PAD 5935-17 - SPRING 2012
FUNDRAISING AND FUND DEVELOPMENT
Wednesdays, 5:30 – 8:15 pm
HCB #217
**SUBJECT TO CHANGE**

Instructor:
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Office Hours:
By appointment

Required Texts and Readings:
The following text is required:

*Conducting a Successful Fundraising Program: A Comprehensive Guide and Resource*

Available for sale from online resources http://www.directtextbook.com/prices/0787953520

Other readings will be web based and URLs are provided in the course outline. Additional suggested readings may be introduced during the course.

Course Communication: For purposes of disseminating course information, materials, feedback, grades, announcements, lecture outlines and any course information/materials, students should refer to Blackboard for PAD 5935 available through http://campus.fsu.edu. Both general email announcements to all students and make-up assignments for those with excused absences will be sent via official student campus mail accounts, not personal or work emails. Be sure to check this site regularly. For assignments that must be submitted electronically, they must be submitted in MS Word (Excel, *.ppt, or PDF if appropriate) and formatted for the PC. All course materials posted on Blackboard for downloading will be formatted for MS Word, Excel, PowerPoint, or PDF.

Web resources:

*Fundraising Library* courtesy of Tony Poderis at http://www.raise-funds.com

This resource, along with the examples in the second half of the text, will be particularly useful for the students taking the service learning track. These are quick reading, to-the-point brief articles and samples of fundraising documents and tools.

Sample exhibits and documents: http://www.raise-funds.com/worksheets-forms/
Short papers on fundraising topics and issues: http://www.raise-funds.com/table-of-contents-2
Other Resources (formerly “Avoiding jargon”) courtesy of the Edna McConnell Clark Foundation: http://www.emcf.org/publications/other-resources/

**Course Purpose:**

This course has been designed for the MPA specialization in Civic and Nonprofit Leadership. It is a survey course that examines the role of fundraising and fund development in nonprofit organizations, and the various fundraising techniques used by these organizations to further their mission. One of the practical goals of the class is to give students who plan to work in a nonprofit environment a general, but effective working knowledge of fundraising tools and techniques. There will be, for those who take the Service Learning Option, an opportunity to get hands-on nonprofit organization experiences and use their lessons learned in these experiences to reflect on both the experience and the subject matter of the class.

**Learning Objectives:**

1. **Knowledge Objectives.** Students will gain an understanding of: a) the role of philanthropy in the nonprofit environment; b) developing and integrating fundraising strategies into the organization’s mission; c) practical, ethical and legal considerations of the fundraising enterprise; d) the various types of fundraising techniques used by nonprofits to achieve their financial goals.

2. **Skills and Abilities.** Through engaging in service learning, research projects, and other class activities, students will develop the following: a) skills of perception for understanding the dynamics of fundraising in the nonprofit environment; b) research and evaluation skills c) reflective skills in which they can relate lessons learned in service activities to those of other students and to course reading and discussion materials; d) writing and verbal communication skills; and, e) practical strategies for planning, developing and implementing fundraising activities in nonprofit organizations.

3. **Values and Attitudes.** Students will gain an appreciation for and attempt to integrate the following values, attitudes, and traits: a) the role of philanthropy society in general and the nonprofit environment; b) responsibility as the steward of other people’s generosity; c) teamwork and collaboration in the fundraising enterprise; and, d) ethical behavior, to be promoted in the student’s own conduct and encouraged in the conduct of others with whom the student interacts.

**Evaluation:**

**Students will choose between two tracks: A. Research Project Track; or, B. Service-Learning Track**

While there is considerable overlap in these two options, the “Service Learning” track involves hands-on experience in a local nonprofit organization, whereas these activities are replaced by a semester research paper in the “Research Project” Track.
Track A: Research Project Track

A. Two graded in-class essay exams: midterm and final, graded from 0-250. **500 points total.**
   See “Course Outline and Readings” (below).

B “Research Project” assignment: You choose topic (subject to instructor approval) for research and final presentation in written form; 300 points possible. The project does not necessarily have to be a research-oriented term paper. For example, it can be a fundraising plan, a position/policy paper, or an evaluation of a fundraising technique, program or event. We will discuss this further in class. **300 points total.**

C. **Case statement:** A guest lecturer from a local non-profit will give a presentation on the organization, its mission, and needs. The assignment will be to draft a case statement for the fundraising needs. **100 points total.**

D. **Fundraising assignment:** Written assignment (topic TBA) designed to assess learning of course content. **100 points total.**

Track B: Service-Learning:

A. Two graded in-class essay exams: midterm and final, graded from 0-250. **500 points total.**
   See “Course Outline and Readings” (below).

