

NPLD 7960: PHILANTHROPY & FUNDRAISING: A Survey Course

On-Campus MS Nonprofit Leadership Program

School of Social Policy & Practice

University of Pennsylvania

Semester: Fall 2025

Class Sessions: Mondays, 5:15-7:30

Classroom: **EDUC007, One Penn GSE, 3700 Walnut Street**

Co-Instructor Contact Information

Eileen Heisman

Email: heismanadvisory@gmail.com

Office Hours: 4:00-5:00 Mondays; 4:00, 4:150, 4:30 and 4:45; use link to sign up

<https://calendar.app.google/seHUwMomLqVByaEH8>. If you are unable to attend Monday before class, contact Eileen about a 15-20 minute Zoom appointment.

Barrie Levine

Email: BKLevine@upenn.edu

Office Hours: MWF 12-2pm, 15 Minute Google Meet Appointment

Steven Field - Course Assistant

Email: sfield1448@gmail.com

Office Hours: Tuesdays and Thursdays, 5:30pm - 7pm, 15-minute Zoom meeting. Book here:

https://calendly.com/steven_field

Library Resources

Sam Kirk, SP2 Librarian Email: samkirk@upenn.edu

Make an appointment: <https://libcal.library.upenn.edu/appointments/samkirk>

Course Description/Purpose

This fall semester course will review the everyday tools that nonprofit managers and development officers need to raise funds from individuals and other sources of private philanthropy. Last year, Americans gave over \$500 Billion to charitable organizations and approximately 75% of it was from individual giving. The fundraising profession has created a body of knowledge in the past twenty years that can guide effective fundraising programs so that charitable organizations can support their mission. The class sessions will review the theory and practical techniques that development professionals use every day in large and small organizations, including annual giving, major gifts, planned giving, cultivation of donors, making your case for support, the Seven Faces of Philanthropy, special events, and prospect research. There will also be discussions of philanthropic trends and current giving patterns. For those who are interested in nonprofit leadership and positions of influence, these will be critical tools to understand.

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 works in society today
- 2) Understand techniques of annual giving and major gifts and how and why they benefit an 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 and other key tools to improve how organizations solicit funds
- 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 CSR, foundations and grantmaking

Course Materials

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
 - Available [online](#) at Penn Library
2. Warwick, M. (2013). *How to Write Successful Fundraising Appeals* (Third Edition). Jossey-Bass, Inc. ISBN-13: 978-1118543665; ISBN-10: 1118543661
 - Available [online](#) at Penn Library
3. Heyman, D. R., & Brenner, L. (Eds.). (2016). *Nonprofit fundraising 101: A practical guide with easy to implement ideas & tips from industry experts*. Wiley. Print ISBN:978111910046; Online ISBN:9781119176473; DOI:10.1002/9781119176473
4. Many articles and supplemental material that are required will be listed below and are on Canvas.

Course Requirements and Expectations

Attendance: Classroom learning is a fundamental component of professional education. **Students are expected to attend and be fully engaged in each class, attend the full class, actively participate in small group exercises, if needed - schedule office hours with Instructors. All will be considered for the participation component of final grade.**

Absences: 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 or talking 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.

Grade Considerations: Students will be graded on: (a) substantial participation in class discussions; (b) reading on a weekly basis and coming 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 and appropriate references. **Canvas can track online participation on forums, readings, and assignments - that data will be included in the evaluation of the student's engagement.**

Conduct Expectations: This course emphasizes the development of professional behavior and unprofessional behavior may negatively affect a student's grade in the course.

Grading Policies:

The final course grade is based on reading assigned materials, completion of written assignments and participation 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.

Assignments

There are three assignments – two written assignments and one final written and oral project which will be presented to the class. 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, double-spaced paragraphs, with pages numbered. Please put your name on each paper. All papers should integrate articles and textbook content, class presentations/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 EST 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 after two weeks. If papers are submitted beyond the semester's final scheduled class, they will be marked down at least two grades.

