



**THE OHIO STATE UNIVERSITY**

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**Spring Semester 2020**

**Fundraising & Philanthropy, PA 5590**

**Thursdays, 5:45-8:30 pm (3 credit hours)**

**Page Hall 60**

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## **Student Learning Goals and Objectives**

Goal #1: Understand strategic development planning for nonprofit organizations.

Goal #2: Execute a professional-level and detailed annual development based on research, data analysis, and metrics.

Objectives: By the end of the course, students will:

1. Understand the role of fundraising within an organization as a key component of an overall revenue generation strategy;
2. Identify different components of a comprehensive development program, including annual fund-raising, planned giving, capital campaigns, special events and major gifts;
3. Develop skills to engage in donor relations and donor strategy development, from initial prospecting to gift closure;
4. Be familiar with and appreciate the ethical responsibilities associated with fundraising, as well as legal and tax implications for both organizations and donors; and
5. Apply what they have learned by working with a local nonprofit organization to develop a comprehensive development plan that uses a variety of tools and techniques.

## **Course Description**

Private contributions from individual donors, foundations and corporations are a critical piece of the revenue generation strategy for nonprofit and public organizations. However, many organizations lack the resources or expertise to most effectively leverage this revenue stream, and many foundations and donors struggle to optimize their giving strategies.

This course is designed to introduce students to development and fundraising strategies, processes and systems. The skills and knowledge in this course have broad applicability to those interested in working in or with nonprofit organizations, public organizations, universities, nonprofit foundations and/or corporate foundations. The course will utilize a combination of applied theories and methods, guest speakers and readings to deliver the core content. In addition, during the course students will have the opportunity to apply what they have learned by working with the staff and leadership of a local nonprofit to create a comprehensive development plan.

## Reading Materials

### Required Text\*:

Fundraising Principles and Practice 1st Edition  
by Adrian Sargeant (Author), Jen Shang (Author)  
ISBN-13: 978-0470450390  
ISBN-10: 0470450398

Other required assigned readings for each class will be available online, through Carmen.

### Supplemental Texts:

1. Burk, Penelope. (2003). *Donor Centered Fundraising*. US Edition. Chicago: Burk & Associates, LTD./Cygnus Applied Research, Inc.
2. Nichols, Judith. (2003). *Pinpointing Affluence in the 21<sup>st</sup> Century*. Lanham, MD: Taylor Trade Publishing.
3. Greenfield, James M. (2002). *Fund-Raising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers*. Hoboken, NJ: Wiley & Sons.

Supplemental texts will be provided to students, or they will be instructed to look for these materials in the library.

\*Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

## Length and format of papers, homework, and assignments, and examinations

While there are no required length for papers, homework and assignments, students are expected to demonstrate a thorough understanding of assignment materials and reference information shared in class lessons and hand in work of a length that meets those expectations. The use of correct spelling and terminology, grammar, and sentence and paragraph structure are also expected. Students will receive instructor's edits with the return of each assignment; these edits should be incorporated into students' final work. Because class work depends on effective group work, it is recommended that students share their work and edits with their group members to ensure the quality of the final development plan. The final plan serves, in effect, as the class final exam; groups will provide a copy of the plan to their nonprofit partner and to the instructor.

## Due Dates for Assignments

Assignments will be made at the conclusion of each class and will be due at the beginning of the following week's class. Students will be expected to send the instructor an electronic copy of all assignments by 5 p.m. the day before class, and to provide a printed copy to hand in the day of class. All assignments must include student name, group name, date, and component. Any assignment that does not include that identifying information will not be reviewed or graded.

In the unlikely event of a late submission, students must provide sufficient notice to the instructor prior to class and also notify his/her group.

## Grade Information and Distribution

The primary deliverable in this course is the preparation of a Development Plan for a local nonprofit organization. While the final Development Plan will be a group product (with a group grade), each group member will be assigned one or more components as their primary focus during the course and will receive an individual grade for that component or components. Graduate and undergraduate student will be graded with appropriate rigor.

