

**THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT
BRANDEIS UNIVERSITY**

HS 225a
Fundraising and Development
Fall 2006

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Office hours: By arrangement

Course Description: This course will provide students with a basic grounding in key concepts of private fundraising and development. It will explore the role of private philanthropy in the management of non-governmental organizations, specifically the relationships between philanthropy and ethics; management decision making and the role of a “gift economy”; the role of leaders and boards in fundraising as well as options for structuring an integrated development plan.

In addition to the theoretical framework for understanding how strategic fundraising and development practices are incorporated with NGO management, this course will offer students practical hands on experience with foundation research, grants writing, and the creation of several key components of a comprehensive fundraising plan. Core competencies include: internet and library research skills, quantitative analysis focusing on cost-benefit ratios, persuasive writing skills, qualitative analysis of management cases, presentation and public speaking skills and the development and management of strategic planning initiatives.

Course Requirements

1. Attendance at all sessions; prompt arrival.
2. Preparation of all readings.
3. Timely submission/presentation of assignments.
4. Helpfulness to and respect for other students.
5. Other including:
 - **Class Participation:** As a community of learners, we learn best when we actively question what we have learned, challenge and support each other’s ideas, and help to draw connections between the material we are covering in class and our experiences in other courses and professional settings. Given this, active participation in class discussions, including evidence of having done the prescribed readings, will be expected. If you are unable to attend class, you are expected to call me *before* the missed class session. Unexcused or repeated absence from class will result in a reduction in the final grade.

- **Case Analyses:** Students will prepare a 3-page analysis for two of the seven cases read this semester. Students may choose which cases they write up. The cases that are appropriate for analysis are noted in the list of class readings. Additional details about the case analysis assignments assignment will be discussed during the first class session. **At least one of the case analyses must be completed and turned in by October 1, 2007.**
- **Fundraising Portfolio:** Students will be asked to choose an NGO that they will use to develop the following portfolio:
 - Funding research report
 - Letter proposal
 - Donor appeal letter
 Each element of the fundraising portfolio should be 2-4 pages long, as appropriate. Additional details will be provided in advance of each portfolio assignment.
- **Final Project:** The final project will include both a 12-15 page final report and a 10-15 minute professional presentation to the class. Students will work in groups of two to four (depending on class size) and will choose a non-profit (it must be different from that used for the portfolio) and prepare one of the following:
 1. A private foundation proposal
 2. An annual fundraising plan
 3. A corporate sponsorship proposal
 4. A research paper on a relevant topic in philanthropy
 5. A fundraising related project of the student's choosing (with instructor's permission)

Your grade will be calculated as follows

The grade for the course will be determined by:

- Class participation: 25%
- 2 case analyses: 20%
- Fundraising portfolio 35%
- Final project and presentation: 20%

You will receive early feedback on your performance

Written comments will be provided on written assignments. Each student will receive a brief written evaluation at the mid-point in the semester.

Policy for late papers or missed exams

Arrangements for make up papers must be made before the paper is due.

Academic Integrity: Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except

when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person- be it a world-class philosophers or your lab partner – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the sources of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. Violations of university policies on academic integrity, described in Section 3 of *Rights and Responsibilities*, may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Notice: If you have a documented disability on record at Brandeis University and require accommodations, please bring it to the instructor’s attention prior to the second meeting of the class. If you have any questions about this process, contact Beth Mann, Disabilities Coordinator for The Heller School at x62737, or at bmann@brandeis.edu.

This syllabus is subject to change. When in doubt, please ask me.

Readings:

Guide to Proposal Writing, 5th edition The Foundation Center, NYC 2007

What’s Love Got to Do with It? A Critical Look at American Charity, David Wagner, The New Press, NYC 2000 Chapter 4

Sweet Charity?, Janet Poppendieck, Viking Press, NYC 1998 Chapter 1

“Contribution to History”, Chronicle of Philanthropy, July 19, 2006

“Don’t Confuse Generosity with Impact on Society”, Chronicle of Philanthropy, June 29, 2006

"The September 11th Fund: The Creation" Harvard Business School Jane Wei-Skillern; March 26, 2002***

“Dana Farber Cancer Institute: Development Strategy”, Harvard Business School June 2000 V. Kasturi Rangan and M. Bell ***

“Should Not For Profits Seek Profits?”, Harvard Business Review, February 2005
W. Foster and J. Bradach

