The George Washington University
Trachtenberg School of Public Policy and Public Administration

PPPA 6032 - MANAGING FUNDRAISING AND PHILANTHROPY
(Fall, 2015)

(Rev. 7/7/2015)

GENERAL COURSE INFORMATION

PPPA 6032.10 (CRN 64713)
Managing Fundraising* and Philanthropy
Fall, 2015, Tuesdays, 6:10 – 8 pm

PROFESSOR INFORMATION

Michael J. Worth
Professor of Nonprofit Management
601-S 805 21st Street, NW
Washington, DC 20052
(202) 994-3902
E-mail: mjworth@gwu.edu

Office hours: Fall, 2015: Mondays 3-5 pm, Tuesdays 3-5 pm, and by appointment. Students are encouraged to make an appointment, even during regular office hours. Email is the best way to contact the professor regarding appointments and other matters.

COURSE DESCRIPTION

This course provides a comprehensive overview of fundraising for nonprofit organizations and institutions. Topics covered include the historical, cultural, and legal foundations of philanthropy; positioning the organization for fundraising; characteristics and motivations of donors; corporate-nonprofit partnerships; roles of staff and volunteers; strategies and techniques for identifying, cultivating, and soliciting donors; ethical principles; managing complex fundraising programs; emerging trends in fundraising and philanthropy, and relevant policy issues. Corporate and foundation fundraising are covered in the course, but there is an emphasis on developing financial support from individual donors through annual funds, campaigns, and major and planned gifts. The focus of the course is on fundraising in the United States, but many principles will also be applicable in the international environment.

*Note on Style:
Students will note various styles used for the term “fund raising.” Some (including the Association of Fundraising Professionals) use it as one word (fundraising). Others, e.g., the New York Times, hyphenate the term in all cases (fund-raising). Others use two words, unhyphenated when used as a noun and hyphenated when used as an adjective, e.g., “we engaged in fund raising” (noun); “we applied fund-raising techniques” (adjective). This syllabus uses the AFP style (fundraising). Students may use any of these styles, as long as one is applied consistently.
AUDIENCE

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

LEARNING OBJECTIVES

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

METHODS OF INSTRUCTION

Most classes will include a lecture portion and a discussion portion. Students are expected to have read the assigned reading before the class meeting and to have given thought to any key questions it raises. Students also are encouraged to read the popular and industry media to identify current news related to the course that they wish to bring up for discussion in class.

METHODS OF EVALUATION

20% of course grade: class participation

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

40% of course grade: brief papers

Twice during the semester, the professor will assign a case for reading and questions related to a case. The questions will require students to apply concepts from reading and class discussion to analysis of the case. Answers are to be written at home and are to be submitted electronically no later than the beginning of the class meeting the following week. The professor will provide detailed instructions on how to submit the papers. The paper may not exceed 5 pages, double-spaced. Each brief paper counts for 20% of the course grade.

40% of course grade: Course paper or project

Students will complete a course paper or a project, on a topic of their choosing that is related to the course. The paper or project may take several forms, as explained in Attachment to this syllabus. Students are strongly encouraged to identify the topic of their paper as early in the semester as possible, not later than week 8. Formal approval of the topic is not required, but students are encouraged to discuss their ideas with the professor via email or in person to make sure that it is appropriate. Topic ideas also will be discussed in class. See more next page…
Students should be prepared to give a very brief (5-10 minutes) summary of their work in class, as called upon, beginning in Session 13, with the understanding that the paper itself may not be completed by that time. The completed paper/project work product must be submitted electronically no later than the beginning of the last class period. The professor will provide instructions on how to submit the paper.

POLICIES

This course follows established policies of the University and Columbian College, including the policy on class attendance (http://registrar.gwu.edu/university-policies#attendance), the policy on religious holidays (http://registrar.gwu.edu/university-policies#attendance), the policy on disabilities (http://registrar.gwu.edu/university-policies#attendance). Students with disabilities are encouraged to seek assistance from Disability Support Services (http://www.gwired.gwu.edu/dss). Any case of dishonesty will be referred to the Academic Integrity Council following the processes provided online. The Code states: “Academic dishonesty is defined as cheating on any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the remainder of the Code, see http://www.gwu.edu/~ntegrity.code/html. Written assignments are due on the day indicated in this syllabus. Failure to meet the deadline may result in a lower grade than otherwise would have been assigned to the work. Extensions may be granted only under certain circumstances, consistent with the above policies.

