



Spring Semester 2018
Fundraising & Philanthropy, PA 5590
Thursdays, 5:45-8:30 pm, Mendenhall Lab 0175

Instructor: Lori Overmyer,
E-mail: overmyer.40@osu.edu,
lori@goettler.com
lovermyer573@att.net

Office Hours: By appointment
Phone: 614-301-4492

Course Description

Private contributions from individual donors, foundations and corporations are a critical piece of the revenue generation strategy for nonprofit and public organizations. However, many organizations lack the resources or expertise to most effectively leverage this revenue stream, and many foundations and donors struggle to optimize their giving strategies.

This course is designed to introduce students to development and fundraising strategies, processes and systems. The skills and knowledge in this course have broad applicability to those interested in working in or with nonprofit organizations, public organizations, universities, nonprofit foundations and/or corporate foundations. The course will utilize a combination of applied theories and methods, guest speakers and readings to deliver the core content. In addition, during the course students will have the opportunity to apply what they have learned by working with the staff and leadership of a local nonprofit to create a comprehensive development plan.

Student Learning Objectives

By the end of the course, students will:

1. Understand the role of fundraising within an organization as a key component of an overall revenue generation strategy;
2. Identify different components of a comprehensive development program, including annual fund-raising, planned giving, capital campaigns, special events and major gifts;
3. Develop skills to engage in donor relations and donor strategy development, from initial prospecting to gift closure;
4. Be familiar with and appreciate the ethical responsibilities associated with fundraising, as well as legal and tax implications for both organizations and donors; and
5. Apply what they have learned by working with a local nonprofit organization to develop a comprehensive development plan that uses a variety of tools and techniques.

Reading Materials

Required Text*:

Fundraising Principles and Practice 1st Edition
by Adrian Sargeant (Author), Jen Shang (Author)
ISBN-13: 978-0470450390
ISBN-10: 0470450398

Other required assigned readings for each class will be available online, through Carmen.

Supplemental Texts:

1. Burk, Penelope. (2003). *Donor Centered Fundraising*. US Edition. Chicago: Burk & Associates, LTD./Cygnus Applied Research, Inc.
2. Nichols, Judith. (2003). *Pinpointing Affluence in the 21st Century*. Lanham, MD: Taylor Trade Publishing.
3. Greenfield, James M. (2002). *Fund-Raising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers*. Hoboken, NJ: Wiley & Sons.

Supplemental texts will be provided to students, or they will be instructed to look for these materials in the library.

*Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

Grade Distribution

The primary deliverable in this course is the preparation of a Development Plan for a local nonprofit organization. While the final Development Plan will be a group product (with a group grade), each group member will be assigned one or more components as their primary focus during the course and will receive an individual grade for that component or components. Graduate and undergraduate student will be graded with appropriate rigor.

Course grades will be assigned based upon the following distribution:

	Percent of Final Grade
Development Plan	60%
First Draft Component (Individual)	20%
Draft Funding Analysis Matrix & Executive Summary (Group)	15%
Final (Revised) Development Plan- All Parts (Group)	10%
Presentation of Development Plan (Group)	15%
In-Class Activities & Participation	
Fundraising Effectiveness Project Activity (Individual)	10% 40%
Participation and Discussion (Individual)	20%
Self and Group Evaluation	5%
Attendance at AFP or other education activity	5%

Graded Components

Development Plan:

Students will work in teams (of four to five) on a “consulting” project to create a Development Plan for a local nonprofit organization (selected by the instructor prior to the start of the quarter). The projects are to be fully integrated into the course; we will use these projects as dynamic case studies to link theory with practice during course discussions and workshops. Students will be required to meet with clients (participating organizations) as needed during the quarter but are not expected to spend regular hours at the client’s office (this is not an internship or practicum). As “professional consultants,” students should spend an appropriate amount of time as needed to gather information to complete the project. Students will be expected to research nonprofit trends and client-related issues to extrapolate findings and recommendations.

Description of each deliverable here, including individual components, funding analysis matrix, executive summary, final plan, and presentation of plan:

First Draft Component:

General course work will introduce the students to the elements of a development plan, and a model format. Each student will be assigned to a nonprofit organization. Based on in-class discussions and ancillary research, each student will be assigned to draft a specific segment of the development plan for his/her assigned agency. For his/her component, students will provide a written synopsis of his/her organization’s current funding efforts and offer fund-raising objectives, strategies, methodologies, and measurements for his/her specific segment of the development plan. Competency in understanding and evaluating current and future funding needs, and establishing bench marks of measurement, is a fundamental development skill and will be counted as 20 percent of the grade.

