

North Park University
School of Business and Nonprofit Management
5771: Annual and Major Gift Fundraising
Summer 2009 Syllabus

Course Instructor

Shannon Anglea Stubblefield, MA, CFRE

Director of Individual Giving
Greater Chicago Food Depository
4100 W. Ann Lurie Place
Chicago, IL 60632

Adjunct Professor
School of Business & Nonprofit Management
North Park University
Cell 619- 227-8162

Campus Mailbox

North Park University
SBNM/Box 27
3225 W. Foster Avenue
Chicago, IL 60625

Office Hours:

By appointment; emails & phone calls
returned within 48 hours

Email:

SStubblefield@theatertech.com

Course Schedule

- Tuesdays 6:30pm – 9:50 pm; May 29, 2009 – July 7, 2009
- **NOTE: There will not be class on Tuesday June 30, 2009**
- Course Project: Fundraising Plan is due in class on **Tuesday June 23, 3009**

Introductory Comments

The ability to obtain the resources necessary to accomplish its mission is the most critical challenge facing most nonprofit organizations. Indeed, the sheer number of nonprofits that have not survived in recent times is due in large part to their inability to generate the necessary resources. The ability to generate support is largely impacted by the extent to which the nonprofit organization has a clear and compelling case (or reason for raising support), can effectively and powerfully communicate that case, can identify individuals and/or funding entities that have an inclination and capacity to support the organization, and is effective in persuading these potential donors to commit their resources to its cause. As Armaund Lauffer correctly observes, “The support you are going to be able to muster will depend on the extent to which...various publics perceive the organization’s activities as being in their interests.”

For those new to fundraising as well as for those with some experience, you will find much that is potentially useful to you. However, successful fundraising will require that you take what is offered here and apply it to the greatest extent possible in real life settings. For this reason, students who register for this class are required to have access to a nonprofit organization for which they can complete the learning portfolio exercises that are assigned. The information offered throughout this course will become useful to you as a professional fundraiser only if you put it into practice.

(Note: Students should be prepared to access the selected nonprofit in the first week of class. Please contact Professor Stubblefield immediately with questions.)

Course Description and Student Learning Objectives:

The purpose of this course is to acquaint students with the basic principles and practices of effective annual and major gift fundraising as well as introduce them to the reading sources available to help them as professional fundraisers. This course is taught from a marketing orientation, which defines fundraising as the building and managing of relationships between an organization and potential donors for the purpose of increasing resources to the organization.

By the completion of this course, students will have a comprehensive understanding of the process of raising gifts from individuals, the programs used to do so, and the various donor markets available to nonprofit organizations. Specifically, students will:

- Explain the elements of an integrated annual giving development plan
- Articulate the case for raising support and practice adapting the case for support
- Define the purpose of an annual giving plan and outline specific methods for raising annual support.
- Identify prospect research tools and resources
- Learn and practice major gift solicitation techniques and strategies
- Discuss ways to effectively manage the development operation
- Identify guidelines and resources for effective fundraising practices and programs

Required Texts

Dove, Kent E., Lindauer, Jeffrey A., and Madvig, Carolyn P. (2001). *Conducting a Successful Annual Giving Program*. San Francisco, CA: Jossey-Bass. ISBN 0-7879-5649-X

Panas, Jerold. (2006-07). *Asking: A 59-Minute Guide to Everything Board Members, Volunteers, and Staff Must Know to Secure the Gift*. Medfield, MA: Emerson & Church Publishers. ISBN 978-1889102177

Walker, Julia Ingraham. (2006). *Nonprofit Essentials Major Gifts*. Hoboken, NJ: John Wiley & Sons, Inc.

Required XanEdu Course Packet

The Course Packet will be available in class. Students' accounts will be charged for the fee of the course packet.

Optional Texts

Carnie, Christopher; Gignac, Pamela M.; Greenfield, James M.; Hart, Ted. (2006). *Major Donors: Finding Big Gifts in Your Database and Online*. Hoboken, NJ: John Wiley & Sons, Inc.

Panas, Jerold. (2006). *Mega Gifts: Who Gives Them, Who Gets Them*. Medfield, MA: Emerson & Church Publishers. ISBN 1-889102-24-5

Greenfield, James M. (2002). *Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers*. 2nd Edition. New York, NY: John Wiley & Sons, Inc. ISBN 0-471-20987-2

Course Requirements

1. Active and informed participation in class discussion
As adult learners, you are expected to manage your own learning process. The extent to which the class is valuable to you will depend much upon your level of personal involvement in learning.
2. Learning portfolio
The portfolio is a collection of assignments that relate to a particular nonprofit organization accessible to the student. Most assignments will involve exploring an aspect of fundraising theory in a practical context.
3. Final Exam
A take-home final exam will be handed out during the last hour of the sixth week of class and will cover the entire curriculum. Open book, but not a group project!

