



PPDE 681: Fund Development for Nonprofit Organizations

Units: 4

Spring 2025 — Thursdays — 6:00-9:20 pm PST

Location: DMC 200

Instructor:

Sara Straubel

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Office Hours: By appointment

About: Sara Straubel is a Senior Program Officer at The Ahmanson Foundation where she oversees a grantmaking portfolio of requests in arts and humanities, education, health and medicine, and human services. She also represents the Foundation in all its strategic collaborations, including serving as a Managing Funder for the Nonprofit Sustainability Initiative, on the Steering Committee of LA Arts Recovery Fund, and as Secretary/Treasurer of the Executive and Investors' Committees of the LA Partnership for Early Childhood Investment. Prior to The Ahmanson Foundation, Sara served as a Research Assistant at Project Zero, an educational research center at Harvard University. Her professional experience also includes several years in the nonprofit sector, working in fundraising and communications. Sara holds a Doctorate in Policy, Planning, and Development from University of Southern California, where her research explored the extent of implicit racial bias in philanthropy. She holds a Master's in Education from Harvard University and a Bachelor's from Ithaca College.

IT Help:

Hours of Service: 24 hours per day, 7 days per week

Contact Info: [213-740-5555](tel:213-740-5555)

Website: <https://itservices.usc.edu/self-help/>

Course Description

Fundraising is critical to the success of every nonprofit organization and this course provides a comprehensive exploration of the fund development process. Students will gain insights into the theoretical foundations and general principles that underpin effective fundraising strategies. The curriculum is designed to equip students with the practical techniques and knowledge necessary to fundraise effectively. The course will cover key aspects of the fundraising process (planning and strategy development to execution and evaluation), theoretical foundations (exploring concepts such as donor psychology, relationship building, and ethical considerations in fundraising), techniques and sources of fundraising (soliciting donations, including individual giving, membership programs, grants from foundations and government agencies, and online fundraising), and managing the fundraising process (setting realistic goals and budgeting while creating trust with donors).

Learning Objectives

By the end of this course, participants will have developed a better understanding of how to navigate the complexities of fundraising within nonprofit organizations. They will leave equipped with actionable strategies that can be implemented to enhance their organization's fundraising efforts.

Course Notes

Grading type: Letter

Web Enhancements: Class materials will be made available to students on Brightspace.

Technological Proficiency and Hardware/Software Required

Students will need to have access to a computer and the Internet to participate in this class. Students with limited access should contact the instructor for further assistance and possible alternatives. Here are links to some resources that may be helpful: [USC Computing Center Laptop Loaner Program](#), [Zoom information for students](#), [Brightspace help for students](#), [Software available to USC Campus](#).

Required Readings and Supplementary Materials

There is one required book for this course and it is [available on Amazon](#):

Shaker, G. G., Tempel, E. R., Nathan, S. K., & Stanczykiewicz, B. (Eds.). (2022). *Achieving Excellence In Fundraising*. (5th ed.). John Wiley & Sons.

Please note that subsequent references to the textbook for this course are shortened.

Description and Assessment of Assignments

Assessments: Grading rubrics will be provided for all assignments. In some cases, students may be asked to participate in the evaluation of other students' presentations.

Grading Rubric: Please note that certain criteria in assignments carry more points than others to reflect their relative importance. Therefore, weights have been assigned to the criteria and the performance level points will be multiplied by the weight of each criterion.

Formatting: All written assignments should be in 12-point type. The Price School utilizes American Psychological Association (APA) 7th edition for citation style. Include a title page in APA 7 style for each assignment. Written work must include citations, a list of references, and footnotes, as appropriate. Visit [USC Libraries Research Guides for more information](#).

Weekly Reflections:

For Week 1: Please come to class prepared to introduce yourselves (affirmed pronouns, academic background, professional background, volunteer background, professional aspirations, research interests) and share what you hope to learn and accomplish in this course.

For Weeks 2-15: Students are expected to submit their three key takeaways from the weekly readings and one question for the class speaker on Brightspace before the start of any five classes, as noted on the syllabus. The three key takeaways can be brief, informal, and personal, allowing you to express your evolving understanding of the material over time. The format is designed to encourage continuous engagement with the texts and inform classroom conversation. The speaker question should be informed by the readings and/or your own professional/volunteer experience. Students should be prepared to ask that or other questions when speakers visit the class.

Assignments:

The assignments listed below include brief descriptions. Please visit Brightspace for more detailed instructions and grading rubrics. All written assignments should be submitted on Brightspace.

Students must complete the three REQUIRED assignments: Required Assignment 1 (Case Statement), Required Assignment 2 (Elevator Pitch), and Required Assignment 3 (Final Presentation/Reflection)

Students must complete two of three OPTIONAL assignments: Optional Assignment 1 (Letter of Inquiry), Optional Assignment 2 (Event Memo), and Optional Assignment 3 (Accepting/Declining Funding Memo)

Required Assignment 1: Case Statement

Select a Los Angeles based nonprofit 501(c)3 organization that you will analyze throughout the rest of the course. Please note that this organization must be new to you. It cannot be an organization with which you have been or are currently employed or volunteer. Please choose an organization that has a robust website, available financial information, and one that is of interest to you. After thorough research, prepare a 250-500 word case statement outlining why the nonprofit you have selected is worthy of donor support.