“A Focus on Efficiency”, Chronicle of Philanthropy, April 7, 2006

“Philanthropy’s New Agenda: Creating Value”, Harvard Business Review November 1, 1999
Michael Porter and Mark Kramer

“Triangle Community Foundation” Stanford University June 2001
J. Gregory Dees and Beth Anderson ***

“Peninsula Community Foundation”, Harvard Business School, November 2003, J. Austin, J. Wei-Skillern and A. Berkley Wagonfeld ***

“Two California Community Funds Agree to Merge”, Chronicle of Philanthropy, July 13, 2006

“Strategy and Society”, Harvard Business Review, December 2006, M. Porter and M. Kramer

“The Keys to Rethinking Corporate Philanthropy”, MIT Sloan Management Review, Fall 2005, H. Brusca and F. Walter

“Cause Related Marketing: More Buck Than Bang?”, 2005, Kelley School of Business/Indiana University, M. Berglund and C. Nakata

Stonyfield Farm “2007 Bid With Your Lid” program description

“Maitri AIDS Hospice”, Stanford University, August 2001, J. Gregory Dees and Beth Anderson ***

“Altruism For Fun and Profit” (Pallotta Teamworks and AIDS fundraising) Jeff Wise, The New York Times, September 7, 1997

"Pallotta TeamWorks" Harvard Business School, Allen Grossman and Liz Kind; April 2, 2002 ***

“The Ratings Game”, Stanford Social Innovation Review, Summer 2005
Fundraising letters (5)

“A Study Shows the Superrich Are Not the Most Generous”, New York Times, December 19, 2005

“Who Brought Bernadine Healy Down?” Susan Sontag, The New York Times, December 23, 2001

Non-Profit Land Bank Amasses Billions”, The Washington Post, May 4, 2003

“\$420,000 a Year and No Strings Fund”, The Washington Post, May 4, 2003

“In Diabetes Fight, Raising Cash and Keeping Trust”, New York Times, November 25, 2006

“Acumen Fund and WaterHealth International: The Role of Venture Philanthropy”, Graduate School of Business, Stanford University, April 2007***

“Caring for Each Other: Philanthropy in Communities of Color”, Grassroots Fundraising Journal, September/October 2001

“The Amy Biehl Foundation Trust” (South Africa) Graduate School of Business, Stanford University October 2000 ***

“Helping Board Members Understand Their Roles”, Chapter 4, New Directions for Philanthropic Fundraising, Summer 2004

“Board Passages: Three Key Stages in a Non-Profit Board’s Life Cycle”, Karl Mathaisen III , National Center for Non-Profit Boards 1999

“The Non-Profit Sector’s \$100 Billion Opportunity”, Harvard Business Review, May 2003; Bill Bradley, Paul Jensen & Less Silverman

*** *Case appropriate for analysis (see assignments)*

On occasion, supplemental reading materials may be distributed by the instructor for discussion in a subsequent class. If you are absent, it is your responsibility to obtain these reading materials prior to the next scheduled class.

Course Schedule

September 10: Class 1

- Introductions
- Learning Objectives
- Overview of course
- Why do people give?
- Development and Fundraising: An Overview
- Writing case analyses

September 17: Class 2

- Role of philanthropy in the not for profit sector and society
- An introduction to an ethical framework for development and fundraising

Reading:

- Poppendieck, Chapter 1, pp. 20-24
- Wagner, Chapter 4, pp. 88-115
- “Contribution to History”, Chronicle of Philanthropy, July 19, 2006
- “Don’t Confuse Generosity with Impact on Society”, Chronicle of Philanthropy, June 29, 2006
- “The September 11th Fund: The Creation” Harvard Business School Jane Wei-Skillern; March 26, 2002

Written Assignments: Case analysis (if chosen)

September 24: Class 3

- The Development Plan
- Development and organizational strategic planning
- Introduction to fundraising research

Reading: -“Dana Farber Cancer Institute: Development Strategy”, Harvard Business School June 2000 V. Kasturi Rangan and M. Bell
 -“Should Not For Profits Seek Profits?”, Harvard Business Review, February 2005 W. Foster and J. Bradach

Written Assignment: Case analysis (if chosen)
 Turn in the name of the not for profit organization
 chosen for the fundraising portfolio

October 1: Class 4

- Foundations: Private, Corporate and Community
- Private sector proposal writing
- Public sector proposal writing