While students can request extensions in extenuating circumstances, instructors reserve the right to deny requests for extensions and mark assignments as late.

Philanthropic News

During the semester, we will review current events relevant to the course at the beginning of class. We will also have six assignments called "Google/AI Search" throughout the semester. You will utilize Google, AI, and other internet search functions that you will disclose to research a topic before class. Then, we will discuss, interpret, and analyze everyone's search findings together.

Assignment #1: 5-6 page research paper

Title: The Rosenwald Schools: A Study of the Partnership Between Booker T. Washington and Julius Rosenwald

Objective: This research paper will examine the significant partnership between Booker T. Washington and Julius Rosenwald, focusing on the following:

1. Historical Context:
 - Analyze the socio-political and economic conditions of the American South during the Jim Crow era.
 - Discuss the challenges faced by Blacks in accessing education during this period.
 - Note the prevailing ideologies and challenges regarding race and education during the time of their partnership.
2. The Partnership:
 - Investigate the individual philosophies of Booker T. Washington and Julius Rosenwald and note the origins and development of their partnership.
 - Analyze the specific goals and objectives of their collaborative efforts
 - Discuss the fundraising strategies and logistical challenges involved in building the Rosenwald Schools. Comment on their approach from various stakeholders in the fundraising efforts
3. The Impact of the Rosenwald Schools:
 - Assess the impact of the Rosenwald Schools on the education and social development of Black communities in the South.
 - Analyze the economic and social benefits of the schools for both Blacks and others in the American South at that time.
 - Note any critics of the schools and what/how they manifested in the communities and the schools
4. The Legacy of the Rosenwald Schools:
 - Evaluate the long-term impact of the Rosenwald Schools on American education and social justice.
 - Analyze the enduring significance of the partnership between Washington and Rosenwald as a model for interracial cooperation.
 - Discuss the relevance of the Rosenwald Schools for contemporary debates on education equity and social justice.
5. Personal Commentary: (15% of Paper)
 - Using external source documents and your own opinion/thoughts, comment on the Washington/Rosenwald partnership and its purpose.
 - Relative to this partnership, what did you learn about philanthropy in the early 1900s that surprised you, disappointed you and/or inspired you?

Research Requirements:

- Utilize a variety of primary and secondary sources, including:
 - Books and articles by and about Booker T. Washington and Julius Rosenwald.
 - Archival materials related to the Rosenwald Fund and the construction of the schools.
 - Historical accounts and memoirs of individuals who were directly impacted by the Rosenwald Schools.
 - Contemporary scholarly articles on the history of education, race relations, and philanthropy in the United States.

Writing Guidelines:

- Structure the paper with a clear introduction, supporting arguments, and a strong conclusion.
- References in correct APA format.
- Write in a clear, concise, and engaging style, demonstrating critical thinking and analytical skills.

Assessment:

This assignment will be evaluated based on:

- Accuracy and depth of research.
- Clarity and organization of arguments.
- Quality of analysis and interpretation.
- Effective use of evidence and sources.
- Writing mechanics and overall presentation.

Assignment #2

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

Due Date: Monday, November 3 by 11:59 PM EST

Essential Reading for Assignment: Warwick – Part 5 The Appeal Writer's Toolbox

Description of Assignment and Expectations:

The purpose of this assignment is for you to select a “cause” and understand and develop skills for how solicitation methods “make the case” for financial support. You must Create **two** solicitation pieces

1. **A direct mail solicitation through USPS with all associated solicitation parts (see below)**
2. **An email solicitation***

*This requires considerable research of current costs/practices, statistic response rates and electronic techniques for each medium

You need to carefully select the “cause” for which you are soliciting funds in this assignment. You can select a project or for general support for your field placement or practicum organization. Other options are selecting a cause from organizations where you have done an internship, your alma mater or another nonprofit organization whose work is highly familiar to you. Current data from articles or research should be used to support your claims and be cited in the paper.

