



<b>Course title:</b>	Grant Writing and Fundraising
<b>Course #/term:</b>	SW 663, Spring/Summer 2022
<b>Time and place:</b>	Tuesday, 8am-12pm, B780 SSWB
<b>Credit hours:</b>	3
<b>Instructor:</b>	Douglas Manigault III, MSW
<b>Pronouns:</b>	He/him/his
<b>Contact info:</b>	<b>Email:</b> dmanigau@umich.edu <b>Phone:</b> (734) 764-5340 <i>When you email me, please include SW 663 in the subject line</i>
<b>Office:</b>	2760 SSWB
<b>Office hours:</b>	By appointment

## 1. Course Statement

### a. Course description

Social impact organizations secure resources through a variety of methods, including fees, grants, contracts, financial gifts, in-kind (non-cash) contributions, and investments. This course involves assessing an agency’s resource mix and developing tactics and strategies to sustain or expand its revenue streams. Students will explore the range of possible income sources that organizations can allocate 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. Skill development will be emphasized in areas such as grant seeking, proposal writing, donor development, direct solicitation of gifts, service contracting, and strategically communicating mission. Students will learn how to identify prospective funding sources, build relationships with potential donors, funders and collaborators, write, package and submit grant proposals, and communicate strategically. This course will also address emerging and changing trends in philanthropy.

### b. Course objectives and competencies

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

1. Identify appropriate funding strategies that support financial sustainability of an organization.
2. Locate appropriate funding sources for programs, projects, and identified organizational and community needs.

3. Cultivate, steward, and sustain mutually beneficial relationships with potential funders, donors and other stakeholders.
4. Write, package and submit proposals that are technically complete and contribute to social equity.
5. Distinguish between the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, ethics, and organizational sustainability.
6. Explore ethical concerns related to applying for, accepting, and managing grants, as well as philanthropy and fundraising.

**c. Course design**

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The instruction in this course uses experiential and inclusive pedagogy that encourages the development of solutions to relevant problems in the field. The course's design includes such instructional methods as mini lectures case studies, in-class exercises, and applied assignments. In addition, there is an emphasis on proposal writing and group project planning and implementation. Guest speakers may join classes when relevant.

**d. Intensive focus on PODS**

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This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Strategies for socially equitable and inclusive practices will be explored and developed so that all resource development contributes to social justice and social change. Students will review the growing body of evidence about privilege in relation to philanthropy, and how traditional mechanisms of philanthropy, grant making, and fundraising can contribute to and normalize oppression and marginalization. Course content, discussion, and assignments will address the ways in which populations that traditionally have experienced marginalization can be disproportionately negatively affected by the activities of fundraising and grant making, as well as the role of social workers in disrupting existing structures.

## 2. Class Requirements

### a. Text and class materials

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Clarke, C. A. (2009). *Storytelling for Grantseekers: A guide to creative nonprofit fundraising*. John Wiley & Sons, Incorporated.

Here's the link to the book in the U-M Library (you need to be signed in to your umich):  
<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=413097>

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

Here's the link to the book in the U-M Library (you need to be signed in to your umich):  
<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=4509194>

Tempel, E. R., Seiler, T. L., Burlingame, D. F., & Burlingame, D. F. (2016). *Achieving Excellence in Fundraising (4th Edition)*. John Wiley & Sons, Incorporated.

Here's the link to the book in the U-M Library (you need to be signed in to your umich):  
<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=4189539>

This course will draw from the three books listed above. If you have any trouble accessing them, please reach out to me.

I will place all other required materials on our course Canvas site in the modules that correspond to the weeks they are due.

### b. Class schedule

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We will meet in-person each week for a maximum of 2.5 hours (or less), unless otherwise arranged. An additional 1.5 hours (or so) of class time each week will consist of additional class materials students can do to supplement their learning.

Date	Agenda	Required Readings
5/10	Introduction to the course	<ul style="list-style-type: none"><li>• Review syllabus</li><li>• Klein, Chapter 1</li><li>• <a href="#">The Art of Fundraising</a> podcast</li><li>• <a href="#">Fundraising Fundamentals</a> podcast</li></ul>
5/17	Grant Writing – Generating Ideas, Research, Prospecting, and Brainstorming	<ul style="list-style-type: none"><li>• Temple et al., Ch. 9</li><li>• Klein, Chapter 2</li><li>• Clarke, Chapter 1 + 2</li></ul>

