**Course Title: Fundraising Fundamentals**

**Course Instructor**

**Instructor:** Jenifer Vick  
**Campus Address:** E322 AJB  
**Phone:** (319) 241-4747  
**Email:** jenifer-vick@uiowa.edu

**Drop-in Hours:**  
I am happy to meet with you via Zoom at a time that works best for both of us. Please email me at jenifer-vick@uiowa.edu to make an appointment by suggesting timeframes you are available.

**Class Meeting Times**

Class will be held via Zoom every Monday and Wednesday 3:30pm - 4:45pm.  
**Monday** class will focus on reviewing the previous week’s module and walking students through the content in the current module.  
**Wednesday** class is reserved for course work discussions and questions about topics such as course content, assignments, careers, internships, and more!

**Course Site**

To access the course site, log into Iowa Courses Online (ICON) using your Hawk ID and password.

**Prerequisites**

None

**Special Message About the Course Structure**

Normally, we would be meeting in-person during our class time. In an effort to minimize health risks and having to shift the course modality with little warning, I chose to design this course to allow for class time to be spent on Zoom. You will see that the course content on ICON is very robust. If you’ve ever taken an online asynchronous course where all the lectures are imbedded within each module, this course will look a lot like those. We will use Zoom for our class time to ensure we have appropriate engagement with one another to increase quality learning.

Additionally, I want you to know that I am here for you! Keep the lines of communication open. Contact me via email jenifer-vick@uiowa.edu or text 319-241-4747 anytime. If you need a 1:1 Zoom meeting, just let me know. If anything is not working for you with this class, let me know. Let’s talk through what you need and find a solution. I have complete faith that you will have a positive learning experience as long as we have open communication.

**Zoom Etiquette**

The overall expectation for attending class via Zoom is that you will treat it the same way as if you are physically in class. You need to come to the Zoom Classroom with your camera on, seated, in a location with little to no distractions. Examples of situations that are not acceptable while attending class: lying in bed, driving a car, walking around, your back to a window resulting in not being able to see you, in a location that is loud/busy, talking to people off screen, and engaging in texting, social media, and work from other classes. Lastly, please make sure your full name is listed on the screen.
Course Description and Objectives

Students learn critical fundraising concepts that contribute to a sustainable nonprofit organizational budget. Coursework includes exploring annual, major, and planned giving techniques that are grounded in industry best practice. Methods include special events, corporate sponsorships, direct mail solicitations, grant writing, capital campaigns, major gift asks, and more. In the end, students will understand when and how to use different fundraising strategies to meet an organization’s goals.

- 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 appropriateness for the intended audience and goals
- Develop materials that meet fundraising goals
- Practice making asks in different fundraising contexts

SJMC Goal and Learning Objective
The SJMC takes student learning outcomes seriously. Students may find its assessment plan here: https://clas.uiowa.edu/sjmc/undergraduate-programs/sjmc-assessment-plan. This course contributes to learning outcome #3, Writing and Storytelling. In particular, this course reinforces learning objective #2: Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.

Nonprofit Leadership and Philanthropy Certificate
This course fulfills one of the core courses for the Certificate in Nonprofit Leadership and Philanthropy. If you are not enrolled in the NLP Certificate and would like more information, please contact me to set up an appointment.

Readings and Required Texts.
This course does not have a required text. All readings and resources are posted on ICON.

Media/System Requirements
Technical requirements for completing University of Iowa classes include:

- Student-provided personal computer.
- Computer with reliable Internet access. A wired Ethernet connection to the internet is very strongly suggested. Wireless and cellphone data connections may experience connection problems. Android and iOS operating systems are not fully supported at this time. See specific requirements on the Distance and Online Education Technical Requirements/Download page.
- While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.

Students who need assistive technologies will have different computer and technology requirements. Please check with your Student Disability Services to determine the requirements for the specific technologies needed to support your online classes.

For questions, with virtual classrooms (i.e. Zoom) or UICapture (Panopto), please contact Continuing Education Technical Support (319 335-3925).

Need help with ICON or your Hawkid? Please contact the ITS Helpdesk (319 384-HELP).
**Course Structure**

Students will login to the course site on ICON to access the course materials. For details of the course assignments and activities, see the “Course Schedule” section in this syllabus.