The assignment should include:

- A short (max 1 page) summary of the organization
 - How and why you developed the case for support in each method
 - What types of donor are you targeting for each one and why?
 - What will motivate the donor to give money in your case?
 - Why do you think it is powerful?
- Explain how you approached your cause in each method: **For this you must cite and cite articles that discuss how each medium (mail and email) has worked or not and what each cost and the percentage of donors and average gift size who are likely to respond for different charitable solicitations.**

- How did you elect to make the case inside each medium? What will the donor have “to do” to make a gift? What is motivating them to give?
- Create an appropriate response vehicle or options of how to respond that incorporate technology – e.g. for the letter, a response card and envelope, with an outside envelope (can be hand drawn or computer drawn); for electronic, through what medium will they give you? (QR code, text, hotlink). If selected, show the landing page where the code or link lands.
- Overall plan for mailing/sending including:
 - When will you send each out and why?
 - Will you personalize each medium and why?
 - What technology vendors, other vendors or mail vendors are needed to solicit those gifts? Why and how will they get involved?
- Budget ([Format Template](#)):
 - Include: creative work by design firm or other vendors, house or technology partner for mailing, email, texting or social media management
 - Show income/expenses and net revenue for each vendor
 - Note volunteer hours and number of volunteers
 - Note the response rates and average gift to be received; numbers of letters, emails or texts to be sent for solicitation
 - Provide comprehensive details on lists, emails, names or phone numbers – how were they acquired?
- **How much do you expect to raise and what will be that net income of your solicitation - how did you arrive at that figure?**
 - Include narrative explain the accompanying spreadsheet
- Gift processing and cost/benefit analysis:
 - How will you process and acknowledge gifts once they come in?
 - How will you record gifts in your database and how will you code or note each gift?
 - What is the total anticipated cost of the solicitation?
 - To the best of your ability, provide a cost benefit of each medium?
- REFERENCES in APA format

Assignment #3 (oral presentation)

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

Presentation Due Date: Due Monday December 1 or December 8. Students will sign up for a presentation date.

For this assignment:

- Students will work in pairs - 2 students. **Select your partner for this project by 10/20.**
- Students will identify and interview a development officer at a nonprofit organization who can share the details of a major gift donor story.
- Interviews with development officers should be conducted in person, by phone or via

Zoom.

- Students will submit their presentations on Dec 1st and individual papers on Dec 8th via Canvas.
- Do not select a foundation or corporate gift. It must be an individual gift. The gift must also be closed by the gift officer.

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

1. Donor Cycle:

- a. The organization – its mission, staffing, locations and other key details (1 page maximum)
- b. The donor and/or their family, protecting identities, if requesting
- c. How the donor was identified, cultivated and matched to the project or mission and over what period of time
- d. Prospect research, if any
- e. How did the development officer facilitate the process of the gift (including letters, events, meetings, involving volunteers or other paid staff)? Were those donor communication efforts recorded?
- f. 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?
- g. Describe in detail any recognition or stewardship for the gift and how that was determined.
- h. What kind of donor was this from the point of view of the “Seven Faces of Philanthropy”? Describe why you think so.
- i. What will the impact of the gift be on the organization and the work it does? How long lasting? Who will benefit?

2. References in APA format

Instead of a paper, please include the following reflections in your presentation. Including an analysis of the gift process:

- a. Were there any quirky or unexpected events during the process? What were they and how did the development officer deal with them?
- d. What is your opinion of this process, the donor, and the development work required? Comment on any aspect of the entire process.

Grading

Determination of Grade

Assignment #1 20%
Assignment #2 20%
Assignment #3 (Paper and presentation) 30%
Attendance In Class and Participation (in class, small group discussion & office hours) 20%
Mini Assignments on Canvas 10%

TOTAL 100%

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.

Late Work Policy

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.

AI Policy

All use of artificial intelligence (including but not exclusive to ChatGPT, Grok, DeepSeek, etc.) must be in accordance with Penn's Code of Student Conduct and the Code of Academic Integrity.