Course grades will be assigned based upon the following distribution:

|   | Percent of Final Grade |
|---|------------------------|
| <b>Development Plan</b>                                   | <b>60%</b>             |
| First Draft Component (Individual)                        | 20%                    |
| Draft Funding Analysis Matrix & Executive Summary (Group) | 15%                    |
| Final (Revised) Development Plan- All Parts (Group)       | 10%                    |
| Presentation of Development Plan (Group)                  | 15%                    |
| <b>In-Class Activities &amp; Participation</b>            |                        |
| Fundraising Effectiveness Project Activity (Individual)   | 10% <b>40%</b>         |
| Participation and Discussion (Individual)                 | 20%                    |
| Self and Group Evaluation                                 | 5%                     |
| Attendance at AFP or other education activity             | 5%                     |

## Grading Scale:

|                   |                  |
|-------------------|------------------|
| A = 100% to 93%   | C = <77% to 73%  |
| A- = <93% to 90%  | C- = <73% to 70% |
| B+ = <90 to 87%   | D+ = <70% to 67% |
| B = <87 to 83%    | D = <67% to 60%  |
| B- = <83% to 80%  | E = <60% to 0%   |
| C + = <80% to 77% |                  |

## Graded Components

### *Development Plan:*

Students will work in teams (of four to five) on a “consulting” project to create a Development Plan for a local nonprofit organization (selected by the instructor prior to the start of the quarter). The projects are to be fully integrated into the course; we will use these projects as dynamic case studies to link theory with practice during course discussions and workshops. Students will be required to meet with clients (participating organizations) as needed during the quarter but are not expected to spend regular hours at the client’s office (this is not an internship or practicum). As “professional consultants,” students should spend an appropriate amount of time as needed to gather information to complete the project. Students will be expected to research nonprofit trends and client-related issues to extrapolate findings and recommendations.

Description of each deliverable here, including individual components, funding analysis matrix, executive summary, final plan, and presentation of plan:

*First Draft Component:*

General course work will introduce the students to the elements of a development plan, and a model format. Each student will be assigned to a nonprofit organization. Based on in-class discussions and ancillary research, each student will be assigned to draft a specific segment of the development plan for his/her assigned agency. For his/her component, students will provide a written synopsis of his/her organization's current funding efforts and offer fundraising objectives, strategies, methodologies, and measurements for his/her specific segment of the development plan. Competency in understanding and evaluating current and future funding needs, and establishing bench marks of measurement, is a fundamental development skill and will be counted as 20 percent of the grade.

*Draft Analysis Matrix & Executive Summary:*

A solid development plan must have as its base a matrix that looks at historical giving data and projects what future income might be, based on trend lines. Using actual data from their assigned agencies, students will look at actual funding components, recommend additional revenue streams, and develop a comparative matrix for 2016 and 2017 revenues. An Executive Summary that briefly outlines the rationale for each revenue stream and an overview of agency strengths and weaknesses should serve as the narrative for the matrix. This portion of course work will serve as the linkage for other segments of the development plan and will account for 20 percent of students' grade.

*Final Development Plan:*

The final plan will incorporate instructor edits and group input and serve as a cohesive document that speaks with one "voice." The final plan will be worth 10 percent of each student's grade.

*Group Presentations of Development Plans:*

The ability to logically and dynamically outline a plan of campaign is a critical skill. Well-articulated passion for a mission is as important as sound statistical analysis. Both contribute equally to audience buy-in. Each student will be given an opportunity to present his/her component(s) of the development plan, but the presentation overall should be seamless. This portion of the course work will account for 15 percent of the overall grade.

*Fundraising Effectiveness Project (FEP):*

Developed by a national task force led in part by the Association of Fundraising Professionals (AFP), the FEP provides nonprofit development directors and CEOs with a frame work for developing and using metrics to analyze the overall year-to-year performance of the development office. Looking at the bottom line may not tell the whole story. Building a sustainable development program involves acquiring AND retaining donors. This requires a knowledge of gains and losses in giving and numbers of donors. Students will be receive a "mock" financial profile for a fictitious nonprofit organization and expected to asked to provide analysis of fundraising strengths, weaknesses, and opportunitites, and extrapolate trends inferred utilizing national giving data. They will then be asked to conduct a similar analysis of

their respective agencies. The ability to accurately interpret data and develop strategies are critical skills; 10 percent of the students' grade will be evaluated according to their performance in this area.

#### *Participation and Discussions:*

Because of the importance of active class discussion and participation, 20 percent of the final grade is based on participation and discussion. **Attendance in class sessions is required to receive credit for participation.** For most weeks, at least half of the class session will be "hands on" activities, guest speakers, or case studies to expand upon the lecture material. Participation is essential to the success of these activities. Participation during the lecture portion of the class is also important to illuminate the material. Your participation grade will be determined by the instructor at the end of the quarter, as well as through peer evaluations of your participation in the group consulting project. In general, active participation during each class session is expected to receive an "A" for participation at the end of the quarter. In addition, each team member will be required to evaluate his/her performance as part of the group, and the performance of his/her team members.