Class Attendance Policy

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents over 25% of the class time for the course, the student runs the risk of receiving a lower overall grade for the class. A student who misses three classes will automatically fail the course, unless the student drops the course before the eighth week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

Basis of Grading/Point Chart

Method	Total Points	% of Total
Class Participation (20 points per week)	140	33%
Course Project: Fundraising Plan	150	35%
Weekly Assignments (Learning Portfolio)		
Assignment 1: Overview, Mission & Case Statement	30	
Assignment 2: Two-Year Fundraising Summary	30	
Assignment 3: Stewardship Plan & Major Gift Visit	30	32%
Assignment 4: Prospect Profile and Proposal	30	
Assignment 5: Evaluating Fundraising Success	15	
TOTAL	425	

Criteria for Grading Written Assignments

The typical number of points given will be 25 points. 30 points will be given for exceptionally well-written papers. Late assignments will drop by 5 points each week, unless special arrangements are made. Assignments will not receive any points if turned in after the final week, unless approved in advance. Students have an opportunity to rework the assignments the week after they are returned and turn them in for re-grading by the following class.

- A/A- Assignment is well-written with no errors (spelling, sentence fragments, unclear sentences, etc). Analysis is excellent and conclusions are well-supported. Paper demonstrates complex understanding of the topic and familiarity with a wide scope of supporting sources (readings, discussion). Questions are fully and clearly addressed.
- B/B- Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates a correct understanding of topic and familiarity with most supporting sources (readings, discussion).
- C Content shows either less than correct familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).
- C- Any combination below the levels described above.

Disabilities Accommodations

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Business program's office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Week 1: Fundraising Basics
Tuesday May 19, 2009

Student Learning Objectives

By completion of this class session, the student will have a basic understanding of course structure and requirements, as well as fundraising terminology, and techniques. Students will be able to describe the elements of mission and case statements, and explain their importance to a nonprofit organization.

Topics

- Introductions – in class
- Fundraising Terminology
- Fundraising Sources and Techniques
- Mission Statement
- Case for Support and Case Statement
- Non-profit constituency
- Income to expense ratio
- Annual vs. Major Gifts
- Nonprofit and Fundraising Resources

Required readings to have been completed for this session

Dove Introduction	Defining the Annual Campaign
Dove Chapter 1	Developing an Annual Campaign
Dove Resource 23	Case Statement Examples
Walker Intro	Introduction to Major Gifts
Walker Chapter 4	Making the Case for a Major Gift
Panas Chapters 1-3	Intro to asking
XanEdu Week 1	Annual vs. Major Gifts
XanEdu Week 1	Building the Case for Annual Support

Optional readings for this session

Panas, Mega Gifts	Chapters 1, 2 and 3
Greenfield	Chapter 1

Assignment 1: Mission & Case Statement (Due Next Week – See Handout for Detail)

1. Select a nonprofit organization to study; identify key staff to interview (Limit 1 pg; 10 pts)
2. Submit the organization's mission statement, and analyze its effectiveness (Limit ½ pg; 5 pts)
3. Revise or draft a case for support and provide an analysis (Limit 2 pages; 15 pts)
4. Prepare an elevator case for your organization, and be prepared to present in class
5. Secure an organizational budget, ideally with fundraising revenue and expenses line items. This will be used to develop future assignments and your final project.

ALSO: Begin collecting direct mail pieces, noting your reactions (what you like and don't like, what catches your interest). You will need to bring sample direct mail pieces to class in Week 3

Week 2: Annual Fund, Part 1
Tuesday May 26, 2009

Student Learning Objectives

By completion of this class session students will be able to explain the purpose of annual giving and list the strategies which can be used in an annual giving plan, as well as experience phonathon fundraising firsthand. Students will outline objectives and dollar goals for an annual giving program, select appropriate solicitation vehicles for both renewal and acquisition, and create a follow up program for the annual fund. Students will integrate in-person solicitation and consider the place of membership-type strategies in an annual giving program. Students will identify ways that the external environment impacts the annual fund.

