

Course Information

Course Number: 93-828

Meeting Time: Wednesdays, 6pm – 8:50pm

Location: HBH 1004

Instructor: Jamie McMahon, CFRE (jmcmaho1@andrew.cmu.edu)

Office Hours: Can be arranged either in person or by phone

Course Description

This course will go beyond the basics introduced in *External Relations: Fundraising & Philanthropy*, and cover a number of special topics including fundraising campaigns, planned giving, special events, individual major gifts, the use of fundraising consultants, and the creation of a development plan. In smaller organizations, every member of the development office likely needs to have at least a passing familiarity with these topics. In a larger organization, you might be in a position focused on only one area. In either case, having an understanding of these topics and the strategies that inform their use will be a valuable tool. In each section, we may hear from experts in that particular discipline to provide context based on their own experiences.

Fundraising Campaigns are the most efficient and cost effective way to raise significant funds for a particular need in a relatively short period of time. They are also a lot of work and require significant focus from organizational staff, board members, and community supporters. We will explore the different types of campaigns, why an organization might choose to start a campaign, the timetable and organizational structure necessary for success, and how to set a financial goal.

Planned Giving described the process for a gift that a donor makes as part of their estate planning or their will. Although the most common planned gift is a simple bequest there are other types of gifts as well. We will also discuss ways to discuss planned giving with your donors and how to start a planned giving program in your organization.

Special Events may have different goals for your organization: fundraising, friend-raising, donor cultivation, community awareness, or others. We will discuss the different kinds of events that an organization might plan, the reasons to do an event or not do an event, and how to assess the impact and ROI of an event.

Individual Major Gifts are large gifts that individual donors make to an organization, often for a particular purpose. They generally take far more cultivation and relationship building than gifts to the annual fund or gifts in support of a special event. We will discuss what constitutes a major gift, how to identify a potential major gift donor, and how to qualify, cultivate, solicit, close, and steward major gifts.

Fundraising Consultants can be very expensive to hire for an organization but can also bring significant skills in different areas that can improve fundraising outcomes in increase dollars raised. We will discuss the kinds of consultants that organizations may

want to hire, what they provide, and how to judge a good consultant from one that may be less helpful.

Ultimately, we will explore how all of these types of fundraising tools fit into an overall **development plan** and how to decide which ones are right for an organization at any given time in its development.

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:

- Classify the different types of fundraising campaigns, planned gifts, special events, major gifts, and assess their place in an overall development plan.
- Illustrate the reasons why a non-profit organization might choose to utilize a fundraising consultant and list the services that may be provided.
- Formulate a compelling Case for Support in anticipation of a fundraising campaign or as part of ongoing fundraising solicitations.
- Define the needed relationships between development and institutional staff, board members, and other volunteers to make a campaign successful.
- State the major types of planned giving vehicles and explain how a fundraiser works to incorporate them into a development program.
- Compare the different kinds of special events that happen in fundraising programs, explain how are they planned, and devise a formula to determine their return on investment (ROI).
- Summarize the process for identifying, qualifying, cultivating, soliciting, closing, and stewarding major gift donors.
- Plan for making a major gift solicitation.
- Demonstrate how to incorporate the different components of fundraising into a comprehensive organizational development plan.

Course Materials

Textbook: Ciconte, B. L., & Jacob, J. G. (2008). *Fundraising basics: A complete guide* (3rd ed.). Sudbury, MA: Jones and Bartlett Publishers.

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

Prerequisites

Course 93-826, External Relations: Fundraising and Philanthropy
Course 93-827, External Relations: Sponsorships and Gifts

Course Requirements

Preparation for Class: 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, I will assume that you have done the reading and will come to class prepared to engage in discussion.

Attendance: You are required to attend all class sessions. If you have a need to miss class or are ill, I would appreciate an 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.

Class Participation: This course will be a seminar style classroom and every student will contribute to the learning process for every other student at some point during the term. Therefore, active participation in class assignments and discussions, as well as asking questions of guest speakers, is essential for success in this course.

Donor Cycle Review (500-750 words): Write a summary of the donor cycle including identification, qualification, cultivation, solicitation, and stewardship. **This assignment is due to the instructor by 6pm on October 31. A printed copy is preferred.**

Case for Support (1250-1750 words): You will draft a Case for Support for a fundraising campaign in support of Carnegie Museum of Natural History. The museum's website contains information about current and upcoming programs, press releases, etc. The current strategic plan can be found here: <https://carnegiemnh.org/visitor/about/>. Using these documents, and any other resources you wish, craft a document describing the museum's mission priorities, current objectives, and future needs. Do not simply list everything in the strategic plan; use your judgment to choose several objectives and create a compelling and emotional case for why a donor should consider supporting the museum's future success. Writing a case of this length is much more difficult than writing a longer piece; be sure to edit carefully and thoughtfully. **This assignment is due to the instructor by 6pm on November 14. A printed copy is preferred.**

Solicitation: You will be required to solicit the instructor for an individual major gift as part of an in-class role-play on **November 28**.

Development Plan: Create a Development Plan for an arts organization of your choice, incorporating everything that you have learned in this course and the prerequisites. **You will share this development plan with the class on December 12 in a 10-minute presentation.** The presentation will be assessed on style, knowledge of the material, and your ability to convey the information effectively, meaning it needs to be a presentation, not a reading of your plan. Imagine you are a development officer presenting your plan to the board of your organization. **The written plan is also due to the instructor by 6pm on December 12. A printed copy is preferred. If you want feedback on your project after the term ends, please send an email to the instructor with your request.** A rubric for the Development Plan and presentation is provided at the end of this syllabus.