## **Course Policies**

### *Attendance*

Class attendance is both required and expected; attendance will be taken at the beginning of each class. In the event a student is absent from class, he/she must notify the instructor at least 24 hours in advance and also notify members of his/her group. More than two absences will result in a lower grade.

### *In-class Use of Laptops, Tablets and Phones*

Laptops and tablets may enhance your learning experience if used appropriately. However, the use of these devices for non-class purposes is disrupting to the class. In addition, the use of cell phones is not required for this course. If you need to use your cell phone for an emergency, please politely leave the class and feel free to arrange a time to speak with me about the material that you missed. If you disrupt class by using digital devices for non-class purposes, you will first be asked to put the device away for the remainder of the period. If your behavior becomes problematic, you will not receive attendance credit for that class period.

### *Confidentiality*

In the process of creating Development Plans, students will obtain proprietary data and sensitive information. Participating organizations have been informed that such information may be discussed in class. It is therefore imperative that the confidentiality of the materials and of the class discussions be maintained. Some participating organizations may require the team members to sign confidentiality statements. In addition, in the event team members have occasion to obtain client-identifying information, team members are prohibited from sharing such information with anyone inside or outside of class. Further, the audio or video recording of any interactions with the organization is expressly prohibited. **Breaches of confidentiality will be considered a violation of class rules and the guidelines on academic misconduct will be followed.** Refer to the Office of Academic Affairs for further information.  
<http://oaa.osu.edu/coam.html>.

### *Academic Misconduct*

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University."

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct." Contact the course instructor if you have any questions about the above policy or what constitutes academic misconduct in this course.

### *Plagiarism*

The deliverables that you will be preparing are "professional documents." These types of documents are different than traditional research and course papers, in that they typically do not include a "list of works cited" or bibliography at the end of the document. HOWEVER, this does not reduce the importance of incorporating external references OR of properly documenting such references. Many professionals find footnotes within text to be an efficient way to reference external sources or materials. Such footnotes should be provided to cite **any material taken from websites or organizational documents** (direct quotes or paraphrased materials), in addition to traditional "academic" references. The Center for the Study of Teaching and Writing here on campus provides further direction on citing materials in documents. <http://cstw.osu.edu/writingcenter/handouts>

**Inadequate citation of materials, or plagiarism, is taken very seriously at The Ohio State University, and the guidelines on academic misconduct will be followed in this course.** Refer to the Office of Academic Affairs for further information. <http://oaa.osu.edu/coam.html>.

### *Glenn College Diversity Statement*

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

### *Accommodation Policy*

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical

conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.”

#### *Mental Health Statement*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

#### *Workload/Course Expectations:*

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a three-credit class, students should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments.

#### *Grade Appeals*

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

## Important Dates

| Week    | Class                   | Class Subject   | Consulting Project  |
|---------|-------------------------|---|---|
| Week 1  | 1/9/20                  | Overview of Philanthropy & Current trends; review of course work            | Assignment of Group/Nonprofit Teams<br>Assignment of Plan segments  |
| Week 2  | 1/16/20                 | Elements of the Development Plan  | Review of Sample Development Plans and discussion of each segment; agency meeting schedules due 1/15 by 5 p.m.; provide hard copy in class 1/17   |
| Week 3  | 1/23/20                 | Nonprofit Volunteer Leadership  | Matrix (Group Work) and Executive Summary (Individual Work) due 1/22 by 5 p.m.; provide hard copy in class 1/23   |
| Week 4  | 1/30/20                 | Interrelation of Executive Director, Board President & Development Director | Best Practices Board Manual (Group Work) due 1/29 by 5 p.m.; provide hard copy in class 1/30. Begin scheduling presentation dates.  |
| Week 5  | 2/6/20                  | Annual Fund   | Draft of Board Segment (Individual Work) due 2/5 by 5 p.m.; provide hard copy in class 2/6  |
| Week 6  | 2/13/20                 | Major Gifts   | Draft of Annual Fund (Individual Work) due 2/12 by 5 p.m.; provide hard copy in class 2/13  |
| Week 7  | 2/20/2                  | Corporate & Foundation Fundraising  | Draft of Major Gifts (Individual Work) due 2/19 by 11:59 p.m.; provide hard copy in class 2/20  |
| Week 8  | 2/27/28                 | Development Metrics and Stewardship   | Draft of Corporate & Foundation (Individual Work) due and outline of group presentations (Group Work) due by 2/26 by 5 p.m.; provide hard copies in class 2/27  |
| Week 9  | 3/5/20                  | Social Media and On-line Giving   | FEP Case Study Analysis In-Class Assignment (Individual Work) due 3/4 by 5 p.m.; provide hard copy in class 3/5   |
| Week 10 | 3/12/20                 | NO CLASS – SPRING BREAK   |   |
| Week 11 | 3/19/20                 | Database Management   | FEP Analysis for Nonprofit Partner (Group Work) 3/18 by 5 p.m.; provide hard copy in class 3/19   |
| Week 12 | 3/26/20                 | Group Presentations Part I  | Group Presentations (In-Class Group Work)   |
| Week 13 | 4/2/20                  | Group Presentations Part II   | Group Presentations (In-Class Group Work)   |
| Week 14 | 4/9/20                  | Ethics and Accountability   | Ethics Exercises (In-Class Group Work)  |
| Week 15 | 4/16/20                 | Generational Giving and Future Trends                                       | AFP meetings completed; all presentations to Nonprofit Partners Completed; copy of final presentation due; Partner evaluations (Individual & Group Work) due; self and group evaluations due ALL DUE 4/16/20 IN CLASS |
| FINALS  | 4/23/20 through 5/03/20 | Mentoring Appointments  | Extra credit assignments due by 5 p.m. 4/28/20 for those unable to attend AFP/COPG meetings   |

