Indiana University - V558 - 26336 - Fund Development for Nonprofits
Spring 2008
Online Format

Instructor
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I. REQUIRED READINGS

1. The Fund Raising School’s – Principles and Techniques of Fund Raising (PTFRS) Course binder.

2. Levy Course eBooks package: $35 - Once payment is received or verified that is being sent the books will be provided electronically. You may request to purchase printed copies directly from the instructor.


   B. Handbook On Board Membership: Jamie D. Levy Copyright 2008 Published by JDL Levy & Associates. Abbreviated [Levy Board] in the readings. (CD and print versions available)


Instructor is offering his books in e-book package format at a discount to students of this class. To Receive:
Send Check or Money Order to:
The books will then be sent electronically upon receipt of payment or verification that payment has been sent. Please notify instructor or submission of payment.

II. PURPOSE AND LEARNING OUTCOMES:

The course covers the important aspects of the fundraising process as carried out by nonprofit organizations—its value base, preparing the case, relevant techniques and strategies, assessing potential sources of support, effective use of human resources, and process management. The course will include theory to undergird practice, examination and analysis of current practice, proposal of practice standards, and discussion of ethical problems.

At the conclusion of this course you will

✓ Develop the knowledge of how to develop, facilitate, and evaluate effective fundraising toward sustainability in a Not-for profit organization
✓ Develop the ability to understand, integrate, and begin to implement tools, analysis, and frameworks that will build long-term healthy fund development programs
✓ Develop a platform to directly apply the tools and knowledge in the assessment of an actual organization and have developed a full fund development evaluation portfolio for an actual organization
✓ Apply a new platform to learn and problem solve as it relates to development of Not-for profit organizations and how they relate to their environments
✓ Apply a full understanding of how to build boards that can serve as catalysts for healthy fundraising programs

III. INSTRUCTOR’S NOTE FOR V558

This is an online course, which means that it requires dedication to stay on top of this class. It is very easy to put things to the side or not participate as much as one should in discussion due to the more passive nature of the class. We have designed it to combat some of these tendencies, but ultimately it still comes down to you.

In my past experience in teaching online formats I have been very pleased; however, I have also been disappointed at the number of C’s, D’s, and F’s that I have been forced to give, not because the students were not capable of comprehending the work, but because they did not do the work, did not fully participate, or were not turning in assignments on time. Your participation in the forums, thoughtful feedback to peers, and timeliness of assignments will weigh heavily on your success. Your grade will accurately reflect your complete performance in this class and you will be
rewarded to the degree that you deserve. Let's make this a great class, one without any failing grades, as graduate students should not be failing any course work they attempt.

This class is challenging and intensive, but upon completion, you will have the knowledge of what it takes and how to build long-term philanthropic revenue operations in an organization. Due to the intensity of this class, I have built in numerous breaks and breathers.

IV. GENERAL CLASS INSTRUCTIONS - Please select a not-for-profit to work with

V558 provides the opportunity for each student to evaluate and help develop a fund development portfolio in a selected not-for-profit organization of his or her choosing. Preferably the organization will be related to the student's employment or general interest area. **It is strongly recommended that each student start the class partnered with an organization.

If this isn't possible, the student will select (with the instructor's assistance if needed) an organization for which he/she can generate a fund development portfolio. By the second week of class, each student should have their agency determined.

Through the use of discussion/laboratory format, the course will take the student through the entire development assessment process, while creating useful tools for building the development programs in the organization they choose. The class will be conducted in a workshop format since the student will complete a portfolio ready for use by the organization. At the same time, the class will maintain a scholarly level of study and thought, considering the broader elements and serious meaning of the funding process and organizational responsibilities.

Additionally, in this class I will utilize one of my colleagues as a course assistant. He is an expert in this field and one of our company's consultants and former graduate student of mine. He will assist in certain topical areas an on varying weeks. As well, he will aide in review and grading and in discussion. His name is Scott Kirsch.

