

Fundraising for Nonprofit Organizations
PLSC 436/606
W 6:00-8:50 p.m.
Pray-Harrold 419
Fall 2018

Professor: Tucker Staley
Office: Pray Harrold 601P
Phone: 734.487.1460
E-mail: tstaley2@emich.edu
Office Hours: Mon 3:00-4:50 pm, Tues 10:00 a.m.-12:00 p.m.
and by appointment.

Note: I have more than one office on campus. It is always best to let me know if you are planning on coming by for office hours. On occasion we may meet in a different office than listed above, especially if doing so by appointment outside of my scheduled office hours.

Course Description:

This course examines the important aspects of the fundraising process (broadly defined) as carried out by nonprofit organizations—its value base, preparation of the case, implementation of relevant strategies and techniques, assessment of potential sources of support, utilization of human resources, and overall process management. This course is designed to provide students with a thorough foundation in the principles and practices of fundraising. As such, students will have the opportunity to apply fundraising concepts and techniques by completing a learning portfolio of assignments in addition to a comprehensive fundraising plan. The learning portfolio will contain an assessment of fundraising capacity and capability according to the principles and materials discussed in the course.

Objectives:

- Explain the role of fundraising in philanthropy and the nonprofit sector.
- Apply a range of principles, techniques, and tools to solve practical fundraising problems.
- Analyze and evaluate the fundraising strategy of a particular nonprofit organization and develop recommendations for its improvement.
- Employ a framework of ethical practices and active reflection to analyze their own professional stance towards fundraising.
- Develop a comprehensive, real-world fundraising plan including multiple sources of revenue.

General Guidelines:

I both encourage and expect you to actively engage in this course. This includes reading the required materials before class, coming with questions, and being prepared to discuss the topics being covered in each class period. Given the nature of the course and the importance of in-class discussions, I will be taking attendance and you will earn attendance points. Additionally, not all of the material is covered in the required text, and I have found there is a direct correlation between students being in lecture and doing well in the course. In general, SHOW UP and BE PREPARED.

Required Texts:

Temple, Eugene, Timothy Seiler, & Dwight Burlingame. 2016. *Achieving Excellence in Fundraising*, 4th ed.

Additional readings on Canvas

Grades:

Your grade for this course will be determined based on attendance and in-class participation, individual portfolio assignments, and a group fundraising plan and presentation. Points will be earned as follows:

| | |
|--------------------------|---|
| Attendance/Participation | 100 (10 points per day) |
| Portfolio Assignments | 200 (8 @ 20 points each, 1 @ 40 points) |
| Group Fundraising Plan | 150 |
| <u>Presentations</u> | <u>50</u> |
| TOTAL | 500 |

Your grade will be determined on a percentage based grading scale:

| | | |
|-----------------|-----------------|-----------------|
| A 94-100 | A- 90-93 | B+ 87-89 |
| B 84-86 | B- 80-83 | C+ 77-79 |
| C 74-76 | C- 70-73 | D+ 67-69 |
| D 64-66 | D- 60-63 | F < 60 |

Please note, in general I do not round grades up. For example, a 79.99% in the course would be considered a C+ and not a B-.

IMPORTANT DATES

Portfolio Dates:

- 1: Sept 19
- 2: Sept 26
- 3: Oct 10
- 4: Oct 17
- 5: Oct 31
- 6: Nov 7
- 7: Nov 14
- 8: Nov 21
- 9: Nov 28

Final Presentations: Dec 12

Late Papers, Extra Credit, Etc

Portfolio assignments are expected to be turned in on time and follow the assignment guidelines. Each assignment is due at the beginning of the scheduled class meeting period. Late assignments will be penalized 2 points per day. Assignments due on dates the class will not be meeting will be submitted via Canvas.

As indicated above, you will receive points for attendance (10 days). However, you will receive points for all days you are in attendance (12 possible). As such, you may earn “bonus points” by coming to class every week. This also means you can miss up to two class periods without penalty to your grade.

Canvas

I will place the syllabus and my contact information on our course's Canvas site. You will find additional readings for the course posted on this site as well. As the semester progresses, I may also include additional relevant material. You may also use Canvas to access your scores for graded work.

Cellphones, Laptops, Etc

You are welcome to bring your laptops to class, however they are to be used only for taking notes and for helping inform classroom discussion. For the most part I should never see your cellphone once the class period has begun. In the case of a personal emergency please step out of the classroom. Texting and other cellphone communication is a form of conversation, and conversations should be kept within the classroom and on topic.

ADA

Eastern Michigan University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the EMU Disability Resource Center, 734-487-2470, email at drc@emich.edu, or visit <http://www.emich.edu/drc/>. **Additionally, please meet with me personally to discuss any accommodations you may require.** Most accommodations require we come up with an acceptable plan-of-action which best suits your needs.

