

**University of Delaware**  
**School of Public Policy and Administration**  
**UAPP 674/474-Strategic Marketing and Fundraising for Nonprofit Organizations**  
**Spring, 2016**

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Office Hours Monday 1-3 & by Appointment

Through course materials and hands-on applications, this course targets the development and refinement of advanced practice skills for use with organizations and communities. Students focus on advanced methods and models for resource development, intervention strategies, public relations and marketing methods, education\training skills and advocacy methods that are essential for social work practice with communities and organizations. The use of marketing as a tool will be included. This course will contain written and oral skill development exercises, and social simulations designed to acquaint the student with a variety of specialty planning and marketing tasks often encountered by nonprofit administrators.

### **Course Objectives**

The student who successfully completes this course will be able to:

1. Systematically apply critical thinking skills in evaluating public relations in working with the media and the Internet as demonstrated in a class project;
2. Understand basic nonprofit advocacy as demonstrated in a class project;
3. Develop and use public speaking skills with an emphasis on presentation technology as demonstrated in a class project;
4. Be aware of the fundamental theories, skills and practices in fundraising for non profits, including alternative approaches and applications with diverse populations as demonstrated in a class project;
5. Identify different sources of giving and understand the characteristics that distinguish each type as demonstrated in a class project;
6. Identify and discuss the effects of diverse values and concerns related to planning, and address the perspectives of those affected by social and economic injustice within the planning process as demonstrated in a class project;

7. Identify value conflicts and ethical dilemmas that may arise during organizational planning, and suggest responses that are ethical as demonstrated in a class project;
8. Demonstrate how to use technology tools in advocacy, marketing and fundraising as demonstrated in a class project;

### **Texts**

Grau, S. (2013). *Marketing For Nonprofit Organizations: Insights and Innovation*. Chicago: Lyceum Books

Libby, P. (2011). *The Lobbying strategy handbook*. Thousand Oak: Sage Publications.

### **Method of Instruction**

This course is offered in a blended format of face to face and online activities. The course begins with a traditional session and ends with a traditional session. Other activities are conducted asynchronously and on-line.

This course will make extensive use of technology to facilitate the teaching/learning process and insure teacher to student and student to student interaction. These technologies will include extensive use of the discussion board, websites, wikis and other forms of technology. This course lends itself well to this format because of the substance of the course material.

In taking this course, I assume that you have basic information technology abilities. This means that you can use a computer, have access to an Internet connection (preferably a broadband connection) and you can use common office software.

DUE TO UNIVERSITY REGULATIONS, FRESHMEN AND SOPHOMORES CANNOT TAKE THIS COURSE

### **Class Policies**

Contacting Me: My office is located in Graham Hall, Room 298D. My telephone number is 302-631-0765 and my email address is [mcnuttjg@udel.edu](mailto:mcnuttjg@udel.edu). It is always easier to contact me through e-mail.

Expectations: You are expected to have read the assigned readings and participate meaningfully in the class discussions. I also expect that you will behave in a professional manner and to demonstrate respect for your colleagues.

My plan is to run the course as an interactive seminar. This means that your involvement in making the course a success is critical and that it is vitally important for you to have read the assigned readings. I am strongly committed to instructional technology and I plan to make this as much a part of the course as is possible. I am starting from the assumption [backed up by considerable research and theory building] that many of the things that are true today in the nonprofit sector will not be true in the near future. The challenges we faced in the past are not the challenges we will face in the future. On balance, the opportunities that will be available are also more than we expect today. This is an exciting time to be part of the nonprofit sector and one that offers considerable potential. I bring my experiences as a practitioner, consultant and scholar to this course. I expect and hope that you will contribute your experiences and ideas to making the course a success.

Attendance: While attendance is not required (eg: I don't take points off for absences) I strongly advise you not to miss any classes. It is very difficult to successfully complete this course without attending.

Illnesses: Please Stay Home if you are ill. I will be happy to help you make up the work. It is completely up to you to decide if you are sick enough to stay home.

Standards for Written Material: All material must conform to commonly accepted standards of scholarly and professional writing. Material must be types, double spaced, presented in APA format and all references must be documented. This is NOT conversational writing. Please submit any material by e-mail. The file name must be your name and the name of the course. It must be in Word. Please do not use pdf. I will not provide grades by e-mail or over the telephone.

Weather: If the university is closed we will not be having class. If you reasonably feel that it would be risky to make it to class, I encourage you to stay home. University Policy States:

*Faculty and students are not expected to take unnecessary risks to meet their teaching and learning obligations due to inclement weather. When classes have not been canceled, it is a matter of personal judgment whether traveling to campus is hazardous. Faculty should notify their departmental offices when weather precludes them from meeting their teaching obligations; similarly, students should notify their professors when inclement weather precludes them from class attendance. In such cases, students should be allowed to make up missed class time and, whenever possible, canceled classes should be rescheduled.*