**\*Deliverables are to be posted to the appropriate Carmen Drop Box by the times listed above; hard copies of deliverables also expected to be handed in at the beginning of class times as listed above.**

## Course Schedule

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Week 1: January 9, 2020

### Overview of Fundraising: The Philanthropic Marketplace

- Student Introductions
- Course Overview and Structure
- Nonprofit Organizations and the Fundraising and Philanthropic Marketplace

#### Required Readings:

1. Executive Summary, Giving USA 2019

#### Supplemental Readings:

1. Fast Facts About the Nonprofit Sector ([www.councilofnonprofits.org](http://www.councilofnonprofits.org))
  2. America's Nonprofit Sector ([www.independentsector.org](http://www.independentsector.org))
  3. The Nonprofit Sector in Brief: ([www.urban.org](http://www.urban.org))
  4. IRS 990 Form ([www.irs.gov](http://www.irs.gov))
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Week 2: January 16, 2020

### Elements of the Integrated Development Program

- Examination of the typical earned and contributed income streams employed as part of a development plan, and the relationship with other departmental functions
- Discussion of the Development Continuum and the Fundraising Pyramid

#### Required Readings:

1. AFP Sample Development Plan
2. Sample Case Study

#### Supplemental Readings:

1. Sample Executive Summary
  2. Case for Support (various examples)
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Week 3: January 23, 2020

### Nonprofit Volunteer Leadership: Building (and Keeping) the Effective Board

- Characteristics of an effective board; responsibilities of effective board members
- Explores the critical impact of volunteer leadership
- Communication and succession issues
- Leadership identification, enlistment, orientation and motivation

#### Required Readings:

1. CEO Survey of Nonprofit Boards ([www.boardsource.org](http://www.boardsource.org))
2. What goes in the board of director's manual? (Board Source Knowledge Center Q&A, [www.boardsource.org](http://www.boardsource.org))
3. Becoming a More Effective Board Member ([www.bridgespan.org](http://www.bridgespan.org))
4. Guide for Charity Board Members (Ohio Office of the Attorney General)

#### Supplemental Readings:

1. NH Board Questionnaire and Evaluation Analysis
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Week 4: January 30, 2020

## **The Fundraising Triumvirate: The Interrelationship of Executive Director, Board President & Development Director**

- Outlines the roles of fund-raising, management, mission and vision through the top leadership positions
- Interdependence of these roles in a successful nonprofit
- Best Practices for organizational structure

### **Required Readings:**

1. Underdeveloped: Compasspoint Survey of CEOs and Development Leaders and 2018 update

### **Supplemental Readings:**

1. Seiler, Timothy L. and Grace, Kay Sprinkel, Achieving Trustee Involvement in
2. Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers, Chapters 1-2.

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Week 5: February 6, 2020

## **Understanding the Annual Fund**

- Fundamental building block of all development activities
- Establishing revenue and gift projections, setting up business and budgeting models
- Tools for segmenting gifts and identifying trends
- Social enterprise
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### **Required Readings:**

1. Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers, Chapter 3.