Over reliance on Artificial Intelligence can be detrimental to learning. While use of AI is not prohibited, any use of AI for assignments must be disclosed, as should the specific AI tool used and the precise prompts submitted. In basic terms, students should treat AI in coursework as one treats assistance from another person. As such, if it is unacceptable for another person to substantially complete a task—writing an essay, for instance—then it is also unacceptable for AI to complete the task.

Undisclosed use of AI, if detected, will constitute a serious violation of academic integrity. For example, you cannot use Google Translate or any of the AI tools to write or rewrite your assignments: they must be in your own words. Instructors may request screenshots of AI prompts and responses and/or an annotated bibliography to summarize student use of AI if instructor deems necessary throughout the semester. Any suspected misuse of AI suspected use will be referred to the [Center for Community Standards & Accountability \(CSA\)](#).

Statement on Academic Integrity

Students are expected to conduct themselves consistent with the [University of Pennsylvania's 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 Center for Community Standards and Accountability](#), which investigates and decides on sanctions in cases of academic dishonesty.

1. Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.
2. Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.
3. Multiple submission: submitting, without prior permission, any work submitted to fulfill another academic requirement.

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

Class Schedule

Class 1: September 8 - Introduction; Historical Facts in Philanthropy (15 min session); why fundraising is important to social sector work; fundraising as a profession; 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.

In Class, intro to Google/AI Search

Google/AI Search for Discussion: Maimonides, 8 levels of giving - what are they, highest, lowest, relevant today?

Mini Assignment #1 Due 5:15pm:

Review the online [Giving in America exhibition](#) [Links to an external site.](#) produced by the Smithsonian. Pick two artifacts. They cannot be from the same Giving in America subsection. Why did you pick it? What insights does the artifact and the additional information provide? What are you still curious about? (½ page to one page is sufficient)

To view the subsections drop down, click the white arrow to the right, circled in red below.

Giving in America



Giving in America

You will pick TWO artifacts total. They cannot be from the same subsection (see list below).

Giving in America

Giving in America

Who Gives?

Why Do We Give?

How Do We Give?

What Do We Give?

Journeys Toward Giving

Who Pays for Education?

Giving and Health

Giving and the Arts

Giving and the Environment

Giving Pledge Letters and More

The Philanthropy Initiative

Required Readings:

Tempel Text: Chapter 1, A Philosophy of Fundraising

Smithsonian: [The Storied History of Giving in America](#)

Optional Readings:

https://thenonprofittimes.com/npt_articles/commentary-humanity-5-hopes-for-philanthropy-and-nonprofits/

Class 2: September 15 - Finish Intro slides, philanthropy in society (Sam Kirk, SP2 Librarian).

This session will finish reviewing the seven areas of specialization in the fundraising profession and cover the record-breaking Giving USA data. Sam Kirk will review library resources and resources for Assignment #1.

Mini Assignment #2 Due 5:15 pm:

Based on the required reading and videos, write 1 paragraph (200-300 words) or record a 2-3 minute video response. What are your thoughts on fundraising as a profession? What is your experience with fundraising either as an intern/professional in the field or pre-existing knowledge or life experience you have?

Required Readings/Videos:

Tempel Text: Chapter 36, Fundraising as a Profession

Fundraising 101: Foreword: Discovering What it Means to be a Fundraiser

[Who Is A Philanthropist?](#)

Optional Videos:

- [Sara Lomelin: Your invitation to disrupt philanthropy | TED Talk](#)
- [Fundraising 101: Rueben Mayes at TEDxWSU 2014 \(youtube.com\)](#)
- [You can be a philanthropist too! | Alicia Curtis | TEDxPerth](#)
- [Joy Sun: Should you donate differently? | TED Talk](#)

September 22 –NO CLASS (Rosh Hashanah)

Paper 1 Due 11:59 pm Sunday Sept 21

Class 3: September 29 - Basics of Annual Giving: Direct mail, web, database management, fundraising on the web (Kathryn Fernandez)

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, database management (more on this later in the semester), coding, giving clubs, and other approaches/tools. .

