for nonprofit Organizations, Volume I: Develop the plan* (2nd ed., pp. 19-31). Saint Paul, MN: Amherst Wilder Foundation.

Stern, G.J. (2001). Part 2, Step 3: Conduct a marketing audit. In *Marketing workbook for Nonprofit organizations, Volume I: Develop the plan* (2nd ed., 53-84). Saint Paul, MN: Amherst Wilder Foundation.

Module 5 – DEVELOPING THE MARKETING PLAN

Review Marketing Mid-Term Paper Assignment

REQUIRED READINGS

Getting Attention. (2023). *A winning nonprofit marketing plan: How to make people look*. Retrieved from: <https://gettingattention.org/nonprofit-marketing-plan>

Nardini, G., Bubnitz, M.G., Butler, C., Croom-Raley, S., Escalas, J.E., Hansen, J., & Peracchio, L.A. (2022). Scaling social impact: Marketing to grow nonprofit solutions. *Journal of Public Policy & Marketing*, 41(3), 254-276.

Runn, C. (2023). Creating a nonprofit marketing plan in 2023: A step-by-step strategy guide. Retrieved from: <https://louderagency.com/nonprofit-marketing-plan>

SUPPLEMENTAL READINGS

Andreasen, A.R. (2012). Rethinking the relationship between social/nonprofit marketing and commercial marketing. *Journal of Public Policy and Marketing*, 31(1), 36-41.

Stern, G.J. (2001). Part 2, Step 4: Develop the marketing plan. In *Marketing workbook for Nonprofit organizations, Volume I: Develop the plan* (2nd ed., 85-99). Saint Paul, MN: Amherst Wilder Foundation.

Module 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

REQUIRED READINGS

Blackbaud Institute (2024). *Blackbaud Institute spotlight: 2023 trends in giving*. Retrieved from: <https://www.blackbaud.com/newsroom/article/blackbaud-institute-shares-spotlight-on-2023-trends-in-giving>

Bray, I. (2022). Special events. In *Effective fundraising for nonprofits: Real-world strategies that work* (7th ed., pp. 203-250). Berkeley, CA: Nolo.

Edwards, R.L. (2020). Special events. In R.L. Edwards, *Building a strong foundation: Fundraising for nonprofits* (2nd ed., pp. 114-158). Washington, DC: NASW Press.

Rovner, M. (2018). *The next generation of American giving: The charitable habits of Generation Z, Millennials, Generation X, Baby Boomers, and Matures*. Retrieved from:

<https://cdn.fedweb.org/fed-115/2/2018-Next-Generation-of-Giving.pdf>

SUPPLEMENTAL READINGS

Feldmann, D. (2018). The millennial impact report: 10 years looking back. Retrieved from: <https://www.themillennialimpact.com/sites/default/files/images/2018/MIR-10-Years-Looking-Back.pdf>

Kessler, J.B., & Milkman, K.L. (2018). Identity in charitable giving. *Management Science*, 64(2), 845-859. Retrieved from: <https://pubsonline.informs.org/doi/abs/10.1287/mnsc.2016.2582>

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>

Pagen, D. (2022). *The Christmas basket: A special events planning cautionary tale*. Retrieved from: <https://income-movement.medium.com/the-christmas-basket-9552adb5429a>

Module 7 – ETHNIC/ RACIAL AND RELIGIOUS GIVING AND ASSESSING THE ORGANIZATION’S FUNDRAISING ABILITY: STRUCTURE AND READINESS

REQUIRED READINGS

Bray, I. (2022). Developing your fundraising plan. In *Effective fundraising for nonprofits: Real-world strategies that work* (7th ed., pp. 37-64). Berkeley, CA: Nolo.