### **Supplemental Readings:**

1. Who Gives and Why ([www.studyfundraising.com](http://www.studyfundraising.com))
2. Stanford Research on Social Enterprise in the Nonprofit Sector (2009)

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Week 6: February 13, 2020

## **Identifying, Qualifying, Soliciting and Securing Major Gifts**

- People still give to people, and why; an exploration of the move from transactional giving to transformation
- Major gifts trends
- Donor motivation, the role of leadership volunteers
- Hallmarks of an effective major gifts program

### **Required Readings:**

1. Donor Retention and Loyalty ([www.studyfundraising.com](http://www.studyfundraising.com))
2. Influences on Giving ([www.studyfundraising.com](http://www.studyfundraising.com))
3. Donor-Centered Fundraising, Chapter 8

### **Supplemental Readings:**

1. Giving Trends of High Net Worth Individuals, Indiana University Center for Philanthropy

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Week 7: February 20, 2020

## **Corporate and Foundation Fundraising**

- Trends in corporate and foundation giving; effective solicitation of both;

- Impact of family foundations and donor advised funds in the philanthropic marketplace
- Basic research to identify funding sources

**Required Readings:**

1. Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers, Chapter 4.

**Supplemental Readings:**

1. Grant guidelines, Nationwide Foundation, Harry C. Moores Foundation, etc. al.
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Week 8: February 27, 2020

**Development Metrics and Donor Stewardship**

- Outcome of development activities can be measured by more than money
- Why tracking is a vital tool in identifying the most successful strategies
- MOVES management

**Required Readings:**

1. Donor Centered Fundraising, Chapter 3-6, Chapters 8-10.

**Supplemental Readings:**

1. MOVES Management
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Week 9: March 5, 2020

**Social Media, On-line Giving**

- Investing in on-line strategies: pros and cons
- Combining technology with fundraising best practices to create a springboard for enhanced fundraising performance

**Required Readings:**

1. FEP by Levis & Williams, Advancing Philanthropy, March-April 2013
2. Case Study: FEP Analysis of Anonymous Organization

**Supplemental Readings:**

1. Mock Fundraising Fitness Test and Fundraising Effectiveness Project exercises
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Week 10: March 12, 2020 NO CLASS - SPRING BREAK

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Week 11: March 19, 2020

**Database Management and Viral Fundraising Strategies**

- Garbage In/Garbage Out and the impact on the effectiveness of development functions
- Basic database analysis
- Combining technology with fundraising best practices to create a springboard for enhanced fundraising performance – sample dashboards

**Required Readings:**

1. Assessing Fundraising Performance ([www.studyfundraising.com](http://www.studyfundraising.com))
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Week 12: March 26, 2020

**Group Presentations**

- Presentation of development plans created for assigned nonprofit partner, and steps for implementation
- Constructive critique of your fellow students (attendance required by non-presenting groups)

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Week 13: April 2, 2020

**Group Presentations**

- Presentation of development plans created for assigned nonprofit partner, and steps for implementation
- Constructive critique of your fellow students (attendance required by non-presenting groups)

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Week 14: April 9, 2020

**Ethics and Accountability**

- Ethics is the hallmark of effective fund-raising, and is most readily recognized through processes and procedures
- In-class ethics quiz
- Communicating transparency and accountability
- The new 990 Philanthropy in the “new normal.”

**Required Readings:**

1. AFP Donor Bill of Rights & Code of Ethics
2. Fundraising Ethics; Public Trust ([www.studyfundraising.com](http://www.studyfundraising.com))

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Week 15: April 16, 2020

**Future Philanthropic Trends**

- Generational giving
- Continued impact of the 2017 Tax Reform
- Projecting the impact of demographic trends
- The future face of philanthropy and its impact on the nonprofit sector
- In-class evaluation of group members

**Required Readings:**

1. Generational Differences in Charitable Giving and in Motivations of Giving, Campbell & Company for the Indiana Center on Philanthropy ([www.campbellcompany.com](http://www.campbellcompany.com))
2. Demographic trends and societal changes (Allinger AFP Presentation)

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**FINAL EXAM WEEK: April 22, 2020 to April 28, 2020**

**ALL FINAL DELIVERABLES DUE TO THE ORGANIZATION AND TO INSTRUCTOR**

**Optional mentoring meetings with instructor**

**Extra credit assignments due (if needed for 5% course grade credit) by 5 p.m. 4/28/20**