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

PPPA 6032 - MANAGING FUNDRAISING AND PHILANTHROPY  
(Fall, 2016)  

(Rev. 5/10/2016)  

GENERAL COURSE INFORMATION  

PPPA 6032.10 (CRN 14023)  
Managing Fundraising and Philanthropy  
Fall, 2016, Tuesdays, 6:10 – 8 pm  

PROFESSOR INFORMATION  

Michael J. Worth  
Professor of Nonprofit Management  
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Office hours: Fall, 2016: Mondays 3-5 pm, Tuesdays 3-5 pm, and by appointment. Students are encouraged to make an appointment, even during regular office hours. Email is the best way to contact the professor for a prompt reply.  

COURSE DESCRIPTION  

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

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

METHODS OF 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 may negatively affect the course grade. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration.

40% of course grade: brief papers

Twice during the semester, the professor will assign a case for reading and questions related to the 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 the 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.

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

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

August 30, 2016
Session 1
Course Introduction

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

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

September 6, 2016
Session 2
Principles of Fundraising

- The link to planning
- The fundraising pyramid
- The fundraising cycle
- Responsibilities of the board, CEO, development professionals
- Donor types
- Developing the case for support

Reading:

BOOK: Worth, Chapters 1, 4, 5
BLACKBOARD: Brest, A Decade of Outcome-Oriented Philanthropy

Recommended reading:

BOOK: Worth, Chapter 2 (Understanding the Nonprofit Sector and Nonprofit Organizations) is recommended for students who do not have a background in the nonprofit sector and who have not taken a previous course related to nonprofit management. Those who have taken such a course may find this chapter useful as a refresher or may decide to skim or skip this chapter.

BOOK: Worth, Chapter 15 (International Fundraising and Philanthropy). This course is primarily focused on fundraising and philanthropy in the United States. Students who have an international interest may find this chapter to be a useful overview.
September 13, 2016
Session 3
Building a Base of Current Operating Support

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

Reading:

BOOK: Worth, Chapter 6
BLACKBOARD: Network For Good, 2015 Online Fundraising Report
WEB: Peruse the following websites. [Just look around to get a sense of how they operate.]

Recommended reading:

BLACKBOARD: (1) Arrillaga-Andreesen, Ch 2, Connecting Drops; (2) Dixon & Keyes, Permanent Disruption of Social Media (3) Is Raising Visibility a Waste of Time?

September 20, 2016
Session 4
Major Gift Programs

• Donor motivations
• Principles of major gift fundraising
• Donor cultivation and solicitation
• Managing the major gift process

Reading:

BOOK: Worth, Chapters 3, 7

BLACKBOARD: (1) Wallace, “Silicon Valley vs Philanthropy.” (2) 2014 US Trust Study of High Net-Worth Philanthropy. [A long report; just browse through to get the overall findings and note any tables or graphs you find interesting.]

September 27, 2016
Session 5
Major Gift Solicitation Exercises

The class will be divided into groups to plan and undertake solicitation visits to hypothetical major gift prospects. A handout on Blackboard includes profiles of the prospects and group instructions. [These cases also are included at the end of Chapter 7 of the text.] Students should review those materials before this session.

FIRST BRIEF PAPER ASSIGNED
October 4, 2016
Session 6
GUEST SPEAKER: TBD

FIRST BRIEF PAPER DUE

October 11, 2016
Session 7
Planned Giving

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

Reading:

BOOK: Worth, Chapter 8
WEB: Peruse the GW planned giving website. (http://gwu.planmylegacy.org/). [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, 2009; (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 18, 2016
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: Worth, Chapter 11
WEB: (1) Peruse the website of the Harvard Campaign (http://campaign.harvard.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 25, 2016 – FALL BREAK, NO CLASS
November 1, 2016  
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: Worth, Chapters 9, 10  
WEB: Peruse the website of the Foundation Center (DC). http://foundationcenter.org/Washington. [NOTE: Students need not read everything on this site, just look around to gain a sense of what is available.]

SECOND BRIEF PAPER ASSIGNED

November 8, 2016  
Session 10  
GUEST SPEAKER – TBD

SECOND BRIEF PAPER DUE

November 15, 2016  
Session 11  
Managing Fundraising Programs

- Development office organization and staff management  
- Advancement services  
- Costs and accountability  
- Stewardship and donor relations  
- Gift acceptance policies

Reading:

BOOK: Worth, Chapters 12, 13
November 22, 2016
Session 12
Legal, Ethical, and Policy Issues

- Regulation of fundraising
- Standards of professional practice
- Ethical dilemmas

Reading:

BOOK: Worth, Chapter 14
BLACKBOARD: Preparation for class discussion: Identify scenarios from the Ethical Cases Handout on Blackboard that you find most interesting. Selected cases will be the basis for class discussion in this meeting.

Recommended Reading:

BLACKBOARD: (1) “Renaming Avery Fisher Hall;” (2) Lindsay, “As Menu of Naming Rights Expands”; (3) Brookings, Washington Post article; (4) Paul Smith’s College (NYT article)

November 29, 2016
Session 13
Discussion of student papers/projects

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

December 6, 2016
Session 14 – Final Session

- Continued discussion of student papers/projects
- Final mad rantings of the professor

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.