Due Date: Week 5 before the start of class on February 13, 2025

Required Assignment 2: Elevator Pitch

Prepare an elevator pitch (approximately 30 seconds to say out loud) for your selected nonprofit organization. This should be submitted on Brightspace and will be delivered in class to the other students. This will also be the basis of your semester-long solicitation and cultivation process, with the goal to obtain three actual donations for your chosen nonprofit.

Due Date: Week 6 before the start of class on February 20, 2025 and will be shared with the class

Optional Assignment 1: Letter of Inquiry (LOI)

Write an LOI requesting support from The Ahmanson Foundation on behalf of your chosen nonprofit organization. Please see [The Ahmanson Foundation's website](#) for details and write a request for a capital need that the organization may have.

Due Date: Week 9 before the start of class on March 13, 2025

Optional Assignment 2: Event Memo

Write a 500-750 word memo to your Board of Directors pitching an event to them that is aligned with your nonprofit organization's interests and leverages the Board of Directors' professional networks and experience.

Due Date: Week 12 before the start of class on April 3, 2025

Optional Assignment 3: Accepting/Declining Funding Memo

You have been given a \$1 million grant from the Sackler family. Draft one 500-750 word memo to both your Board of Directors and staff outlining why you will or will not accept it on behalf of your nonprofit organization.

Due Date: Week 14 before the start of class on April 17, 2025

Required Assignment 3: Final Presentation/Reflection

Create a slide deck presentation to make the case for support of your selected nonprofit organization to share with the class. Be sure to include a reflection on your experience soliciting and cultivating individual donors throughout the semester. There will be an assessment rubric through which you will provide constructive feedback to the other students in class.

Due Date: Week 16 before the start of class on May 1, 2025

Participation

Attending the full session of each class is a high priority. Your learning is contingent upon not only the assignments but also engagement in the classroom community. Your participation helps with your own construction of knowledge, as well as your classmates'. I expect that you will come to class prepared by having read and reviewed all readings and assignments. As part of this course, you will engage in weekly reflections, break out discussions, larger class conversations, and dialogue with guest speakers. Participation accounts for 10% of your course grade.

Grading Breakdown

Table 1 Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Required Assignment 1: Case Statement	150	15
Required Assignment 2: Elevator Pitch	150	15
Required Assignment 3 Final Presentation/Reflection	300 (150 each)	30 (15 each)
Optional Assignments 1 – 3 (Choose 2 of 3)	300 (150 each)	30 (15 each)
Weekly Reflections/Class Participation	100	10
TOTAL	1000	100

Grading Scale

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

All assignments must be submitted on Brightspace before the start of class and by the date listed on the syllabus. I want to give you feedback on assignments in a timely manner so that it can be used when completing subsequent assignments. As such, if you are not able to complete your best work by the due date, please email the instructor requesting an extension with an explanation at least 24 hours in advance of the due date. Requests are made at the instructor's discretion and must receive advance permission. A new due date will then be negotiated with the instructor. Any work that is submitted after the stated deadline without advance permission will receive a 10% penalty for each day it is late. No credit will be given to assignments after a week.

Grading Timeline

All assignments will be graded and returned to students within two weeks of the due date.

Attendance

No portion of your grade may be awarded for class attendance, but non-attendance can be the basis for lowering the grade. Attendance in person is highly encouraged and there is no Zoom option. Whenever possible please communicate with your instructor in advance of any absences.

Punctuality

Punctual attendance is requested. During many class sessions, guest speakers will volunteer their time and I ask that, as a matter of courtesy to them, your classmates, and your instructor, that you be on time to class and prepared to engage at the start of each class session.

Use of technology in class

The best way to support a learning environment is to be present and ready to engage, without distraction. Please be respectful to your classmates, guest speakers, and instructor by giving your full attention. The use of cell phones in class is not permitted and will be reflected in class participation grades. The use of laptops for the purposes of taking notes is tentatively permitted. However, if this is distracting to others, it will be prohibited. No recording or photography is allowed in class.

Classroom norms

We will work together in the first class to co-construct our classroom norms and discussion agreements. We may revisit them periodically throughout the semester to update as necessary. Here are some suggestions to start with:

1. Foster brave space
2. Be present
3. Use "I" statements
4. Engage in ongoing dialogue
5. Move up, move back
6. Give grace, take grace

Course Evaluations

Your feedback is important. This course will have two evaluations. The mid-semester evaluation will be made available in Week 7. The intent of this evaluation is to provide early course correction, as necessary. Time will be given during the last class in Week 16 on May 1, 2025 for all students to complete the university-wide, end-of-semester evaluation. The intent of this evaluation is to provide insight for the current and future instructors.