Indiana University Lilly Family School of Philanthropy. (November 2023). *Giving trends by race and ethnicity*. Retrieved from: <https://scholarworks.indianapolis.iu.edu/server/api/core/bitstreams/6b8c2e97-ab05-4c0c-bf19-e7438953c53b/content>

Queenan, J. E., Grunert, P., & Murphy, D. (2021). *Elevating the role of faith-inspired impact in the social sector*. Boston: The Bridgespan Group. Retrieved from: <https://www.bridgespan.org/getmedia/0952bd65-31a2-4d9a-97b0-5926ef1f48e6/elevating-the-role-of-faith-inspired-impact-in-the-social-sector-jan-2021.pdf>

Wallace, N. (2019). *Nonprofit leaders of color speak out about struggles and triumphs*. Retrieved from: https://www.philanthropy.com/interactives/20190709_LeadersOfColor

SUPPLEMENTAL READINGS

Dalberg. (July 2018). *Putting our money where our hearts are*. Retrieved from: <https://dalberg.com/wp-content/uploads/2018/07/Dalberg-Indiaspora-study.pdf>

Gudino, L. (2020). *Justice for All* PPT. [Presentation delivered for Professor Karun K. Singh’s

Fundraising and Marketing class in Spring 2020].

- Im, C., & Budiman, A. (2024). *Asian Americans, charitable giving, and remittances*. Pew Research Center. Retrieved from: <https://www.pewresearch.org/race-and-ethnicity/2024/05/02/asian-americans-charitable-giving-and-remittances/>
- Indiana University Lilly Family School of Philanthropy. (September 2023). *Latinx philanthropy: Understanding generosity trends across Latinx communities in the US*. Retrieved from: https://hipfunds.org/wp-content/uploads/2023/09/Latinx-Philanthropy-Report_FINAL_updated.pdf
- Nissim, H.S.B. (December 16, 2017). American Jews and charitable giving: An enduring tradition. *Salon*. Retrieved from: https://www.salon.com/2017/12/16/american-jews-and-charitable-giving-an-enduring-tradition_partner/
- Siddiqui, S., & Wasif, R. (2021). *Muslim American giving 2021*. Retrieved from: <https://scholarworks.indianapolis.iu.edu/server/api/core/bitstreams/32235367-58a0-4155-b2bc-b1718ddf4216/content>

Module 8 – WHO DOES WHAT? FUNDRAISING ROLES

MARKETING MID-TERM PAPER DUE

REQUIRED READINGS

Bray (2022): Chapter 2: Fundraising Tools

Edwards, R.L. (2020). *Building a strong foundation: Fundraising for nonprofits* (2nd ed.). Washington, DC: NASW Press, Chapter 7 and Appendix, pp. 178-192.

Keegan, B. (2023). Community-engaged philanthropy: The role of the fundraiser in building equitable communities. *Journal of Philanthropy and Marketing*, 28(4), e1735. Retrieved from: <https://doi.org/10.1002/nvsm.1735>

SUPPLEMENTAL READINGS

Chapman, C.M., Louis, W.R., Masser, B.M., & Thomas, E.F. (2022). Charitable triad theory: How donors, beneficiaries, and fundraisers influence charitable giving. *Psychology & Marketing*, 39(9), 1826–1848. Retrieved from: <https://doi.org/10.1002/mar.21701>

Lamar, M. (2013). *Fundraising Tips* PPT. [Presentation delivered for Professor Karun K. Singh's Fundraising and Marketing class in Summer 2013].

Priante, A., Ehrenhard, M.L., van den Broek, T., Need, A., & Hiemstra, D. (2022).

“Mo” together or alone? Investigating the role of fundraisers’ networks in online peer-to-peer fundraising. *Nonprofit and Voluntary Sector Quarterly*, 51(5), 986-1009. Retrieved from: <https://doi.org/10.1177/08997640211057456>

Module 9 – NEW FUNDRAISING FORMATS

Crowdfunding
Strategic Communications and Partnerships
Social Entrepreneurship

REQUIRED READINGS

Bray (2022): Chapter 9: Raising Money Through Business or Sales Activities

Bray (2022): Chapter 11: Integrating Nonprofit Communications into Fundraising Efforts

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

Mandiberg, J.M., Livingston, J.P.H., & Silva, J. (2019). Social innovation and social work practice. In M. Nandan, T.B. Bent-Goodley, G. Mandayam, & A. Singh (Eds.), *Social entrepreneurship, intrapreneurship, and social value creation: Relevance for contemporary social work practice* (pp. 47-69). Washington, DC: NASW Press.