Draft Analysis Matrix & Executive Summary:

A solid development plan must have as its base a matrix that looks at historical giving data and projects what future income might be, based on trend lines. Using actual data from their assigned agencies, students will look at actual funding components, recommend additional revenue streams, and develop a comparative matrix for 2016 and 2017 revenues. An Executive Summary that briefly outlines the rationale for each revenue stream and an overview of agency strengths and weaknesses should serve as the narrative for the matrix. This portion of course work will serve as the linkage for other segments of the development plan and will account for 20 percent of students’ grade.

Final Development Plan:

The final plan will incorporate instructor edits and group input and serve as a cohesive document that speaks with one “voice.” The final plan will be worth 10 percent of each student’s grade.

Group Presentations of Development Plans:

The ability to logically and dynamically outline a plan of campaign is a critical skill. Well-articulated passion for a mission is as important as sound statistical analysis. Both contribute equally to audience buy-in. Each student will be given an opportunity to present his/her component(s) of the development plan, but the presentation overall should be seamless. This portion of the course work will account for 15 percent of the overall grade.

Fundraising Effectiveness Project (FEP):

Developed by a national task force led in part by the Association of Fundraising Professionals (AFP), the FEP provides nonprofit development directors and CEOs with a framework for developing and using metrics to analyze the overall year-to-year performance of the development office. Looking at the bottom line may not tell the whole story. Building a sustainable development program involves acquiring AND retaining donors. This requires a knowledge of gains and losses in giving and numbers of donors. Students will receive a “mock” financial profile for a fictitious nonprofit organization and expected to provide analysis of fundraising strengths, weaknesses, and opportunities, and extrapolate trends inferred utilizing national giving data. They will then be asked to conduct a similar analysis of their respective agencies. The ability to accurately interpret data and develop strategies are critical skills; 10 percent of the students’ grade will be evaluated according to their performance in this area.

Participation and Discussions:

Because of the importance of active class discussion and participation, 20 percent of the final grade is based on participation and discussion. **Attendance in class sessions is required to receive credit for participation.** For most weeks, at least half of the class session will be “hands on” activities, guest speakers, or case studies to expand upon the lecture material. Participation is essential to the success of these activities. Participation during the lecture portion of the class is also important to illuminate the material. Your participation grade will be determined by the instructor at the end of the quarter, as well as through peer evaluations of your participation in the group consulting project. In general, active participation during each class session is expected to receive an “A” for participation at the end of the quarter. In addition, each team member will be required to evaluate his/her performance as part of the group, and the performance of his/her team members.

Course Policies

Confidentiality:

In the process of creating Development Plans, students will obtain proprietary data and sensitive information. Participating organizations have been informed that such information may be discussed in class. It is therefore imperative that the confidentiality of the materials and of the class discussions be maintained. Some participating organizations may require the team members to sign confidentiality statements. In addition, in the event team members have occasion to obtain client-identifying information, team members are prohibited from sharing such information with anyone inside or outside of class. Further, the audio or video recording of any interactions with the organization is expressly prohibited. **Breaches of confidentiality**

will be considered a violation of class rules and the guidelines on academic misconduct will be followed. Refer to the Office of Academic Affairs for further information.
<http://oaa.osu.edu/coam.html>.

A Note on Plagiarism

The deliverables that you will be preparing are “professional documents.” These types of documents are different than traditional research and course papers, in that they typically do not include a “list of works cited” or bibliography at the end of the document. HOWEVER, this does not reduce the importance of incorporating external references OR of properly documenting such references. Many professionals find footnotes within text to be an efficient way to reference external sources or materials. Such footnotes should be provided to cite **any material taken from websites or organizational documents** (direct quotes or paraphrased materials), in addition to traditional “academic” references. The Center for the Study of Teaching and Writing here on campus provides further direction on citing materials in documents. <http://cstw.osu.edu/writingcenter/handouts>

Inadequate citation of materials, or plagiarism, is taken very seriously at The Ohio State University, and the guidelines on academic misconduct will be followed in this course. Refer to the Office of Academic Affairs for further information. <http://oaa.osu.edu/coam.html>.

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.”

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on

the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Workload/Course Expectations:

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a three-credit class, you should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments. (Encourage your students to let you know if this gets out of proportion on a regular basis. They'll tell you!)

