

Marketing
Course Number: 33:630:428
Course Title: Non-Profit Marketing

COURSE DESCRIPTION

This is a practical course focusing on Non-Profit Marketing, covering the market and dynamics from macro to micro, the fundraising process and institutions, strategies and other applications. It will require the development of a Non-Profit Marketing Project, where student teams will act as consultants for a real-life specific cause.

COURSE MATERIALS

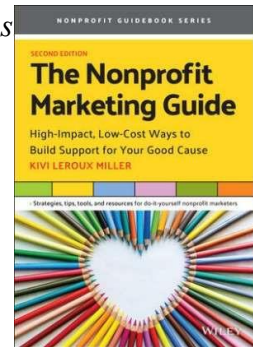
Suggested text: Miller, K. L. (2021). **The Nonprofit Marketing Guide: high-impact, low-cost ways to build support for your good cause.** *John Wiley & Sons*

Additional readings (articles) will be posted on Canvas.

Class slides will be posted fully on Canvas and broken into modules before class time.

Individual Assignments (IA): See below

Group Assignments (GA): See below



LEARNING GOALS AND OBJECTIVES

- To strengthen your knowledge of the non-profit market and non-profit marketing practices.
- To prepare you to develop a Non-Profit Marketing strategy, core processes and organization.
- To develop your ability to deliver clear, concise and convincing oral and written business presentations.

Students who complete this course will demonstrate the following:

- View and understand the non-profit market and dynamics, and their implications for Non-Profit Marketing; learn the terminology; know the institutions, and their geopolitical arrangement.
- Find and/or develop instruments for data collection.
- Interpret Non-Profit Marketing information.
- Apply knowledge and intuition to develop Non-Profit Marketing strategies.
- Turn ideas into action (plans and core processes maps).

Students develop these skills and knowledge through the following course activities and assignments:

- Class and/or Canvas discussions that utilize both their knowledge of Non-profit markets and marketing strategic concepts
- Individual and group assignments that require students to utilize both their knowledge of Non-profit markets and marketing strategic concepts.
- Exams that test students' ability to utilize both their knowledge of Non-profit markets and marketing strategic concepts.

PREREQUISITES

The prerequisite for Non-Profit Marketing is Introduction to Marketing (29:630:301), junior or senior standing.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work.] Don’t let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See business.rutgers.edu/ai for more details.

You do not have permission to distribute my course materials to any other person or republish any of my content to a third-party platform like Course Hero, Quizlet, etc.

Guidance on the use of AI at Rutgers

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.

ATTENDANCE AND PREPARATION POLICY

If you expect me to prepare all class sessions, I expect you to follow each module fully and in time, and to prepare appropriately for each class, participating in the discussions that ensue, and submitting the work assigned. Class and Canvas participation will represent 10% of your grade, which is the difference between an A and a B, or a D and an F, to be sure.

CLASSROOM CONDUCT

Please adhere to professional behavior in class. Cellphones and other electronic devices should be shut off during class. Also refrain from texting, browsing, social media, wearing headsets, etc. just as you would expect your professor to do.

EXAM DATES AND POLICIES

There are two (2) exams in this course. Both exams will be online and will include material from the class slides and textbook, from any assigned readings and classroom discussions, even from Team projects. You are responsible for all material in the text, even if we do not cover it in class, which we will. There would be multiple choice questions, fill-in-the blank and true / false answers. In the case of multiple valid options, wrong answers will subtract points from the correct ones to keep anyone from clicking all the options. Do not be fooled by the take-home, open-book nature of the tests for if you do not understand the question, you will not know where the answer is. Usually only few will get a perfect score each time. All exams must be taken by their due date.

INDIVIDUAL ASSIGNMENTS (IA)

There will be a few individual participation assignments as outlined in this syllabus, mostly in the form of article reviews and critiques which require basically four paragraphs: one summarizing the author's point, another examining how he or she supports his conclusions, a third one bringing up a properly cited opposing view, and the last one expressing your own opinion; further details will be given in class when it gets closer to the due date for each assignment. Assignments will be turned in via Canvas on the due date, not later.

GROUP ASSIGNMENTS (GA)

There will be one group assignment that carries through the whole semester, basically in the form of a progressive real-life Non-profit Marketing project that spans from a conscientious choice of a social cause, a thorough review of the literature and the definition of appropriate strategic recommendations, with a final team presentation to the teams client NGO. This requires group effort and demands professionalism. The class will be broken up into small groups, ideally of four, and assigned a project to work on. Groups should be formed by class (social) dynamics. Groups may change or stay the same throughout the semester (it is up to you). **Peer evaluations will weigh on each member's grade.** In extreme cases, if a member is expelled and cannot find another group, he or she may end up doing all the work individually and will surely face penalties.