Cheating and Academic Dishonesty: I plan to follow the University's policy on Academic Dishonesty: *It is the official policy of the University of Delaware that all acts or attempted acts of alleged student academic dishonesty be reported to the Office of Judicial Affairs. At the faculty member's discretion and with the concurrence of the student or students*

involved, some cases, though reported to the Office of Judicial Affairs, may be resolved within the confines of the course. All others will be adjudicated within the Undergraduate Student Judicial System. See the [Student Guide to University Policies](#) for complete information concerning this referral process” (UD Faculty Handbook)

Disability: University Policy States that: “Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (ODSS) office as soon as possible. The ODSS is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, website: [www.udel.edu/DSS](http://www.udel.edu/DSS). You may contact ODSS at [dssoffice@udel.edu](mailto:dssoffice@udel.edu) “(UD Faculty Handbook)

Religious Holidays: “It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance on these days. “ (UD Faculty Handbook)

Faculty Statement on Disclosures of Instances of Sexual Misconduct If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university’s Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch  
with a sexual offense support advocate

## How a Blended Course Works



### Assignments and Grading

Since the course is taught on a web-based format, requirements are somewhat different than in a traditional classroom situation. Students are responsible for reading all assignments, actively participating in online events, discussions and so forth. It is also important that you participate consistently during the course.

Graduate Students will be held to a higher standard than undergraduates for the purpose of grading. The assignments are the same.

### Marketing Project (40%) (Due March )

A typed 10 to 12 page paper describing a marketing plan designed to heighten community awareness of a problem that exists in a community or of a program in an organization. Design a marketing plan, spelling out the various activities necessary to implement the plan, including the persons or groups responsible for specific tasks, and provide a timeline for one year's activities. Students may choose to critique the marketing plan of any organization (in field or work). Paper is written in APA style and prepared for a scholarly publication.

Paper should include:

1. A brief description of the organization or community

2. A description of the problem or need for public relations activities.-intended audience
3. The public relations activities- i.e. press releases, brochures, etc.
4. A time frame and budget for the activities.
5. Justification for the activities
6. References from reading material or from the web. It is not acceptable to use only Internet references

This is an individual Project.

### **Fundraising Project (30%) Due May .**

Group fund raising project: Students will work in small groups to develop a fundraising plan for an organization.

Objectives for this assignment:

1. Students will develop skills in planning and designing a fundraising program.
2. Students will develop skills in team work.
3. Students will develop skills in assessing organizational needs and environments.

Students can assume that:

You are hired as a group of consultants to prepare a fund raising project for a particular organization.

Your fund raising project must include:

1. Your plan (activities) for the following year and for each activity.
2. A budget for each activity.
3. Description of the target audience for each activity.
4. Flyers and materials for each activity or press releases and invitations.
5. Press releases and thank you letters.
6. Time line charts for the planning and implementation of each activity.
7. Use the Internet for additional resources.

Each group will present for 20 minutes. It is suggested that each person present for about 5 minutes and allow the audience to have about 10 minutes for questions.

Students should use email for ease in working with group members.

Professor will provide written feedback to each student on the individual presentation.

Guidelines for rating the presentation will be provided to the students.

Format for the Report:

1. Introduction
2. Discussion of the Problem. Include research findings
3. Strategy for overcoming the problem
4. Review of Efforts for Change
5. Evaluation
6. Relationship between effort and course material.

Please remember that a thoughtful piece of work is more important than an extensive piece of work. Everything Must be typed, double spaced and in APA Format.

**Advocacy Project: (20%) (Due April )**

This is an individual Project.

This might be a public education effort, an organizing effort, a policy change effort or some related form of social work advocacy.

The assignment will include these components:

1. Issue: Identification of the issue of interest.
2. Strategy: A strategy for conducting an advocacy effort. This strategy will include a statement of goals, resources needed and general strategies
3. Advocacy Effort: This section reports the actual efforts that you undertook to obtain your results. What did you do? Be specific. The advocacy effort must include an on-line component. This might be a website or an e-mail list.
4. Evaluation: Did it work? Did it go as planned? What happened?

Participation (10%)

**Final grading scale**

95-100 A, 90-94 A-, 86-89 B+, 80-85 B, 76-79 C+, 70-75 C, Below 70 F

**Course Outline (Dates in Red are F2F Classes)**

Date/ Week of	Topic	Readings
Feb 7	Introduction to the Course	

<b>Feb 14</b>	<b>Marketing</b>	<p>This unit will introduce the major concepts and ideas of traditional and emerging nonprofit marketing.</p> <p><b>Readings</b></p> <p>Grau: Chapter 1-2.</p> <p>Network for Good (2014). 7 Steps to Creating Your Best Nonprofit Marketing Plan Ever.  <a href="http://learn.networkforgood.org/NonprofitMarketingPlanGuide_Content.html">http://learn.networkforgood.org/NonprofitMarketingPlanGuide_Content.html</a></p> <p>Pope, J., Isely, E. S., &amp; Asamo-Tutu, F. (2009). Developing a Marketing Strategy for Nonprofit Organizations: An Exploratory Study. <i>Journal of Nonprofit Public Sector Marketing</i>, 21(2), 184-201</p>
<b>Feb 21</b>	<b>Marketing</b>	<p>This section looks at several aspects of nonprofit marketing in on-line environments. Websites and social media are discussed.</p> <p><b>Readings:</b></p> <p>Grau Chapter 3-5</p> <p>Lovejoy, K., &amp; Saxton, G. D. (2012). Information, Community, and Action: How Nonprofit Organizations Use Social Media. <i>Journal of Computer-Mediated Communication</i>, 17(3), 337-353</p>
<b>Feb 28</b>	<b>Marketing</b>	<p>This section looks at more advanced techniques in marketing. Marketing research, segmentation and so forth are considered.</p> <p><b>Readings</b></p> <p>Grau Chapters 6-8</p> <p>Karl, K.A. , Peluchette, J.V. &amp; Hall, L.M. (2008): Give Them Something to Smile About: A Marketing Strategy for Recruiting and Retaining Volunteers. <i>Journal of Nonprofit &amp; Public Sector Marketing</i>, 20(1), 71-96.</p>