REQUIRED READING

Book (purchase):


Blackboard and Web:

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

RECOMMENDED READING

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

WEBSITES

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

September 1, 2015
Session 1
Course Introduction

- Professor’s lame opening jokes
- Typically awkward first-session introductions
- Overview of the course
- Introduction to American philanthropy

There is no reading assigned in advance of the first class session.

September 8, 2015
Session 2
Principles of Fund Raising

- Developing the case for support
- The link to planning
- The fundraising cycle
- The fundraising pyramid
- Overview of donor motivation
- New concepts: strategic philanthropy, venture philanthropy, catalytic philanthropy, etc.
- Responsibilities of the board, CEO, development professionals

Reading:

BOOK: Temple, chapters 1-5 + 24
BLACKBOARD: (1) Crutchfield, Do More Than Give, Chapter 1; (2) Brest, A Decade of Outcome-Oriented Philanthropy

September 15, 2015
Session 3
Raising Funds for Current Operating Support

- Application of marketing principles
- Direct mail, phone, Internet solicitations
- Role of social media/social networkins
- Special events

Reading:

BOOK: Temple, chapter 6, 19, 20, 21, 22, 26
BLACKBOARD: (1) 2011 Internet and Multichannel Giving Benchmarking Report, July, 2011 [Students do not need to read every word of this long report. Just look through to get the general idea and note any tables or graphs of interest to you.] [Note: The data are now four years out of date, but no more-recent study has been completed and the trends discussed in this report remain relevant.]; (2) Arrillaga-Andreesen, Ch 2, Connecting Drops; (3) Dixon & Keyes, Permanent Disruption of Social Media (4) Is Raising Visibility a Waste of Time?
Recommended reading:

BLACKBOARD: 2015 Online Fundraising Report (Network for Good)

September 22, 2015
Session 4
Major Gifts From Individuals

- Principles of major gifts fundraising
- Motivations of major gift donors
- Donor cultivation and solicitation

Reading:

BOOK: Temple, chapters 7, 11, 15, 18, 23
BLACKBOARD: Wallace, “Silicon Valley vs Philanthropy”

Recommended reading:

BLACKBOARD: 2014 US Trust Study of High Net-Worth Philanthropy. (A long report; just look through to get the overall findings and note any tables or graphs you find interesting.)

September 29, 2015
Session 5
Major Gift Solicitation Exercises

The class will be divided into groups to plan and undertake solicitation visits to hypothetical major gift prospects. The materials will be distributed in class.

**FIRST BRIEF PAPER ASSIGNED**

October 6, 2015
Session 6
GUEST SPEAKER – TBD

**FIRST BRIEF PAPER DUE**

October 13, 2015
Session 7
Planned Giving

Overview of tax law influencing charitable giving
Principles of charitable gift planning
Introduction to planned giving vehicles
Reading:

BOOK: Temple, chapter 9
WEB: Peruse the GW planned giving website. (http://www.gftpln.org/Home.do?orgId=6220). [Students need not read everything on the site, but look around to get a sense of GW’s planned giving program and the manner in which it is marketed to donors.]

Recommended reading

BLACKBOARD: (1) PPP Guidelines for Reporting and Counting Charitable Gifts, 2nd edition, 2006; (2) PPP Model Standards of Practice for the Charitable Gift Planner (National Committee on Planned Giving)
WEB: Look around the website of the Planned Giving Design Center (http://www.pgdc.com)

October 20, 2015
Session 8
Campaign Planning and Management

Historical development of the campaign
Campaign models
The gift-range chart
Phases of the campaign
Campaign organization and leadership

Reading:

BOOK: Temple, chapter 8
BLACKBOARD: Worth, Chapters 1: The Comprehensive Campaign and Chapter 2: Campaign Phases
WEB: (1) Peruse the website of “Making History: The Campaign for GW” (http://campaign.gwu.edu/); (2) For an example of a campaign not in higher education, peruse the website for the N Street Village campaign, “Keeping Our Promise.” (http://www.nstreetvillage.org/capitalcampaign/). [Note: Just look around to get a sense of how these campaigns are presenting their priorities and goals. You do not need to read everything on the sites.]

