

## Syllabus – Fall 2021

### Course and Instructor Information

**Course Title:** Fund Development and Nonprofit Sustainability

**Credits:** 3

**Format:** Online via HuskyCT

**Prerequisites:** None

**Professor:** Ruodan Zhang

**Office:** Hartford Times Building, Room 425

**Office hours:** By appointment

([https://nexus.uconn.edu/secure\\_per/schedule1.php?stser=3109](https://nexus.uconn.edu/secure_per/schedule1.php?stser=3109))

**Email:** [ruodan.zhang@uconn.edu](mailto:ruodan.zhang@uconn.edu) (Please include PP5336 in your email subject line)

**Phone:** 860.325.0461

**Availability:** *I will typically respond to emails within a 24-48-hour time period, excluding weekends. Feedback about written assignments will be provided within a week after the due date.*

### Course Technology

**HuskyCT**

**Mural**

See *Course Orientation* in HuskyCT for detailed instructions.

### Course Materials

**Required course materials should be obtained before the first day of class.**

Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

#### Required Textbooks

Worth, M. (2015). *Fundraising: Principles and Practices*. San Francisco, Sage Publications.

*Additional readings will be provided in HuskyCT within the reading folder of each individual session.*

#### Recommended Readings

Ridley-Duff, R. & Bull, M. (2019). *Understanding Social Enterprise: Theory and Practice*, 3rd Edition. San Francisco, Sage Publications.

Lindahl, W. (2010). *Principles of Fundraising: Theory and Practice*. Jones & Bartlett Learning.

Reich, R. (2018). *Just Giving: Why Philanthropy Is Failing Democracy and How It Can Do Better*. Princeton University Press.

*Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.*

### **Course Description**

This course will provide the student with the important skills to address the key questions and practical applications of developing funding to support the financial requirements for nonprofits to meet their mission. Key to this learning objective will be the development of the skills needed to create a fund development plan that uses diverse funding strategies to meet nonprofits' long-term financial sustainability requirements. We will examine essential aspects of key philanthropic funding methods: general fundraising, annual fund, major gift, capital, planned giving campaigns, and the demographic dynamics of giving. The course will also investigate the growing usage of new revenue development methods; such on-line giving, earned-income enterprise, social impact bonds, and other developing methods of funding for organizational sustainability.

### **Course Objectives**

By the end of the semester, students should be able to:

1. Create a sustainable fund development plan for a nonprofit organization.
2. Discuss and apply theories of nonprofit financial sustainability, donor motivation, and recent trends in nonprofit fundraising research (including financial sustainability in a time of crisis).
3. Evaluate key models of philanthropic giving (including online giving) and related strategies.
4. Identify relevant legal and ethical considerations; as well as generational/cultural differences that may impact the fundraising practices.
5. Identify resources available to nonprofit managers to develop and manage funding (learning how to learn).

## Course Outline

### Module Plan

Module	Week	Topic	Deliverables
1	Aug 30 – Sep 5	<b>Overview and history of nonprofit revenue streams</b>	Reading quiz 1
2	Sep 6 – Sep 12	<b>Theories of nonprofit financial sustainability</b>	Reading quiz 2
3	Sep 13 – Sep 19	<b>Fundraising and donor motivation theories</b>	Reading quiz 3 Case #1
4	Sep 20 – Sep 26	<b>Emergency management for nonprofits and other emerging trends</b>  Sep 20. Guest Speaker on Social Enterprise: Chen Ji, Indiana University	
5	Sep 27 – Oct 3	<b>Fundraising process</b>	Reading quiz 4 Case #2
6	Oct 4 – Oct 10	<b>Models and strategies - annual giving programs and new trends</b>	
7	Oct 11 – Oct 17	<b>Models and strategies - major gifts programs</b>	
8	Oct 18 – Oct 24	<b>Models and strategies - campaigns and planned giving</b>	Case #3
9	Oct 25 – Oct 31	<b>Models and strategies - corporate support and foundation support</b>	
10	Nov 1 – Nov 7	<b>Legal and ethical considerations of fundraising</b>	Reading quiz 5 Case #4
/	Nov 8 – Nov 14	Project presentation	
11	Nov 15 – Nov 20	<b>Generational and cultural differences/International fundraising</b>	Case Study Reflection Essay
/	Nov 21 – Nov 27	<i>Thanksgiving Recess</i>	
12	Nov 29 – Dec 5	<b>Managing and organizing fundraising</b>	
13	Dec 6 – Dec 10	<b>Social entrepreneurship</b>	Fund Development Plan

*The professor reserves the right to make adjustments in the course calendar as necessary.*

## Course Requirements and Grading

### Summary of Course Grading:

Course Components	Weight
Discussion	10%
Reading Quizzes	10%
Case Study Presentations	20%
Case Study Reflection Essay	10%
Group Presentation *	20%
Fund Development Plan	30%

\* Undergraduate level students will need to complete two written assignments in lieu of the group project presentation.

### Discussion

The extent to which the class is valuable to you will depend much upon your level of involvement in learning. You are expected to manage your own learning process, review the course materials in a timely manner, and participate in asynchronous class discussions.