Grade Appeals

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

Important Dates

Week	Class	Class Subject	Consulting Project
Week 1	1/11/18	Overview of Philanthropy & Current trends; review of course work	Assignment of Group/Nonprofit Teams Assignment of Plan segments
Week 2	1/18/18	Elements of the Development Plan	Review of Sample Development Plans and discussion of each segment; agency meeting schedules due 1/17 by 5 p.m.; provide hard copy in class 1/18
Week 3	1/25/18	Nonprofit Volunteer Leadership	Matrix (Group Work) and Executive Summary (Individual Work) due 1/24 by 5 p.m.; provide hard copy in class 1/25
Week 4	2/1/18	Interrelation of Executive Director, Board President & Development Director	Best Practices Board Manual (Group Work) due 1/31 by 5 p.m.; provide hard copy in class 2/1
Week 5	2/8/18	Annual Fund	Draft of Board Segment (Individual Work) due 2/7 by 5 p.m.; provide hard copy in class 2/8
Week 6	2/15/18	Major Gifts	Draft of Annual Fund (Individual Work) due 2/14 by 5 p.m.; provide hard copy in class 2/15
Week 7	2/22/18	Corporate & Foundation Fundraising	Draft of Major Gifts (Individual Work) due 2/21 by 11:59 p.m.; provide hard copy in class 2/22
Week 8	3/1/18	Development Metrics and Stewardship	Draft of Corporate & Foundation (Individual Work) due and outline of group presentations (Group Work) due by 2/28 by 5 p.m.; provide hard copies in class 3/1
Week 9	3/8/18	Social Media and On-line Giving	FEP Case Study Analysis In-Class Assignment (Individual Work) due 3/7 by 5 p.m.; provide hard copy in class 3/8
Week 10	3/15/18	NO CLASS – SPRING BREAK	
Week 11	3/22/18	Database Management	FEP Analysis for Nonprofit Partner (Group Work) 3/21 by 5 p.m.; provide hard copy in class 3/22
Week 12	3/29/18	Group Presentations Part I	Group Presentations (In-Class Group Work)
Week 13	4/5/18	Group Presentations Part II	Group Presentations (In-Class Group Work)
Week 14	4/12/18	Ethics and Accountability	Ethics Exercises (In-Class Group Work)
Week 15	4/19/18	Generational Giving and Future Trends	AFP meetings completed; all presentations to Nonprofit Partners Completed; copy of final presentation due; Partner evaluations (Individual & Group Work) due; self and group evaluations due ALL DUE 4/19 IN CLASS
FINALS	4/25/18 through 5/01/18	Mentoring Appointments	Extra credit assignments due by 5 p.m. 5/1/18 for those unable to attend AFP/COPG meetings

***Deliverables are to be posted to the appropriate Carmen Drop Box by the times listed above; hard copies of deliverables also expected to be handed in at the beginning of class times as listed above.**

Course Schedule

Week 1: January 11, 2018

Overview of Fundraising: The Philanthropic Marketplace

- Student Introductions
- Course Overview
- Nonprofit Organizations and the Fundraising and Philanthropic Marketplace
- Guest speaker from 2016 5590 Partnership

Required Readings:

1. Executive Summary, Giving USA 2014

Supplemental Readings:

1. Fast Facts About the Nonprofit Sector (www.councilofnonprofits.org)
 2. America's Nonprofit Sector (www.independentsector.org)
 3. The Nonprofit Sector in Brief: 2015 (www.urban.org)
 4. IRS 990 Form (www.irs.gov)
-

Week 2: January 18, 2018

Elements of the Integrated Development Program

- Examination of the typical earned and contributed income streams employed as part of a development plan, and the relationship with other departmental functions
- Discussion of the Development Continuum and the Fundraising Pyramid

Required Readings:

1. AFP Sample Development Plan
2. Sample Case Study

Supplemental Readings:

1. Sample Executive Summary
 2. Case for Support (various examples)
-

Week 3: January 25, 2018

Nonprofit Volunteer Leadership: Building (and Keeping) the Effective Board

- Characteristics of an effective board; responsibilities of effective board members
- Explores the critical impact of volunteer leadership
- Communication and succession issues
- Leadership identification, enlistment, orientation and motivation

Required Readings:

1. CEO Survey of Nonprofit Boards (www.boardsource.org)
2. What goes in the board of director's manual? (Board Source Knowledge Center Q&A, www.boardsource.org)
3. Becoming a More Effective Board Member (www.bridgespan.org)

Supplemental Readings:

Week 4: February 1, 2018

The Fundraising Triumvirate: The Interrelationship of Executive Director, Board President & Development Director

- Outlines the roles of fund-raising, management, mission and vision through the top leadership positions
- Interdependence of these roles in a successful nonprofit
- Best Practices organizational structure

Required Readings:

1. Underdeveloped: Compasspoint Survey of CEOs and Development Leaders

Supplemental Readings:

1. Seiler, Timothy L. and Grace, Kay Sprinkel, Achieving Trustee Involvement in
2. Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers, Chapters 1-2.