Students are expected to visit the course site regularly to:

- **Access assigned course materials (posted on the “Modules” page)** such as pre-recorded lectures, articles, and videos.
- **Review the course homepage regularly**, and make sure all notifications are on for course Announcements.
- **Submit** assignments to the course instructor via the ICON “Assignments” by the due date.
- **Participate** in the “Discussion” forums.

**Grading Criteria**

Final course grades will be assessed based on the student’s performance in the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>% of final grade</th>
<th># of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>70%</td>
<td>700</td>
</tr>
<tr>
<td>Exams</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Qualities</th>
<th>1,000 Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
<td>Student work exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concept or process with ability to transfer knowledge. The student communicates well, thinks concretely and abstractly, and analyzes and interprets mathematical and pedagogical ideas.</td>
<td>940 &amp; above</td>
</tr>
<tr>
<td>92% - 93%</td>
<td>A-</td>
<td></td>
<td>920-939</td>
</tr>
<tr>
<td>90% - 91%</td>
<td>B+</td>
<td>The student articulates concepts and communicates ideas clearly. The work completed shows evidence of original thought or creativity, reflection or thoughtful questioning. The quality of work exceeds the requirements in some ways.</td>
<td>900-919</td>
</tr>
<tr>
<td>86% - 89%</td>
<td>B</td>
<td></td>
<td>860-899</td>
</tr>
<tr>
<td>84% - 85%</td>
<td>B-</td>
<td></td>
<td>840-859</td>
</tr>
<tr>
<td>82% - 83%</td>
<td>C+</td>
<td>The student meets the objectives but doesn’t exceed them. The student can do the basics of the tasks required. Communication may be clear or not.</td>
<td>820-839</td>
</tr>
<tr>
<td>78% - 81%</td>
<td>C</td>
<td></td>
<td>780-819</td>
</tr>
<tr>
<td>76% - 77%</td>
<td>C-</td>
<td>Inadequate work, below minimum requirements.</td>
<td>760-779</td>
</tr>
<tr>
<td>74% - 75%</td>
<td>D+</td>
<td></td>
<td>740-759</td>
</tr>
<tr>
<td>70% - 73%</td>
<td>D</td>
<td></td>
<td>700-739</td>
</tr>
<tr>
<td>68% - 69%</td>
<td>D-</td>
<td></td>
<td>680-699</td>
</tr>
<tr>
<td>below 68%</td>
<td>F</td>
<td>Missing or well below minimum requirements.</td>
<td>679-0</td>
</tr>
</tbody>
</table>
Course Work

Assignments (70%)
Students are required to complete and submit a variety of assignments as outlined in the course. These assignments will be in the form of traditional assignments, discussions, and quizzes.

Traditional assignments are intended to broaden student learning and require students to demonstrate their understanding. Assignments include papers, essays, and presentations, etc.

Students will participate in online discussion activities. Discussions will be based on questions relevant to the readings, assignments and videos. Students will answer questions and then discuss the questions with classmates.

Students will take quizzes following some readings so that their understanding can be measured. I don’t believe it’s necessary for students to only have their understanding measured by writing papers or essays. Sometimes all it takes is answering 5-10 strategic questions.

Exams (20%)
Students will be required to take a mid-term exam and a final exam. These will be timed exams on ICON consisting primarily of true/false, multiple-choice, matching, and short answer questions. The exams will not be proctored. You can use your notes or other resources you have from the course. Since the exams will be timed, you will NOT have an unlimited amount of time to complete them, so don’t depend on researching the answer to every question. Don’t worry though, you will not be expected to take the exams quickly. You will have enough time to occasionally look at some resources, if needed, as you move through the questions. The mid-term will include content taught up to that point, and the final exam will include content taught following the mid-term exam.

Participation (10%)

Eighty percent of success is just showing up. -Woody Allen

Participation isn’t 80% of your grade, but it is 10%!

Participation is all about engagement. What is engagement? 1) participate or become involved in 2) establish a meaningful contact or connection with. Also...take part in, join in, throw oneself into, share in, play a role in, embark on, undertake, etc.

It is critical that you have your notifications set properly to ensure you don’t miss any announcements I send through ICON. I will also email you directly at times through ICON, MAUI and Outlook. It’s important that you respond promptly when necessary.

You can count on ME to be engaged. We are all adults; you and I will both know if YOU are engaged and earning the full 10%. If you aren’t sure at any point in the semester how you’re doing in the area of participation, just ask! BTW, asking is a form of participation!

Lastly, the profession of fundraising, volunteerism, and philanthropy in general, rely on engagement. I’m happiest when students engage during class, but engagement can look like other interactions also like talking to me before or after class, sending me an email, scheduling a 1:1 Zoom meeting with me. Also, it’s really hard to earn participation points when you don’t attend class. You begin the semester with zero points and can earn up to 100 points as the semester progresses.
Grading Philosophy
Similar to the working world, not only are your projects and materials evaluated based on best practices, but also are compared to your peers. Not everyone does “A” level work. Keeping the lines of communication open with me will benefit you and increase the likelihood that you will get the best grade possible based on your work.

Extra Credit
Extra credit can be earned by attending related activities (in-person or virtually) and submitting a brief report. Related activities could include a fundraising event, philanthropic speaker on campus, nonprofit webinar or conference, etc. The report has to be 400 words minimum and is worth up to 5 points. A maximum of 20 points can be earned through extra credit for the semester. I will make you aware of some special events that take place, but you are also encouraged to find events to attend on your own. If you become aware of an event you would like to attend, you will need to get prior approval from me to confirm that it is a qualified event for extra credit. Following your attendance at the event, you will need to submit a report that includes: Who put the event on, the purpose of the event, where and when it was held, and three observations you made while at the event. These observations can be something we have discussed in class, you thought were especially effective, you thought needed improvement, or other observations related to fundraising best practices.

Assignment Format
All assignments should be submitted utilizing either MS Word or the Text Entry in ICON, unless otherwise stated.

Due Dates, Quality of Work, and Missed Deadlines
See due dates in the assignment section in ICON. 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 points for each day it is late.

Netiquette
The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other, the instructor, and our guest speakers (if applicable). (if applicable). Follow this link to learn more about The Core Rules of Netiquette.
## Course Schedule

- Go to Modules in ICON to see the detailed schedule of class activities.
- Go to Assignments in ICON to view detailed instructions for all assignments.

<table>
<thead>
<tr>
<th>Module</th>
<th>Read/View</th>
<th>Assignment/Exam</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| **Module 1** Jan. 25-31  
Introduction | Analysis of the Profession  
The Science of Fundraising  
House to Home | Understanding the Culture of Philanthropy  
Science of Fundraising questionnaire | Jan. 31 |
| **Module 2** Feb. 1-7  
What is Philanthropy Part I | Scenes 1 thru 4 | Philanthropy meaning assignment  
Scene 1 & 2 questions  
Scene 3 discussion & Scene 4 interview  
Analysis of the Profession Interview Details | Feb. 7 |
| **Module 3** Feb. 8-14  
What is Philanthropy Part II | Scenes 5 thru 8 | Scene 5 discussion  
Scene 6 essay  
Scene 7 assignment  
Scene 8 sample advocacy plan | Feb. 14 |
| **Module 4** Feb. 15-21  
Fundraising Financials & Overhead | Fundraising Expense Myth  
GuideStar database  
Dan Pallotta TedTalk  
Charity Water video | Fundraising Expense Myth questionnaire  
GuideStar assignment  
TedTalk assignment  
Charity Water discussion | Feb. 21 |
| **Module 5** Feb. 22-28  
Foundational Elements of Fundraising | Giving USA 2020 Infographic  
The Joy of Fundraising  
Donor Management Platforms  
GiftWorks How-To Video | Giving USA questionnaire  
Joy of Fundraising podcast discussion  
Database Walkthrough assignment | Feb. 28 |
| **Module 6** Mar. 1-7  
Cultivation & Stewardship | Donor Cultivation Presentation  
The Secrets of Donor Cultivation  
How to Hold a Non-Ask Event  
Donor Retention and Acquisition  
Stewardship PowerPoint  
Are You Stewarding Your Donors?  
Donor Story Sequence | Donor Cultivation questionnaire  
Acquisition and Retention questionnaire  
Stewardship questionnaire  
Ask, Thank and Report discussion | Mar. 7 |
<table>
<thead>
<tr>
<th>Module 7</th>
<th>Mar. 8-14</th>
<th>Annual Giving Intro, Objectives, and Pyramid videos</th>
<th>Annual Giving assignments and discussion</th>
<th>Mar. 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 8</td>
<td>Mar. 15-21</td>
<td>Donor Solicitations video Direct Mail examples House to Home video w/ details</td>
<td>Donor Solicitation questionnaire Direct Mail Solicitation discussion Solicitation Letter and Email</td>
<td>Mar. 21</td>
</tr>
<tr>
<td>Module 9</td>
<td>Mar. 22-28</td>
<td>UICA and Student Opportunities UICA Panel Discussion</td>
<td>Midterm Exam UICA Presentation discussion UICA Panel Discussion</td>
<td>Mar. 28</td>
</tr>
<tr>
<td>Module 10</td>
<td>Mar. 29 – Apr. 4</td>
<td>How to Build a Donor-Centered Program Special Event Fundraising article Event Sponsorship PowerPoint</td>
<td>Donor-Centered Program assignment Thank You Letter Special Event Fundraising reading response Event Sponsorship video reflection</td>
<td>Apr. 4</td>
</tr>
<tr>
<td>Module 11</td>
<td>Apr. 5-11</td>
<td>Steps for Writing a Kickass Grant Proposal Levels of Access for Grant Writers Guidelines for a Letter of Intent Guidelines and Scoring Criteria Grant Examples</td>
<td>Writing a Kickass Grant Proposal discussion Levels of Access for Grant Writers discussion Letter of Intent Grant Proposal Q&amp;A assignment</td>
<td>Apr. 11</td>
</tr>
<tr>
<td>Module 12</td>
<td>Apr. 12-18</td>
<td>Planned Giving video &amp; article</td>
<td>Planned Giving assignment</td>
<td>Apr. 18</td>
</tr>
<tr>
<td>Module 13</td>
<td>Apr. 19-25</td>
<td>Code of Ethical Standards Donor Bill of Rights Sample Ethics Education Cases Prospect research video</td>
<td>Ethics Discussion assignment Ethics Cases assignment Prospect Research Video assignment Prospect Research &amp; Data Analytics</td>
<td>Apr. 25</td>
</tr>
<tr>
<td>Module 14</td>
<td>Apr. 26 – May 2</td>
<td>Personal Ask video Asking Styles</td>
<td>Personal Ask quiz Asking Styles Assessment discussion Personal Ask</td>
<td>May 2</td>
</tr>
<tr>
<td>Module 15</td>
<td>May 3-9</td>
<td>Capital Campaign FAQs Capital Campaigns article Four Oaks Total Child Campaign video</td>
<td>Capital Campaign assignment Total Child discussion</td>
<td>May 9</td>
</tr>
<tr>
<td>Module 16</td>
<td>Week of May 10</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Teaching Policies & Resources
College of Liberal Arts and Sciences Information for Undergraduates Spring 2021