Reading: - “Philanthropy’s New Agenda: Creating Value”, Harvard Business Review November 1, 1999 Michael Porter and Mark Kramer
 -“Triangle Community Foundation” Stanford University June 2001 J. Gregory Dees and Beth Anderson
 -“A Focus on Efficiency”, Chronicle of Philanthropy, April 7, 2006

Written Assignment: Case analysis (if chosen—MUST TURN IN ONE BY THIS DATE)
 Fundraising Portfolio: Funding research assignment

October 8: Class 5

- The mechanics of proposal writing
- Final Project overview and planning

Reading: -Guide to Proposal Writing, Chapters 1-7
 -“Peninsula Community Foundation”, Harvard Business School, November 2003, J. Austin, J. Wei-Skillern and A. Berkley Wagonfeld
 -“Two California Community Funds Agree to Merge”, Chronicle of Philanthropy, July 13, 2006

Written Assignments: Case analysis (if chosen)

October 15: Class 6

- Proposal writing (con't)
- Corporate philanthropy
- Cause-related marketing

Reading:

- Guide to Proposal Writing, Chapters 8-13
- “Strategy and Society”, Harvard Business Review, December 2006, M. Porter and M. Kramer
- “The Keys to Rethinking Corporate Philanthropy”, MIT Sloan Management Review, Fall 2005, H. Brusch and F. Walter
- “Cause Related Marketing: More Buck Than Bang?”, 2005, Kelley School of Business/Indiana University, M. Berglind and C. Nakata
- Stonyfield Farm “2007 Bid With Your Lid” program description

Written Assignments: Fundraising Portfolio: Case statement
Final project team and topic submitted

October 22: Class 7

- Events Fundraising
- Rating Nonprofit Organizations
- Mid-course evaluation

Reading:

- “Maitri AIDS Hospice”, Stanford University, August 2001
J. Gregory Dees and Beth Anderson
- “Altruism For Fun and Profit” (Pallotta Teamworks and AIDS fundraising) Jeff Wise, The New York Times, September 7, 1997
- “Pallotta TeamWorks”, Harvard Business School, April 2002
- “The Ratings Game”, Stanford Social Innovation Review, Summer 2005

Written Assignments: Case Analysis (if chosen)

October 29: Class 8

- Direct Marketing/Direct Mail
- Major Gifts fundraising and “The Ask”
- Capital Campaigns

Reading:

- “A Study Shows the Superrich Are Not the Most Generous”, New York Times, December 19, 2005
- Fundraising letters (5)
- OTHER READINGS TO BE ADDED

Written Assignments: Fundraising Portfolio: Letter proposal

November 5: Class 9

- Managing fundraising crises: Case studies of the Red Cross and The Nature Conservancy

Readings:

- “Who Brought Bernadine Healy Down?” (The Red Cross’ response to September 11) Susan Sontag, The New York Times, December 23, 2001
- “Non-Profit Land Bank Amasses Billions”, The Washington Post, May 4, 2003
- “\$420,000 a Year and No Strings Fund”, The Washington Post, May 4, 2003
- “In Diabetes Fight, Raising Cash and Keeping Trust”, New York Times, November 25, 2006

Written Assignments: None

November 12: Class 10

- Venture Philanthropy and Social Enterprise
- Diversity issues and philanthropy

Readings

- “Acumen Fund and WaterHealth International: The Role of Venture Philanthropy”, Graduate School of Business, Stanford University, April 2007***
- “The Amy Biehl Foundation Trust” (South Africa) Graduate School of Business, Stanford University October 2000 ***
- “Caring for Each Other: Philanthropy in Communities of Color”, Grassroots Fundraising Journal, September/October 2001

Written Assignments: Case analysis (if chosen)
Fundraising Portfolio: Donor Appeal letter

November 19: Class 11

- Board Governance and Fundraising
- Public Policy and Fundraising

Reading

- “Helping Board Members Understand Their Roles”, Chapter 4, New Directions for Philanthropic Fundraising, Summer 2004
- “Board Passages: Three Key Stages in a Non-Profit Board’s Life Cycle”, Karl Mathaisen III 1999
- “The Non-Profit Sector’s \$100 Billion Opportunity”, Harvard Business Review, May 2003, Bradley, Jansen & Silverman

Written Assignments: None

November 26: Class 12

- Selected fundraising topics
- FINAL PRESENTATIONS

Reading: To be announced

Written Assignments: Final Projects (all written projects due tonight regardless of when your presentation is scheduled)

December 3: Class 13

- FINAL PRESENTATIONS
- Course evaluation