



Course title:	Grant Writing and Fundraising
Course #/term:	SW 663, Winter 2023
Time and place:	Wednesday, 2pm-5pm, B760 SSWB
Credit hours:	3
Instructor:	Douglas Manigault III
Pronouns:	He/him/his
Contact info:	Email: dmanigau@umich.edu Phone: (313) 652-7898 (cell) <i>When you email me, please include SW 663 – Winter 2023 in the subject line</i>
Office:	2760 SSWB
Office hours:	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

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

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

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>

This course will draw from the two 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

We will meet in-person each week for a maximum of 2.5 hours (or less with break(s)), unless otherwise arranged. An additional 30 minutes (or so) of class time each week will consist of additional class materials students can do to supplement their learning.

Date	Agenda	Required Readings
1/4	Introduction to the course	<ul style="list-style-type: none">Review the syllabus
1/11	Fundraising 101	<ul style="list-style-type: none">Klein, Chapters 1 & 2Fundraising Fundamentals podcastFundraising Philosophy podcast
1/18	Donor acquisition and retention	<ul style="list-style-type: none">Klein, Chapters 12, 13, 14, & 17Bloomerang's Donor Retention blog
1/25	No class (<i>Mental Health Break</i>)	

Date	Agenda	Required Readings
2/1	Volunteerism, the Board of Directors, and Corporate Philanthropy	<ul style="list-style-type: none"> • Klein, Chapters 7 & 39 • Corporate Philanthropy – An Inside Look podcast • Engaging Your Board in Fundraising podcast
2/8	Major gifts (verbal and written asks	<ul style="list-style-type: none"> • Klein, Chapters 3 & 21 • Garecht's overview of the Case for Support • Habitat for Humanity's example Case for Support • The Major Gift Ask Secret to Success article
2/15	Digital fundraising	<ul style="list-style-type: none"> • Klein, Chapter 15 • Digital Fundraising podcast
2/22	No class (<i>Douglas out of town</i>) Complete and submit your Case for Support assignment by 11:59pm	
3/1	No class (<i>Spring Break</i>)	
3/8	Introduction to grants and prospecting for grants	<ul style="list-style-type: none"> • Clarke, Chapters 1 & 2 • A Foundation CEO's Six-Step Formula for Winning a Grant article • A Primer on the Role of Grants in Capital Campaigns article • Using Major Gifts in Grant Seeking article
3/15	Writing a grant proposal [Class on Zoom]	<ul style="list-style-type: none"> • Clarke, Chapters 3-8 • Storytelling in Grant Writing w/ Diane H. Leonard
3/22	Editing, submitting, and managing grants	<ul style="list-style-type: none"> • Clarke, Chapters 9-12
3/29	Group work for your grant proposal	<ul style="list-style-type: none"> • No readings!

Date	Agenda	Required Readings
4/5	Group work for your grant proposal	<ul style="list-style-type: none"> No readings!
4/12	Course wrap up and final support for grant proposals	<ul style="list-style-type: none"> No readings!

c. Assignments

Assignment	Due date	Percent of overall grade
Case for Support	2/22 by 11:59PM – to be submitted on Canvas	25%
Prospect Pipeline	3/15 by 11:59PM – to be submitted on Canvas	30%
Grant Proposal [group assignment]	4/14 by 11:59PM – to be submitted on Canvas	40%
Course Engagement	Ongoing	5%

CASE FOR SUPPORT (25%)

Students will develop a creative representation of an organization’s needs using Canva or some other platform of choice. In week six (6), we will discuss the importance of a case statement, its components, and the importance of this written document for your engagement with individual donors. The goal is to learn ways to engage potential and current donors in your work toward a specific outcome for clients.

PROSPECT PIPELINE (30%)

Students will identify 10 potential funders for your field placement organization (or some other organization of choice) 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.

GRANT PROPOSAL [GROUP ASSIGNMENT] (40%)

In groups of 4 or 5, students write a grant proposal to a funder of choice for an organization of choice. Led by a group-identified project manager, each group will go through the process of preparing for, writing, and “submitting” a grant proposal for funding. In weeks 10-12, the instructor will discuss the Grant Lifecycle. The goal is to

create a formal, written narrative that your organizations could use. **Late assignments will not be reviewed and will receive a score of 0.** I use this policy specifically for this assignment because if you submit a grant proposal late to a funder, it will not be reviewed.

COURSE ENGAGEMENT (5%)

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). I will have in-class activities to aid in your learning.

d. Attendance and class participation

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

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

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

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

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*