

**UNIVERSITY OF PENNSYLVANIA
SCHOOL OF SOCIAL POLICY & PRACTICE
Nonprofit Leadership**

Philanthropy and Fundraising Tools for Managers of Nonprofit Organizations

NPLD 796-001

Time: 5:15pm-7:00pm // In-Person and Virtual

Fall 2021

Instructor Name

Eileen R. Heisman

Instructor Contact Information

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Office Hours via Zoom by appointment only (early mornings; 8 am or 6 pm or other times as requested)

Contact Rachel Colavita to schedule an appointment rcolavita@nptrust.org

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Teaching Assistant Name & Contact Information

Lauren Grow

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Office Hours: Tuesday evenings at 7 pm EST via Zoom or by appointment

Course Description/Purpose

Nearly all professionals who are engaged in leadership roles in social benefit organizations will be expected to raise private charitable dollars, manage those who are raising funds and address issues regarding philanthropy. Organizations who raise charitable funds to meet their mission can more easily achieve the social benefits they are seeking, whether they are small grassroots organizations or large nonprofits.

The course will give students both the theory and basic knowledge of fundraising that charitable organizations use to raise private philanthropic dollars. Structured as a survey course, each class will review different aspects of the theory and body of knowledge that guide the most effective fundraising programs in charitable organizations. There will also be discussions of philanthropic traditions, ethical issues that fundraisers face in the course of their work, analyzing and commenting on complex philanthropic challenges and review past and current philanthropic trends.

Each class is structured to both impart the theory and develop the skills to enhance the student's understanding of private philanthropy. After completing the course, students will understand the theory and critical thinking behind the following: principals of individual giving, major gifts, structural philanthropic vehicles, making the case for support, prospect research and legal and practical issues of grantmaking. This course will not cover government funding.

Educational Objectives

List what students will be able to **demonstrate** at the end of this course.

This course has 8 main objectives:

1. Understand how American philanthropy has evolved
2. Understand techniques of annual giving and major gifts and how and why they benefit the

organization's mission

3. Develop the ability to make the case for support for the mission of an organization and understand how that differs from the mission statement
4. Understand how development officers use prospect research to improve the solicitation of individual and institutional donors
5. Include diverse readings and perspectives in philanthropy and professional fundraising in the United States.
6. Gain awareness of motivational styles of individual giving and how professionals work within those styles to secure gifts
7. Gain basic knowledge of foundations and grantmaking
8. Acquire basic knowledge of cause-related marketing and corporate giving

Course Requirements and Expectations

Expectations

Classroom learning is a fundamental component of professional education. **Students are expected to attend each class, arrive to class on time, have the Zoom camera on (unless excused) during scheduled remote classes, and attend the full class for the full point value associated with the participation grade.**

Student will be graded on: (a) substantial participation in class discussions; (b) read on a weekly basis and come to class prepared to discuss the reading assignments; (c) demonstrate professional behavior; and (d) submit written assignments by the due date and in accordance with the specified format. Canvas has the ability to track online participation on forums, readings, and assignments which will be included in the evaluation of the student's engagement.

If you are unable to attend class for any reason, please notify your instructor(s) 24 hours in advance. Excessive absenteeism (i.e., missing two or more classes) and excessive tardiness (i.e., being late more than three times) are considered serious violations. The instructors will address this matter by meeting with the student. Persistent issues will result in putting a problem notice on the student's record and instructors will inform the student's academic advisor. Excessive absenteeism and/or incomplete assignments could result in course failure.

This course emphasizes the development of professional behavior. As such, unprofessional behavior can negatively affect a student's grade in the course.

Grading Policies

The final course grade is based on the student's activities and evaluations in class. A final grade of D+ or below is insufficient to pass this course and will yield a final course grade of F.

Students whose grade is minimal or failing in this course at midterm will be notified in writing.

Determination of Grade

Assignment #1	25%
Assignment #2	25%
Attendance and Class Participation (on video classes and on Canvas)	15%
Class Assignments on Canvas	10%

Final Project (Assignment #3)	25%
TOTAL	100%

Academic Integrity

Students are expected to adhere to the University's Code of Academic Integrity, available at <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>. Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions (see descriptions below).** Students who engage in any of these actions will be referred to the Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty.

1. Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.
2. Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.
3. Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

**It is students' responsibility to consult the instructor or teaching assistant if they are unsure about whether something constitutes a violation of the Code of Academic Integrity.

***Upon assignment submission on Canvas, student's written assignments will be scanned for plagiarism. Before submitting, students will have the opportunity to revise their papers based on the plagiarism percentage score. Students' papers should not exceed 20% of duplicative sourced material per TurnItIn's guidelines.

