



Course Syllabus

Course title:	Grant Writing and Fundraising
Course #/term:	SW 663 Fall 2020
Time and place:	Wednesdays 5pm-8pm, fully online
Credit hours:	3
Instructor:	Sue Ann Savas, MSW
Pronouns:	She/her/hers
Contact info:	E-mail: ssavas@umich.edu <i>When you email me, please include SW 663 in the subject line</i>
Cell:	734-649-6776
Office hours:	Tues and Thursdays 1-2pm online or by phone, or by appointment

1. Course Statement

a. Course Description

Social impact organizations secure resources through a variety of methods, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. This course involves assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as grant seeking, proposal writing, service contracting, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address emerging and changing fundraising trends.

b. Course Content

This course will focus on effective ways to raise money to support social impact organizations. Students will explore the range of possible income sources that organizations can devote to advance social justice by expanding and improving services, empowering groups, reaching populations in need, improving social conditions or anticipating and responding to new challenges. The implications of using alternative approaches of income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, adherence to ethics and values, and organizational sustainability.

Students will learn how to identify prospective funding sources, build relationships with potential donors, funders and collaborators, write and submit grant and contract proposals, and plan and carry out fundraising campaigns and events (including those that may involve multiple collaborators or that may substitute non-cash for cash contributions).

c. Course Objectives

Upon completion of this course, students will be able to:

1. Identify appropriate funding strategies that support financial sustainability of an organization. (1, 4, 5, 6 CSWE Competency)
2. Locate appropriate funding sources for programs, projects, and identified organizational and community needs. (1, 3, 8)
3. Cultivate, steward, and sustain mutually beneficial relationships with potential funders and donors. (1, 4, 6, 7)
4. Write project proposals that are technically complete and contribute to social equity. (1, 3, 2, 8)
5. Identify and implement appropriate fundraising strategies necessary for program achievement. (1, 7, 8)

6. Develop and carry out elements in a fundraising campaign and/or fundraising events. (1, 2, 8, 9)
7. Distinguish between the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, and organizational sustainability. (1, 2, 7, 9)
8. Discuss typical ethical concerns related to applying for, accepting, and managing grants, as well as contracting, and fundraising. (1, 2, 3)

d. Course Design

This course design involves mini-lectures, in-class exercises, proposal writing and applied assignments. In addition, guest speakers who address key components of this course will be invited when appropriate.

f. Relationship to SW Ethics and Values

Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered "tainted" money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.

2. Class Requirements

a. Textbook and Other Readings

Clarke, C (2009). *Storytelling for Grantseekers: A guide to creative nonprofit fundraising* (2nd ed). San Francisco, CA: Jossey-Bass. Via UM library: <https://proquest-safaribooksonline-com.proxy.lib.umich.edu/9780470482865>

Klein, K (2016). *Fundraising for Social Change* (7th ed). San Francisco, CA: Jossey-Bass.

Via UM library: <https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4509194>

Students will routinely make use of these online resources:

Chronicle of Philanthropy: <https://www.philanthropy.com/>

Non-profit Quarterly: <https://nonprofitquarterly.org/>

Stanford Social Innovation Review: <https://ssir.org/>

b. Class Schedule

Date	Agenda	Required Readings
1. Sept 2	Introduction to Course, student expectations, programs in need of funding	<ul style="list-style-type: none"> • Course Syllabus • Explore Foundation Directory online via UM Library
2. Sept 9	Funding eco-system, grant makers and grantees. Program specification prior to prospecting foundations for grants. Grant cycle.	<ul style="list-style-type: none"> • <u>Klein</u>, Chapter 1 • <u>Clarke</u>, Chapter 1&2 • Callahan, D. (2020). Philanthropy in the 2020s: 16 Predictions. <i>Inside Philanthropy.com</i> https://www.insidephilanthropy.com/home/2020/1/6/p/philanthropy-in-the-2020s-16-predictions • Ann Arbor Area Community Foundation Annual Report, 2019 • <u>Giving USA 2019</u>: Most Nonprofits Will Need to Work Harder for Their Money • Election do's and don'ts for private foundations. (2018). <u>Independent Sector</u>. https://independentsector.org/wp-content/uploads/2018/07/election-does-donts-private-foundations.pdf
3. Sept 16	<i>Funder Matrix draft due.</i> Trends in non-profit funding: challenges and opportunities. Orientation to FAN.	<ul style="list-style-type: none"> • <u>Clarke</u>, Chapters, 4, 5 • Pallotta, Dan. Ted Talk Video: "The Way We Think about Charity Is Dead Wrong" 2013 • Ganz, M, Kay, T., & Spicer, J. (2018). Social Enterprise Is Not Social Change. <i>Stanford Social Innovation Review</i> • Marquis, C. The B Corp Movement Goes Big. (2020). <i>Stanford Social Innovation Review</i>. • Review FAN resource module
4. Sept 23 Funder Matrix due	Interview FAN community partner to identify funding needs, students select grant focus groups	<ul style="list-style-type: none"> • McCambridge, R. (2018). NoVo Foundation Announces a \$34 Million Investment in Radical Hope. <i>Nonprofit Quarterly</i>. https://nonprofitquarterly.org/novo-foundation-announces-a-34-million-investment-in-radical-hope/ • University of Michigan Grant Writer's Toolkit https://foundations.umich.edu/foundations/grantwriters-toolkit/
5. Sept 30	Grant proposal components, writing style, using data and stories to craft statements of need	<ul style="list-style-type: none"> • Anft, M. (2020). How One Social Justice Organization Diversified its Revenue: A Case Study. <i>The Chronicle of Philanthropy</i>. https://www.philanthropy.com/article/How-One-Social-Justice/248561 • Singer, N. and Isaac, M. (2015). Mark Zuckerberg's Philanthropy uses LLC for more control. <i>New York Times</i>. https://www.nytimes.com/2015/12/03/technology/zuckerbergs-philanthropy-uses-llc-for-more-control.html
6. Oct 7	Using evidence and best practices to inform program and project, writing SMART objectives	<ul style="list-style-type: none"> • <u>Clarke</u>, Chapters 6, 7 • SAMSA Native Connections. Setting Goals and Developing Specific, Measurable, Achievable, Relevant, and Time-bound Objectives. https://www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf • How philanthropy captures social movements. Tiny Sparks Podcast.

Date	Agenda	Required Readings
		https://nonprofitquarterly.org/how-philanthropy-captures-social-movements/
7. Oct 14 Executive Summary due (not graded)	Logic model development, process mapping, review exec summaries	<ul style="list-style-type: none"> • Theory of Change Video. (2020) Sopact. https://www.sopact.com/theory-of-change • CART Principles Right Fit Evidence. <i>Innovations for Poverty Action</i>. https://www.poverty-action.org/right-fit-evidence/principles • Social Enterprise Grants for your Consideration. (2019). <i>Global Peace Careers</i>. https://globalpeacecareers.com/magazine/40-social-enterprise-grants-for-your-consideration/
8. Oct 21	Grant data tracking requirements and evaluation plans	<ul style="list-style-type: none"> • Measuring Outcomes. Madison Community Foundation. https://www.madisongives.org/nonprofits/measuring-outcomes • Step by Step Guide to Evaluation. WK Kellogg Foundation. https://www.wkcf.org/resource-directory/resources/2017/11/the-step-by-step-guide-to-evaluation--how-to-become-savvy-evaluation-consumers
9. Oct 28	Grant budgets and in kind contributions	<ul style="list-style-type: none"> • <u>Clarke</u>, Chapter 8 • https://www.grantadviser.com/budget • What Is General Operating Support and Why Is It Important? (2014) Geo Funders. https://www.geofunders.org/resources/what-is-general-operating-support-and-why-is-it-important-678
10. Nov 4 Grant Proposal due	Strategies and ethics for building relationships with funders and donors	<ul style="list-style-type: none"> • <u>Klein</u>, Chapter 6 • Is there such a thing as too much gratitude? (2020). https://nonprofitaf.com/2020/05/is-there-such-a-thing-as-too-much-gratitude-yes-and-its-been-harmful-to-our-work/ • Nonprofit Whisperer: Building a Culture of Philanthropy (2018). https://nonprofitquarterly.org/the-nonprofit-whisperer-building-a-culture-of-philanthropy/
11. Nov 11	Students present grants to FAN stakeholders	<ul style="list-style-type: none"> • <u>Klein</u>, Chapter 8 • <i>Nonprofit Quarterly</i>. Is big philanthropy destroying democracy? Podcast. https://nonprofitquarterly.org/is-big-philanthropy-destroying-democracy/ • Consultants working in Philanthropy: The Bridgespan Group. https://www.bridgespan.org/
12. Nov 18	Culture of Philanthropic Funding, Presidential political campaigns and fundraising, guest speakers	<ul style="list-style-type: none"> • <u>Klein</u>, Chapter 30 • Nonprofit Quarterly. Winners give more but their giving reinforces elite power. Podcast. https://nonprofitquarterly.org/winners-give-more-but-their-giving-reinforces-elite-power/ • Overcoming Racial Bias in Philanthropic Funding. (2020). Stanford Social Innovation Review. https://ssir.org/articles/entry/overcoming_the_racial_bias_in_philanthropic_funding
Nov 25	No Class	University Holiday