Required Readings:

- Tempel Text: Chapter 29, Digital Fundraising
- Fundraising 101: Chapter 1, Creating a Fundraising Plan; Chapter 8, Grassroots Fundraising; Chapter 10, Direct Mail; Chapter 11, Year End Campaigns; Chapter 15, Maximizing Website Donations; Chapter 16, Fundraising with Email; Chapter 17, Social Media; Chapter 18, Mobile Fundraising
- [Donor Pyramid](#)

Optional Reading:

- [Fundraising 101: Chapter 14, Fundraising Across Generations](#)
- [Warwick Book: Chapter 12 – “Welcoming New Donors”](#)

Class 4: October 6 - Motivating Donors and Making the Case– what is a case statement, what are the key components of a good one; what form do they take and social media in fundraising (Joe Cross, Children's Hospital of Philadelphia)

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 or social media. 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 "make the case" for support.

Google/AI Search for Discussion: *Is there enough money and can charitable giving replace government support?*

Required Readings:

- Tempel Text: Chapter 4 – Developing and Articulating a Case for Support
- [4 Steps to A Winning Fundraising Case Statement](#)
- "Writing Your Case for Support" from Graham Pelton:
<https://grahampelton.com/fundraising-case-for-support/>

Optional (These are good resources to refer to for Assignment #2):

- Tempel Text: Chapter 5 – Individuals as a Constituency for Fundraising
- [Making the case Ahern Article](#)
- [Developing Your Case for Support](#)
- [8 Essentials for Your Organization's Case Statement](#)
- [FUNDCAST #073 - Tom Ahern: Donor communication and flattering](#)
- Donor Centric Case Statement with Tom Ahern: https://youtu.be/P3_csEMrIXk
- The Donor is In the Details:
<https://www.sciencedirect.com/science/article/abs/pii/S074959781200101X>

Optional readings on social media:

- MrBeast Launches New Channel, 'Beast Philanthropy,' To Raise Money For His Food Bank: [MrBeast Launches New Channel, 'Beast Philanthropy,' To Raise Money For His Food Bank - Tubefilter](#) [Links to an external site](#)
- The Ice Bucket Challenge and the promise — and the pitfalls — of viral charity: [https://www.vox.com/future-perfect/2019/7/20/20699732/ice-bucket-challenge-viral-charity-als](#) [Links to an external site](#).

Class 5: October 13- Seven Faces of Philanthropy (Heisman) and Major Gifts, Cultivation and Stewardship (Levine)

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 the 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.

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.

This class will focus on the donor cultivation cycle, which features prospect identification, cultivation and stewardship. Prospect research identifies who to ask and informs cultivation and solicitation strategies, particularly in the area of major gifts. This class will also address how to work with multiple individual philanthropists and their giving interests.

Google/AI Search for Discussion: *What are generational patterns in giving? How does that affect fundraising*

Required Readings:

- Tempel Text: Chapter 31, Stewardship and Accountability; Chapter 18, Major Gifts; Chapter 26, Personal Solicitation.
- Heyman Text, Fundraising 101: Chapter 9, Major Donors; Chapter 3, Engaging your Board
- Warwick Book: Chapter 12 - “Welcoming New Donors”
- [Prince, Russ Alan, and Karen Maru File. The Seven Faces of Philanthropy: A New Approach to Cultivating Major Donors. Preface + Introduction](#)
- [Seven Faces of Philanthropy - 3 Articles](#)

Optional Reading:

- *Tempel Text: Chapter 10, Gender and Philanthropy; Chapter 14, Generational Differences in Giving*
- [The Varieties of Generosity - John Templeton Foundation](#)

Class 6: October 20 – Prospect Research Tools (Melissa Schwartz); day in the life of development officer and their CRM (Steve MacLaughlin, presenting virtually)

This class will focus on two topics.