Most class participation/discussions will be completed on Mural. At the end of each module, the module mural will be posted to HuskyCT. Failure to make regular and meaningful contributions to class discussions will result in a reduced final grade.

In particular, try to demonstrate that you have read the assigned materials and are able to reflect on them constructively, for instance, by relating particular readings to issues and concepts you that encountered in other courses or to your personal experiences.

Your participation is also valuable to your colleagues in class. Due to the nature of the course project, each of you will have different experience depending on the organizations you work with. Sharing these with your colleagues allows the class to learn from one another.

### Reading Quizzes

There will be five short reading quizzes that relate to various aspects of the reading (see *Course Outline* for the quiz schedule). Each will be worth 2 percent of your grade. These should be completed by the end of each module, normally on Sunday by 11:59 PM ET.

### Case Study Presentations

There are four cases with defined due dates (shown below and in the *Course Outline*), from which you will **select two**. The selections are at your discretion, but you must upload your

presentation to the corresponding forum under “Discussion Board” by the due dates. Late submissions will not be graded.

The purposes of this assignment are to (1) expose you to real situation where particular nonprofit funding issues must be addressed, (2) provide an opportunity for you to offer rich and thoughtful insights or recommendations, and (3) demonstrate the value of thinking analytically about a funding/fundraising problem.

I will provide you with questions to address, mostly pertaining to key insights, debates, or lessons learned. You are also encouraged to raise additional questions and offer your thoughts.

The presentation should be 10-15 minutes long. You should present the case and your analyses in a professional manner. You may provide a brief summary of the case to illustrate or support your analysis, but the focus of your presentation is to apply your knowledge of fund development to the specific situation.

As long as you complete and upload the presentations with good faith efforts, you will receive full credit. If your analyses are notably limited (or if you fail to address most of the questions), you will receive partial credit. At the beginning of your first presentation video, please show your student ID for student verification.

#### *Case #1 (Sep 19)*

Donnelly, A. C., & Snyder, C. (2014). The Demise of the Jane Addams Hull House Association: Internal or External Factors to Blame? 5-114-003. Evanston, IL: Kellogg School of Management, Northwestern University.

#### *Case #2 (Oct 3)*

Desa, G., & Koch, J. L. (2015). Drishtee: Balancing social mission and financial sustainability in rural India. *The International Journal of Entrepreneurship and Innovation*, 16(4), 291–307. DOI: <http://dx.doi.org/10.5367/ijei.2015.0200>

#### *Case #3 (Oct 24)*

Slack, J. D. (2021). Funding a community project in rural Ohio: The importance of the “Why” in a successful grant proposal. SAGE Publications: SAGE Business Cases Originals.

#### *Case #4 (Nov 7)*

Guess, A. K., & Conn, C. (2012). Heaven help us: Embezzlement in a religious organization. *Journal of Business Ethics Education*, 9(1), 421–420. JBEE9-0CS2.

### **Case Reflection Essay**

Choose any one of the cases listed above and watch the presentations. It could be one of your selected cases or a new one. Write a short reflective essay that summarizes, evaluates, and synthesizes your learning from the case presentations. The purpose of writing the essay is to reflect on and learn from other perspectives. This essay should be no more than 1,500 words. There is no minimum length. You will receive full credit for this assignment if you make a good-faith effort.

The assignment is due on Saturday Nov 20 by 11:59 PM ET. You should post your essay in the corresponding case forum.

### Group Project

This semester, you will be assigned into a group that works either with [Hartford's Proud](#) or [Keney Park Sustainability Project](#) and help them develop a fund development plan.

The fund development plan will be an organizational analysis of the funding strategies and tactics of your chosen organization. The analysis and recommendations should be based upon the concepts and issues that have been studied in class and in the readings. You are expected to propose changes and fund development strategies based on the organizational mission and your analysis.

The project has two main components: (1) a mid-term presentation summarizing your analysis of the funding situation and proposing relevant recommendations; and (2) a written fund development plan within which you will elaborate on your recommendations and further considerations. Both components will be reviewed by the professor and the organizations' stakeholders. You may receive feedback for revision after your presentation.

You may find worksheets under different modules that can help you think through the project. Sample fund development plans are also available on HuskyCT.

The presentation should be recorded and shared by **Sunday Nov 14**. The fund development plan is due on **Sunday Dec 10**.

### Grading Scale

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0

70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

### **Due Dates and Late Policy**

All course due dates are identified in the Course Outline. Late submissions/exams will not be accepted.

Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. Emergencies or exceptional circumstances can be discussed. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. All changes will be communicated through HuskyCT Announcements.*

### **Feedback and Grades**

I will make every effort to provide feedback and grades within one week from the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

### **Student Authentication and Verification**

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Presentation videos. Student case presentations will be recorded. At the beginning of the first video presentation, the student will show their student ID for verification.

### **Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials

- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

### **Students with Disabilities**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

### **Software/Technical Requirements (with Accessibility and Privacy Information)**

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Mural](#)
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](http://uconn.onthehub.com)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

**NOTE:** This course has NOT been designed for use with mobile devices.

### **Help**

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support



options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

### **Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

### **Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.