Required Texts

1. Tempel, E., Seiler, T., & Aldric, E. (2016). *Achieving Excellence in Fundraising* (Fourth Edition). San Francisco, CA: Wiley, Johns & Sons, Incorporated. ISBN-13: 978-1118853825; ISBN-10: 0470551739
2. Warwick, M. (2013). *How to Write Successful Fundraising Appeals* (Third Edition). Jossey-Bass, Inc. ISBN-13: 978-1118543665; ISBN-10: 1118543661
3. Any articles or supplemental material that are required will be listed below and are on Canvas.

Assignments

There will be three assignments – two written assignments and one final written and oral project which will be presented to classmates. The projects will incorporate information from classes and readings from outside sources the student independently seeks, if necessary.

Papers should be submitted using 12-point, Arial or Times New Roman font with pages numbered. All papers should integrate the theory and practical knowledge from the readings and class discussions and include citations, using appropriate APA citation format. Students are strongly encouraged to use other sources, as well as class readings. **Papers must be submitted via Canvas by 11:59 PM ET the day the assignment is due. Late papers will be marked down by one grade immediately and the professor can continue to lower the**

grade. If papers are submitted beyond the semester's final scheduled class, they will be marked down at least two grades.

Note: Wikipedia is not an acceptable source for information for any of the papers and should not be footnoted.

Philanthropic News

During the semester, we will review current events relevant to the course at the beginning of class. Use the instructions below to set up a news briefing of philanthropy sent to your inbox:

- **Create Google Alerts:** Put in the phrases “Charitable giving”, “planned giving”, “charity”, “major gift” and “philanthropy” in a daily Google alert. Review them and bring 1-2 to highlight in class.
**will discuss first four-six weeks of class*

Assignment #1

“Major Philanthropists Analysis” (6-8 pages)

Due Date: Monday, October 4 at 11:59 PM EST

Description of Assignment and Expectations:

The purpose of this assignment is to select and review the background and impact of a historical U.S. philanthropists and analyze their style and motivations of giving away funds to charitable causes.

- Julius Rosenwald
- Madam C.J. Walker
- Mary Elizabeth Garrett

Be sure to cover these elements of the philanthropist in your paper:

1. **Part One:** Write a paragraph about each of the philanthropists noted above (1 to 1.5 pages)
 - a. Include what they are known for
 - b. Include the era in which most of their philanthropy occurred
 - c. 2-3 of their main philanthropic accomplishments
2. **Part Two:** Pick one of the three and discuss the following (5-6 pages)
 - a. Highlight major events in their life story/How did they acquire their wealth?
 - b. Why did they give?
 - i. Explain the extent to which the donors' family or other key issues or events influenced their interests or style of giving.
 - ii. Note other factors contributing to how the donors selected their favorite causes and why – exposure to issues, life challenges, health or family problems, current events, etc.
 - c. Did the donors' philanthropy affect social change, address programmatic issues, or other key social issues? If so, how? If not, why not?
 - i. Do you think their change was lasting? Provide an example.
 - ii. What about their giving reflects philanthropy in current society? Provide an example.
 - iii. What is different because of the era in which they lived?
 - d. Did they exhibit any special approaches or strategies for giving – describe those?
 - e. State your opinion about how effective their giving was and why?
 - i. What about their giving interested you?
 - ii. What could current philanthropists learn from the person you selected?
 - iii. Can their philanthropy be compared to any modern-day philanthropists?
 - iv. Did anything about them surprise you and strike you as being special/unique or different than what you expected?
 - v. Additional comments/observations of your choice

3. Part Three: References

Assignment #2

“Direct Solicitation and Making the Case” (6-8 pages)

Due Date: Monday, November 1 by 11:59 PM EST

Description of Assignment and Expectations:

The purpose of this assignment is for you to understand and develop skills for how commonly used solicitation methods “make the case” for financial support.

For this assignment, students will choose one of the direct mail samples provided in class (on Canvas) to analyze for this project. The analysis should include (in no particular order):

Overview and Observations

- A short (max 1 page) summary of the organization
- How and why they developed the case for support in each method.
- What types of donor are they targeting and why?
- What will motivate the donor to give money to this organization? Why? How did they chose to present “the ask”?

Making the Case

- What is compelling (or not) about the design and/or the artwork?
- Why do you think it is powerful? If not, explain.
- What is the sense of urgency for giving that they have created?
- Explain how they approached explaining their case for support.

Donor’s Giving Response

- What is the response (percentage) they can expect?
- How will donors send in/make their gift?
- How might they acknowledge or thank donors for their gifts?
- What other key element are included on the response card/vehicle?