V. ONCOURSE FORUM AND HOW IT WILL BE USED

- Monday - Wed. General Forum Group (GF Groups)
- Wed. - Friday Sub-Groups (SF Groups)

Saturday - Sunday open for homework and readings - no forum responsibilities

Over the years I have been challenged by students who have shown me that their participation would be stronger and of higher quality if the online portion of this course took place M-F and allow the weekend (Sat-Sunday) to only focus on homework and readings. I have created a format that we will utilize to achieve this and have found their insights to be true.
You will be split into sub-forum groups referred to as Specific Forum Groups (SF Groups) in the syllabus. This will be your more intimate work group to critique, analyze, and learn with. Each week you will first come together only in the General Forum (GF) for discussion Monday – Wed. On Wednesday – Friday you will discuss topics and questions only in your SF Group. You will then wrap up the online discussion and posting by Friday midnight to provide for Saturday – Sunday at midnight to complete assignments, readings for the following week, review of other posts, etc.

Each week, one person from each SF Group will provide an executive summary (250 words or less) of their SF Groups discussion to the Forum labeled Week X SF Summations. These will need to be clearly labeled by Week and SF Group # and topic. You can simply cut and paste right into a post you create for this purpose. This will be used to provide each student insight into the discussions of the other SF Groups without having to read each SF Group post. These summaries are provided to help maximize your time on the web and not have you digging through hundreds of posts, but rather have you focused.

IN INVOLVEMENT in both the sub-and general forum groups are mandatory. Lack of involvement will seriously affect your final grade.

Your participation in the forums and your timely contribution to your group’s assignments will weigh heavily, not only on your participation grade, but also on your ability to receive full points for the assignments.

Reading announcements, emails, and General Forum posts are critical to knowing what is going on in this class. Following directions is crucial in this class, as it is in any professional setting.

Posting Expectations:
This class is dynamic. So on average, one general post on a weekly basis will not suffice. I expect to see dialogue occurring on a regular basis, such as an average of 2-3 or more if you choose posts per week per student throughout the course. This is divided up by 1-2 posts per SF group each week (when active) and 1-2 posts for the GF group in those same weeks. When no SF groups are active, the posting level of at least 2-3 posts per week is still expected. Don’t feel you have to write something every day nor do I want you to reduce your participation to a post once a week.

The function of this class is dependent on the participation of each student as much learning will also be derived from experiences of each participant.

VI. ASSIGNMENTS & GRADES & READINGS

Each class member is required to create a “learning portfolio” relating to a selected real-life nonprofit organization. The portfolio is to contain an assessment of the organization’s fundraising capabilities according to the principles and materials discussed in the class. Weekly assignments will guide students in completion of the portfolio. This section is comprised of:
A. Submission of Assignments
B. Reading Assignments
C. Labeling of Assignments
D. Grades
E. General Notes
F. Enrichment Opportunities

A. Submission of Assignments: If Assignment line in the syllabus is blank = no assignment
Where do you turn in assignments? This will vary, as this is a very dynamic class. Any
combination of the following four are possible and directions are clear as to what you are to do
and when to do it in this syllabus.

1. General Forum (GF):
When the syllabus references General Forum (GF), this means your assignment is to be posted
to the entire General Forum. You will create a post and copy your assignment right into the
post for the entire class.

2. Specific Forum (SF):
When it references (SF), this means your assignment is to be posted to your Specific Forum
Group. You will create a post within your Specific Forum group and either copy your
assignment right in or possibly attach it, copying usually works better, unless formatting is an
issue with the assignment.

3. Drop Box (DB):
When it references (DB) this means you are to place your assignment in the appropriate Drop
Box on Oncourse. It will be clearly labeled and you will know which box is for which
assignment. Usually this is used either a backup or to post group work or summary work.

B. Reading and Audio Assignments:
The readings are due for the week's discussion starting on Monday of the week they are listed. In
addition, I will provide you with certain topical audio sessions, and in some cases simply provide
you audio access to trainings I have done for those who wish to further their experience.