Date	Agenda	Required Readings
13. Dec 2	Fundraising event planning, final assignment expectations, course wrap-up	<ul style="list-style-type: none"> • Klein, Chapter 37, Ethics • Crafting your non-profit event appeal video. <i>Bloomerang.com</i> https://bloomerang.co/blog/video-crafting-your-nonprofit-event-appeal-story • Koenig, R. A Tool for Measuring Fundraising Efficiency. (2017). <i>Chronicle of Philanthropy</i>. https://www.philanthropy.com/resources/template/a-tool-for-measuring-fundrais/6191/
Dec 11 (exam week) Fundraising Plan due		

c. Assignments

Students will have time to work on assignments in the second half of class in order to receive coaching from peers and the instructor. Students will have an opportunity to share their products and gather feedback on their deliverables from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading.

Assignment	Due date Submit assignment on Canvas	Percent of overall grade
1. Funder Matrix	Sept 23	25%
2. Program/Project Grant Proposal	Executive Summary Oct 14 Final Grant Nov 4	30%
3. Fundraising Campaign or Fundraising Event Plan	Dec 11	25%
4. Class Participation (instructor rating)	Dec 11	20%

Funder Matrix

Students will identify a program or project of interest in need of funding. Students will use Foundation Directory and other online resources to identify 5 funding sources with high potential. The student will gather details about each funder such as geographic focus, population, funding focus, grant award history, relationship with funder, evaluation and reporting requirements. The results will be presented in a matrix (rows and columns): one-page, landscape format, and 9 to 10-point font. The funder with the highest potential will be presented at the top of the matrix. Students will include a one-page analysis of their findings. *Course Objective #2: Students will demonstrate that they can locate appropriate funding sources for programs, projects, and identified organizational and community needs.*

Project/Program Grant Proposal for Washtenaw County FAN (Families Against Narcotics)

The class will partner with Washtenaw County Families Against Narcotics Chapter to develop a series of grants. The organization will identify programs and projects in need of grant funding. Students will form groups and commit to one program/project. The student groups will develop a 5-6 page written grant proposal for the partnering organization. Students will submit a one-page executive summary prior to the full proposal to gather feedback from instructors and a select student group. Assignment rubric will be available in canvas. *Course Objective #1: Students will identify appropriate funding strategies that support financial sustainability of an organization. Course Objective #4: Students will write project proposals that are technically complete and contribute to social equity. Course Objective #7: Students will distinguish between the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, and organizational sustainability.*

Fundraising Campaign or Fundraising Event Plan

Students will develop a fundraising campaign or fundraising event plan including purpose, objectives, tasks, responsible persons, timeline, and budget. 2-3 pages. *Course Objective #5: Students will identify and implement appropriate fundraising strategies necessary for program achievement. Course Objective #6: Students will develop and carry out elements in a fundraising campaign and/or fundraising events.*

d. Attendance and class participation

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class and small group sessions. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce your participation grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for the content and the required assignments due that day. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

Class participation is more than attending the sessions. Participation includes preparation for class by doing the readings and completing draft assignments. Participation includes asking questions of the instructor and of your classmates. Participation includes contributing fully to your group. Participation includes participating in at least one on-line community event or conversations.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the points listed in the grade chart below. Assignments are due on or before the dates listed on the syllabus and on Canvas, except where noted. Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances. Note: assignments are due by 5pm.

Additional MSW policies are available in the Student Guide: [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#), [policy for grading in special circumstances](#).

100	A+
94-99	A
91-93	A-

88-90	B+
84-87	B
81-83	B-

78-80	C+
74-77	C
71-73	C-

68-70	D+
64-67	D
<64	E

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.] Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#)

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity*

Instructor Teaching Philosophy

Adapted from Rosenshine, B. *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012).

I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and "take-aways." I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions. I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate. I will provide scaffolds for difficult tasks and notify students of possible errors. I will guide student practice through additional explanations, live review of drafts, and small group consultations. I will monitor students for understanding by asking specific questions and checking

student responses. I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course. I will note student successes and give students ample opportunity to practice independently. I will provide feedback as students begin to practice independently. I will teach using a transparent and inclusive approach.

I use an engaged active learning approach and partner with the community to address real social work related challenges. In addition to the course objectives and the CSWE competencies, we work to develop the following University of Michigan engaged learning student outcomes: (1) self-agency and innovation, (2) collaboration, communication, and teamwork, (3) social/civic responsibility and ethical reasoning, (4) intercultural engagement, (5) creativity.