Evaluation and Grading Policy

Preparation for Class	12 points	Ongoing
Attendance	12 points	Ongoing
Class Participation	12 points	Ongoing
Donor Cycle Review	4 points	Due November 1
Case for Support	20 points	Due November 16
Solicitation	10 points	In class on November 16
Written Development Plan	20 points	Due December 13
Development Plan Presentation	10 points	In class on December 13

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. The first two written assignments will give you the opportunity to receive feedback in advance of your final project. Written assignments should use standard 1-inch margins, be double spaced, and use 12-point Times New Roman font.

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.

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

October 24: Course Introduction, Donor Cycle Review, and Prospect Research

Assigned Reading:

Ciconte & Jacob, Chapter 8

Giving USA. (2018, June 14). See the numbers – Giving USA 2018 infographic.
Retrieved from <https://givingusa.org/tag/giving-usa-2018/>

October 31: Planned Giving & Writing a Case for Support

Assigned Reading:

Ciconte & Jacob, Chapter 15

Brown, D. W. (2004). What research tells us about planned giving. *International Journal of Nonprofit and Voluntary Sector Marketing*, 9(1), 86-95.

Hall, H. (2015, September). How a rise in dementia poses tests for charities. *Chronicle of Philanthropy*, 27(13), 16.

Jensen, B. (2014, November 6). Strength in storytelling: In an era of big data, many nonprofits return to the ancient art of connecting on an individual level. *Chronicle of Philanthropy*, 27(2).

Sargeant, A. & Hudson, J. (2011). Developing planned giving at the Salvation Army Southern territory. *International Journal of Nonprofit and Voluntary Sector Marketing*, 16(3), 237-50.

Wallace, N. (2015, September). Charities vie for boomers' planned gifts. *Chronicle of Philanthropy*, 27(13), 14.

Review 3-5 of the Cases for Support on Canvas and be prepared to discuss

Guest Speaker: Sally Davoren
Senior Advancement Officer and Gift Planning Specialist
Carnegie Museums of Pittsburgh

Assignment Due: Donor Cycle Review

November 7: Major Gifts & Fundraising Campaigns (Part I)

Assigned Reading:

Ciconte & Jacob, Chapter 9, 14

Blum, D. E. (2014, November 6). Billion dollar campaigns roar back. *Chronicle of Philanthropy*, 27(2).

Cook, W. B. (1997). Surveying the major gift literature: Observations and reflections. *Nonprofit Management & Leadership*, 7(3), 333-347.

Lysakowski, L. (2002). The importance of volunteers in a capital campaign. *International Journal of Nonprofit and Voluntary Sector Marketing*, 7(4), 325-333.

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

Guest Speaker: Melinda Johnson
 Senior Director, Development
 Tepper School of Business, Carnegie Mellon University

November 14: Special Events & Fundraising Campaigns (Part II)

Assigned Reading:

Ciconte & Jacob, Chapter 12

Hall, H. (2014, August 14). Fundraiser deepens donor ties by putting them to work. *Chronicle of Philanthropy*, 26(16).

Nehls, K. (2008). Presidential transitions during capital campaigns. *International Journal of Education Advancement*, 8(3/4), 198-218.

Review a few recent events in columns such as the following, and come prepared to discuss these or other fundraising events you may have attended or organized.

www.post-gazette.com/life/seen
triblive.com/lifestyles/fanfare/

Guest Speaker: Sam Badger
 Advancement Officer, Carnegie Museum of Art

Assignment Due: Case for Support

November 28: Soliciting Major Gifts: Theory in Practice

Assigned Reading: None

Assignment Due: In-class donor solicitation role-play

December 5: Integration into a Development Plan & Working with Consultants

Assigned Reading:

Ciconte & Jacob, Chapters 5, 18

Joyaux, S. (2011). 'Chapter 9: Creating the most effective fund development plan for your organization.' *Strategic fund development: Building profitable relationships that last* (3rd. ed.). pp. 337-65. Published Online.

McJunkin, J. F. (2000). The role of consultants in planned giving programs. *New Directions for Philanthropic Fundraising*, 30, 47-54.

December 12: Final Presentations

Assignment Due: In-class presentation and written version of Development Plan

Development Plan Rubric

The plan should be for the next 2-3 years of your organization and should define goals for donor acquisition, the annual fund, major gifts, planned giving, special events, and a fundraising campaign. Provide objectives for each quarter (3-month period) and describe how these will be achieved.

Project Requirements	Possible Points	Points Awarded
Mission/Values	1	
Strategic Goals	1	
Financial Goals	1	
Thoughtful and useful strategies and explanations	3	
Case for Support, Key Messages	1	
Acquisition, Annual Fund, Major Gifts, Planned Giving, Special Events, Fundraising Campaign	6	
Timetable/Calendar	2	
Resources/Benchmarks	1	
Overall style and design	2	
Quality of writing, grammar, etc.	2	
Total	20	

Development Plan Presentation Rubric

Project Requirements	Possible Points	Points Awarded
Covers required components: donor acquisition, annual fund, major gifts, planned giving, special events, and a fundraising campaign	2	
Demonstrates objectives and timetable for each component	1	
Demonstrates knowledge of the material	1	
Presentation style: eye contact, not turning away from audience, not reading from a written script, etc.	3	
Quality and use of audio-visual components and/or other method of keeping the audience engaged	3	
Total	10	