The first is the tools of prospect research. Prospect research involves gathering information about individuals, foundations or corporations likely to support an organization's mission. Well-executed prospect research can provide a sturdy backbone for a host of fundraising efforts. In particular, it can give fundraisers the tools to approach the right prospects with the right requests to maximize giving and have meaningful exchanges with donors and potential donors. It involves identifying potential donors, gathering information, analyzing the data gathered, and creating prospect profiles. Information can also help fundraisers segment and prioritize based on a constituent's capacity and affinity to give.

The second half of the class will feature an expert who will appear virtually to give a view inside a donor management system, how fundraising data appears, how different systems handle donor management. He will access tools that allow students to take a peek inside. Students will get a view into the database to see moves management, record keeping, and how this data is used to support annual, major, and planned giving and can be used to facilitate online giving, event planning and execution, data aggregation, and more.

Required Readings:

- Tempel Text: Chapter 7, Prospective Donor and Donor Research and Database Management
- Fundraising 101: Chapter 5, Prospecting and Donor Research; Chapter 5, Donor Databases and CRM
- [Donor Databases For Nonprofits: Ultimate 2024 Guide + 8 Best Software Picks! - WildApricot](#)
- [Donorly — Prospect Research Guide: Everything Nonprofits Need to Know](#)
- [Donor Prospect Research - Find High-Value Donors! \(youtube.com\)](#)
- [5 Game Changing CRM Benefits for Nonprofits #nonprofitcrm #crmfornonprofits #datamanagementsoftware](#)

Mini Assignment #3 due 5:15 pm

Read Warwick's Part 5 The Appeal Writer's Toolbox. Select three strategies you will utilize for Assignment #2. Explain in 1-2 sentences why these are the most compelling to you.

Class 7: October 27 – Planned Giving, Donor Advised Funds, Legal Issues in Giving (Gil Nusbaum & Eileen 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.

Google/AI Search for Discussion: *What is the payout of donor advised funds versus private foundations? Why is one bigger than the other?*

Required Readings:

- Tempel Text: Chapter 20, Establishing a Planned Giving Program
- Planned giving video: https://www.youtube.com/watch?v=Ykq_-H5HPCE

Optional Readings:

- *Warwick Book: Chapter 20 "Promoting Legacy Gifts"*

Class 8: November 3 - Expanding Fundraising Reach: A panel of Diverse Voices in Philanthropy: [Tina Terrell Brown](#) & Armando Zumaya virtual presentation, with Perry Monastero, LBTBQ in person and Using Data in Philanthropy (Héc)

This class will have two parts. The first will highlight diverse voices in philanthropy. You will hear about the Latino Fundraising experience by the individual who launched the country's first Latino Fundraising Institute. He will look at this from the professional point of view as well as how to identify and work with Latino donors as well as from the CEO of the Giving Gap, the largest free searchable platform of Black founded nonprofits in the USA.

The second part of this class will cover foundational principles of nonprofit, philanthropy and fundraising data, highlighting: key data types, legal considerations, and strategies to conduct effective analytics. A brief lecture will be followed by hands-on activities where learners will practice interpreting, interrogating and translating evidence in development focused scenarios.

Required Readings:

- [Leveraging Analytics for Philanthropic Success](#) (Required)
- [Black philanthropy: Overcoming the wealth gap to build on a legacy of giving](#)

Optional Readings (on Canvas):

- Advancing Philanthropy through Data Analytics
- Unpacking the Role of Data in Philanthropy Prospects for an Integrated Framework

Google/AI Search for Discussion: *Are special events effective fundraising strategies?*

Paper 2 Due 11:59pm

Required Readings:

- **On Canvas:** [Expanding Your Circle of Giving to Include the Hispanic Market](#)

Optional videos:

- [The resurgence of African American male philanthropists | Reggie Gordon | TEDxRVA](#)
- [Money. Black People. Philanthropy. | Regina A](#)
- Watch 90 second Giving Gap Video: <https://youtu.be/Y93Omn0Ya6Q>
- **Pgs 46-60 ONLY:** [Philanthropy Always Sounds Like Someone Else: A Portrait of High Net Worth Donors of Color](#)

