

Syllabus
NCLC 431: Principles of Fund Raising and Resource Development
Spring, 2013
Thursday, 1:30 to 4:15
Instructor: Twila Johnson
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Course Description:

The nonprofit sector has a long history of contributing to the strength and breadth of the social fabric of our society. Harvard University owes its existence to non-profit, charitable action. Nonprofits work collaboratively with government and profit based business while also independently pursuing their missions. The resources to achieve these ends are scarce; accomplishing their mission relies on creativity, persistence, planning and organizational effectiveness.

This course examines traditional and emerging methods for developing a diverse base of resources with an emphasis on philanthropic sources. The principles of financial development are studied including governance, development of organizational capacity, and identification of funding sources and donor motivation and identification. The course will provide an understanding of many fundraising techniques that generate financial support for non-profits and the context in which those methods are most efficient. At the conclusion of the course, students will have gained an understanding of:

- Legal structure of non-profits
- Requirements for charitable status (501 (c) (3)
- How structure provides for philanthropic support
- * Specific fundraising methods and techniques
- Relationship of fund raising to governance and management within nonprofit organizations
- Apply fund raising principles and practices through service learning
- Best ethical practices
- Importance of accountability and service delivery, and their relationship to successful fundraising

Course Requirements

General: Class participation and timely completion of assignments are a part of the course requirement. In-class analysis and discussion will involve collaboration and independent assessment. Written and oral skills are considered in your grade. You are expected to be aware of current events – political, governmental, economic, or otherwise— which may impact nonprofits and resource development. Bring clippings or printouts to class to share and discuss. Your ability to identify and discuss these events and their relationship to class work will be part of the course grade.

Service Learning: You will integrate classroom theory and practical experience through three activities outside the classroom. Together, these activities will require a minimum of 40 hours over the course of the semester.

- 1) You will volunteer with a nonprofit organization engaged in a fundraising activity. (For purposes of this experience, your work must support their fundraising activity, not their service programs). Experience plans will be required in advance, and a report to the class required upon completion. The report will convey a description of the organization, your volunteer role, and evaluate the fund raising activity. An evaluation template will be provided.
- 2) You will visit The Foundation Center in Washington D.C. on your own schedule, and conduct research using their resources. A description of this activity will be provided. Yes. I do know that the Foundation Center databases are available at local libraries, including Fairfax. I still want you to physically go to the home office in D.C to encounter the full range of their services, meet the personnel, and take advantage of the fact the we are lucky to have one of only five Foundation Center facilities in the nation.
- 3) You will participate AS A GUEST in one fundraising activity of your choice and on your schedule during the semester. This event must be different from the activity you support in Item 1. You will write up a description and an evaluation of the event, details to be provided.

Oral assignments: You will prepare a personal solicitation, and will demonstrate your solicitation skills in class. This may be in the form of addressing a large group, or in the form of role-playing a one-on-one interaction with a potential donor/member.

Written assignments: This course fulfills, in part, the writing-intensive requirements for NCC. Graded written work is incorporated into essay questions on each of two quizzes, the mid-term and a final project. NCC's on-line writing guide is available to students for assistance with form and presentation and <http://classweb.gmu.edu/classweb/nccwg/>.

There will be several one to two page writing assignments throughout the semester. These will include, but not be limited to a description of the proposed experience, a mission statement and different types of fund-raising letters and solicitation material, and other writing practice. Each will receive individual feedback from the instructor.

All assignments are expected to be submitted on or before the due date. Any late submissions are subject to a late penalty of 10% of the value of the assignment. No assignment will be accepted more than one week late.

Exams: There will be two quizzes and two integrative projects to evaluate progress. There will NOT be a final exam during final exam week.

Course Materials: The textbooks for required reading for this course are:

Fundraising Basics; A Complete Guide (Paperback) THIRD EDITION. Authors: Barbara L. Cicone and Jeanne Jacob, Jones and Bartlett Publishers

How to Write Successful Fundraising Letters, with CD 2nd Edition (paperback), Author: Mal Warwick, The Jossey-Bass Nonprofit Guidebook Series

Subscribe to the electronic newsletter, The NonProfit Times Weekly at marketing@nptimes.com. It's free, and very useful.

Other **recommended** references include:

Barrett & Ware, *Planned Giving Essentials*, Aspen Publishers

Kihlstedt, Andrea, *Capital Campaigns; Strategies That Work*, Aspen Publishers

Kotler & Andreasen, *Strategic Marketing for Nonprofit Organizations*, Prentice-Hall, 4th edition.

Lautman, Kay, *Direct Marketing for Nonprofits*, Aspen Publishers.

Levy & Marion, *Successful Special Events: Planning, Hosting, and Evaluation*, Aspen Publishers.

Warwick, Hart and Allen, *Fundraising on the Internet*, 2nd Edition, Wiley-Jossey-Bass

Grading Policy: Final grades will be determined on points accumulated on assignments, quizzes, exams, in class exercises, and class participation according to the following algorithm:

90 to 100% = A

80 to 89% = B

70 to 79% = C

60 to 69% = D

Under 59% of available points will result in an "F".

Student Support:

Additional student support is available at the NCC Homepage (www.ncc.gmu.edu); writing support is available at the Writing Center (writingcenter.gmu.edu) and an on-line writing guide is available at classweb.gmu.edu/neewg. The Counseling Center is available to you as well as your NCC advisor.

Honor Code:

It is expected that all students in this course will adhere strictly to the GMU Honor Code regarding academic integrity. Three basic principles to follow are that 1) all work submitted must be your own, 2) if you use the work of anyone else in any way, give full credit, and 3) if you are uncertain about the ground rules for any assignment, ask for clarification.

Some assignments will benefit from other students' experience. For these projects, you may discuss your ideas with others or ask for feedback; however, it is not appropriate to ask others to contribute writing or to revise your work. You are responsible for making certain that all work you hand in is your own.

It is important to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words, including punctuation just as it appears in the original work, use quotation marks, and cite the source, including page numbers in your citation. As with this assignment, where you will be conveying your understanding of certain content that you personally found most useful, you must still cite the original source, using MLA or APA format.

The re-use of papers, presentations or other material from one course in another course is not appropriate. In every NCC course, faculty expects that work that is submitted have been done only for that class, with the exception of year-end portfolios.

Students with Disabilities:

If you are a student with a disability and you need academic accommodations, please let me know the first week of class, and contact the Disability Resource Center (DRC) at 703.993.2472. All academic accommodations must be arranged through that office.

Communications: Mason uses only Mason e-mail accounts to communicate with enrolled students. Students must activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class. Please arrange to pick up your e-mail in an account you check often. If you only use your GMU e-mail, check the storage limit often so your e-mail will not be rejected for "Mailbox Full". If you check another e-mail more often, you may want to forward your GMU e-mail to your other address.

All assignments, hotlinks for references, any schedule changes, your assignment scores and other essential class related information will be on Blackboard. I encourage you to check Bb early and often. The Student Blackboard Resource Center is at:
<http://tap.gmu.edu/bbstudentguide.pdf>

IMPORTANT! Please Note: This class is a "No Electronic Gadgets Zone". No laptops, Blackberries, iPhones or other electronic recording, communicating, texting or surfing devices will be allowed in class. If you have a reasonable need based on your documented disability, please see me.

SEMESTER PLAN

Here is a semester schedule to accomplish class goals. Please note that this is an initial schedule given in good faith; weather, class interests, opportunities or other factors may result in changes to this plan. Any changes will be announced in class and on Blackboard with as much advance notice as possible.

BLOCK 1—Nonprofit Infrastructure; The Fundraising Environment

Class 1; January 24. NonProfit Sector and Fundraising; Emptor Vendatori

Topics

Nonprofit Sector Overview, IRS basis for nonprofits, Types of nonprofits, Nonprofits vs. unprofitable, Nonprofit sector; size, scope, funding

Assignments

Most important; finalize your service learning placement. See “Semester Assignment Package” for details.

Read Ciconte/Jacob, Chapters 1 and 2, Including Appendices.

(Note that all the Appendices are also in digital form on the CD that came with your text.)

Read Pub 4221-PC

<http://www.irs.gov/pub/irs-pdf/p4221pc.pdf>

Read Chapters 2 and 3, look over Chapter 4 of Pub 557:

<http://www.irs.gov/pub/irs-pdf/p557.pdf>

Begin your Network contact record, and

Visit The Foundation Center at your leisure by April 4, 2013 (see “Semester Assignment Package” for details on both these assignments.)

Class 2; January 31. Infrastructure Readiness

Topics

Mission, Vision and Accountability, Services Delivery, Strategic Planning, Role and Responsibility of Boards of Directors, Budgeting

Assignments

Read Ciconte/Jacob, Chapters 3 and 8

Research the process to create mission statements; prepare to discuss in class

Class 3; February 7; The Development Office

Topics

The Development Office structure, Researching Prospects, Donors and Donor Motivation, Mission Statements, Data bases, data validity

Assignments

Read Ciconte/Jacob, Chapters 12 including Appendices, and Chapter 13, plus Appendices 13-K and 13-L

BLOCK 2 – Fundraising Methods

Class 4; February 14; Special Events

Topics

Special event types, pros and cons, planning, preconditions, disaster avoidance, mitigation and recovery, Revenue, expense tracking, ROI (Return on Investment), Fund Raising success criteria

Assignments

Read Warwick, Part 1 (Chapters 1 through 5)
Special Events Writing assignment
Read Ciconte/Jacob Chapter 6

Class 5; February 21; Annual Giving

Topics

Components of Annual Fund programs, Donor motivation
Quiz #1

Assignments

Read Warwick, Part 2 (Chapters 6 through 9)
Read Warwick, Chapters 11, and 17, before you begin;
Annual Campaign Plan assignment, then;
Read Ciconte/Jacob, Chapter 7, pages 111 to 122.

Class 6; February 28; Direct Response

Topics

Direct Mail, Telemarketing

Assignments

Read Warwick, Chapters 10, 13 and 14; then,
Direct Mail Writing assignment
Read Ciconte/Jacob, Chapter 4 and Chapter 5, pages 122 to 134
Read Warwick, Part 4 (Chapter 20)

Class 7; March 7; Technology Based Fundraising

Topics

On-line giving, eCommerce, Texting, Social Media, Virtual Presence

Assignments

Choose one on-line donor site. Write up your analysis of its strengths and weaknesses, and its effectiveness to raise funds.
Read Ciconte/Jacob, Chapter 9, pages 159 to 165 (stop at “Successful Solicitation) and all of Chapter 15
Read Warwick, Chapters 15 and 16

MARCH 14: NO CLASS

Class 8; March 21; Major Gifts and Planned Giving

Topics

Readiness for major giving, Planned Giving, Endowments, Donor tax implications, Investment policies, Gifting policies

Assignments

Draft a letter to solicit a high-dollar gift
Read Ciconte/Jacob, Chapter 9, pages 165 to 174 (“Successful Solicitation”)
Prepare a personal solicitation to deliver next week.
Mid Term Project

Class 9; March 28; Personal Solicitation

Topics

Personal Solicitations, Individual Giving, Deliver personal solicitations in class.

Assignments

Complete your Foundation Center Visit
Read Ciconte/Jacob Chapter 11, including Appendices

Class 10; April 4; Foundation Giving

Topics

Foundation giving, Understanding foundations, Researching foundations, Grant writing
Discuss your Foundation Center visit

Assignments

Write a letter of inquiry to a foundation.
Research Government Grants: write up a synopsis of one grant or contract of interest
Read Ciconte/Jacob, Chapter 10

Class 11; April 11; Corporate Support

Topics

Corporate support and Marketing, Philanthropic support, Letters of Inquiry, Proposal writing

Assignments

Corporate fundraising concept paper
Read Ciconte/Jacob, Chapter 14

Class 12; April 18; Capital Campaigns

Topics

Capital Campaigns, vs Annual Fund, methods, objectives, planning.

Assignments

Capital Campaign concept paper
Read Ciconte/Jacob, Chapter 5

BLOCK 3—Fundraising Planning and Management; Putting it all Together

Class 13; April 25; Fundraising Planning and Evaluation

Topics

Fund Raising Strategies, Plans, Financial Management, Budgeting, Using consultants, Associations, Trade Associations, Other sources of income, Unrelated business revenue

Quiz #2,

Describe and critique the Fundraiser you attended.

Assignments

Develop a fundraising annual plan

Final Project-will be handed out.

Class 14; May 2; Lessons-Learned and Wrap up.

Topics

Wrap up; Personal philanthropy, Ethical professionalism

Student Lessons-Learned presentations from Service Learning

HOTLINKS for reading assignments are on BLACKBOARD.