C. Labeling of Assignments:
Be sure to label your assignments very clearly at the beginning of the text. List your name, title
and number of assignment, and the date. Be sure to single space, use page numbers, and one-inch
margins.

An example of the naming inside of the document:

    John Smith, Date
    Project #1: Introduction

Save the file that is turned into the instructor as the following sample illustrates:

Project #1 Introduction, etc.
When you send it via email, place in the subject line of the email, YourLastNameProject#1, etc. so it is very clear what I am receiving from whom.

This will ensure that I won’t have to hunt for the author of each assignment! Your work will be returned to you if you don’t have it titled/labeled correctly.

D. Grades:
Grades will be based upon completion of each assignment (see attached list), the final examination, the completion of forum and virtual group assignments, and on participation and timeliness of turned in assignments. Late assignments will be not accepted, unless it is a true emergency.

Some assignments are based on your Specific Forum Group’s ability to summarize and provide a post from the group to the entire General Forum based on your analysis. In those cases, each member receives the points for that group’s completion of the post.

I will personally review your Specific Forum Group as well as utilize the Oncourse quality control tools to ensure that all members are completing their assignments in timely manners while providing quality input to their groups.

There are a number of assignments in this class. The focus is to get you into the understanding of not just development, but full organizational development and to review and reinforce how critical it is to be able to work with people, both in your groups and within the organization that you are aiding.

In order to maintain a solid score in the participation grade, healthy weekly feedback at the Specific Forum and General Forum group levels, execution of individual assignments, and timely execution of your group based assignments will be necessary and required.

All assignments and posts are due by midnight Sunday of the week referred to in the syllabus. So if on May 12th an assignment is made, it is due by Sunday May 18th at midnight. Dates are also reinforced in the grades section. I encourage forum posts to occur early enough in the week to engage open discussion from the class.

E. General Notes – Office Hours
It will be impossible to have regular office hours, but I will work with you to set up as much time as needed. I welcome phone meetings as well. My travel is fairly intensive, and if I am out of town for several days, I will work with one of my assistants to ensure that all information is disseminated correctly. If I am out of the office or out of town, I will get back to you as soon as possible. It will always be announced on Oncourse or via Oncourse email when I will be out for period of time. I do assure you the personal attention you need to be successful in this class. I desire for this class to be as personal as possible, so please do not hesitate to call me, set up phone meetings, email me personally, etc.
F. Enrichment opportunities - Phone Sessions (OPTIONAL)
In this course you will see that there are 2 enrichment opportunities. These are 60 minute phone training/discussion sessions that utilize the Indiana University phone conference system. These are designed to supplement the course and are not required, but provided as added benefit for you as the student. These will be scheduled on Eastern Time. Your participation in these will have no bearing on your grade or participation, these are purely something I do for any student who can make the session to add additional value.

Audio trainings- additionally, I will make available from time to time various audio training sessions for anyone who has interest. These are audio versions of trainings I have done on topics from board development, grantsmanship, to fundraising. I will notify you when an audio training session is available and any who wish to receive it may do so electronically.

VII. COURSE TIMELINE

THEME: THE NATURE OF NOT-FOR-PROFIT ORGANIZATIONS

Week 1 - 5/12 Introduction-Course Review – GF Only
Definition Of Philanthropy/ 501 (C)(3) Status
Purpose Of The Not-For-Profit and Fundraising
Sector Statistics
Ideologies
Fundraising Cycle
Current State of Giving
Revenue Red Flags
Code of Ethics
Creating a Culture of Philanthropy

Reading Assignments
✓ PTFR Section 1 & 2
✓ Levy FR Entire book

Assignment:
1. (GF) Post to General Forum:
   - Introduce Yourself
   - Your Organization
   - Experience
   - Your Expectations of the course
   - And provide a quick answer to PTFR Sec. II Pg. 5 about the value your organization provides so we can appreciate your cause