Class 9: November 10– Working with Small Businesses in Fundraising (Marty Tuzman); Corporate Social Responsibility (Christine Jereb, Comcast)

This session will review and analyze how large corporations approach their giving. We will also review how small businesses give back and the kinds of gifts that can be solicited from them. Corporate/nonprofit partnerships will be discussed including the types of partnerships, how each party may or may not benefit, the way in which a nonprofit engages in a cause-related marketing activity. We will highlight the kinds of tools a professional development office might use to create such a partnership.

Required Readings:

- Tempel Text: Chapter 8, Corporate Giving and Fundraising
- [Six Best Practices For Small Businesses To Give Charitably.pdf](#)
- [Small Business Guide to Charitable Giving and Tax Deductions](#)
- [Ten Commandments of Corporate Partnerships](#)
- What Corporate Social Responsibility (CSR) Has Become | Simon Sinek Simon Sinek: <https://youtu.be/wTidplpkqZE?si=rHurbP541bdkC5CY>

Optional Readings:

- *Fundraising 101: Chapter 12, Sponsorships; Chapter 24, Cause Marketing Partnerships; Chapter 25, In-Kind Fundraising and Media Sponsorships*

Mini Assignment #4 Due: submit interview candidates and partner

Class 10: November 17 – Working with Donors & their Grantmaking (Andrea Rush & Trina Middleton)

This session will review how philanthropic professionals work with donors related to the grantmaking process including the grant's focus, family issues, legal matters and follow up with grantees. 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.

Google/AI Search for Discussion: *What is the difference between small family foundations and big staff private foundations?*

Required Readings:

- Fundraising 101: Chapter 19, Research, Getting in the door, and Securing an Invitation to Apply; Chapter 21, Writing a Winning LOI and Proposal

Optional Readings:

- Tempel Text: *Chapter 9, Foundation Fundraising*

Class 11: November 24 – Gifts that have Gone Awry (Scott Mory and Gil Nusbaum)

Gifts can sometimes have challenges and obstacles that can make the gifting path more complex. This class will highlight different types of challenges – internally within the organization and externally – that a development officer might encounter. We will discuss case studies that have been featured in the media Included in class will be approaches that can minimize or avoid these issues and strategies that a professional might deploy if they are facing a problem.

Required Readings:

- Tempel Text: Chapter 34, Ethics and Accountability
- Sackler Gift
 - [Sackler - Guggenheim Gift Article.pdf](#)
 - [Sackler Gift Name removed two articles.pdf](#)
 - [Many Institutions Rethinking Gifts From Sackler Family | Philanthropy news | PND](#)
- Garth Brooks
 - [NY Times - Garth Brooks Gift.pdf](#)
 - [Disappointed donors can't count on getting their charitable money back](#)
- University of Alabama
 - [University of Alabama Returns Largest Gift to Donor.pdf](#)
 - [The Real Story Behind Alabama's Return of \\$26M gift to Law School Donor](#)
- HBCU Gifts
 - [A mega-gift for an HBCU college fell through. Here's what happened — and what's next | NPR Illinois](#)
 - [Florida HBCU backs away from dubious \\$237M donation - POLITICO](#)

Optional Readings:

- <https://www.gdnlaw.com/blog/business-lawsuit/donates-purpose-charity/>
- <https://ejewishphilanthropy.com/disappointed-donors-cant-count-on-getting-their-charitable-money-back/>
- *Emily and Malcolm Fairbairn vs. Fidelity Investments*
 - <https://natlawreview.com/article/danger-delegating-to-third-parties-what-emily-and-malcolm-fairbairn-vs-fidelity>
- *Ivy League Schools (Princeton/Dartmouth)*
 - *Princeton:*
<https://philanthropynewsdigest.org/features/book-reviews/abusing-donor-intent-the-robertson-family-s-epic-lawsuit-against-princeton-university>
 - *Dartmouth:*
<https://www.linkedin.com/pulse/donors-beware-dartmouth-golf-course-case-doug-white>
- *Barnes Foundation*
 - [Barnes Foundation article Aug 2023 NYT next phase.pdf](#)
 - [Barnes Gift - Philanthropy Roundtable .pdf](#)
 - 10 minute Barnes video: <https://www.youtube.com/watch?v=Zd9R5dDL-B8>

