

UNIVERSITY OF
OREGONSchool of Planning, Public
Policy and Management**PPPM 481/581: Fundraising for Nonprofit Organizations**

Fridays from 8:00am – 10:50am

Classroom: HEDCO Education Building 144

Instructor: Elena Fracchia

Email: efracchi@uoregon.edu

Office Hours: By appointment

Course Description

This course presents the fundamentals of fundraising for nonprofit organizations. The class focuses on practical applications of a wide range of fundraising approaches including budget planning, major donor development, direct mail campaigns, special events, corporate sponsorships, capital campaigns, endowments, and planned giving. A graduate of the course should be well prepared to take on a fundraising role within a nonprofit agency. Students focusing on gaining skills in nonprofit management should also refer to other PPPM courses in grant proposal writing, philanthropy, nonprofit board governance, nonprofit management, and nonprofit finance.

There are no prerequisites for the class, except graduate standing for PPPM 581 credit and undergraduate standing for PPPM 481 credit.

Course Objectives/Learning Outcomes

Upon completion of this course students will be able to:

1. Evaluate development practices in an organization and design a strategic fundraising plan that is appropriate for the organization's resource base.
2. Evaluation, design, and/or improve the following development systems for an organization: prospect research, annual giving, major gift solicitation, and planned giving.
3. Write compelling and persuasive print and electronic development communications.

Course Website

The course website is located on the University of Oregon's Canvas system (<https://Canvas.uoregon.edu>). The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you.

Professional Practice

This course is a core course in the PPPM undergraduate and graduate professional degree programs. As such, students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities (phones, email, etc). Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.

Documented Disabilities Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see or notify the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Email Please allow 48 hours for response time. I ask that you make sure that you have reviewed all files on Canvas and the syllabus prior to sending a note about course logistics.

Missed Class Policy / Late Assignment Policy If you miss a class, please arrange to get class notes from a classmate. If you are unable to make it to class on the day a homework assignment is due, you may prearrange a way to turn in your assignment to me prior to the class time and date that assignment is due. Tests must be taken on the day they are administered. Late assignments will receive only partial credit.

Inclusion Statement The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

Incomplete Policy Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct.

Plagiarism Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Classroom Environment

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Required Reading

There are two required textbooks and a course packet for this class, all of which are available at the UO Bookstore. Additionally, the Klein book is available electronically via the University Library.

- Klein, Kim. Fundraising for Social Change (Jossey-Bass, 2011) 7th Edition*
- Course Packet available at DuckStore

** 7th Edition only. Older versions will not match readings or topics for the class.*

Grade Composition - Undergraduate (481)

The course grade will be based on the following components:

Homework	Three assignments at 100 points each (1) Direct Mail (2) Donor Cultivation and Ask (3) Review and Consultation	45%
Participation	Including in class participation, attendance, professionalism	10%
Quizzes	Three pop quizzes will be held during class (not week 1). You keep top two scores.	20%
Final Exam	To be taken on Canvas	25%

Grade Composition – Graduate (581)

The course grade will be based on the following components:

Homework	Three assignments at 100 points each (1) Direct Mail (2) Donor Cultivation and Ask (3) Review and Consultation	45%
Participation	Including in class participation, attendance, professionalism	10%
Research Paper	5-page research paper on a fundraising topic of your choice	10%
Quizzes	Three pop quizzes will be held during class (not week 1). You keep top two scores.	15%
Final Exam	To be taken on canvas	20%

Grade Distribution

A	94-100%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%

C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

Readings

All readings should be completed prior to class for the week they are assigned.

Homework Assignments:

Homework assignments are posted to canvas and are generally 2 pages, single-spaced. Students should refer to assignment instructions for details and specifics. Assignments should be uploaded to Canvas by the due date. Late assignments will have 5% deducted each day the assignment is late (i.e., five days late will result in a 25% deduction).

Participation

A portion of your grade will be determined by your participation in lecture conversations. Although attendance will not be a part of this participation grade, *per se*, it will be hard to earn full credit if you are not in class to participate.

Quizzes

There will be three quizzes on the readings during the term, and you will keep your two highest scores. Quizzes will consist of multiple choice questions. There will not be a quiz week 1 but may be held other weeks. Quizzes will be taken online, in class, in the beginning 10 minutes of class (you can use a phone or laptop/tablet). For those without an appropriate device, there will be a paper quiz available to you. *If you miss a quiz, there will be no makeup opportunities.*

Date	Topic	<u>Fundraising for Social Change</u>	Course Packet	Homework Assigned	Homework DUE
1/10/20	Fundraising Fundamentals	Klein Chapter 1-4	Donor Bill of Rights "The ten most important things you can know about fundraising," Kim Klein, <i>Grassroots Fundraising Journal</i> , Jan/Feb 2004	Grad Term Paper	
1/17/20	Communications & Small Gifts	Klein Chapters 12 - 20	"Making Your Message Stick," Chip Heath, The Grantsmanship Center, 2004 "Love Thy Reader," Tom Ahern Direct Mail Fundraising: 5 Strategies for Every Nonprofit https://www.salsalabs.com/blog/direct-mail-fundraising "Finding Major Donors by Mail," Andy Robinson, <i>Grassroots Fundraising Journal</i> , 1997	HW 1 : Letter	
1/24/20	Intro to Major Donors	Klein Chapter 6 - 9	The Lucrative Art of Great Discovery, Rachel Muir "Tips for Meeting with Donors and Prospects," Klein & Roth Consulting Clear and Complete Guide to Nonprofit CRM Software, Salsa Labs Inc		HW 1 : Letter
1/31/20	Major Donors (cont)	Klein Chapter 10-11, 21-22, 41	"Get the Visit, Nail the Ask" by Rachel Muir "Saying Thank You," Penelope Burk, <u>Donor-Centered Fundraising</u> , 2003 Stewardship Plan, Rachel Muir	HW 2: Cultivation and Ask	
2/7/20	Legacy (Planned) Giving	Klein Chapters 23 - 24	"The Value of a Nest Egg: Starting an Endowment," Kim Klein, <i>Grassroots Fundraising Journal</i> , "Establishing a Planned Giving Program", Dean Regenovich "Chapter 8: Planned Giving," Michael J. Worth, <u>Fundraising Principles and Practice</u> , 2016		HW 2: Cultivation and Ask
2/14/20	Catch up on any remaining Major Donor content				
2/21/20	Planning	Klein Chapters 29 - 30, 32, 37	"Preparing and Sticking to Your Fundraising Plan," Rona Fernandez, <i>Grassroots Fundraising Journal</i> , Nov/Dec 2013 "Fundraising Planning Worksheet: A Tool for Creating Your Annual Fundraising Plan," Stephanie Roth, Mimi Ho, and Priscilla Hung, <i>Grassroots Fundraising Journal</i> , Sep/Oct 2007 Annual Development Plan Checklist, Salsa Labs Inc "Outing Overhead" Kim Klein, <i>Grassroots Fundraising Journal</i> , Nov/Dec 2003	HW 3: Review and Consultation	
2/28/20	Corporate Relations & Large Scale Fundraising	Klein Chapters 25-28	"Handling the Ethical Dilemmas that Corporate Partners Can Bring to a Charity," Rebecca Gardyn, <i>The Chronicle of Philanthropy</i> , Feb 2003 "Sample GoodGroup Capital Campaign Feasibility Study," Klein & Roth Associates "Case Study of a Feasibility Study: Family Matters," Kim Klein, Premium Content for <u>Fundraising For Social Change</u>		Grad Term Paper
3/6/20	Board and Fundraising Volunteers	Klein Chapters 5, 36, 39, 43	"Taking the Long View," Eric Frazier, <i>The Chronicle of Philanthropy</i> , 2008 "True or False: The Board Should Raise Money," <u>The Best of the Board Cafe</u> , 2003 "Fifty-Three Ways for Board for Board Members to Raise \$1000," Kim Klein, <i>Grassroots Fundraising Journal</i> "How Does Your Board Measure Up?" Stephanie Roth, in <i>Raise More Money: The Best of the Grassroots Fundraising Journal</i> , Kim Klein and Stephanie Roth, eds, Wiley 2001 "Finding the Right Fundraising Structure for Your Board," Priscilla Hung, <i>Grassroots Fundraising Journal</i> , Jan/Feb 2012		
3/13/20	Ethics & Review	Klein Chapters 31, 40	"Chapter 9: Dangerous Donations," Claire Gaudiani, <u>The Greater Good</u> , 2003 "Code of Ethical Principles and Standards," Association of Fundraising Professionals, 2008		HW 3: Review and Consultation
3/16/19	FINAL EXAM Via Canvas DUE BY 5:00pm				