Building Emergency Plan

Build Emergency Plans (BEP) for the building in which this class is held will be discussed during the first week of this course. BEP documents for most buildings on campus are available at http://www.emich.edu/publicsafety/emo/emergency_plans/building/index.php/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Student Handbook

In addition to the articulated instructor course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all university policies, support resources, and student's rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. Please note: Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, 734.487.0074, emu_ombuds@emich.edu, or visit the website: <http://www.emich.edu/ombuds>.

Student Handbook Link: <https://www.emich.edu/studenthandbook/index.php>

Graduate School Policies: <http://www.emich.edu/graduate/policies/index.php>

Title IX Disclosure

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://www.emich.edu/title-nine/>.

Writing Center

The University Writing Center (115 Halle Library; 487-0694; <http://www.emich.edu/uwc>) offers one-to-one writing consulting for both undergraduate and graduate students. Hours are 10 a.m. to 6 p.m.

Mondays through Thursdays and 11 a.m. to 4 p.m. Fridays. The UWC opens Monday, September 10, and closes Thursday, December 13. The UWC also has several college and program satellite locations across campus. The locations and hours for the other satellites can be found on the UWC web site: <http://www.emich.edu/ccw/writing-center/contact.php> Students seeking writing support at any UWC location should bring a draft of their writing (along with any relevant instructions or rubrics) to work on during the consultation.

Evaluation

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking at the end of the semester when evaluation forms are distributed. These evaluations are anonymous and voluntary, but they are an important component for continuous improvement of your courses.

Course Schedule: (This is an outline and may change as the term progresses. Each week there may be additional readings and information found on Canvas. All readings not found in the main text will be available on Canvas.)

| Class Meeting | Topic and Readings | Assignment(s) Due |
|----------------------|--|--|
| Sept 5 | Overview, state of philanthropy, and general processes <ul style="list-style-type: none"> • Excellence: Ch. 1 • Nonprofit Quarterly, “Fundraising isn't about money...neither is giving” | |
| 12 | Elements of Development Plan <ul style="list-style-type: none"> • Excellence: Ch. 2-3, 7 • Online Examples | |
| 19 | Ethics, Accountability, & the Law <ul style="list-style-type: none"> • Excellence: Ch. 34-35 • IRS, Section 51: Fundraising Activities • Fundraising Ethics (www.studyfundraising.info) • AFP Donor Bill of Rights | Portfolio 1: Fundraising Goals (goals, objectives, strategies) |
| 26 | Who Gives & Why? <ul style="list-style-type: none"> • Excellence: Ch. 6, 8-9, 14 • Caildini. 2003. The Power of Persuasion • Chronical of Philanthropy, Analyzing fundraisers' personalities | Portfolio 2: Fundraising Readiness (philanthropic giving, gift range chart, mission statement, SWOT) |
| Oct 3 | Annual Giving: Priorities, Cases, & Prospects <ul style="list-style-type: none"> • Excellence: Ch. 4-5 • Excellence: Ch. 10-13, 17 • AFP, Prospect Research | |
| 10 | No class: I'll be at a conference in Atlanta. | Portfolio 3: Case Statements (internal/external) |
| 17 | Major Gifts, Capital Campaigns, and Planned Giving | Portfolio 4: Prospect Research Strategy (one prospect analyzed) |

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|-------|--|---|
| | <ul style="list-style-type: none"> • Excellence: 18-20 | |
| 24 | Solicitation & Stewardship <ul style="list-style-type: none"> • Excellence: 26-31 | |
| 31 | Restricted Revenues: Foundation & Government Grant Support <ul style="list-style-type: none"> • TBD | Portfolio 5: Annual Giving Plan (with solicitation plan, sample letter, special events, etc) |
| Nov 7 | Earned Income & Social Entrepreneurship <ul style="list-style-type: none"> • Dees, Gregory. "The Meaning of 'Social Entrepreneurship'." • Mair & Marti. "Social Entrepreneurship Research." | Portfolio 6: Grant Research (corporate, government, and foundations plus solicitation letter) |
| 14 | Managing the Process <ul style="list-style-type: none"> • Excellence: Ch. 21-24, 32-33 | Portfolio 7: Earned Income Strategies |
| 21 | No class: Thanksgiving holiday | Portfolio 8: Staffing and Management (needs, duties, etc) |
| 28 | Future & Careers in Fundraising <ul style="list-style-type: none"> • Excellence: Ch. 36-37 | Portfolio 9: Evaluation Plan |
| 5 | Work Day | |
| 12 | Presentations of Fundraising Plans | |