Commentary and Suggestions

- What would you recommend to the organization to do differently on this direct mail piece?
- What are the mail’s strengths and weaknesses?
- Would you make a donation after receiving this in the mail?
- Include any other observations or suggestions about any aspect of the piece you selected.

Final Project

Assignment #3 (includes 8-10 page, paper, and oral presentation)

“A Donor’s Major Gift Path with the Seven Faces”

Paper and Presentations Due Date: Monday, December 12 by 11:59 PM EST

For this assignment:

- Students will work in small groups of 2 students. **Please pick your partner for the final project by October 18.**
- Students will select and interview a development officer at a nonprofit organization and the development officer will share a major gift donor story.
- Interviews with development officers should be conducted by phone or via Zoom.
- Students will write their own papers and develop their presentations with their partner and submit them to Canvas on December 14.

- Do not select a foundation or corporate gift. It must be an individual gift.

The purpose of this assignment is to track a major gift from the beginning to its closure and the stewardship. You need to identify and contact a development officer at a charitable organization who has secured a major or planned gift from a donor. They need to agree to share their story with you (for some types of gifts, donor's anonymity is important, so be sensitive to that as you are seeking out an example.) You will be responsible for interviewing that development officer (at least once) who will share with you how they cultivated the major or planned gift. Secure as many details as you can about the gift story.

Students should express gratitude in writing to the development officers they interviewed for their time and expertise.

This paper will analyze and describe the process of the major gift solicitation and closing of that gift including but not limited to describing:

- The organization – its mission, staffing, locations and other key details, maximum one page
- The donor and/or their family, protecting identities, if requesting
- The way in which the donor was identified, cultivated and matched to the project or mission and over what period of time
- Note prospect research, if any
- What did the development officer do to facilitate the process of the gift, including letters, events, meetings, involving volunteers or other paid staff? Were those donor communication efforts recorded?
- Describe the gift itself and what form it took, if you can get that information. Was it an outright gift, paid over 2 or more years or a planned gift?
- Describe in detail any recognition or stewardship for the gift and how that was determined.
- Were there any quirky or unexpected events during the process? What were they and how did the development officer deal with them?
- What kind of donor was this from the point of view of the “Seven Faces of Philanthropy”? Why? Describe.
- What will the impact of the gift be to the organization and the work it does? How long lasting? Who will benefit?
- What is your opinion of this process, the donor, and the development work it required? Comment on any aspect of the entire process.

****Students should perform the donor interview and presentation in groups of 2. The paper assignment should be done individually.****

Class Schedule and Required Readings

Class 1 (In-Person) – September 13

Introductions/Course Housekeeping; Fundraising and the social sector; the work of development in a nonprofit; Seven areas of specialization (Heisman)

This session will review the seven areas of specialization in the fundraising profession. The topics will include annual giving, major gifts, prospect research, special events, marketing, planned giving, and working with donors on their giving interests.

Readings:

Tempel Text:

- Chapter 1 – A Philosophy of Fundraising

Articles:

Matthew, D. (2019, May 9). Philanthropy is Undergoing a Massive Backlash. Retrieved from <https://www.vox.com/future-perfect/2019/5/27/18635923/philanthropy-change-the-world-charity-phil-buchanan>

Mini Assignment due by class time on Monday, September 13:

Review National Philanthropic Trust's History of Giving webpage (www.historyofgiving.com) and select an event that was of particular interest to you. Describe in 250 words your observations about the event on the discussion forum on Canvas and comment on two classmates' selections.

Class 2 (In-Person) – September 20

Seven areas of specialization (Heisman) and Giving USA 2020 data.

This session will review the seven areas of specialization in the fundraising profession and review of the record-breaking Giving USA 2020 data. During the first half of class, we will be discussing D. Matthew's *Philanthropy is Undergoing a Massive Backlash* article from Class 1.

- Chapter 36 – Fundraising as a Profession

Class 3 (In-Person) – September 27

Basics of Annual Giving: Direct mail, web, database management, fundraising on the web (Grow)

Annual giving is at the core of most fundraising efforts, providing the basic unrestricted support for most fundraising organizations and is familiar to most Americans who give. This session will review annual giving basics, what historically has been proven to work in the annual giving arena and how it has changed. Database management and how it enhances annual giving will be reviewed in detail.

We will look at annual giving efforts that have worked and not worked including direct mail, telethons, web, data base management, coding, giving clubs, and how they can interconnect.