Date	Agenda	Required Readings
		<ul style="list-style-type: none"> <li>• Grant Writing is Fundraising article</li> </ul>
5/24	Grant Writing – Applying, Managing the Award, and Renewing the Partnership	<ul style="list-style-type: none"> <li>• A Foundation CEO’s Six-Step Formula for Winning a Grant article</li> <li>• <a href="#">Storytelling in Grant Writing w/ Diane H. Leonard</a></li> <li>• Clarke, Chapters 4-8</li> </ul>
5/31	Introduction to Donor Engagement – Benevon, Tours, and Annual Giving	<ul style="list-style-type: none"> <li>• Benevon brochure and handout</li> <li>• Temple et al., Ch. 17</li> <li>• Klein, Chapter 22</li> </ul>
6/7	<b>No class!</b> ( <i>Douglas out of town</i> )	<ul style="list-style-type: none"> <li>• No reading – <b>work on your tour framework and delivery</b></li> </ul>
6/14	Tour Delivery!	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
6/21	Volunteerism and Corporate Philanthropy	<ul style="list-style-type: none"> <li>• Klein, Chapter 39</li> <li>• Temple et al., Ch. 8 + 33</li> <li>• <a href="#">Corporate Philanthropy – An Inside Look</a> podcast</li> </ul>
6/28	Engaging the Board of Directors	<ul style="list-style-type: none"> <li>• Temple et al., Ch. 32</li> <li>• <a href="#">Engaging Your Board in Fundraising</a> podcast</li> </ul>
7/5	Other forms of giving (major gifts, capital campaigns, digital fundraising, etc.)	<ul style="list-style-type: none"> <li>• Klein, Chapter 21, 23, + 26</li> <li>• Temple et al., Ch. 18, 19, 29, &amp; 30</li> <li>• A Primer on the Role of Grants in Capital Campaigns article</li> </ul>
7/12	Stewardship	<ul style="list-style-type: none"> <li>• Klein, Chapter 7</li> <li>• Temple et al., Ch. 31</li> </ul>
7/19	Becoming a Fundraiser	<ul style="list-style-type: none"> <li>• Klein, Chapter 30, 34, + 44</li> <li>• Temple et al., Ch. 21 + 36</li> <li>• <a href="#">The Fundraising Profession</a> podcast</li> </ul>
7/26	DEI in Philanthropy (Guest speaker: Kapria Jenkins, Executive Director, Detroit Experience Studios)	<b>TBD</b>

c. Assignments

Assignment	Due date	Percent of overall grade
Prospect Pipeline	5/31 by 11:59PM – to be submitted on Canvas	20%
Tour Framework and Delivery	6/14: Tour Delivery (during class) 6/21 Tour Framework by 11:59PM – to be submitted on Canvas	30%
Case for Support <b>OR</b> Grant Application	6/21: Choose your option (during class) 8/2: Assignment due by 11:59PM – to be submitted on Canvas	40%
Course Engagement	Ongoing	10%

**PROSPECT PIPELINE (20%)**

Students will identify 10 potential funders for your field placement organization and develop a thorough prospect pipeline for applying to foundation, corporate, and/or federal grants. The instructor will go through an example in class and provide students with the template for completing this assignment. The goal is to conduct prospect research in preparation for applying for funding to support your organization.

**TOUR FRAMEWORK AND DELIVERY (group assignment; 30%)**

Students will work in groups to develop a tour of a designated area in the UM School of Social Work. Through this assignment, students will get creative about finding ways for their tour to pull at the heart-strings of the “donor” in ways that invites them to engage with the “organization.” The instructor will conduct an example tour in Week 4 (5/31) and provide students with a template to create a tour framework.

**CASE FOR SUPPORT OR GRANT APPLICATION (40%)**

Students will decide in week eight (8) which final written assignment they will complete. Each choice, in its simplest terms, is a written representation of your organization and its needs. Cases for support tend to focus on individual donors while grant applications are typically to institutions, so they require different forms of writing and focuses on emotion. The instructor will discuss both options throughout the course, and students will decide which once is most interest to them. The goal is to create written narratives that your organization can use. **Late assignments will not be reviewed and will receive a score of 0.** I use this policy because if you submit either these documents late to a donor, it will not be reviewed.

**COURSE ENGAGEMENT (10%)**

Course engagement is more than attending the sessions. Engagement includes asking and answering questions in class. Engagement includes contributing fully to your group project. Course engagement includes coming to class prepared (doing the readings, watching the videos, listening to the podcasts, completing the exercises).

#### d. Attendance and class participation

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Attendance for all in-person class meetings is required. However, if you are unable to attend a class due to illness or for some other reason, please contact me in advance of the class session you will miss so that we can discuss alternative arrangements. Please review the SSW policy on class attendance here: [Policy on Class Attendance](#).

#### e. Grading

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Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100 A+	88-90 B+	78-80 C+	68-70 D+
94-99 A	84-87 B	74-77 C	64-67 D
91-93 A-	81-83 B-	71-73 C-	<64 E

A brief note about grading: Your grade will reflect both your effort and the quality of your engagement and assignments.

Late Assignments: Assignments are due at or before the dates/times listed on the syllabus and on Canvas. 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.

Grade Dispute: If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to "fairness." I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

#### f. Class Recording and Course Materials

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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.

#### g. COVID-19 Statement

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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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [Wolverine Access](#). 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

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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 and plagiarism*