Course Schedule: Overview

Table 3 Course schedule

Week	Date	Topics	Reflections*	Assignments
Week 1	1/16	Fundraising Theory/Concepts	Introduction	
Week 2	1/23	Fundraising Trends/Leadership/ Developing Fundraising Programs	3 key takeaways 1 speaker question	
Week 3	1/30	Who Gives and Why	3 key takeaways 1 speaker question	
Week 4	2/6	Case Statement	3 key takeaways 1 speaker question	
Week 5	2/13	Individual Giving/Annual Giving	3 key takeaways 1 speaker question	Required Assignment 1: Case Statement
Week 6	2/20	Major Giving/Planned Giving	3 key takeaways 1 speaker question	Required Assignment 2: Elevator Pitch
Week 7	2/27	Financial Storytelling	3 key takeaways 1 speaker question Mid-year evaluation	
Week 8	3/6	Private Foundations/Trust Based Philanthropy	3 key takeaways 1 speaker question	
Week 9	3/13	Community Foundations/Donor Advised Funds/Corporate Foundations	3 key takeaways 1 speaker question	Optional Assignment 1: Letter of Inquiry
Week 10	3/20	Spring Break – No Class		
Week 11	3/27	Campaigns/Events	3 key takeaways 1 speaker question	
Week 12	4/3	Social Media/Media Strategy/Use of Artificial Intelligence (AI)	3 key takeaways 1 speaker question	Optional Assignment 2: Event Memo
Week 13	4/10	The Challenge of Good Intentions: Navigating Philanthropy’s Complexities	3 key takeaways 1 speaker question	
Week 14	4/17	Boards/Membership Engagement/Earned Income	3 key takeaways 1 speaker question	Optional Assignment 3: Accepting/Declining Funding Memo
Week 15	4/24	Public Private Partnerships/ Community Fundraising/ Government Funding	3 key takeaways 1 speaker question	
Week 16	5/1	Final Presentations/Reflections		Required Assignment 3: Final Presentation/ Reflection

* Students are expected to submit their three key takeaways from the weekly readings and one question for the class speaker on Brightspace before the start of any five classes, as noted on the syllabus.

Course Schedule: Weekly Breakdown

Assigned readings should be completed for the day they are listed.

Week 1: January 16, 2025

Topic: Fundraising Theory/Concepts

Readings:

- **Theory/Concepts**

- Tempel, E., & Nathan, S. (2022). Developing a Personal Philosophy of Fundraising. In [*Achieving excellence in fundraising*](#) (5th Ed., pp. 1-11).
- Bergeron, A. & Tempel, E. R. (2022). A Commitment to Ethical Fundraising. In [*Achieving excellence in fundraising*](#) (5th Ed., pp. 12-21).
- Ruth K. Hansen, R. K. Theory in Fundraising. In [*Achieving excellence in fundraising*](#) (5th Ed., pp. 34-42).

Reflections: Please come to class prepared to introduce yourselves (affirmed pronouns, academic background, professional background, volunteer background, professional aspirations, research interests) and share what you hope to learn and accomplish in this course.

Week 2: January 23, 2025

Topic: Fundraising Trends/Leadership/Developing Fundraising Programs

Readings:

- **Trends**

- Martin, H., & Tomasko, L. (2024, May 31). *Five charitable giving trends to watch*. Urban Institute. <https://www.urban.org/urban-wire/five-charitable-giving-trends-watch>
- Kelley, A., Isom, D., Seeman, B., Silverman, J., Cuevas-Ferreras, A., & Frei-Herrmann, K. (2024). A New Look at How US Nonprofits Get Really Big. *Stanford Social Innovation Review*. <https://doi.org/10.48558/HZ0S-ED29>
- Clerkin, C., Deng, S., Diomande, M., Sato, G., Candid, Cymbalist, D., Khan, S., Moore, E., Torabian, P., Wilson, L., GivingTuesday, Cepeda, B., Jones, K., Network for Good, & Vann, M. (2022). *Dollars and change*. <https://doi.org/10.15868/socialsector.44233> (pp. 4-42)

- **Leadership**

- Zou, J. J. *Looking to lead? Try your hand at fundraising first, experts say*. (2024, October 15). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/looking-to-lead-try-your-hand-at-fundraising-first-experts-say>

- **Developing Fundraising Programs**

- Pruitt, A. . (2022). Fundraising across nonprofit subsectors. In [*Achieving excellence in fundraising*](#) (5th Ed., pp. 78-88).
- Chu, J. (2022). Preparing the Organization for fundraising. In [*Achieving excellence in fundraising*](#) (5th Ed., pp. 113-124).
- Gabbert, J. & Jenkins, P. (2022). Building a comprehensive fundraising program. In [*Achieving excellence in fundraising*](#) (5th Ed., pp. 125-139).
- Stanczykiewicz, B. (2022). Fundraising planning, management, and leadership. In [*Achieving excellence in fundraising*](#) (5th Ed., pp. 216-227).

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 3: January 30, 2025

Topic: Who Gives and Why

Readings:

- **Understanding Individuals**

- *Determining the right gift for both donor and nonprofit (SSIR)*. (n.d.-b). (C) 2005-2024. https://ssir.org/podcasts/entry/determining_the_right_gift_for_both_donor_and_nonprofit# (you can listen to the podcast or read the transcript)
- Landes Foster, W., Kim, P. & Christiansen, B. *Ten Nonprofit Funding Models (SSIR)*. (Spring 2009.). (C) 2005-2024. https://ssir.org/articles/entry/ten_nonprofit_funding_models#
- Gold, Jeff (2023) "Nonprofit Fundraising and Social Identity," *Engaged Management ReView*: Vol. 6 : Iss. 2, Article 1. Available at: <https://doi.org/10.28953/2375-8643.1110> <https://commons.case.edu/emr/vol6/iss2/1> (read Abstract pp. 31, Background pp. 33, Recommendations, pp. 39)
- Millán, Á., Retamosa, M., & Carranza, R. (2024). What About NPOs? Identifying Factors in the Intention to Donate: The Role of Brand Identification and Past Behavior. *Voluntas (Manchester, England)*, 35(2), 253–265. <https://doi.org/10.1007/s11266-023-00586-8> (read Abstract pp. 253, Introduction pp. 253-254, Implications pp. 262)
- Saeri, A.K., Slattery, P., Lee, J. *et al.* What Works to Increase Charitable Donations? A Meta-Review with Meta-Meta-Analysis. *Voluntas* 34, 626–642 (2023). <https://doi.org/10.1007/s11266-022-00499-y> (read Abstract pp. 626, Introduction pp. 626-627, Discussion pp. 636-638), Conclusion, pp. 639)
- **Gender**
 - Beasley, S. *By overlooking women, nonprofits are leaving billions on the table*. (2024, August 22). *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/by-overlooking-women-nonprofits-are-leaving-billions-on-the-table>
- **Race**
 - Osili, U. & Bhetaria, S.K. (2022). Philanthropy among communities of color. In *Achieving excellence in fundraising* (5th Ed., pp. 336-345).
 - Parks, D. & Fleming Glennon, M. *How to Connect With Affluent Donors of Color*. (2022, July 6). *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/how-to-connect-with-affluent-donors-of-color>
- **Sexual Orientation**
 - Dale, E. J. (2022). LGBT Philanthropy. In *Achieving excellence in fundraising* (5th Ed., pp. 346-355). John Wiley & Sons, Inc.
- **Age/Generation**
 - Childress, R. *New research on how older and younger generations give*. (2024, October 2). *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/retirees-and-those-nearing-retirement-value-giving>
 - Schohl, L. *10 ways to engage donors of all generations*. (2023, November 27). *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/10-ways-to-engage-donors-of-all-generations>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 4: February 6, 2025

Topic: Case Statements

Readings:

- **Case Statements**
 - Axelrad, C. (2024, March 29). *How to create your nonprofit case Statement: Clarify mission & values*. Bloomerang. <https://bloomerang.co/blog/how-to-create-your-nonprofit-case-statement-clarify-mission-and-values/>
 - Rees, S. *Why you need a case statement for fundraising*. (2020, August 18). Get Fully Funded. <https://getfullyfunded.com/case-statement-for-fundraising/>
 - fundsforNGOs. (2024, March 5). *How to best structure a case statement? - FundsforNGOs - Grants and resources for sustainability*. fundsforNGOs - Grants and Resources for Sustainability -

Grants and Resources for Sustainability. <https://www.fundsforngos.org/proposals/how-to-best-structure-a-case-statement/>

- **Making the Case**

- Seiler, T. L. (2022). Articulating a case for support. In *Achieving excellence in fundraising* (5th Ed., pp. 140-151). John Wiley & Sons, Inc.
- Schohl, L. *Show how your nonprofit is making a difference: 10 dos and don'ts*. (2024, September 23). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/show-how-your-nonprofit-is-making-a-difference-10-dos-and-donts>
- Daniels, A. *10 words and phrases you should never use*. (2024, April 1). The Chronicle of Philanthropy. <https://www.philanthropy.com/commons/10-words-and-phrases-you-should-never-use>
- Lipman Hearne. (2020). *The new Megadonor Archetypes*. https://www.yesandlipmanhearne.com/wp-content/uploads/2021/10/Lipman_Hearne_Megadonor_Archetypes_Field_Guide.pdf

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 5: February 13, 2025

Topic: Individual Giving/Annual Giving

Readings:

- **Individual Giving**

- Brown, C. & Gardner, L. (2022). Identifying and qualifying potential donors. In *Achieving excellence in fundraising* (5th Ed., pp. 152-164). John Wiley & Sons, Inc.
- Wiepking, P. (2022). Understanding individual donors. In *Achieving excellence in fundraising* (5th Ed., pp. 305-315). John Wiley & Sons, Inc.
- Rooney, P., Yasin, K. & He, L. (2022). High net worth household giving insights. In *Achieving excellence in fundraising* (5th Ed., pp. 366-377). John Wiley & Sons, Inc.
- Dwyer, P. & Perry, S. (2022). Integrating principles of donor relations. In *Achieving excellence in fundraising* (5th Ed., pp. 194-202). John Wiley & Sons, Inc.
- Weinstein, S. & Barden, P. (2017). Prospect Identification, Research, and Segmentation. In *The Complete Guide to Fundraising Management* (pp. 79-84). John Wiley & Sons, Incorporated. [Chapter 6 excerpt – book available online through USC Libraries]
- Haynes, E. *Turn introversion into your fundraising super power*. (2024, April 24). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/turn-introversion-into-your-fundraising-super-power>
- Childress, R. *Midlevel donors offer fundraisers a huge opportunity amid declines in giving*. (2024, March 14). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/midlevel-donors-offer-fundraisers-a-huge-opportunity-amid-declines-in-giving>
- Childress, R. *Giving Is Flat, but Fundraisers Miss Opportunities to Solicit, Report Says*. (2024, June 13). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/report-finds-first-quarter-giving-flat-but-opportunities-missed>

- **Annual Giving**

- Nathan, S. (2022). The annual giving program. In *Achieving excellence in fundraising* (5th Ed., pp. 255-266). John Wiley & Sons, Inc.
- Schohl, L. *Create a smart annual outreach plan to keep donors close — and boost giving*. (2024, January 23). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/create-a-smart-annual-outreach-plan-to-keep-donors-close-and-boost-giving>
- Wagenaar, T. *Why I stopped donating to your organization*. (2023, June 27). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/why-i-stopped-donating-to-your-organization>

