



Course title:	Grant Writing and Fundraising
Course #/term:	SW 663 801 Winter 2023
Time and place	Thursday's 8-10pm
Live Class Meeting:	Zoom in Canvas
Credit hours:	3
Prerequisites:	N/A
Instructor:	Julie D. Cushman, LMSW, ACSW, CAADC (Address me as Julie)
Pronouns:	She/her
Contact info:	Email: jcushman@umich.edu Phone: 734-845-0867
	You may expect a response within 48 hours.
Office hours:	By appointment via Zoom, FaceTime or Phone

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

1. Identify appropriate funding strategies that support financial sustainability of an organization
2. Investigate appropriate funding sources for programs, projects, and identified organizational and community needs
3. Demonstrate how to cultivate, steward, and sustain mutually beneficial relationships with potential funders and donors
4. Write project proposals that are technically complete and contribute to social equity
5. Determine appropriate fundraising strategies necessary for program achievement
6. Prepare required elements of a fundraising campaign and/or fundraising events
7. Distinguish the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, and organizational sustainability
8. Discuss typical ethical concerns related to applying for, accepting, and managing grants, as well as contracting, 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.

e. Anti-Oppression Statement:

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. To have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions, and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. Class Requirements

a. Text and class materials

There are two required textbooks for this course:

Hoefler, R. (2017). *Funded!*

Successful grantwriting for your nonprofit. Oxford University Press.

ISBN 978-0190681876

This textbook is available in both printed and electronic format from a variety of retailers, including the UMich bookstore, Amazon, and VitalSource.com

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

Jossey-Bass. ISBN 978-1119845287

This textbook is available in both printed and electronic format from a variety of retailers, including the UMich bookstore, Amazon, and VitalSource.com

The electronic version is available through the UM library at the link below:

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

All other required readings, videos, and resources are posted on our course Canvas site, within the relevant modules.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required resources and other materials.

There is an optional book that I will be assigning some chapters from within the canvas site. Clarke C, (2009). *Stoytelling for Grantseekers: A Guide to creative non-profit fundraising* (2nd ed.) You can access the book electronically at here log into UofM at <https://www.lib.umich.edu/announcements/oreilly-safari-books-online> (Links to an external site)

Follow this instructions (1) Scroll to the bottom, 2) click on go to database, 3) for select your institution- select "Not Listed?" and click 4) enter your complete umich email and you are in.

b. Class schedule

This course consists of 13 learning modules that are organized into the following topic areas:

Module & Topic	Pre-Work For Live Class Session	Pre-Work & Assignments Due
Module 1: Introduction to Grant Writing 1/12/23	<i>Funded! Successful Grantwriting for Your Nonprofit</i> <ul style="list-style-type: none">Chapter 1 Additional articles & videos posted in this module in Canvas	<ul style="list-style-type: none">Introduction Discussion Video due 1/9/23Complete student Survey & Skills Assessment due 1/11/23 at 5pm
Module 2 Grant Writing: Research & Prospecting	<i>Funded! Successful Grantwriting for Your Nonprofit</i> <ul style="list-style-type: none">Chapter 2	

<p>1/19/23</p>	<ul style="list-style-type: none"> • Chapter 3 <p>Additional articles & videos posted in this module in Canvas</p>	
<p>Module 3 Grant Writing: Applying 1/26/23</p>	<p><i>Funded! Successful Grantwriting for Your Nonprofit</i></p> <ul style="list-style-type: none"> • Chapter 5 • Chapter 6 <p>Additional articles & videos posted in this module in Canvas</p>	
<p>Module 4 Grant Writing: Evaluating 2/2/23</p>	<p><i>Funded! Successful Grantwriting for Your Nonprofit</i></p> <ul style="list-style-type: none"> • Chapter 8 • Chapter 9 <p>Additional articles & videos posted in this module in Canvas</p>	<ul style="list-style-type: none"> • Grant idea due 1/30/23
<p>Module 5 Grant Writing: Budgeting 2/9/22</p>	<p><i>Funded! Successful Grantwriting for Your Nonprofit</i></p> <ul style="list-style-type: none"> • Chapter 10 <p>Additional articles & videos posted in this module in Canvas</p>	<ul style="list-style-type: none"> • Funder Matrix Due
<p>Module 6 Grant Writing: Managing 2/16/23</p>	<p><i>Funded! Successful Grantwriting for Your Nonprofit</i></p> <ul style="list-style-type: none"> • Chapter 12 	<ul style="list-style-type: none"> • Grant Review Due