B Service-learning assignment. Thirty five hours of service learning in a Tallahassee-area nonprofit organization. You must perform at least three hours in each of 10 weeks, but the total of hours must be at least 35. Service will be documented on the FSU “Servscript” form. You will receive all points for this item if you accomplish the following: A. You must have your hours completed and the Servscript completed and signed by the nonprofit organization where hours were obtained and turned in to me on project due date. (Students are encouraged to submit a copy to the Center for Civic Education by the semester deadline to document service hours). If students fail to meet the deadline or the number of hours, students submitting their record with receive partial credit; B. Maintain a “journal” of your daily activities, subject to my examining it in class, and turned in on project due date; C. a final summary and self-evaluation of your learning experience due the last day of regular classes. **300 points total.**

C. **Case statement:** A guest lecturer from a local non-profit will give a presentation on the organization, its mission, and needs. The assignment will be to draft a case statement for the fundraising needs. **100 points total.**

D. **Fundraising assignment:** Written assignment (topic TBA) designed to assess learning of course content. **100 points total.**

**Grading:**

Letter grades will be assigned according to the following point totals: A = 925 or more; A- =900-924; B+ = 875-899; B = 825-874; B- =800-824; C+ = 775-799; C =725-774; C- = 700-724; D+ = 675-699; D = 625-674; D- = 600-624; F = less than 599.
Incomplete Grades: I will extend a grade of incomplete ("I") if unforeseeable circumstances keep you from completing the course requirements within the normal semester. Under these circumstances you submit the missing assignments during the subsequent semester but not revisions of previously graded work. The “I” is inappropriate for the purpose of avoiding a failing grade if you conclude that your accumulation of points is insufficient to pass the course. The appropriate course of action under those circumstances is to drop the course or withdraw from the University.

Missed exams: If due to unforeseen circumstances, you need to be absent from a scheduled class or exam, please notify the instructor IN ADVANCE to make alternate arrangements. Notification of absence due to unforeseen circumstances after the fact will be dealt with in accord with University and Department policy.

Late Assignments: Research project and written assignments will be accepted up to and ONLY one class date late since they are due near the end of the semester. Unless arrangements have been made IN ADVANCE, all assignments that are submitted from one day late through the date of the next class will lose one letter grade. No assignments will be accepted after the time of the final exam.

Class attendance is not mandatory but strongly recommended for the following reasons. First, guest speakers will be part of many classes and courteous attendance is expected. Second, course materials that you will need to know for exams and homework will be presented in classes including content provided by guest lecturers. I will consider regular attendance, active effort to engage in class activities, and participation where a grade is “on the bubble” between two letter grades. I may pass around an attendance sheet for each class.

Academic Honesty: You are expected to understand and uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook. In addition to information listed in these sources, you are advised that:

1. If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material. I specifically expect you to use the style guide of the American Psychological Association, for which guidelines are available in Strozier library and at: [APA Style.org]


2. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above, and a specific reference to the pages in the original where the material is found must be provided.

3. Graphics, visuals, and other materials downloaded from the internet or other electronic media must be in accord with the “fair use standards” of the 1976 Copyright Act and FSU copyright policies. http://www.auditservices.fsu.edu/services/copyright/

4. Material not taken verbatim from a text but paraphrased must also be attributed as in Rule #1.

5. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of “F” for the course. Instructor may utilize www.turnitin.com or other similar sources to verify the authenticity of student assignments.
**Accommodations for Students with Disabilities:** Students with disabilities needing academic accommodation should: 1) register with and provide documentation to the Student Disability Resource Center; and, 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

**COURSE OUTLINE AND READINGS:** *(May be revised and/or updated during semester)*

**CH:** chapters in text

**RG:** “resource guide” materials in second half of text (skim read unless noted otherwise)

**POD** refers to web resources on Tony Poderis’ site

**REVIEW** additional information; not required to read in detail

Jan 4: Week 1: Course overview
- Course Intro and Overview
- Discussion of class projects and assignments
- Discussion of Service Learning Option
- History of Philanthropy
- **READINGS:** Intro, CH. 1: POD [http://www.raise-funds.com/121603forum.html](http://www.raise-funds.com/121603forum.html)
  “Non-Profit Fundraising De-Mystified”

  **Watch:** [http://www.501videos.com/mm2011/01/mm_1_history.html](http://www.501videos.com/mm2011/01/mm_1_history.html)

  **Review:** Key Dates and Events in American Philanthropic History 1815 to Present [http://learningtogive.org/papers/paper31.html](http://learningtogive.org/papers/paper31.html)

Jan 11 Week 2: Laying the Foundation for Fund Development & Defining an Integrated Development Program
- Your organization’s role in the community; it’s mission
- Strategic planning
- Institutional needs and goals
- Defining your constituencies
- Definition of annual giving, capital giving, planned giving
- Types of revenue: gifts, memberships, program fees, investment income
- Gift processing and reporting
- **READINGS:** CH 2, pp. 32-41; RG 1-3
- **CASE STATEMENT ASSIGNMENT HANDED OUT: DUE FEB 15**

Jan 18: Week 3: Making the Case: Development Communications
- Defining your donor base
- Educating your constituencies
- Planning marketing communication: press, media, development writing
- Case statements and other development materials
- Making the “ask”
- **READINGS:** CH 3 RG 4-6:
Jan 25: Week 4: Volunteers and Staff: Roles, Responsibilities and Relationships

- Working in a nonprofit environment; not your normal 9-5; travel, weekends
- Fundraising staff
- Support staff; managing the development operations
- Board members
- Volunteers; “gifts” of services
- Consultants and other specialists
- Seek advice from peers (AFP)
- Continuing education for the fundraising professional