GROUP PRESENTATION

All groups will give a 20-minute presentation of their project close to the last day of classes.

ATTENDANCE & PARTICIPATION

Attending class and actively participating in your learning is the corner stone of creating an interesting and meaningful class environment. You should attend class regularly and be on time. Be prepared to ask and answer questions. From time to time, you may be called upon to answer some questions on the day's material. Therefore, it is to your benefit to come to class prepared. The class meetings will be a combination of lecture, class exercise and discussion. I strongly encourage each of you to participate. One way to participate is to provide your opinion about answers to the questions that others pose. Asking questions is as important to the learning process as having answers. Note that, you can be a participant in class discussion even if you are not present by sending your thoughts, responses and questions to me prior to class. If you must miss a class session for any reason, I expect you to make every effort to notify me prior to the class meeting.

Attendance is not equal to participation: Participation grades will be based on the instructor's observation during the lectures and discussions, oral or written. Both the quality of your comments (and questions) and frequency of your comments are important. It is possible that you attended all class sections and still get a 0% for participation.

A note on grade grubbing: Your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me within one week of receiving

your final grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it.

GRADING POLICY

The following scale has been approved by the Chair of Marketing (see <https://registrar.camden.rutgers.edu/gradinstruction>):

A	93.0 and over
B+	87.0 < 92.9
B	83.0 < 86.9
C+	77.0 < 82.9
C	73.0 < 76.9
D	60.0 < 72.9
F	59.9 and below

Grading criteria, as indicated in the class slides:

- **Term Project:** **350 points**
 - The class will constitute a business; different groups will be assigned research and development tasks; an International Marketing planning project will be developed progressively; each group will present its own strategy in the end.
 - Progressive submissions : 50+150 = 200 points
 - Final project and presentation: 150 points
 - Peer reviews will weigh on your grade!!!
 - Submissions may be pre-submitted for review and comment before being graded
- **Article review and critique:** **150 points**
- **Midterm test:** **200 points**
- **Final Exam:** **200 points**
- **Class/Canvas participation:** **100 points**

COURSE SCHEDULE

I. Introduction and Class Layout

Week 1

I.1. <i>Worldly experiences</i>	
II. <i>The US Non-Profit Sector</i>	
II.1. <i>Economic facts</i>	
II.2. <i>Segmentation</i>	
II.3. <i>Operational dynamics</i>	
III. <i>The Legal and Fiscal Framework</i>	<i>Week 2</i>
III.1. <i>Laws</i>	
III.2. <i>Government programs</i>	
III.3. <i>Multilateral programs</i>	
III.4. <i>Education</i>	
III.5. <i>Church</i>	
IV. <i>The Fundraising Process</i>	<i>Week 3</i>
IV.1. <i>Flowchart</i>	
IV.2. <i>Tools</i>	
IV.3. <i>Activities</i>	
V. <i>Foundations, NGOs and CSR Programs</i>	<i>Week 4</i>
V.1. <i>Small and Big Pockets</i>	
VI. <i>Case Analyses</i>	<i>Week 5</i>
VI.3. <i>Multilaterals: UNESCO</i>	
VI.4. <i>The 5-Ps of Fundraising: Are we selling Pride, Pity, PR or Personal Interest, or are we giving for the sake (pleasure) of giving?</i>	
VII. <i>Fundraising Strategy</i>	<i>Weeks 7 and 8</i>
VII.1. <i>Kuhn, Kuschman & Pfaerrer's model</i>	
VII.2. <i>Strategy Exercise</i>	
VIII. <i>Midterm Exam</i>	<i>Week 9</i>
IX. <i>Starting an NGO</i>	
IX.1. <i>State procedures</i>	
IX.2. <i>Organization and Core Processes</i>	
X. <i>Special Topics</i>	<i>Weeks 11 to 13</i>
X.1. <i>Crowdfunding</i>	
X.2. <i>Event planning</i>	
X.3. <i>Media and communications</i>	
X.4. <i>Grant writing</i>	
XI. <i>Presentations and wrap-up</i>	<i>Weeks 13 and 14:</i>
XII. <i>Final Exam</i>	<i>Week 15</i>

This schedule may be subject to minor changes, either by mandate or by circumstances. Any change will be duly communicated.

SUPPORT SERVICES

If you need accommodation for a **disability**, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are **pregnant**, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)

[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via

<https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services:

<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]

CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:

<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:

1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
 2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
 3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
 - Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
 - For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence inside and outside the classroom.