
Class meets Tuesday and Thursday, 3:30 – 4:45 PM in 105 EPB (English-Philosophy Building)
Instructor: Linda Wastyn, Linda-Wastyn@uiowa.edu; Office Hours: MW 2:00 – 3:00 TT, E322 AJB
SJMC DEO: David Ryfe, david-ryfe@uiowa.edu, E305B AJB

Course Overview

Nearly all nonprofit organizations rely on raised funds to survive and thrive. As such, everyone who works at a successful nonprofit organization needs to understand and embrace the basic concepts of fundraising. Working with a nonprofit organization, this class will explore the basic fundraising techniques that nonprofits typically use: donor research, annual fund campaigns (phone, mail, email), capital campaigns, events, cause-related marketing, grants, planned giving, and donor stewardship. In the end, students will understand when and how to use different fundraising strategies to meet an organization’s goals.

This course fulfills one of the core courses for the Fundraising & Philanthropy Communication Certificate. For more information about the certificate, check the 2015-2016 General Catalog.

Course Objectives

- Understand the role of fundraising in nonprofit organizations and society as a whole
- Learn the major fundraising methods (e.g., broad-based solicitations, major donor campaigns, special events, grants) and the benefits, drawbacks, and appropriate audiences of each
- Critically analyze fundraising messages to assess their appropriate for the intended audience and goals
- Develop strategic fundraising plan that leverages the organization’s strengths to meet its fundraising goals
- Practices making asks in different fundraising contexts

Fundraising Fundamentals (FPC 3100) is a required core course in the Fundraising and Philanthropy Communication certificate beginning with the current (2015-16) catalog. If you declared the FPC certificate prior to this year, you can count it as either core or elective credit. Contact Ann Haugland, FPC certificate coordinator (ann-haugland@uiowa.edu) to tell her how you will use it.

Readings and Required Texts

Other readings come from the following sources and are available on ICON


Lindsay, D. (2015, August 3). In search of the great fundraisers: Who’s got the right stuff?” *Chronicle of Philanthropy*.


Assignments/Grade Allocation

Students must submit all written work in Microsoft Word (unless otherwise indicated) via the class ICON site (unless otherwise noted). All of my grading assumes that you produce professional, high quality, work, free of spelling and grammatical errors. Please proof your work carefully. Assignments must be turned in on time unless you make prior arrangements. Late work will lose one letter grade for each day it is late.

In-class Projects (DUE as noted; 30 points each; 20% of final grade): We will complete the following assignments in class on the date noted. Only in exceptional circumstance can you make up these assignments. Contact me in advance if you an emergency arises. Otherwise, plan your schedule accordingly to assure you can attend class on these days.

• Analysis of the Profession (DUE: September 22 at 5 PM via ICON): Each student will interview a fundraising professional as broadly defined to include individuals who specialize in a particular aspect of fundraising (annual fund, major gifts, special events, grant writing) or those who raise money as part of a larger job (often executive director or director of marketing or communication). The interview should cover questions regarding the person’s education and
preparation for their job, their job roles and tasks, necessary skills and anything they wish they knew when they started in the profession. We will present short (3-5 minute) summaries of what you learned in class on **September 22**. The papers will earn up to 25 points with 5 points for the presentation.

- **Major Gift Ask (DUE: November 3)**: We will invite major gift and fundraising professionals to class and you will ask them to make a gift to the organization of your choice in a mock scenario.

**Nonprofit Projects (DUE as noted; 50 points each; 50% of final grade):** Each person will choose a nonprofit organization to work with during the semester. Working with that nonprofit, you will develop a fundraising plan that contains the following elements:

- **Strategic Fundraising Plan (DUE: October 1)**: This plan provides the foundation for all of the other plans. It must run at least one year and can run up to 5 years depending on the needs of the organization. It contains:
  - The mission and vision of the organization
  - A brief history of the organization including a more extensive fundraising history
  - The fundraising goals for this plan
  - Analysis of the fundraising capacity and constraints of the organization (e.g., number and experience of professional fundraisers, volunteer structure, quality of data, etc.)