**FUNDRAISING ASSIGNMENT HANDED OUT: DUE APRIL 14**

**READINGS: CH 4, 5, CH 6 (pg. 84-93), 18; RG 8-10, 20, 30**

**REVIEW:**

- “A Development Director Needs More than a shoe Shine and a Smile but it’s a Good Start”
- “Beginning a Career in Nonprofit Fundraising”

Feb 1: Week 5: Annual Giving

- Types of gifts: cash, securities, real and tangible property; services
- Definition and role of annual giving: demonstrating a base of support, donor retention, major gift prospect identification
- memberships
- annual giving, development planning
- Telephone, direct mail, internet and other methods
- Federated campaigns: United Way, govt.; etc.

**READINGS:** CH 8, 9; RG 9, 11, 13-15, 26

Feb 8: Week 6: Special Events

- Objectives: Fundraising vs. “friend” raising
- Publicity
- Sponsorships and underwriting
- Types of special events that fit your organization

**READINGS:** CH 9 (pp. 153-158); RG 17, 25, 28

**POD**

- “Sponsoring and Underwriting Campaigns: Would you please fund our ___________?”
- “Your Organization’s Next Special Event: Fund-raiser or Friend-raiser?”
- “Peer to Peer Event Fundraising Consumer Survey June 2011”

Feb 15: Week 7: Managing Information About Prospects & Donors; Stewardship

- Institutional memory: record keeping, gift policies, and paperwork
- Identifying, Involving and Retaining Current and Prospective Donors
- Management tools and systems
- Prospect research and confidentiality issues
• Public relations: recognition, acknowledgements and receipts, giving clubs
• Donor retention and promotion
• **CASE STATEMENT ASSIGNMENT DUE**
• **READINGS: CH 10, 19, 20; RG 16, 30, 31**

Feb 22: Week 8:
• **MIDTERM EXAM**

Feb 29: Week 9: Corporate and Foundation Gifts
• Soliciting organizations, seeking grant support
• Corporations and foundations: why they give
• Fundraising vs. grantsmanship
• Gifts, grants, and contracts
• Proposal writing and budgets
• **REMAINDER: FUNDRAISING ASSIGNMENT DUE APRIL 13**
• **READINGS: CH 15**

Mar 7: **SPRING BREAK – No Class**

Mar 14: Week 10: Capital Gifts
• Capital gifts
• Special and major gifts
• Using board members and volunteers in the ask
• **READINGS: CH 11, 14; RG 19**

Mar 21: Week 11: Grant Writing
• Types of funders
• Matching funder’s goals and nonprofit mission
• Do’s & Don’ts
• Proposals
• Evaluation & Assessment
• Budgets
• Relationships
• **READINGS:**
  - http://www.research.fsu.edu/funding/proposals.html
• **REVIEW: Chapter 15 pg 265-268**
• Ask instructor re: Sample Grants to be posted in Course Library

Mar 28: Week 12: Specialized fundraising programs and needs
• Gifts-in-kind from products to artworks
• Appraisal and taxation issues
• real estate
• Special programs: cars, boats, memorials/honors, other specific items
• Cause-related marketing
• **READINGS: CHAPTER 15 pg. 260 – 262**
Apr 4: Week 13: Planned Giving
- Basic programs: liability and other financial issues; wills, bequests, trusts and insurance
- Real estate and tangible property: life estates, bargain sales, gifts-in-kind
- Regulated devices: pooled income funds; annuities
**FUNDRAISING ASSIGNMENT DUE**
**READINGS: CH 12, 13; RG 21;**

Apr 11: Week 14: Program Assessment and Fundraising in the Digital Age
- Evaluating Fundraising Results
- Internet versus web
- Web presence communications
- Email
- Online donations
- Micro-gifting
- Social networks
- Is it really effective?
**READING: POD** http://www.raise-funds.com/599forum.html
“Campaign Assessment and Review: What was accomplished and what was learned?”

**READINGS:**
- **UPDATED READINGS PROVIDED LATER DUE TO RAPID CHANGES IN THE FIELD**

Apr 18: Week 15 Ethics
- Donor, fundraiser, institution
- Conflicts of interest
- Self-dealing, donor advised funds
- Salary versus commission
- Ethical scenarios
- AFP Code of Ethics and Standards of Professional Practice
- Exam Review
**TRACK A: FINAL PROJECTS DUE**
**TRACK B: SUMMARY/EVALUATION DUE**
**READINGS:** http://www.afpnet.org/ethics/
- AFP Code of Ethics and Standards of Professional Practice
- Frequently Asked Questions about Fundraising Ethics (1-10)
- AFP Position Paper on Percentage Based Compensation

NOTE: April 20, 2012 is DEADLINE to submit FSU ServScript documentation for Service Learning

Apr 25: Week 16: EXAM WEEK
- FINAL EXAM 5:30 – 8:15pm (Time to be confirmed)
  [link](http://registrar.fsu.edu/dir_class/spring/exam_schedule.htm)