Readings:

Tempel Text:

- Chapter 14, Generational Differences in Giving
- Chapter 17, The Total Development Plan Built on the Annual Giving Program
- Chapter 28, Telephone Solicitation and Stewardship
- Chapter 29, Digital Fundraising

Warwick Book: Chapters 6-7

Class 4 (In-Person) – October 4

Paper 1 Due (see Assignment #1 for more detail)

Making the Case – what is a case statement, what are the key components of a good one; what form do they take (Heisman)

Making the case (for support) is among the key skills that separate trained and sophisticated fundraisers from others. It is among the most important skills a fundraiser needs to master. Case statements are an essential tool in giving the donor both the practical and the heart-tugging reasons to make a gift, it is the vision statement. Making the case is both an art and a science, and the case statement can take many forms – from a color brochure to a video to a simple letter.

Readings:

Tempel Text:

- Chapter 4 – Developing and Articulating a Case for Support
- Chapter 5 – Individuals as a Constituency for Fundraising

Warwick book: Chapters 8-10

Handouts/Articles:

- *Here's a Sample Case for Support for Your Non-Profit*: <https://garecht.com/sample-case-for-support/>
- *Writing Your Case for Support*: <https://www.ceffect.com/wp-content/uploads/2014/03/support.pdf>
- *Developing Your Case for Support*: <https://socialgoodu.com/wp-content/uploads/2013/02/Developing-Your-Case-for-Support.pdf>
- *8 Essentials for Your Organization's Case Statement*: <http://www.fundraisingip.com/fundraising/case-statement-nonprofit/>
- Costa, Nick G., “*Chapter 6: Twelve Ways to Attract Gifts & Reward Donors.*” (*Source Text: Dream Builders: Everything You Need to Know to Achieve Your Organization's Most Ambitious Dreams with TOP GIFTS (tm) Fundraising.* Rancho Santa Margarita: Charity Channel, LLC. 2005.)

YouTube Videos:

- Start video at minute 4:34 – <https://bloomerang.co/blog/video-developing-your-nonprofits-case-for-support/>
- Donor Centric Case Statement with Tom Ahern – https://youtu.be/P3_csEMrIXk

Class 5 (In-Person) – October 11

Seven Faces of Philanthropy

In the mid-1990s, the book—*The Seven Faces of Philanthropy* by Russell Allen Prince— made a huge impact on the understanding of what motivates different donors to give larger gifts. It critically analyzes styles of philanthropy, assists those who work in field to better understand their donors and their interest in giving and reviews each donor type and what their underlying styles are for giving.

The profiles of donors in this book are theoretical and practical and translate effectively how donors can do their giving. It is among the most useful tools a fundraiser can have in working with individuals who wish to make charitable gift.

Mini Assignment due by class time on Monday, October 11:

Class will bring in examples of the Seven Faces based on your first paper and we will discuss them in breakout sessions during class time.

Readings:

Warwick Book: Chapter 21

Handouts/Articles:

Prince, Russ Alan, and Karen Maru File. *The Seven Faces of Philanthropy: A New Approach to Cultivating Major Donors*. 1st Ed. New York: Jossey-Bass, 1994.

Class 6 (Virtual) – October 18

Case Study: Donors Choose – Donor Solicitation, Re-Solicitation and Stewardship with Aliza Caplan and Di Zhao of DonorsChoose

DonorsChoose is the leading platform for giving to public schools. Teachers across America use the site to create projects requesting resources their students need, and donors give to the projects that inspire them. Since its founding by a Bronx teacher in 2000, 4 million people and partners have given \$982 million to projects reaching 40 million students. In this clip, board member Stephen Colbert tells our story.

DonorsChoose is a nonprofit that functions like a tech start-up; Aliza Caplan and Di Zhao from the DonorsChoose team will explore our user-focused and data-driven colleagues at DonorsChoose leverage our online platform to move us closer to a nation where students in every community have the tools and experiences they need for a great education. We will take a dive into stewardship and development at DonorsChoose first by discussing a day in the life of the Donor Relationships team. We'll follow up by discussing how the team identifies supporters worthy of engagement, and then look at examples of various engagement touchpoints throughout the year: holiday videos, our program for high net worth donors, and impact reports. We'll hold plenty of time for questions - please come curious, we're eager to learn alongside you!

Readings to Be Sent to Students Ahead of the Class

Class 7 (Virtual) – October 25

Major Gifts, Cultivation, Stewardship and Prospect Research

Guest Speaker: *Michael Chatman, CEO of the Cape Coral Community Foundation and Owner of 'The Philanthropy Expert'*

Mini Assignment due by class time on Monday, October 25:

Watch the speaker video on Canvas with guest speaker, Melissa Schwartz of Children's Hospital of Philadelphia. Come ready to discuss prospect research during course time and submit a one-page document containing 3 observations about prospect research from Chapter 2 of the Tempel textbook.