Nandan, M., Bent-Goodley, T.B., Mandayam, G., & Singh, A. (2019). Social entrepreneurship, social intrapreneurship, social innovation, and social value creation: An overview and implications for social work. In M. Nandan, T.B. Bent-Goodley, G. Mandayam, & A. Singh (Eds.), *Social entrepreneurship, intrapreneurship, and social value creation: Relevance for contemporary social work practice* (pp. 3-26). Washington, DC: NASW Press.

Smith, S. (2021). Nonprofit crowdfunding best practices. *UNI Graduate Research Papers*, 2102, 1-33.

SUPPLEMENTAL READINGS

Di Lauro, S., Tursunbayeva, A., & Antonelli, G. (2019). How nonprofit organizations use social media for fundraising: A systematic literature review. *International Journal of Business and Management*, 14(7), 1-22. Retrieved from: <https://doi.org/10.5539/ijbm.v14n7p1>

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

Godwin, C., Crocker-Billingsley, J., Allen-Milton, S., & Lassiter, C.D. (2022). Social entrepreneurship and social work for transformational change: Re-envisioning the social work profession, education, and practice. *Advances in Social Work*, 22(2), 475-498.

Module 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

REQUIRED READINGS

Bray (2022): Chapter 10: Seeking Grants from Foundations, Corporations, and Government

Karsh & Fox (2019): Chapter 4: Getting ready to write a grant proposal

Haynes, E. (2023). A new fundraising assistant: ChatGPT: The AI technology can take a first stab at writing grant applications, social-media posts, and thank-you notes to donors. *The Chronicle of Philanthropy*, 16-19.

The Foundation Center Directory Online by Candid. (2025). The professional version is free for faculty, staff, and students through the Rutgers library system via their NetID: (<http://www.libraries.rutgers.edu/indexes/fconline>). Review the “Navigating Search Results in FDO” Video: <https://www.youtube.com/watch?v=TlzXO46IOtI> and also review also the “Key Parts of a Grantmaker Profile” Video: https://www.youtube.com/watch?v=6_V2zxYxyNw

SUPPLEMENTAL READINGS

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, L.L., & 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.

Willmott, B. (August 14, 2024). *How to find grants for nonprofits: A master guide*. FundSource26. Retrieved from: <https://fundsource26.com/how-to-find-grants-for-nonprofits/>

Module 11 – FORMULATING THE GRANT PROPOSAL

REQUIRED READINGS

Karsh & Fox (2019)

Chapter 6: Writing proposals with style: 12 basic rules

Chapter 10: Finding partners and building coalitions

Dakin, A. (January 2018). *Social workers can make excellent grant writers*. Retrieved from: https://www.socialworktoday.com/archive/exc_0118.shtml

Van den Besselaar, P., & Mom, C. (2022). The effect of writing style on success in grant applications. *Journal of Informetrics*, 16(1), 101257. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S1751157722000098?via%3Dihub>

SUPPLEMENTAL READINGS

Blackbaud. (2025). *The Fort Collins Habitat for Humanity case example*. Retrieved from: <https://www.blackbaud.com/customer-stories/fort-collins-habitat-for-humanity>

Coupet, J., & Schehl, M. (2022). Government grants, donors, and nonprofit performance. *Journal of Public Administration Research and Theory*, 32(1), 97-110. Retrieved from: <https://doi.org/10.1093/jopart/muab022>

PandaDoc. (2025). Review the “How to Write a Grant Proposal: A Step-by-Step Guide” Video: https://www.youtube.com/watch?v=6_V2zxYxyNw

Module 12 – PREPARING FOR GRANT PROPOSAL PRESENTATIONS

Review Grant Proposal Oral Presentation and Final Fundraising Paper Assignments

REQUIRED READINGS

Abdul Latif Jameel Poverty Action Lab. (2025). *Grant proposal checklist*. Retrieved from: <https://www.povertyactionlab.org/sites/default/files/research-resources/GrantProposalsChecklist.pdf>