Topics

- Annual Plan
- Donor Renewal and Donor Acquisition
- Direct Mail
- Phonathon
- In-Person Solicitation
- Membership Programs and Donor Clubs
- External Environment

Required readings to have been completed for this session

Dove Chapter 4	Implementing a Direct Mail Campaign
Dove Chapter 5	Sponsoring Special Events
Dove Chapter 6	Telemarketing Your Cause
Dove Chapter 7	Soliciting Funds in Person
Dove Chapter 8	Key Program Roles and Responsibilities
Dove Chapter 9	Working with Volunteers
Dove Resource 1	Stanford Direct Appeal Program
Dove Resource 2	Annual Fund Solicitation Calendar
Dove Resource 11	DM Solicitation Package
Dove Resource 14	A-Thon Event Packages
Dove Resource 15	A-Thon Captain's Kit
Dove Resource 19	Sample Telemarketing Script (lapsed)
Dove Resource 20	Telemarketing Objection Packet
XanEdu Week 2	Proceed According to Plan (annual fund planning)
XanEdu Week 2	Hold the Phone (telemarketing)

Optional readings for this session

Greenfield	Chapters 3, 6, 7, 8, 9 and 11
------------	-------------------------------

Assignment 2: Two-Year Fundraising Summary (Due Next Week – See Handout for Detail)

1. Summarize the organization's annual and major gifts fundraising strategy for two years – the current and previous fiscal year. (Limit 6 pgs, 26 pts)
2. Bring at least two sample direct mail pieces to class in Week 3 (4 pts)

Week 3: Annual Fund, Part 2
Tuesday June 2, 2009

Student Learning Objectives

By completion of this class session the student will be able to create a gift range chart for the annual fund, as well as identify and implement strategies for sight-raising donors. Students will understand the importance of events in organizational fund-raising as well as the logistics in producing a successful event. Students will practice segmenting donors and targeting specific donor markets for solicitation and stewardship. Students will consider ways to analyze the effectiveness of the annual fund, and report results to key stakeholders.

Topics

- Using events in annual giving
- Online solicitation
- Gift Acknowledgement and receipting
- Gift Range Chart
- Sight Raising (up the annual ladder)
- Shifting donors from annual to major gifts
- Stewardship
- Special Donor Populations
- Segmentation strategy
- Analysis and Reporting

Required readings to have been completed for this session

Dove Chapter 10	Promotions, Communications, and Marketing
Dove Chapter 11	Administration & Donor Appreciation (<u>p. 188-193 only</u>)
Dove Resource 9	University Annual Fund Analysis
Dove Resource 25	Gift Receipt Template
Dove Resource 27	Post Campaign Assessment Report
XanEdu Week 3	Outgrowing the Annual Fund
	The Unexamined Donor
	Putting Direct Mail to the Test
	Putting Clarity in Charity - Chronicle article 2008
	Election-Year Fund-Raising
	Group Finds That E-Mail Messages
	Philanthropy Across Cultures (pages 6-8)
	IRS Publication 1771

Optional readings for this session

Available to download online:	The Wired Fundraiser (http://www.fundraising123.org/wired)
Dove Chapter 2	Segmenting Appeals
Dove Chapter 3	Testing and Statistical Analysis
XanEdu Week 3	Using the Internet to Raise Funds and Build Donor...

Assignment 3: Stewardship Plan & Major Gift Visit (Due Next Week – See Handout for Detail)

1. Revise or create a stewardship plan for your organization, with analysis (Limit 4 pgs; 15 pts)
2. Write a one-page letter to a prospective major gift donor, introducing the idea of a visit. Include a short 1-2 paragraph summary of the donor. (Limit 2 pages; 15 pts)

Week 4: Major Gift Fundraising Part 1
Tuesday June 9, 2009

Student Learning Objectives

By completion of this class, students will be able to explain the types of major gifts with an understanding of how to reach fundraising goals in a manner that is consistent with the mission of the nonprofit organization. Students will identify who plays a role in major gift fundraising with relation to the cultivation and solicitation process, including staff members, volunteers, and donors. Students will have an understanding of database options and technological needs of nonprofit organizations.

