
Class meets Monday and Wednesday, 3:30 – 4:45 PM in 110 MLH (MacLean Hall)
Instructor: Linda Wastyn, Linda-Wastyn@uiowa.edu; Office Hours: MW 11:30 – 1:00, E336 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 2014-2015 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

This class counts as either a core or an elective under the current requirements for Fundraising & Philanthropy Communication Certificate. However because it’s offered as a JMC topics class this term, Ann Haugland will work with you individually to update your record. Contact Ann at ann-haugland@uiowa.edu or (319) 335-3458 during the semester to assure it is counted correctly for you.

Readings and Required Texts

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


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.

Individual Projects (DUE as noted; 50 points each; 40% of final grade): Each person will choose a nonprofit organization to follow and work with during the semester. Working with that nonprofit, you will develop a fundraising plan that contains the following elements:

- **Strategic Fundraising Plan (DUE: March 2):** 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: April 8): 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 or Capital Campaign Plan (DUE: April 22):** 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

- **Stewardship Plan (DUE: May 6):** Create a plan to steward (thank and recognize) your donors that contains:
  - 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.

**Journal (DUE: February 25, March 25 and May 6; 25 points each; 15% 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.

Each student will write a 1-2 page journal article each week analyzing an article found on one of these publications or elsewhere in the media. The journal should describe the information in the article and its implication on fundraising, especially for the organization you are using for your individual assignments. I will collect journals three times during the semester and each should have a journal article for each week of class since the last journal assignment was turned in.

**Midterm (DUE: March 4; 100 points, 20% 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.
Final Exam (DUE: Week of May 11; 100 points, 20% of final grade): Exams will test knowledge of fundraising theory and practice as presented in assigned reading 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.

Extra Credit: The Fundraising and Philanthropy Communication Program will host a conference on April 10 and 11, 2015 that emphasizes different aspects of philanthropy from both the academic and practitioner’s perspective. There is no cost to University of Iowa students to attend the conference but you must register in advance at http://clas.uiowa.edu/sjmc/philanthropy-certificate/fundraising-and-philanthropy-communication-forum-2015.

Students who attend all or part of this conference may receive extra credit (up to 5 points) on their attendance grade just for attending. You may also write about what you learned at the conference for up to two journal entries for the final journal submission and receive up to 5 extra credit points on that journal as well. If you have questions, please ask!
# Class Schedule and Assigned Readings

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Due Before Class*</th>
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<tbody>
<tr>
<td>January 21</td>
<td>Class Introduction</td>
<td>Review Syllabus on ICON</td>
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<tr>
<td>January 26</td>
<td>Introduction to Communication</td>
<td>READ: Byers, pp. 3-19</td>
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<td>January 28</td>
<td>Nature of Nonprofit Organizations</td>
<td>READ: Ott &amp; Dicke, Intro, ch. 1-3</td>
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<td>February 4</td>
<td>Ethics of Fundraising</td>
<td>READ: Sturtevant, ch. 10&lt;br&gt; Temple &amp; Nathan, “Ethical Fundraising”</td>
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<td>February 9</td>
<td>Donor Motivation</td>
<td>READ: Sturtevant, ch. 3&lt;br&gt; Prince &amp; File, “Seven Faces”&lt;br&gt; “High Net Worth Giving”&lt;br&gt; “More to Giving”</td>
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<td>February 16</td>
<td>TBD Guest Speaker on Donor Motivation</td>
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<td>February 18</td>
<td>Strategic Fundraising Planning</td>
<td>READ: Sturtevant, ch. 13&lt;br&gt; Williams, “What Should you Expect”</td>
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<td>February 23</td>
<td>Identification: Donor research</td>
<td>READ: Filla, “Prospect Research”</td>
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<td>February 25</td>
<td>Attention and Cultivation: Overview</td>
<td>READ: Sturtevant, ch. 5&lt;br&gt; DUE: Journal #1</td>
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<td>March 4</td>
<td>MIDTERM EXAM</td>
<td>DUE: Strategic Fundraising Plan</td>
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<td>March 11</td>
<td>Grants</td>
<td>READ: Sargeant &amp; Shang, “Grant Fundraising”&lt;br&gt; Iowa Arts Council, “Grant Writing Tips”</td>
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<td>March 16</td>
<td>SPRING BREAK: NO CLASS</td>
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| March 23 | Annual Fund                       | READ: Rosso, “The Annual Fund”  
BROWN, “The Very Best Guidance”  
| March 25 |                                   | READ: Ruffalo Cody, “Multichannel Focus”  
WARWICK, “Direct Mail Marketing”  
PURVIS, “Telephone Solicitation” |
| March 30 |                                   | DUE: Journal #2                                    |
| April 1  | Capital Campaigns/Major Gifts      | READ: Sturtevant, ch. 4, 6-7                       |
| April 6  |                                   | READ: Sturtevant, ch. 8-9                         |
| April 8  |                                   | READ: Dove, “Key Components”  
DUE: Annual Fund Plan                   |
| April 13 |                                   |                                                   |
| April 15 | Planned Giving                    | READ: Beem & Sargeant, “Planned Giving”            |
| April 20 | Other Types of Giving             | READ: Collins, “Join the Crowd”  
HELD, “Charities Like Facebook”          |
| April 22 | Evaluating Fundraising Effectiveness | READ: Legasse, “Point of Impact”  
DUE: Capital Campaign/Major Gift Plan   |
| April 27 | Stewardship                       | READ: Sturtevant, ch. 12  
CINCOTTI, “Donor Loyalty”  
LAGASSE, “Semper Fidelis”  
SAGRESTANO, “Concierge Fundraising” |
| April 29 |                                   | READ: Collins, “More than Thank You”  
LAGASSE, “In the Spotlight”             |
| May 4    | Future of Fundraising             | READ: Vassallo, “Mobile Momentum”                  |
| May 6    | Catch-up; Bringing it all together | READ: Williams, “Think. Say. Do”  
LAGASSE, “See the Light”  
DUE: Stewardship Plan  
DUE: Journal #3                        |
| TBA      | FINAL EXAM                        |                                                   |
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