- Wagenaar, T. *My essay on why I stopped donating went viral. Here's what I've learned since.* (2024, February 15). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/my-essay-on-why-i-stopped-donating-went-viral-heres-what-ive-learned-since>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Required Assignment 1: Case Statement

Week 6: February 20, 2025

Topic: Major Giving/Planned Giving

Readings:

- **Major Giving**

- Shaker, G. & Nathan, S. (2022). Fundraisers: stewards of philanthropy. In *Achieving excellence in fundraising* (5th Ed., pp. 205-215).
- Bout, M. & Hodge, J. M. (2022). Co-creating major gifts. In *Achieving excellence in fundraising* (5th Ed., pp. 379-391).
- Shaker, G. (2022) The invitation to give - In *Achieving excellence in fundraising* (5th Ed., pp. 392-403).
- Childress, R. *Want 57% bigger gifts? How you frame the ask matters, research shows.* (2024, August 20). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/want-57-bigger-gifts-how-you-frame-the-ask-matters-research-shows>
- Schohl, L. *10 ways to boost fundraising and attract more big Gifts this year.* (2024, February 13). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/10-ways-to-boost-fundraising-and-attract-more-big-gifts-this-year>
- Parks, D. *In their own words: what matters most to big donors.* (2022, February 22). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/in-their-own-words-what-matters-most-to-big-donors>
- Thompson, I. (2024, April 30). *More from Fewer: The Growing Role of Ultra-Wealthy Donors - Non Profit News | Nonprofit Quarterly.* Non Profit News | Nonprofit Quarterly. <https://nonprofitquarterly.org/more-from-fewer-the-growing-role-of-ultra-wealthy-donors/>

- **Planned Giving**

- James, R. (2022). Planned giving principles In *Achieving excellence in fundraising* (5th Ed., pp. 417-426).
- Prest, M.J. *How to boost planned giving — and build a healthy future for your nonprofit.* (2024, October 16). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/how-to-boost-planned-giving-and-build-a-healthy-future-for-your-nonprofit>
- Solow, D., Symes, R., & Webb, N. (2023). A novel approach to legacy donations with long-term benefits supported by mathematical analysis. *Journal of Philanthropy and Marketing*, 29(1). <https://doi.org/10.1002/nvsm.1813> (read Abstract, (1) Introduction and Literature Review, (5) Summary)

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Required Assignment 2: Elevator Pitch

Week 7: February 27, 2025

Topic: Financial Storytelling

Readings:

- **State of the Sector**

- Stiffman, E. *Nonprofit CFOs are in high demand and short supply*. (2024, March 12). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/nonprofit-cfos-are-in-high-demand-and-short-supply>
- **Financial Storytelling**
 - *How to craft your organization's financial story*. (n.d.). Nonprofit Finance Fund. <https://nff.org/fundamental/how-craft-your-organizations-financial-story>
 - Knowlton, C. (2019, September 10). *Why funding overhead is not the real issue: the case to cover full costs* - Non Profit News | Nonprofit Quarterly. *Non Profit News | Nonprofit Quarterly*. <https://nonprofitquarterly.org/why-funding-overhead-is-not-the-real-issue-the-case-to-cover-full-costs/>
 - *(Mis)Understanding overhead*. (n.d.). National Council of Nonprofits. <https://www.councilofnonprofits.org/running-nonprofit/administration-and-financial-management/misunderstanding-overhead>
 - *BREAKING #BadNonprofitHabits: Unrealistic overhead ratios*. (2019c, June 12). National Council of Nonprofits. <https://www.councilofnonprofits.org/articles/breaking-badnonprophabits-unrealistic-overhead-ratios>
 - Allred, A. T., & Amos, C. (2023). A processing fluency perspective on overhead aversion: How much is too much? *Journal of Philanthropy and Marketing*, 28(2), e1781. <https://doi.org.libproxy1.usc.edu/10.1002/nvsm.1781> (read Abstract pp. 1, Practitioner Points pp. 1-2, Introduction pp. 2-3, and Discussion pp. 10-14)
- **Budgets**
 - Daubert, E. (2022). Budgeting and evaluation in fundraising. In *Achieving excellence in fundraising* (5th Ed., pp. 165-181).
 - Wheeler, D. *Proposal budgets should strengthen your case for support: Here's how*. (2024, August 20). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/proposal-budgets-should-strengthen-your-case-for-support-heres-how>
- **Best Practices**
 - *Best Practices for Nonprofit Financial Health, Part One: Top 3 measures of financial health*. (n.d.). Nonprofit Finance Fund. <https://nff.org/blog/best-practices-nonprofit-financial-health-part-one-top-3-measures-financial-health>
 - *Best Practices for Nonprofit Financial Health, Part two: Smart Nonprofit Business models*. (n.d.). Nonprofit Finance Fund. <https://nff.org/blog/best-practices-nonprofit-financial-health-part-two-smart-nonprofit-business-models>
 - *Best Practices for Nonprofit Financial Health, Part three: Understanding full costs*. (n.d.). Nonprofit Finance Fund. <https://nff.org/blog/best-practices-nonprofit-financial-health-part-three-understanding-full-costs>
- **Financial Terms/Resources**
 - *Glossary*. (n.d.-b). Nonprofit Finance Fund. <https://nff.org/glossary> (this is just a reference)