- **Annual Fund Plan** with sample ask (letter, email or phone script) (DUE: November 17): Building on the strategic fundraising plan, this plan focuses on the annual fund or broad-based appeals to the entire (or a segmented portion of) the donor base. It contains:
  - A description of the technique(s) used (e.g., phone, mail, email) and a rationale for each approach
  - A calendar of appeals for one year with the theme or project identified for each appeal and a rationale for this frequency and timing
  - A sample ask (letter, email or phone script) for ONE of the appeals

- **Major Gifts and Stewardship Plan (DUE: December 15)**: Create either a major donor solicitation plan or capital campaign plan for engaging major donors. It contains:
  - Ways to identify major donors from among your donors
  - Ways of identifying potential major donors new to your organization
  - A mechanism to track major donors through the major donor cycle (e.g., Moves Management)
  - A sample cultivation and solicitation plan for one hypothetical major donor including persons responsible for each step in the plan (fundraisers, staff, volunteers) and a timeline
  - Different stewardship for donors at different giving levels (identified in the plan)
  - Stewardship of volunteers
  - Multiple thanks or touches throughout the year (minimum of 7) including an immediate recognition after receiving a gift
All individual projects must be completed in Word and submitted via ICON. They will likely run 3-5 pages and may include references to class readings as appropriate. You may – but do not have to – research beyond the class reading list. In addition to describing the different elements of the plan, the A project will include a rational for why you recommended a particular approach. All projects should be of sufficient quality to share with your organization.

**Online Discussions (DUE: Weekly; 10 points each; 10% of final grade):** Nonprofit organizations and fundraising news and research appear in the literature almost daily. Therefore, during the semester, you must keep up with industry developments by following publications and websites such as *Advancing Philanthropy, The Chronicle of Philanthropy, Philanthropy News Digest,* or *Philanthropy Journal.* Some of these have daily or weekly new briefs to which you might consider subscribing. If you find others, please let me know and we can evaluate their value in following as well.

On even weeks (see schedule), each student will start a discussion on ICON’s discussion page on an article of interest by writing a brief description of the article followed by your analysis of its implications for nonprofit fundraising, especially the nonprofit with whom you work during the semester. On odd weeks, each student will read and comment on at least three posts by other students. The goal is to have an online discussion of these topics that we also bring into the classroom.

**Midterm (DUE: October 8; 100 points, 15% of final grade):** Exams will test knowledge of fundraising theory and practice as presented in assigned readings and class discussions. We will discuss the specifics of the exam’s format prior to it.

**Attendance/Participation (DUE daily; 5 points each, 5% of final grade):** As adults, you have the responsibility to come to class. From my experience, however, students with poor attendance receive lower grades as they miss much of the class discussion that can clarify the readings and expectations and enhance overall learning. A workshop-based class such as this one requires attendance and active class participation, and much of the knowledge you gain will come from your active participation in class. If you desire a passing grade, come to class and participate fully. If you cannot attend a class session, please let me know as soon as you can (before the class you miss rather than after). For classes that you do miss, you must make up any missed work including getting notes from classmates. I will assess attendance and participation with 5 possible points each class that you make up. Excessive use of cell phones, e-mail and other electronic devices will lower your grade for that class.
This syllabus, readings, assignments and due dates may change throughout the semester as communicated in class or posted on ICON or the class website. When in doubt, ask! Classwork assumes that you have completed readings by the start of the class indicated.