Week 2 - 5/19 Nonprofit Organizations and Open Systems Theory (SF’s Active)
Marketing and Transactions – Exchange Model
Assessing Environment, Constituencies, and Markets
Building the Organization’s Case
Fund Raising Cycle
Mission Examination Section II Pg. 27 and Mission Statement Guide Distributed

Enrichment Opportunity: OPTIONAL
May 23rd, 10:30 AM Eastern Time phone session for further exploration.
Directions provided through Oncourse that week.
Topic: Fundraising Economics and Principles

Reading Assignments
✓ PTFR Section III

Assignment:
2. (DB) Critique and revise your mission statement or if your organization does not have one, create it according to the elements necessary. Use Sec. II Pg. 27 (Examining and Developing a Mission Statement) as a guide.

THEME: BOARD CULTURES, GOVERNANCE AND LEADERSHIP

WEEK 3 – 5/26 Board Leadership and Planning
Governing Board and CEO
Volunteers
Leadership and Team-Building
Leadership Assessment Discussion SEC V Pgs. 45/46

Read:
✓ PTFR: Section V, Chapters 22 (Volunteerism), 23 (Boards), and 24 (Leadership and Team Building in Fundraising);
✓ Levy Board Book (All)

Assignment:
3. Governing Board Case Study – Directions Provided Week of

THEME: THE FUND RAISING PROCESS, CONSTITUTEUNCIES AND VEHICLES

WEEK 4 – 6/2 The Total Development Process
The Annual Fund
Effectiveness of Use of Vehicles, Maximization of Resources
Principles & Terms and Elements of the Total Development Process
Donor Pyramid

Read:
PTFR Section IV, Chapters 12 (Selecting the Right Fundraising Vehicle) and 13 (Annual Fund Program: The Foundation of All Fundraising)

Assignment:
4. (DB) Annual Fund: Develop an annual fund goal and gift range chart for the amount identified. Also provide a 1-3 paragraph rationale or case of why these funds are critical to raise. Use the principles for creating a annual fund gift range chart and the sample annual fund gift range chart located in Sec. IV, Chapter 13 Pg. 27-30.

WEEK 5 – 6/9 Individuals as Prospective Donors
The Concept of Constituency
Prospective Donor Identification
Prospective Donor Research
Computer Support Programs
Prospective Donor Grids

Read:
✓ PTFR: Section VI, Chapters 25 (Prospect Research) and 27 (Foundations as a Donor Market)

Assignment:
5. (DB) Assess Development Program: Using the models The Development Process and The Donor Pyramid (PTFR, Section IV, Chapter 12, pages 5 and 8), do an assessment of your organization’s total development program –
   A). Profile your organization’s gift levels. $0-1000, $1001 - $10,000, $10,000, and up in a chart, matrix, graph, etc. Identify what percentage of donors are at each level and what percentage of total philanthropic giving does each level comprise. Depending on your organization, you may also use other levels than those indicated.
   
   We want to develop a broad pyramid of what the donor levels look like, what percent of donors make up each gift level, and what percent of revenue is made up by each level.

   B). In a chart or graph, divide your organization’s total philanthropic revenue into three categories: 1) individuals (and bequests, if given); 2) foundations; and 3) corporations. Then compare your organization’s philanthropic revenue breakdown against the national average from Giving USA found in Chapter 1, page 7. (Note: for purposes of comparing your organization with the national average, in the Giving USA chart, giving from bequests should be added to giving individuals.)
C. Provide a 1-2 page analysis of what you see in this analysis that the organization should take note of. What do the revenue profiles show and what are your recommendations just based on what you see and know so far.

WEEK 6 - 6/16 Fundraising Vehicles: Annual Fund Donor Acquisition

- The Internet and Fundraising – List of sites to be provided
- Direct Mail
- Telethons and Telemarketing
- Special Events and Special Events Maximization Tool

Read: PTFR Section IV, Chapters 14-17 (The Internet and Fundraising, Direct Mail as a Fundraising Tool, Conducting Telephone Solicitation, and The Special Event)
Levy FR book – relevant sections for review

Assignment:
6. (DB) Apply Special Event Maximization tool (to be distributed) to at least 2 of your organizations special events (if applicable) – If no events, create a 1-2 page concept of an event that would be ideal according the indicators.