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

SUPPLEMENTAL READINGS

Bicoy, B. (June 6, 2024). Pulse of philanthropy: A collaborative approach to philanthropy. *Peninsula Pulse*, 1-1. Retrieved from: <https://doorcountypulse.com/pulse-of-philanthropy-a-collaborative-approach-to-philanthropy/>

Townsel, C. (February 14, 2024). *How a style guide can improve your team's grant application process*. NCOA. Retrieved from: <https://www.ncoa.org/article/how-a-style-guide-can-improve-your-grant-application-process/>

Module 13 – PROPOSAL PRESENTATIONS DUE IN PROPOSAL PRESENTATION ASSIGNMENT AREA AND ON DISCUSSION BOARD

PROPOSAL PRESENTATIONS DUE

REQUIRED READINGS

Yuen, K.O., Terao, K.L., & Schmidt, A.M. (2009). Proposal writing: Beginning with the end in mind. In *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons.

Congressional Research Services. (August 10, 2023). *How to develop and write a grant proposal*. (CRS Report No. RL32159). Retrieved from: <https://crsreports.congress.gov/product/pdf/RL/RL32159>

Silvia, P. J. (2019). Writing proposals for grants and fellowships. In *How to write a lot: A practical guide to productive academic writing* (2nd ed.). American Psychological Association.

Weisman, D., & Zornado, J. L. (2018). Fundamentals of effective writing. In *Professional writing for social work practice* (2nd ed.). Springer Publishing Company.

SUPPLEMENTAL READINGS

BoardSource. (2017). *Measuring fundraising effectiveness toolkit*. Retrieved from: <https://boardsource.org/wp-content/uploads/2017/01/Measuring-Fundraising-Effectiveness-Toolkit.pdf>

Kimbia. (2016). *5 myths of digital fundraising*. Ebook. Retrieved from: info@kimbia.com

Young, D. & Soh, J. (2016). Nonprofit finance. In David O. Renz et al. (Eds.), *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (pp. 509-535). Jossey-Bass.

Module 14 – LIBERATORY CONSCIOUSNESS FRAMEWORK (LCR)

REQUIRED READINGS

Floersch, B. (2021). *You have a hammer: Building grant proposals for social change*. Rootstock Publishing.

Love, B.J. (2000). Developing a liberatory consciousness. In M. Adams, *Readings for diversity & social justice* (pp. 470-474). Routledge.

Silvia, P. J. (2019). The care and feeding of writing schedules. In *How to write a lot: A practical guide to productive academic writing* (2nd ed.). American Psychological Association.

Yuen, K.O., Terao, K.L., & Schmidt, A.M. (2009). Program evaluation. In *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons.

SUPPLEMENTAL READINGS

Kimbia. (2016). *Fundraise smarter, not harder*. Ebook. Retrieved from: info@kimbia.com

O'Neal-McElrath, T., Kanter, L., & Jenkins, E.L. (2019). Sustaining relationships with funders. In *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals*. John Wiley & Sons.

Slack, J.D. (2021). *Funding a community project in rural Ohio: The importance of the “why” in a successful grant proposal*. SAGE Publications: SAGE Business Cases Originals.

Module 15 – FINAL WEEK

FUNDRAISING FINAL PAPER DUE

REQUIRED READINGS

Required Interactive Exercise for the Final Discussion Board Assignment. Play the online marketing and fundraising game “SPENT”: <http://playspent.org/>

Register for Career/Jobs Networking: <https://socialworkmanager.org/>

Go to the Network for Social Work Management website, enter your name, email address, telephone number, and click “subscribe.”

SUPPLEMENTAL READINGS

Mitchell, G.E., & Calabrese, T.D. (2019). Proverbs of nonprofit financial management. *The American Review of Public Administration*, 49(6), 649-661. Retrieved from: <https://journals.sagepub.com/doi/10.1177/0275074018770458>

Play the online DHHS research misconduct training tool “The Lab”: <https://ori.hhs.gov/TheLab/>

Course Evaluations