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 8: March 6, 2025

Topic: Private Foundations/Trust Based Philanthropy

Readings:

- **Proposal Writing**
 - Janin, P.D. & Logan, A. (2022). Overview of grantmaking foundations. In *Achieving excellence in fundraising* (5th Ed., pp. 439-450).
 - Robertson, S. *How to write a winning grant proposal*. (2023, February 7). Candid. <https://blog.candid.org/post/how-to-write-a-grant-proposal/>
 - Recommend watching the imbedded video "Introduction to Proposal Writing": <https://www.youtube.com/watch?v=OVJxtzRR7FM>

- Schohl, L. *14 ways to improve your next proposal and build ties with grant makers*. (2023, July 4). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/14-ways-to-improve-your-next-proposal-and-build-ties-with-grant-makers>
- Stratton, B. *How to write grant proposals that get results*. (2023, June 1). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/proposal-lessons-for-grant-seekers-and-makers>
- **Site Visits**
 - Garry, J. *How to have productive site visits: Advice for grant makers and nonprofit leaders*. (2023, September 9). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/how-to-have-productive-site-visits-advice-for-grant-makers-and-nonprofit-leaders>
- **Bias/Accountability/Transparency/Bias**
 - Straubel, S. *Good intentions are not enough: Exploring implicit racial bias in philanthropy* - ProQuest. (2024, August). <https://www.proquest.com/docview/3105694798?%20Theses&sourcetype=Dissertations%20> (read Chapter 2 Literature Review pp. 13-24, Chapter 3 Theoretical Framework for Investigation pp. 26-34, Chapter 6 pp. 75-96)
- **Trust-Based Philanthropy**
 - Salehi, S. (2024). The Rise of Trust-Based Philanthropy. *Stanford Social Innovation Review*, 22(2), 2–3. <https://doi.org/10.48558/RXPY-XX64>
 - Faella, S., & Roberson, R. (2024). The Strategic Value of Trust-Based Philanthropy. *Stanford Social Innovation Review*. <https://doi.org/10.48558/PJXF-V718>
 - Gibson Nangle, C. & Møllmann. *Even in an era of Trust-Based philanthropy, grantees can't trust funders*. (2024, October 30). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/even-in-an-era-of-trust-based-philanthropy-grantees-cant-trust-funders>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 9: March 13, 2025

Topic: Community Foundations/Donor Advised Funds/Corporate Foundations

Readings:

- **Community Foundations**
 - Schohl, *8 tips for seeking grants from community foundations*. (2024, June 24). Chronicle of Philanthropy. <https://www.philanthropy.com/article/8-tips-for-seeking-grants-from-community-foundations>
 - Azevedo, L., Bell, A., & Medina, P. (2022). Community foundations provide collaborative responses and local leadership in midst of COVID-19. *Nonprofit management & leadership*, 32(3), 475–485. <https://doi.org/10.1002/nml.21490> (read Abstract, Introduction, Conclusion)
- **Donor Advised Funds**
 - Vance-McMullen, D. & Heist, H.D. (2022) Donor-advised Fund (DAF) basics. In *Achieving excellence in fundraising* (5th Ed., pp. 427-438).
 - *How nonprofits are leveraging Donor-Advised Funds (SSIR)*. (2020, September). (C) 2005-2024. https://ssir.org/podcasts/entry/increasing_efficiency_and_effectiveness_how_nonprofits_are_leveraging_donor_advised_funds (you can listen to the podcast or read the transcript)
- **Corporate Foundations**
 - Burlingame, D. F. & Stanczykiewicz, B. (2022). Business sector fundraising. In *Achieving excellence in fundraising* (5th Ed., pp. 451-462).
 - Koenig, R. (2017, September 19). *A key to getting corporate money: Find employees to champion your cause*. Chronicle of Philanthropy. <https://www.philanthropy.com/article/a-key-to-getting-corporate-money-find-employees-to-champion-your-cause/>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace
Optional Assignment 1: Letter of Inquiry

Week 10: March 20, 2025

Spring Recess – No Class – Enjoy!

Week 11: March 27, 2025

Topic: Campaigns/Events

Readings:

- **Campaigns**

- Conley, A. (2022). Campaign Essentials. In *Achieving excellence in fundraising* (5th Ed., pp. 404-415).
- Shattuck, S. (2024, October 29). *Latest research: The State of capital campaigns in 2024*. Capital Campaign Pro. <https://capitalcampaignpro.com/latest-research-capital-campaigns-2024/>
- *Download Capital Campaigns 101: Ultimate Guide for Beginners*. (n.d.). <https://capitalcampaignpro.com/ultimate-guide-for-beginners/>
- Mallory Erickson. (2024, October 2). *176 – Unveiling Capital Campaign Insights with Steven Shattuck - Mallory Erickson*. Mallory Erickson - Fundraising & Executive Coach. <https://malloryerickson.com/podcast/176-unveiling-capital-campaign-insights-with-steven-shattuck/>