	Additional articles & videos posted in this module in Canvas	
<p>Module 7 Introduction to Philanthropy and Fundraising</p> <p>2/23/23</p>	<p><i>Fundraising for Social Change (7th ed.)</i></p> <ul style="list-style-type: none"> • Chapter 2 • Chapter 4 • Chapter 7 <p>Additional articles & videos posted in this module in Canvas</p>	<ul style="list-style-type: none"> • Executive Summary Of Grant Due anytime between Day 7 of Module 7 and day 3 of module 8 (2/23-3/6)
<p>Module 8 The Culture of Philanthropy</p> <p>3/9/23</p>	<p><i>Fundraising for Social Change (7th ed.)</i></p> <ul style="list-style-type: none"> • Chapter 6 <p>Additional articles & videos posted in this module in Canvas</p>	
<p>Module 9 Donor Cultivation & Ethics</p> <p>3/16/23</p>	<p><i>Fundraising for Social Change (7th ed.)</i></p> <ul style="list-style-type: none"> • Chapter 31 • Chapter 40 <p>Additional articles & videos posted in this module in Canvas</p>	<ul style="list-style-type: none"> • Grant Application Due
<p>Module 10 Making a Case</p> <p>3/23/23</p>	<p>Articles & videos posted in this module in Canvas</p>	<ul style="list-style-type: none"> • Self-Peer Evaluation Due
<p>Module 11 Donor Stewardship</p> <p>3/29/23</p>	<p><i>Fundraising for Social Change (7th ed.)</i></p> <ul style="list-style-type: none"> • Chapter 30 	

	Additional articles & videos posted in this module in Canvas	
Module 12 Fundraising Plans 4/6/23	Articles & videos posted in this module in Canvas	
Module 13: Evaluating Fundraising 4/13/23	Articles & videos posted in this module in Canvas	<ul style="list-style-type: none"> • Case for Support due 4/11/23 • Sharing & Discussion Cass for Support-in live class session

c. Assignments

See the canvas site for detail about assignments (Instructions, due dates, rubrics, etc.)

Due dates have been noted on the class schedule in **Bold** letters in the third column titled **Pre-Work and Assignments Due** You MUST COMPLETE ALL ASSIGNMENTS (including any within attendance and participation TO SUCCESSFULLY PASS THE COURSE

Assignment	Due Date	Percentage
Attendance/Participation/Engagement Includes attending live class sessions and engaging with the content during class and on Canvas, quizzes, on-line discussions posts, asynchronous activities/exercises, skill development homework, participation, and page views on Canvas.	On-going and as assigned throughout the semester	20%
Grant idea for grant application (group)	Day 4 of Module 4-1/30/23 at 11:59pm	2.5%
Funder Matrix (individual)	Day 7 of Module 5-2/9/23 at 11:59pm	15%
Grant Review (individual)	Day 7 of Module 6- 2/16/23 at 11:59pm	15%
Executive Summary of Grant (group)	Anytime between day 7 of module 7 to day 3 of Module 8 (2/23-3/6 at 11:59pm)	2.5%
Grant Application (Group)	Day 7 of Module 9-3/16/23 at 11:59pm	25%
Self/peer evaluation (Individual)	Day 7 of Module 10- 3/23/23 at 11:59pm	5%
Case for Support (Individual/group of 2)	Day 5 of Module 13 at 11:59pm	15%

d. Attendance Policy

Students are expected to attend all the live, synchronous class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts. Absences are counted from the first scheduled live class meeting. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, by ½ grade and/ possibly receiving a non-passing grade.

If you do miss class, please go the week’s module, page titled **Live Zoom Session** where you will see TO DO if missed class session. In Completing and submitting this you will earn partial credit for attendance.

See the [Policy on Class Attendance](#) found in the MSW Student Guide for our program policies.

e. Live class participation

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. See attendance policy above regarding absences.

Grading

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

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

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 for the grant application assignment, 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.

Please note: Late submissions for the grant application assignment will not be reviewed and will receive a score of 0. I use this policy because if you submit a grant late to a funder, it will not be reviewed.

Grade Dispute Process

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.

Expectations for Written Work

Development of professional writing is a goal of the course, and I will consider writing quality in grading. Proofread written work carefully; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is a great resource for general writing and formatting advice.

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 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. 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 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*