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<th>Wk</th>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Due Before Class*</th>
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<tbody>
<tr>
<td>1</td>
<td>August 25</td>
<td>Class Introduction</td>
<td>Review Syllabus on ICON</td>
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<td>August 27</td>
<td>Introduction to Communication</td>
<td>READ: Byers, pp. 3-19</td>
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<td>2</td>
<td>September 1</td>
<td>Nature of Nonprofit Organizations</td>
<td>READ: Ott &amp; Dicke, Intro, ch. 1-3</td>
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|    | September 3| Overview of Fundraising | READ: Sturtevant, ch. 1-2
Lagasse, “A Holistic Approach”
Lagasse, “More than the Sum”
Brooks, “Why Fundraising is Fun”
Berkshire, “Half of Fundraisers”
Lindsay, “In Search of Great Fundraisers”
IDENTIFY nonprofit for assignments
DUE: Article Post on ICON Discussion Board |
|    | September 8| Ethics of Fundraising | READ: Sturtevant, ch. 10
Temple & Nathan, “Ethical Fundraising” |
|    | September 10| Strategic Fundraising Planning | READ: Sturtevant, ch. 5, 13
Williams, “What Should you Expect”
Smith, “Organizational Analysis”
DUE: Article reaction/discussion on ICON |
|    | September 15| Donor Motivation | READ: Prince & File, “Seven Faces”
“High Net Worth Giving”
“More to Giving”
Mann, “College Fundraising”
Wastyn, “Why Alumni Don’t Give”
Sagrestano, “Reinvent Individual-Gifts”
James, “Brain Studies” |
|    | September 17| TBD Guest Speaker on Donor Motivation | TBD Guest Speaker on Donor Motivation
DUE: Article Post on ICON Discussion Board |
| 3  | September 22| Fundraiser Interview Reports | DUE: Fundraising Interview Paper and Reports |
|    | September 24| Identification: Donor research | READ: Filla, “Prospect Research”
DUE: Article reaction/discussion on ICON |
|    | September 29| Attention and Cultivation | READ: Sturtevant, ch. 3, 6 |
|    | October 1  | Solicitations: The Case for Support | READ: Ross & Segal, “Making Your Case”
Dove, “Building and Stating your Case”
Reich, “Shift Your Language”
Wagner, “No Magic”
DUE: Strategic Fundraising Plan
DUE: Article Post on ICON Discussion Board |
| 6  | October 6  | Grants | READ: Sargeant & Shang, “Grant Fundraising”
Iowa Arts Council, “Grant Writing Tips” |
<p>|    | October 8  | MIDTERM EXAM | DUE: Article reaction/discussion on ICON |</p>
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| 8  | October 13| Annual Fund                           | READ: Rosso, “The Annual Fund”  
|    |           |                                       | Brown, “The Very Best Guidance” |
|    | October 15|                                       | READ: Buffalo Cody, “Multichannel Focus”  
|    |           |                                       | Warwick, “Direct Mail Marketing”  
|    |           |                                       | Purvis, “Telephone Solicitation”  
|    |           |                                       | DUE: Article Post on ICON Discussion Board |
| 9  | October 20| Crowdfunding and Online Giving        | READ: Collins, “Join the Crowd”  
|    |           |                                       | Held, “Charities Like Facebook”  
|    |           |                                       | Vassallo, “Mobile Momentum”  
|    | October 22| Major Gifts                           | DUE: Article reaction/discussion on ICON |
| 10 | October 27|                                       | READ: Sturtevant, ch. 8-9 |
|    | October 29|                                       | PREPARE Major gift practice ask |
|    | November 3|                                       | DUE: Article Post on ICON Discussion Board |
|    | November 5|                                       | DUE: Major Gift Ask In Class |
| 11 | November 10| Capital Campaigns                     | READ: Dove, “Key Components” |
|    | November 12| No Class: GPA Conference              | DUE: Article Post on ICON Discussion Board |
|    | November 17| Planned Giving                        | READ: Beem & Sargeant, “Planned Giving”  
|    |           |                                       | DUE: Annual Fund Plan |
|    | November 19| Evaluating Fundraising Effectiveness  | READ: Legasse, “Point of Impact”  
|    |           |                                       | DUE: Article reaction/discussion on ICON |
|    | November 24| No Class: Happy Thanksgiving!         | |
|    | November 26|                                       | |
| 12 | November 10| Capital Campaigns                     | READ: Sturtevant, ch. 12  
|    |           |                                       | Cincotti, “Donor Loyalty”  
|    |           |                                       | Lagasse, “Semper Fidelis”  
|    |           |                                       | Sagrestano, “Concierge Fundraising”  
|    | December 1| Stewardship                           | READ: Collins, “More than Thank You”  
|    |           |                                       | Burk, TBD  
|    | December 3|                                       | DUE: Article Post on ICON Discussion Board |
| 13 | December 8| Special Events                         | READ: Donahue, “Special Events”  
|    |           |                                       | Levy, “Special Events – Bane or Boom”  
|    |           |                                       | Brown, “The Right Fit for Events”  
|    |           |                                       | Sharma, “Leveraging Social Media”  
|    |           |                                       | Collins, “Sold!”  
|    |           |                                       | Lagasse, “Brilliant Ideas”  
|    | December 10| Creating a Culture of Philanthropy    | READ: Williams, “Think. Say. Do”  
|    |           |                                       | Lagasse, “See the Light”  
|    |           |                                       | DUE: Article reaction/discussion on ICON |
|    | December 15| DUE: Major Gift and Stewardship Plan due by Midnight | |
The Iowa Dozen

In this course, we emphasize the **bolded** aspects of the Iowa Dozen.

We learn:

- to write correctly and clearly
- to conduct research and gather information responsibly
- to edit and evaluate carefully
- to use media technologies thoughtfully
- to apply statistical concepts appropriately

We value:

- First Amendment principles for all individuals and groups
- a diverse global community
- creativity and independence
- truth, accuracy, fairness, and diversity

We explore:

- mass communication theories and concepts
- media institutions and practices
- the role of media in shaping cultures
The College of Liberal Arts and Sciences: Policies and Resources

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College’s Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar’s web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

For more information visit: http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert