Course Information

Course Number: 93-826
Meeting Time: Tuesdays, 6:30pm – 9:20pm
Location: Zoom HBH 1202
Instructor: Jamie McMahon, CFRE (jmcmaho1@andrew.cmu.edu)
Office Hours: Can be arranged either in person or by phone

Teaching Assistant: Ashley Offman (aoffman@andrew.cmu.edu)

Course Description

This course introduces the distinctive qualities of American philanthropy, and explores the roles and responsibilities you will have as a professional fundraiser, leader, or as a staff member in a non-profit arts organization. In this fundamentals course the focus is on individual donors - their motivations, sources of contributed funds, and new and emerging fundraising techniques, although we will also explore the broad philanthropic landscape as a whole. Additional topics include legal requirements and ethical considerations that are important to fundraising, effective data management and its effects on the success of your fundraising efforts, solicitation strategies and effective communication with donors, and the principles of donor centered fundraising. We will explore the idea of a non-profit environment in transition, an environment where the fields of arts and culture compete with social services, education, and global philanthropic needs for a limited pool of dollars; where we are under increasing pressure to make the case for relevance and civic stature; where our funders - whether individual philanthropists, foundations, corporations, or government - have changing and higher expectations around both involvement and accountability.

Course Objectives

By the end of this course you will understand the basic principles of a number of specific topics in fundraising. Specific learning objectives include:

- Describe the history of philanthropy in the United States, the legal framework for nonprofit organizations, and current issues affecting the nonprofit sector.
- Summarize the reasons and motivations why an individual might choose to make a charitable gift to a nonprofit organization.
- Define the basic models of fundraising and giving including the donor pyramid and donor cycle.
- Comprehend the way that the annual fund is the basis for donor acquisition, organizational financial stability, and further fundraising across the life of the donor.
- Formulate a compelling donor solicitation letter and acknowledgement for a donor after a gift is made.
- Understand the nuances of ethical dilemmas that arise in a fundraising context and how professionals can make appropriate decisions.
- Compare different models for creating a development office as well as the back-end operations needed to run such an office successfully.
- Reflect on the value of fundraising for your own career plans in the arts or elsewhere and how you might utilize the principles discussed in this course.

Course Materials

Textbook: Sargeant, A., Shang, J., & Associates (2017). *Fundraising principles and practice* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Additional Materials: These will be assigned throughout the course and will be available on Canvas or through the CMU library system.

Prerequisites

None.

Course Requirements

Attendance: You are required to attend all class sessions. If you have a need to miss class or are ill, please contact your instructors or TA via email as far in advance as possible. Make up work may be assigned at the instructor's discretion and your participation grade may be lowered if you are not in class without a valid reason. This course is offered on ground in person and will not be streamed via Zoom unless at the instructor's discretion.

Class Participation: Peer learning is an important component of this course. Every student will contribute to the learning process for every other student at some point during the term. Therefore, active participation in class assignments, discussions, and group exercises, as well as asking questions of guest speakers, is essential for success in this course.

Response Forms (200-300 words each): Completing the assigned reading before class is essential to ensure that everyone is starting on the same page for our conversation. Since this is a graduate level course, we will assume that you have done the reading and will come to class prepared to engage in discussion. Completion of the Response Forms is a student's ticket to attend class, and they are due (via Canvas) to the TA before the beginning of each class meeting. This course requirement is aimed at ensuring lively and insightful discussion during meetings of the class. Students are expected to use examples from the readings to support their responses. The questions to be answered will be posted on Canvas.

Acknowledgement (350-500 words) Letter: As director of development, write an acknowledgement letter to thank Mr. and Mrs. John Q. Donor (123 Philanthropy Avenue, Pittsburgh, PA 15213) for a $10,000 gift to fund an arts education program of your choosing. As part of the recognition for their gift, the donors attended a celebration gala where they were served a five-course dinner. The donors were solicited for this gift by the CEO and Board Chair of your nonprofit organization. The letter must both suffice for tax documentation purposes as well as explaining the impact their gift had on the organization in a compelling manner. (Due February 9 – Full assignment will be discussed in class)

Philanthropist Presentation: In groups of 2-3 students, make a 12-minute presentation to the class on a group of assigned philanthropists. This presentation should give a brief overview of each person but more importantly draw links and connections between each of their different philanthropic endeavors and motivations. (Presentations will be made in class on February 27)

Reflection Paper (750-1250 words): Write a paper reflecting on your experiences in this course and ways that you might utilize the principles of fundraising and philanthropy in your proposed career in the arts, or other career plans that you may have. Incorporate ideas and themes from at least three

course readings or presentations by guest speakers. What was most interesting for you to learn about fundraising and what was most challenging, confusing, or difficult? (Due March 3)

Evaluation and Grading Policy

Attendance & Participation	15 points	Ongoing
Response Forms	25 points	Ongoing
Acknowledgement Letter	20 points	Due February 9
Group Presentation	20 points	In Class - February 27
Reflection Paper	20 points	Due March 3

Total	**100 points**

A+ (exceptional)	99-100
A (excellent)	94-98
A- (very good)	91-93
B+ (good)	89-90
B (acceptable)	84-88
B- (fair)	81-83
C+ (poor)	79-80
C (very poor)	74-78
C- (minimally passing)	71-73
R (failing)	below 71

Course Policies and Expectations:

Writing: Written work will be assessed on both the degree to which it addresses the assignment, but also on the use of correct spelling, grammar, and appropriate professional style.

Late Assignments: Assignments not received by the due date will drop one grade level (*e.g.* A- to B+) for each 24-hour period that they are late. For an exemption to this policy, please inform the instructor as soon as possible of the reason (*e.g.* illness, family emergency, etc.) by email.

Electronic Devices: If you wish to take notes on a laptop during class that is acceptable; the instructor will notice if you appear distracted by non-academic matters. Aside from this, phones and other devices should be stowed away during class.

Food and Drink in Class: Studies show that adult learners do well if refreshments are available. Please feel free to bring food or drink to class; please clean up after yourself.

Cheating and Plagiarism: Plagiarism and other forms of academic misrepresentation are viewed as extremely serious matters. Misrepresentation of another's work as one's own is widely recognized as among the most serious violations. The violation is clearly flagrant when it occurs as plagiarism on a required paper or as cheating on an examination, including take-home as well as in-class examinations. The punishment for such offenses can involve expulsion from the MAM program and Heinz College.

Cheating includes but is not necessarily limited to:

- Plagiarism, explained below.
- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.

- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Plagiarism is the failure to indicate the source of work – either with quotation marks or footnotes. The source can be a phrase, a graphic element, a proof, specific language, or an idea derived from the work of another person. Note that material on the web is another person's work and is therefore equally subject to the rules on plagiarism and cheating as any other source material.

I expect that all work students submit for this course will be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your achievement of the learning objectives in this course. In instances when collaborative work is assigned, I expect for the submitted work to list all team members who participated. I specifically forbid the use of ChatGPT or any other generative artificial intelligence (AI) tools at all stages of the work process, including brainstorming. Deviations from these guidelines will be considered violations of [CMU's academic integrity policy](). Note that expectations for "plagiarism, cheating, and acceptable assistance" on student work may vary across your courses and instructors. Please ask me if you have questions regarding what is permissible and not for a particular course or assignment.

Cheating and/or plagiarism on an assignment will result in a failing grade (zero points) for that assignment. The assignment in which the cheating occurs will *not* be excluded from the offending student's assignments included in grade calculations; the points for that piece of work – zero (0) – will be factored into the grade. Furthermore, the cheating student's final grade will be reduced one full letter grade. **A cheating student's final grade will be impacted significantly.** In addition, all cases of cheating and plagiarism are submitted to and reviewed by the Dean's Office, which reserves the right to impose more severe penalties, up to and including expulsion from the Heinz School.

Course Calendar

January 16: Course Introduction, History of Philanthropy in the United States

Assigned Reading:

Carnegie, A. (1889). *The gospel of wealth*. Retrieved from
https://www.carnegie.org/publications/the-gospel-of-wealth/
Walker, D. (2015). *Toward a new gospel of wealth*. Retrieved from
https://www.fordfoundation.org/news-and-stories/stories/posts/toward-a-new-gospel-of-wealth/

January 23: Legal Framework, Public Perception of Non-Profits

Assigned Reading:

Textbook: Chapters 1, 2, 8, 22

Indiana University Lily Family School of Philanthropy. (2023, June 20). Giving USA: Total charitable giving declined in 2022 to $499.33 billion following two years of record generosity. Retrieved from https://philanthropy.iupui.edu/news-events/news/_news/2023/giving-usa-total-us-charitable-giving-declined-in-2022-to-49933-billion-following-two-years-of-record-generosity.html

Lord, R. (2017, September 11). Pittsburgh's powerful nonprofits. *Pittsburgh Post-Gazette*. (available on Canvas)

Brown, C. (2017, September 15). PG series didn't give a complete picture of non-profits' role. *Pittsburgh Post-Gazette*. (available on Canvas)

Cole, A. L. (2023, April 10). What Americans think about nonprofits, per new study. Retrieved from https://www.nonprofitpro.com/article/what-americans-think-about-nonprofits-per-new-study/

Not Required:

Indiana University Lily Family School of Philanthropy. (April 2023). What Americans think about nonprofits. https://scholarworks.iupui.edu/items/6748891b-061d-4b58-acbb-9068ea2b4782

BoardSource & Independent Sector. (2003). The Sarbanes-Oxley Act and Implications for Nonprofit Organizations. Retrieved from: https://sps.columbia.edu/sites/default/files/2020-11/SarbanesOxley.BoardSource.pdf

https://www.irs.gov/charities-non-profits/charitable-organizations/charitable-organizations-substantiation-and-disclosure-requirements

https://www.stayexempt.irs.gov/

January 30: Donor Motivation, Digital and Social Media Fundraising, Annual Fund

Assigned Reading: Chapters 4, 5, 10, 11, 12, 13 (textbook)

February 6: Individual Major Gift Fundraising

Assigned Reading:

Chapter 14 (textbook)

Schervish, P. G. (2005). Major donors, major motives: The people and purposes behind
major gifts. *New Directions for Philanthropic Fundraising, 47*, 59-87.

February 13: Fundraising Ethics & Fundraising as a Career

Assigned Reading:

Chapter 3 (textbook)

Association of Fundraising Professionals (2019, September 13). Unpacking the Epstein
scandal: Why core ethical principles matter. Retrieved from:
https://afpglobal.org/news/unpacking-epstein-scandal-why-core-ethical-principles-
matter

Review some current position openings at https://jobs.nonprofittalent.com/

February 20: Contemporary Issues in Fundraising and Philanthropy

Assigned Reading:

Review the 10 Principles of Community Centric Fundraising. Retrieved from
https://communitycentricfundraising.org/ccf-principles/

Cause Effective Fellows Program (2019). Money, power and race: The lived experience of
fundraisers of color (executive summary). Retrieved from
https://preparingthenextgeneration.org/preparing-the-next-generation/money-
power-and-race.html

Kim, W. (2022). What happened to giving money to charity? Retrieved from
https://www.vox.com/recode/2022/9/27/23373134/philanthropy-giving-decline-
billionaires

Thompson, E. (2022, August 30). What Black philanthropy month means to Columbus
donors. *The Columbus Dispatch*. Retrieved from
https://www.dispatch.com/story/business/2022/08/30/black-philanthropy-
month-columbus-ohio-donors/65417263007/

Stanley-Anderson, C. (2017, February 27). Diversification of the fundraising profession:
Nonprofits' role. *Philanthropy Journal News*. (available on Canvas)

Zumaya, A. (2023, July 19). Re-embracing the work of fundraising. *Stanford Social Innovation
Review*. Retrieved from
https://ssir.org/articles/entry/re_embracing_the_work_of_fundraising

February 27: Group Presentations

Rubric for Acknowledgement Letter

Project Requirements	Possible Points	Points Awarded
Provides information about the organization and the impact the donor's gift had	6	
Emotionally compelling while also providing facts/data	4	
Appropriate recognition of the gift	4	
Well written, proper grammar, no spelling errors	4	
Uses the correct format for a formal letter	2	
Total	**20**	

Group Presentation Rubric

Project Requirements	Possible Points	Points Awarded
Covers the assigned topic using data, trends, relevant in-class lectures and assigned readings, and additional research.	5	
Each group member participates in the presentation, but it is also a unified whole	6	
Each group member demonstrates knowledge of some portion of the material	6	
Presentation style: eye contact, not turning away from audience, not reading from a written script, etc.	2	
Quality and use of audio-visual components and/or other method of keeping the audience engaged	1	
Total	**20**	