- **Events**

- Donahue, R. & Steward, C.D. (2022) Planning events with purpose. In *Achieving excellence in fundraising* (5th Ed., pp. 291-302).
- Mallory Erickson. (2023, April 3). *Episode 118: Magnetic Fundraising: Strategies for Planning & Hosting Engaging Fundraising Events with A.J. Steinberg - Mallory Erickson*. Mallory Erickson - Fundraising & Executive Coach. <https://malloryerickson.com/podcast/episode-118-magnetic-fundraising-strategies-for-planning-amp-hosting-engaging-fundraising-events-with-a-j-steinberg/>
- Schohl, L. *A dozen ways to create events donors love — without spending a fortune*. (2024b, March 27). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/a-dozen-ways-to-create-events-donors-love-without-spending-a-fortune>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 12: April 3, 2025

Topic: Social Media/Media Strategy/Use of Artificial Intelligence

Readings:

- **Crafting Appeals**

- O'Connor, A. (2022). A. Crafting Compelling Appeals. In *Achieving excellence in fundraising* (5th Ed., pp. 267-277).

- **Digital Fundraising**

- Hand, N. & Li, Y. (2022). Developing digital fundraising strategies. In *Achieving excellence in fundraising* (5th Ed., pp. 278-290).
- Parker, K. A., Amegbeha Amissah, A., Deffendall, M., Pfeiffer, S. N., Adams, M., Clements, C., Scheuer, S., Guay, M., Abney, D., Ribott, M. A. II, & Rahman, N. (2024). Developing communication strategies to engage a new generation of donors: Fostering relationships between Gen Z and non-profit organizations. *Journal of Philanthropy and Marketing*, 29(1), e1829. <https://doi-org.libproxy1.usc.edu/10.1002/nvsm.1829> (read Abstract pp. 1; Practitioner Points pp. 1-2; Introduction pp. 2; Non-Profit Organizations, Philanthropy, and Donor Trends pp. 2-3; Gen Z and Philanthropy pp. 3-4; Discussion pp. 8-9)

- [Herschander, S. Make the most of online fundraising: experts weigh in.](https://www.philanthropy.com/article/make-the-most-of-online-fundraising-experts-weigh-in) (2023, April 19). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/make-the-most-of-online-fundraising-experts-weigh-in>
- **Social Media**
 - Childress, R. *How social media can help nonprofits cultivate donors.* (2024, July 1). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/how-social-media-can-help-nonprofits-cultivate-donors>
- **Artificial Intelligence (AI)**
 - Mitrovich, J. (2024, September 25). *Five steps to unlock AI's potential for nonprofits.* Independent Sector. <https://independentsector.org/blog/five-steps-to-unlock-ais-potential-for-nonprofits/>
 - *Donor perceptions of AI: Implications for the future of charitable giving.* (n.d.). Fidelity Charitable. <https://www.fidelitycharitable.org/articles/donor-perceptions-of-ai.html>
 - Freedman, H. (2023, June 27). *Data privacy, Misinformation, and Algorithmic Bias: AI challenges for Nonprofit Organizations.* Independent Sector. <https://independentsector.org/blog/data-privacy-misinformation-and-algorithmic-bias-ai-challenges-for-nonprofit-organizations/>
 - Herschander, S. *More than half of nonprofits use A.I., Google.org survey finds.* (2024, March 28). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/more-than-half-of-nonprofits-use-a-i-google-org-survey-finds>
 - Haynes, E. *How some fundraisers are using ChatGPT technology to do their jobs better.* (2023, May 3). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/how-some-fundraisers-are-using-chatgpt-technology-to-do-their-jobs-better>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Optional Assignment 2: Event Memo

Week 13: April 10, 2025

Topic: The Challenge of Good Intentions: Navigating Philanthropy's Complexities

Readings:

- **Finding Joy and Taking Care**
 - Avery, C., Chung, S., & Walczyk, S. (2024). Trust, Rest, and Joy. *Stanford Social Innovation Review*, 22(2), 10–12. <https://doi.org/10.48558/9EXZ-4S59>
 - Vu, V. a. P. B. (2022, August 21). *The joy of fundraising: How fundraising can be truly, authentically joyful.* Nonprofit AF. <https://nonprofitaf.com/2022/08/the-joy-of-fundraising-how-fundraising-can-be-truly-authentically-joyful/>
 - Mallory Erickson. (2024b, October 2). *177 – Prioritizing Racial Equity, Boundaries and Self-Care in Fundraising with Kia Croom - Mallory Erickson.* Mallory Erickson - Fundraising & Executive Coach. <https://malloryerickson.com/podcast/177-prioritizing-racial-equity-boundaries-and-self-care-in-fundraising-with-kia-croom/>
- **Controversy and Complexity**
 - Taylor, L. A. (2022, Spring). The Dirty Money Dilemma. *Stanford Social Innovation Review*, 20, 27-33. <http://libproxy.usc.edu/login?url=https://www.proquest.com/magazines/dirty-money-dilemma/docview/2631696928/se-2>
 - *Donor revolts, fundraising fallout, and why the Ivy League's turmoil matters to all nonprofits.* (2023b, December 15). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/donor-revolts-fundraising-fallout-and-why-the-ivy-leagues-turmoil-matters-to-all-nonprofits>
 - Childress, R. *What do donor revolts mean for fundraising?* (2024, March 5). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/what-do-donor-revolts-mean-for-fundraising>