For the most recent updates visit https://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (https://clas.uiowa.edu/students/handbook).

Electronic Communication
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing course absence policies, which vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, and University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under “Student Tools.”

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College's Code of Academic Honesty. Academic misconduct affects a student's related grade and is reported to the College which applies an additional sanction including suspension. Outcomes about misconduct are communicated through UI email (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as a mental health, attention, learning, vision, and a physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

Administrative Home of the Course
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other UI colleges may have different policies for courses offered by that college. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

Classroom Expectations
Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the Code of Student Life (https://dos.uiowa.edu/policies/code-of-student-life/). This includes related UI policies and procedures that all students have agreed to regarding the COVID-19 pandemic. Particularly, each student must wear a face mask when in a UI building, including a classroom. The density of seats in classrooms has been reduced, and in some instances, this will allow 6 feet or more of distance while other cases, it may be less. Regardless, wearing a face mask and maintaining as much distance as is possible are vital
to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through the failure to comply with a reasonable directive of an instructor or of the University, the instructor has the authority to ask that the student to leave the space immediately for the remainder of the class period. Additionally, the instructor is asked to report the incident to the UI Office of Student Accountability, with the possibility of additional follow-up with the student. Students who need temporary alternative learning arrangements (TALA) for a future semester related to COVID-19 should visit this website for more information: https://coronavirus.uiowa.edu/temporary-alternative-learning-arrangements-tala.

Class Recordings: Privacy and Sharing
Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit written consent of the faculty member. Students may not share these sessions with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and in some cases is a violation of the Federal Education Rights and Privacy Act (FERPA).

Communication and the Required Use of UI Email
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within or with UI (Operations Manual, III.15.2).

Complaints
Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. See this page for more information: https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

Final Examination Policies
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with a few exceptions made for particular types of courses such as labs or off-cycle courses: https://registrar.uiowa.edu/final-examination-scheduling-policies.

Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (https://diversity.uiowa.edu/eod; +1 319 335-0705 or (diversity.uiowa.edu)

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 must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.