Week 5: February 8, 2018

Understanding the Annual Fund

- Fundamental building block of all development activities
- Establishing revenue and gift projections, setting up business and budgeting models
- Tools for segmenting gifts and identifying trends
- Guest speaker from social enterprise entity

Required Readings:

1. Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers, Chapter 3.

Supplemental Readings:

1. Who Gives and Why (www.studyfundraising.com)

Week 6: February 15, 2018

Identifying, Qualifying, Soliciting and Securing Major Gifts

- People still give to people, and why; an exploration of the move from transactional giving to transformation
- Major gifts trends
- Donor motivation, the role of leadership volunteers
- Hallmarks of an effective major gifts program

Required Readings:

1. Donor Retention and Loyalty (www.studyfundraising.com)
2. Influences on Giving (www.studyfundraising.com)
3. Donor-Centered Fundraising, Chapter 8

Supplemental Readings:

1. Giving Trends of High Net Worth Individuals, Indiana University Center for Philanthropy

Week 7: February 22, 2018

Corporate and Foundation Fundraising

- Trends in corporate and foundation giving; effective solicitation of both;
- Impact of family foundation in the marketplace
- Basic research to identify funding sources
- Guest speaker from local foundation

Required Readings:

1. Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers, Chapter 4.

Supplemental Readings:

1. Grant guidelines, Nationwide Foundation, Harry C. Moores Foundation, et. al.
-

Week 8: March 1, 2018

Development Metrics and Donor Stewardship

- Outcome of development activities can be measured by more than money
- Why tracking is a vital tool in identifying the most successful strategies
- MOVES management

Required Readings:

1. Donor Centered Fundraising, Chapter 3-6, Chapters 8-10.

Supplemental Readings:

1. MOVES Management
-

Week 9: March 8, 2018

Social Media, On-line Giving

- Investing in on-line strategies: pros and cons
- Combining technology with fundraising best practices to create a springboard for enhanced fundraising performance

Required Readings:

1. FEP by Levis & Williams, Advancing Philanthropy, March-April 2013

Supplemental Readings:

1. Mock Fundraising Fitness Test and Fundraising Effectiveness Project exercises
-

Week 10: March 15, 2018 NO CLASS - SPRING BREAK

Week 11: March 22, 2018

Database Management and Viral Fundraising Strategies

- Garbage In/Garbage Out and the impact on the effectiveness of development functions
 - Basic database analysis
-

- Combining technology with fund-raising best practices to create a springboard for enhanced fundraising performance
- Guest speaker from large public fundraising event

Required Readings:

1. Assessing Fundraising Performance (www.studyfundraising.com)

Week 12: March 29, 2018

Group Presentations

- Presentation of development plans created for assigned nonprofit partner, and steps for implementation

Week 13: April 5, 2018

Group Presentations

- Presentation of development plans created for assigned nonprofit partner, and steps for implementation

Week 14: April 12, 2018

Ethics and Accountability

- Ethics is the hallmark of effective fund-raising, and is most readily recognized through processes and procedures
- Communicating transparency and accountability
- The new 990 Philanthropy in the “new normal.”

Required Readings:

1. AFP Donor Bill of Rights & Code of Ethics
2. Fundraising Ethics; Public Trust (www.studyfundraising.com)

Week 15: April 19, 2018

Future Philanthropic Trends

- Generational giving
- Projecting the impact of demographic trends
- The future face of philanthropy and its impact on the nonprofit sector

Required Readings:

1. Generational Differences in Charitable Giving and in Motivations of Giving, Campbell & Company for the Indiana Center on Philanthropy (www.campbellcompany.com)
2. Demographic trends and societal changes (Allinger AFP Presentation)

ALL FINAL DELIVERABLES DUE TO THE ORGANIZATION

FINAL EXAM WEEK: April 25, 2018 to May 1, 2018

Optional individual mentoring meetings with Instructor; turn in extra credit assignment (if needed for 5% course grade credit)