Major and planned gifts are the largest gifts that fundraisers secure and are the most cost effective to raise. They also require the most personal contact and a great amount of planning. Donors are likely to be well-known to the organization and fundraisers who work with them have to know the theory and practice of cultivation techniques that not only emphasize mission but also are highly sensitive to donors' interests. This session will highlight how major gift work is planned and executed.

Readings:

Tempel Text:

- Chapter 7, Prospective Donor and Donor Research and Database Management
- Chapter 10, Gender and Philanthropy
- Chapter 18, Major Gifts
- Chapter 26, Personal Solicitation
- Chapter 31, Stewardship and Accountability

Warwick Book: Chapter 12

Articles:

- Using Statistical Modeling to Increase Donations – Blackbaud. (n.d.). Retrieved from https://www.blackbaud.com/files/resources/downloads/WhitePaper_TargetAnalytics_StatisticalModeling.pdf
- The 2019 U.S. Millionaire Report. (n.d.). Retrieved from <https://info.wealthengine.com/rs/529-ZDG-967/images/WealthEngine%202019%20U.S.%20Millionaire%20Report.pdf>

Class 8 (In-Person or Virtual) – November 1

Paper 2 Due (see Assignment #2 for more information)

Managing a Small Development Shop and PR/Communications with Deana Frank

Guest speaker and NPL alumna, Deana Frank, will speak about her experience managing development, communications, public relations—“soup to nuts”—in a small nonprofit setting.

Readings to Be Sent to Students Ahead of the Class

Class 9 (In-Person) – November 8

How Charitable Trusts Work and the Pros and Cons of Donor-Advised Funds (Heisman)

This session will continue the discussion about major gifts and planned giving. It will also review the similarities and differences among the three main philanthropic vehicles, donor advised funds, private foundations and supporting organizations, and how donors and/or high-net-worth individuals use them to make grants to support causes important to them.

Readings:

Tempel Text:

- Chapter 20, Establishing a Planned Giving Program
- Chapter 34, Ethics and Accountability

Warwick Book: Chapter 20

Handouts/Articles:

PowerPoint – Structural Vehicles Charitable Giving Presentation - Comparison of Philanthropic Vehicles

Class 10 (In-Person or Virtual) – November 15

Social Media in Fundraising

Guest Speaker: *Lansie Sylvia*

How can social media be used for social good? As the digital arena becomes more expansive and complex, nonprofits all over the world are trying to understand how to leverage new communication tools while staying true to their mission. Plus, as more companies adopt "hybrid models" that combine social impact with for-profit business practices, it will become increasingly important for nonprofits to convey their unique value proposition in the marketplace. In this class, we'll explore how nonprofits, influencers, and for-profit companies have used social media to attract philanthropy in 2021.

Readings to Be Sent to Students Ahead of the Class

Class 11 (Virtual) – November 22

Working with Donors & their Grantmaking

Guest Speakers: *Marla Conley of Conley Fleming LLP and Andrea Rush, Vice President of Philanthropic Services at National Philanthropic Trust*

This session will review the critical thinking regarding the legal & practical issues related to the grantmaking process. What do donors view as important when they make grants? Different approaches will be reviewed and analyzed from the donor's and foundations point of view. This class will also address how to work with multiple individual philanthropists and their giving interests.

Readings:

Tempel Text: Chapter 9, Foundation Fundraising

Class 12 (In-Person) – November 29

Corporate Partnerships and Development

Mini-Assignment due at the beginning of class on Monday, December 7:

Find one corporate sponsorship with a charity you think is meaningful and be prepared to speak about your example in class.

Readings:

Tempel Text: Chapter 8, Corporate Giving and Fundraising

Handout: Charity Corporate Partnerships 2021

Class 13 (In-Person) – December 6

Final Presentations Round 1

Class 14 (In-Person) – December 13

Final Presentations Round 2

Final Papers and Presentations Due – Monday, December 13 at 11:59 PM EST

Follow assignment guidelines in the “Assignments” section

- Upload paper and presentation to Canvas

Additional Readings:

PowerPoint – Philanthropy 2018 (Understanding Private Philanthropy)

Tempel Text: Chapter 3 – Plan to Succeed

Warwick book: Introduction & Chapters 1, 2, and 3

Handouts in Canvas (Heisman PowerPoints)

- Working with the Board
- What a CEO/CFO Needs to Know About Fundraising