Topics

- Types of major gifts
- Gift Charts
- Gift Acceptance Policy
- Pledges/Unfulfilled Pledges
- Cultivation
- Major Gift Solicitation Process
- Solicitation Teams
- Making the case
- Board Members and Volunteers
- Technology and Database Systems

Required readings to have been completed for this session

Walker Chapter 1	Introduction to MG
Walker Chapter 2	Building a MG program
Walker Chapter 3	Board Leadership
Walker Chapter 5	Cultivating MG Prospects
Panas Chapters 4-9	Preparing for the visit

Optional readings for this session

Carnie	Chapters 1, 2, 3 and 4
Panas, Mega Gifts	Chapters 6, 7, 8 and 9

Assignment 4: Prospect Profile and Proposal (Due Next Week – See Handout for Detail)

1. Complete prospect research profile for “best” major gift prospect. (Limit 2 pgs; 15 pts)
2. Draft a proposal to an individual major gift donor, with a cover letter (Limit 2 pgs; 15 pts)

Week 5: Major Gift Fundraising Part II
Tuesday June 16, 2009

Student Learning Objectives

By completion of this class session, the student will have increased knowledge about personal solicitation techniques and strategies including how to ask for a gift, how to handle various types of objections, and how to utilize volunteers in raising major gifts. Students will understand the role of prospect screening in the major gifts process.

Class Organization

- Lecture
- Discussion
- Major Gift Solicitation Role Playing

Topics

- Prospect Screening
- Electronic Screening
- Rating and Screening Sessions
- Prospect Research/Database integrity
- Recordkeeping and finance
- Practical issues in major gift visits
- Major Gift Solicitation Role Playing
- Written proposals to individuals
- Implementation of Moves Management
- Stewardship for Major vs. Annual Gifts

Required readings to have been completed for this session

Walker Chapter 6	Soliciting MG
Panas Chapter 10-18	Preparing to ask during the visit
XanEdu Week 5	12 Ways to Blow the Ask
XanEdu Week 5	Special Delivery
XanEdu Week 5	Weighing Your Options
XanEdu Week 5	Prospect Research

Optional readings for this session

Walker Chapter 7	Motivating Donors: Recognition and Stewardship
Panas, Mega Gifts	Chapters 11, 12, 13, 14, 15 and 16

Fundraising Plan: Due Next Week

Week 6: Development Program/Office
Tuesday June 23, 2009

Course Project: Fundraising Plan - Due Today 6/23/09

NOTE: There will not be class on Tuesday June 30, 2009

Student Learning Objectives

By completion of this class session, the student will have a general idea of the functioning of a development program/office including best practices for annual planning and working with others or by oneself as a development professional.

Topics

- Fundraising administration
- Issues for operating as a smaller shop or one person shop
- Managing a Development Operation
- Teamwork in development
- Communications and PR Strategy
- Technology challenges of print vs. online materials in working with donors
- Budgeting for Fundraising
- Time Management

Required readings to have been completed for this session

Panas Chapters 19-23

Anticipating objections

XanEdu Week 6

NOTE: Please read "Organizing For Success" for week 7, not week 6 as indicated in the packet

Optional readings for this session

Carnie

Chapter 7, 8 and 9

Greenfield

Chapter 13

Available to download:

Bank of America Study of High Net Worth Philanthropy

http://www.philanthropy.iupui.edu/Research/giving_volunteering_research.aspx

Assignment 5: Evaluating Fundraising Success (Due Next Week – See Handout for Detail)

Plan three evaluation strategies for evaluating the success of your Course Project. Be prepared to present one strategy for discussion in class.

NOTE: This assignment must be uploaded in Black Board through the Assignments Tab no later than Tuesday 6/23/09 at 6pm. Late papers will not be accepted.

(Limit 2 pgs; 15 pts)

Week 7: Integrating various strategies into a streamlined fundraising program
Tuesday July 7, 2009

Guest Speaker

Dr. Wesley E. Lindahl, Director of the School of Business and Nonprofit Management and Nils Axelson Professor of Nonprofit Management at North Park University.

Student Learning Objectives

By completion of this class session, the student will have increased understanding of the overall fundraising operation. The session will focus on developing an effective program for a specific organization, with time for discussion of the students' own organizations.

Topics

- Integrating annual giving and major gifts
- Effective office organization
- Benchmarks
- Ethics in the office
- Marketing and communication
- Board tips
- Future trends in fundraising
- The role of foundations and government organizations in the overall fundraising strategy
- Fundraising Evaluation

Required readings to have been completed for this session

Panas Chapters 24-25	Asking for a gift
XanEdu Week 6	Organizing For Success
XanEdu Week 7	Donor Bill of Rights

Optional readings for this session

XanEdu	Philanthropic Giving Index December 2007
Carnie	Chapters 11 and 12
Panas, Mega Gifts	Chapter 17