		Wood , L.,Snelgrove R & Danylchuk, K. (2010): Segmenting Volunteer Fundraisers at a Charity Sport Event, <i>Journal of Nonprofit &amp; Public Sector Marketing</i> , 22 (1), 38-54.
Mar 7	Advocacy	<p>This section reviews the basic ideas about nonprofit advocacy. The process of advocacy, rules and regulations and so forth are examined.</p> <p><b>Readings:</b></p> <p>Libby, Chapters 1-4</p>
Mar 14	Advocacy	<p>This section discusses techniques of advocacy for nonprofit organizations</p> <p><b>Readings</b></p> <p>Libby, Chapters 8-12</p> <p>Nicholson-Crotty, J. (2011). Does Reported Policy Activity Reduce Contributions to Nonprofit Service Providers? <i>Policy Studies Journal</i>. 39, (4), 591–607.</p>
Mar 21	Fundraising	<p>This section looks at major types of nonprofit fundraising and the creation of a fundraising plan</p> <p><b>Readings</b></p> <p>McNamara, C. Overview of Nonprofit Fundraising Sources and Approaches.  <a href="http://managementhelp.org/fndrsng/np_raise/fndraise.htm">http://managementhelp.org/fndrsng/np_raise/fndraise.htm</a></p> <p>Suárez , D. (2012). Grant making as advocacy: The emergence of social justice philanthropy. <i>Nonprofit Management and Leadership</i>. 22, (3), 259–280.</p> <p>Websites to Review</p> <p>Association of Fundraising Professionals <a href="http://www.afpnet.org/">http://www.afpnet.org/</a></p> <p>Foundation Center <a href="http://foundationcenter.org/">http://foundationcenter.org/</a></p>

Spring Break March 27-April3		
April 11	Fundraising	<p>This section looks at on-line fundraising. The major issues and modalities are discussed.</p> <p><b>Readings:</b></p> <p>Chapter 6</p> <p>Digital fundraising: Sector experts share their tips on fundraising through the internet and email.  <a href="http://www.knowhownonprofit.org/funding/fundraising/individual-giving/digital-fundraising">http://www.knowhownonprofit.org/funding/fundraising/individual-giving/digital-fundraising</a></p> <p>Smith, A. (2012). Real Time Charitable Giving. Washington, DC: Pew Internet and American Life Project.  <a href="http://www.pewinternet.org/Reports/2012/MobileGiving.aspx">http://www.pewinternet.org/Reports/2012/MobileGiving.aspx</a></p> <p>Network for Good (2014). <i>The 2014 Online Fundraising Survival Guide</i>  <a href="http://learn.networkforgood.org/OnlineFundraisingSurvivalGuideOnlineFundraisingSurvivalGuideconvertedpage.html">http://learn.networkforgood.org/OnlineFundraisingSurvivalGuideOnlineFundraisingSurvivalGuideconvertedpage.html</a></p>
April 18	Fundraising	<p>This section looks at prospect research, major gifts and planned giving as well as community fundraising and special events.</p> <p><b>Readings</b></p> <p>Austin, D. (2008). Who are they? What you should know about profiling your donors. <i>Nonprofit Times</i> 22, 12-3.</p> <p>Graddy, E. &amp; Morgan, (2006). Community Foundations, Organizational Strategy, and Public Policy. <i>Nonprofit and Voluntary Sector Quarterly</i> 35 (4) 605-630</p> <p>Prospect Research Page <a href="http://www.lambresearch.com/">http://www.lambresearch.com/</a></p>
April 25- May 2	Fundraising	<p>This section looks at federated fundraising, grants and proposal writing. This section covers grant research, proposal development, proposal submission and management. The proposal review process is examined.</p> <p><b>Readings:</b></p>

		<p>Foundation Center. <i>Proposal writing short course.</i>  <a href="http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html">http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html</a></p> <p>Nonprofit Guides <a href="http://www.npguides.org/">http://www.npguides.org/</a>  Writing A Successful Grant Proposal, Minnesota Council on Foundations <a href="http://www.mcf.org/mcf/grant/writing.htm">http://www.mcf.org/mcf/grant/writing.htm</a></p>
<b>May 9</b>	<b>Presentations</b>	This will be a face to face class
<b>May 16</b>	<b>Final Paper Due</b>	

## Bibliography

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