October 27, 2015
Session 9
Corporate and Foundation Support

- Types of corporate giving programs
- Trends in corporate philanthropy
- Approaching corporate donors
- Corporate partnerships
- Types of foundations
- Trends in foundation support
- Approaching foundations
- Foundation issues
**Reading:**

**BOOK:** Temple, chapters 12, 13

**BLACKBOARD:** Corporate Philanthropy: The Age of Integration (A Report From the Center on Philanthropy at Indiana University), May, 2007 [Note: Students should read at least “Part I: Overview and General Findings” and “Part III: Best Practices.” Other portions of the report are optional but recommended.]

**WEB:** Peruse the website of the Foundation Center (DC). [http://foundationcenter.org/Washington](http://foundationcenter.org/Washington). [NOTE: Students need not read everything on this site, just look around to gain a sense of what is available.]

**SECOND BRIEF PAPER ASSIGNED**

November 3, 2015
Session 10
**GUEST SPEAKER – TBD**

**SECOND BRIEF PAPER DUE**

November 10, 2015
Session 11
**Managing Fund Raising Programs**

Development office organization
Advancement services
Costs and accountability
Prospect management
Development officer performance
Stewardship and donor relations
Gift acceptance policies
Recruiting, retaining, motivating professional staff

**Reading:**

**BOOK:** Temple, chapters 27-34+37

November 17, 2015
Session 12
**Legal, Ethical, and Policy Issues**

Regulation of fundraising
Implications of tax policy
Standards of professional practice
Ethical dilemmas
Reading:

BOOK: Temple, chapter 35, 36
BLACKBOARD: 1) "AFP Code of Ethical Principles and Standards of Professional Practice” (Association of Fundraising Professionals); 2) “Donor Bill of Rights” (AAFRC, AFP, AHP, CASE); 3) “Principles of the E-Donor Bill of Rights” (AFP) 3) Ethics Cases Handout (professor-prepared document)

Recommended Reading:

BLACKBOARD: (1) “Renaming Avery Fisher Hall;” (2) Lindsay, “As Menu of Naming Rights Expands”; (3) Brookings, Washington Post article

Preparation for class discussion: Identify cases from the Ethics Cases Handout on Blackboard (document prepared by the professor) that you find most interesting. Selected cases will be the basis for class discussion in this meeting.

November 24, 2015
Session 13
Discussion of student papers/projects

December 1, 2015
Session 14
Continued discussion of student papers/projects - Final Session

FINAL PAPER/PROJECT DUE

==========================================================================

ATTACHMENT: OPTIONS AND IDEAS FOR COURSE PAPER OR PROJECT

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

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

(2) A critical survey of the literature on a subject related to the course. The paper should reflect the student’s critical thinking rather than just summarize the material, for example, identifying themes and issues in the literature and analyzing various approaches. Assigned readings may stimulate thinking about paper topics. Reading the Chronicle of Philanthropy is also a good way to identify topics that are of current interest in the nonprofit sector. [It is available in full text via Gelman Library.] The professor will discuss possible paper topics in class, but students should select topics of particular interest to them. A course paper is usually about 16-20 pages in length, including references.
(3) An analysis of an ethical or policy issue related to the course. The paper should analyze both sides of the issue and take a position, supported with reasoned arguments and data. For example, there are significant issues related to tax policy, methods for evaluating and compensating development officers, regulation of foundations and donor-advised funds, and many others. This type of paper is usually about 16-20 pages in length, including references.

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

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

Projects need to result in a tangible product that the professor can evaluate. For example, if a student were to develop a fundraising plan or undertake an assessment for a nonprofit organization, the professor would expect to see the written plan or report. In addition, the student should submit a memorandum reflecting on the project. This memorandum should describe how the project was conducted – what meetings were held at the nonprofit, what documents and materials were used, etc. It should also summarize what was learned through the experience. If the project has been undertaken by a team, the memorandum should describe the role played by each team member. Depending on the nature of the project, the product may need to be submitted to the professor in hard copy rather than electronically, as is prescribed for papers.