Class 12: December 1 – Final Projects Presentations

Class 13: December 8 – Final Projects Presentations + Potluck

Final Paper due 11:59pm

Course Resources

- **Technical Help and Questions:** Submit requests for technical help to sp2help@sp2.upenn.edu
- **Canvas Help and Questions:** You can search the [Canvas Student Guide](#) and the [Canvas at Penn Student Guide](#) and email [Nicole Auge](#) and/or [Canvas Support](#) with any further issues.
- **Accessing Penn Libraries Resources:** Learn how to:
 - [Search Franklin Articles+](#): Penn Libraries' large collection of eBooks, scholarly journals, newspaper articles, conference proceedings, and more.
 - [Use electronic resources](#)
 - Use Library guide for NPL7960:
<https://guides.library.upenn.edu/c.php?g=1261145>
 - [Scan and Deliver](#): Enables you to obtain scans of selected book chapters and journal articles in the general, non-Reserve collections of the University of Pennsylvania Libraries for your research.
 - [Get books by mail](#): A service offered to Penn patrons with no geographic limitation. Register and request via Books by Mail to have Penn materials shipped to your off campus home address. The library pays for the outbound shipment. *Users are responsible for paying return shipping or returning materials to the Van Pelt Library.*
- **SP2 Writing Support:** SP2 master's program students (online and on-campus) can access one-on-one writing support from peer tutors enrolled in our doctoral programs. Zoom-based sessions help students sharpen skills and leverage best practices in areas

such as writing style, organization, editing, APA standards, redundancy, and avoiding plagiarism. To access this service, request a referral from an instructor or your Academic Advisor.

- **Weingarten Center:** The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. **To contact the Weingarten Center, call 215-573-9235.** The office is located in Stouffer Commons, 3702 Spruce Street, Suite 300. (*Please note that one-on-one learning consultations are not available to online students.*)
- **Disability Services:** The University of Pennsylvania is committed to the accessibility of its programs and services. Students with a disability or medical condition can request reasonable accommodations through the Weingarten Center website. Disability Services determines accommodations on an individualized basis through an interactive process, including a meeting with the student and a review of their disability documentation. Students who have approved accommodations are encouraged to notify their faculty members and share their accommodation letters at the start of each semester. Students can contact Disability Services by calling 215-573-9235.

Potential Extra Credit

Choose one or both extra credit assignment opportunities.

Successful completion of one will add up to 1.5 points to your final grade average for all of your assignments, as calculated by Canvas. For example, if you are at 88% and you do both assignments, you could successfully achieve a 91% in the class.

Deadline: Submission of extra credit is due by 12/8/2025

1. Find three articles about special events. Read the articles, then, write three pages (double spaced) where you summarize the articles and what you have learned about special events. Cite references as you would in any assignment for the course. Be sure to include an analysis of the following:
 - What is the purpose/intention of special events?
 - How are they organized?
 - What does the charity expect to gain from them?
 - When does it make sense to have a special event? When might it not make sense?
 - What does it take from an organization to host a special event?
 - How does an organization involve key stakeholders?
 - How is a successful special event defined?
- Helpful resources:
 - Fundraising 101: Chapter 12 - Event based fundraising
 - You can use articles from the files – See Canvas for articles in special events folder *

2. [Read Moore Article](#)

Pick one sector described in the article (i.e. animal rescue, poverty, religious etc). The sectors are listed on "Overview by Sector" table.

Use the information to describe how you can estimate the response rate, cost, and revenue from a direct mail campaign in one of these sectors.