- Childress, R. *Would your nonprofit return a gift from a 'Power Drunk' donor? This group did.* (2024, June 5). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/would-your-nonprofit-return-a-gift-from-a-power-drunk-donor-this-group-did>
- Ojeda, R., & Wall, M. (2023). "Power back in the community": Going beyond performative generosity in nonprofits. *Journal of Philanthropy and Marketing*, 28(4), e1720. <https://doi-org.libproxy1.usc.edu/10.1002/nvsm.1720>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 14: April 17, 2025

Topic: Boards/Membership Engagement/Earned Income

Readings:

- **Board Engagement**
 - Brown, M.G. (2022). Engaging the board for fundraising. *Achieving excellence in fundraising* (5th Ed., pp. 228-241).
 - *The board's role in fundraising for your organization.* (2018, August 29). Candid. <https://blog.candid.org/post/the-boards-role-in-fundraising-for-your-organization/>
 - Kasofsky, K. *Overcome these board excuses for not fundraising.* (2022, February 1). Candid. <https://blog.candid.org/post/overcome-these-board-excuses-for-not-fundraising/>
 - Schohl, L. *How to create a culture of fundraising on your board.* (2024, May 15). The Chronicle of Philanthropy. <https://www.philanthropy.com/article/how-to-create-a-culture-of-fundraising-on-your-board>
- **Membership Engagement**
 - Farkas, F., Jain, S., & de Lange, R. (2020). Membership Programs for Nonprofits. *Stanford Social Innovation Review*. <https://doi.org/10.48558/7JM1-EM09>
- **Earned Income**
 - Nee, E. (2019). Money for Mission. *Stanford Social Innovation Review*, 17(4), 4. <https://doi.org/10.48558/41JV-K504>
 - Martin, R., von Geldern, W., & Hughes, J. (2019). Scaling Nonprofit Impact Through Consulting. *Stanford Social Innovation Review*. <https://doi.org/10.48558/X8JE-XJ68>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Optional Assignment 3: Accepting/Declining Funding

Week 15: April 24, 2025

Topic: Public Private Partnerships/Government Funding/Community Fundraising

Readings:

- **Public Private Partnerships**
 - Lam, D. Candid. (n.d.). *The essential role of public-private partnerships in future building.* Philanthropy News Digest (PND). <https://philanthropynewsdigest.org/features/commentary-and-opinion/the-essential-role-of-public-private-partnerships-in-future-building>
 - Soronen, R. *Forming a Public-Private partnership to scale your nonprofit's mission.* (2024, April 22). Forbes. <https://www.forbes.com/councils/forbesnonprofitcouncil/2024/04/22/forming-a-public-private-partnership-to-scale-your-nonprofits-mission/>
 - Frye, C. (2023, May 23). *Understanding the unique role of nonprofits in advancing Public-Private partnerships.* NonProfit PRO. <https://www.nonprofitpro.com/post/understanding-the-unique-role-nonprofits-advancing-public-private-partnerships/>
 - Janus, K. K. *Effective Government Demands Partnership (SSIR).* (Summer 2024). (C) 2005-2024. <https://ssir.org/articles/entry/public-private-partnerships-innovation-scale>
- **Community Fundraising**

- Keegan, B. (2023). Community-engaged philanthropy: The role of the fundraiser in building equitable communities. *Journal of Philanthropy and Marketing*, 28(4), e1735. <https://doi-org.libproxy1.usc.edu/10.1002/nvsm.1735>
- Community-Centric Fundraising. (2024, October 30). CCF principles. CCF. <https://communitycentricfundraising.org/ccf-principles/> (visit site to expand the principle's definitions)
- **Government Funding**
 - Martin, H., Boris, E. T., Tomasko, L., URBAN INSTITUTE, Lecy, J., Faulk, L., Kim, M., URBAN INSTITUTE, SCHOOL OF PUBLIC AFFAIRS, SCHAR SCHOOL OF POLICY AND GOVERNMENT, AMERICAN UNIVERSITY, & GEORGE MASON UNIVERSITY. (2024). Nonprofit Trends and Impacts 2021–2023: National Findings on Government Grants and Contracts from 2019 to 2023. https://www.urban.org/sites/default/files/2024-10/Nonprofit_Trends_and_Impacts_2021-2023_National_Findings_on_Government_Grants_and_Contracts.pdf (read: Introduction pp. 1-2; Trends in Government Grants pp. 2-5; Summary pp. 12)
 - Frumkin, P., Kim, M. T., The Ford Foundation, Harvard University, New America Foundation, Hauser Center for Nonprofit Organizations, & Council for Excellence in Government. (2002). *The effect of government funding on nonprofit Administrative efficiency: An Empirical test* (OPS-10-02). https://ash.harvard.edu/files/effect_of_government_funding.pdf (read: Introduction; Conclusion pp. 18-20)
 - Roque, M. (2020, November 16). *Looking Downtown: How Nonprofits Can Partner with Local Governments - Non Profit News | Nonprofit Quarterly*. Non Profit News | Nonprofit Quarterly. <https://nonprofitquarterly.org/looking-downtown-how-nonprofits-can-partner-with-local-governments/>

Speakers: TBD

Reflections: 3 key takeaways/1 speaker question to be submitted before the start of class on Brightspace

Week 16: May 1, 2025

Topic: Final Presentations/Reflections

Required Assignment 3: Final Presentation/Reflection

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Use of AI Generators

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Statement on University Academic and Support Systems

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.