WEEK 7 - 6/23 Fundraising Vehicles—Capital Campaign

- Campaign Elements
- The Test for Readiness
- Planning and Implementation
- The Art and Science

Read: PTFR: Section IV, Chapter 18 (Major Gifts) and 19 (The Capital Campaign)

Assignment:
7. (DB) Complete test for readiness (PTFR Section IV, pp. 161-163) for a capital campaign and write a 1 page narrative of your organization’s readiness to begin a capital campaign. If your organization has completed a capital campaign within the past 15 months, write an analysis of the campaign’s results based on the elements of the Test for Readiness.

8. (DB) Create a Gift Range Chart for your organization’s capital campaign goal or hypothesized need. The chart should be complete, gifts needed, prospects, cumulative, etc, just like presented in the book. Use Sec. IV Pg. 150-151 as a guide.

WEEK 8 - 6/30 – JULY 4th Fundraising Vehicles—Planned Giving

- Definition of Planned Giving
- Developing and Implementing a Planned Giving Program
- Planned Giving Case study discussion
Grant Proposal Development

Read:
✓ PTFR: Section IV, Chapter 20 (Preparing for a Planned Giving Program)
✓ Levy Prop Book all

Assignment: Focus on course discussion and case study handout

WEEK 9 – 7/7  Understanding Major Gifts
What are Major Gifts
Developing a Major Gifts Program
Donor Recognition Groups
Aspects of Social Exchange
The Solicitation Plan
Prepare for Final

Enrichment Opportunity: OPTIONAL
July 7th, 10:30 AM Eastern Time phone session for further exploration.
Directions provided through Oncourse that week.

Read:
✓ PTFR: Section IV, Chapter 18 (Major Gifts); Chapter 21 (Donor Recognition Groups); and Section VII, Chapter 29 (The Process for Asking for a Gift)
✓ Revisit pertinent Levy FR book sections

Assignment:
9. (DB) Sample Donor Recognition Grid Based on Gift Levels - Complete a recognition grid using the sample provided that develops appropriate levels of thank you for your organization. Use guide distributed by the instructor

FINAL EXAM DISTRIBUTED DURING WEEK

THEME: MANAGING THE PROCESS

WEEK 10 – 7/14 Managing the Development Process
The Management Matrix for Development
Organizational Renewal through Fundraising
Budgeting For Development & Planning
Fundraising Costs
Relationship To Organizational Budgets
Fundraising Costs Continued
Read:
✓ PTFR: Section III, Chapter 7-10 (Managing the Development Function; Planning; Strategic Decision Making; Budgeting for the Fundraising Process; Computer Selection and Application in a Nonprofit Organization)
✓ Fundraising Costs (Levy Essay To Be Distributed)

Assignment:
10. FINAL EXAM DUE BY 7/18/08

VIII. GRADING SYSTEM AND ASSIGNMENTS OVERVIEW

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<th>Assignment #</th>
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Grading Scale

A+ = 98-100%
A   = 95-97%
B+  = 87-90%
B   = 83-87%
B-  = 80-83%
C+  = 77-80%
C   = 73-77%

TOTAL = 300
Incompletes: The school policy on incomplete grades is that such grades can only be considered if most of the course work has been completed (80% at least) and a student is physically unable to complete the remainder.

Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music or pictures. Using the work of other students, with or without their permission, is plagiarism if there is no indication of the source of the original work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When plagiarism is suspected, the instructor will inform the student of the charge; the student has the right to respond to the allegations. If a student is charged with plagiarism, procedures outlined in the IUPUI "Student Rights and Responsibilities" statement will be followed. Students have the right to appeal any charge to the Academic Affairs Committee. For a useful discussion of plagiarism, see links in "Other in Touch Tools".
If you need any further assistance or have any questions, I'm here to help. Please let me know how I can assist you today.

Best regards,
[Your Name]