

PCOM 3301: Fundraising and Development

Spring 2021

ONLINE

Instructor Information

Instructor

Colton C. Strawser

Office Number

FAB 328

Office Telephone Number

For the Spring 2021 semester this course will be remote. If you would like to schedule a Microsoft Teams meeting or phone call, please use this scheduling link:

<https://calendly.com/coltonstrawser/office-hours>

Email Address

colton.strawser@uta.edu

Email is the fastest way to contact me and I tend to respond within 24 hours or less.

Microsoft Teams

Please feel free to send me a direct message on Microsoft Teams. This course also has a Microsoft Teams page where you can post questions, resources, and other information. Ensure that you use the tagging function @Name or @General to notify either a specific person or the entire board.

Faculty Profile

<https://mentis.uta.edu/explore/profile/colton-strawser>

Office Hours

Tuesday and Thursday, 11:00 AM – 12:30 PM via Microsoft Teams or phone. Use link above for scheduling an appointment. If these times do not work for you, please e-mail me with your availability.

Course Information

Section Information

PCOM 3301-001

Time and Place of Class Meetings

This course will meet Tuesday and Thursday from 10:00 – 10:50 AM.

Description of Course Content

An overview of working in the nonprofit sector and exploring the issues and values surrounding philanthropy and not-for-profit organizations. Topics include history of philanthropy, theories of the nonprofit sector, law and governance, programming, mission, volunteer recruiting, and fundraising.

Maverick Advantage

This course contains Community Engagement/Service Learning (Appendix A) and Career Development (Appendix B) Maverick Advantage Distinguishing Activities.

Student Learning Outcomes

Upon completing this course, the following learning outcomes from the Nonprofit Academic Centers Council will be achieved/explored:

2.2 Size, impact and trends in philanthropy, nongovernmental organizations and associational development in a global context

2.3 Diversity of forms of philanthropic action and the diversity of fields of activity

2.4 Relationship and dynamics among the governmental, nonprofit, for-profit and household sectors and evolving forms of social sector forms

2.5 History and role of social entrepreneurs and innovators in contributing to societal advancement

3.1 Values embodied in philanthropy and voluntary action, such as trust, stewardship, service, freedom of association and their implications for societal advancement

3.2 Foundations and theories of ethics as a discipline and as applied in order to make ethical decisions

3.3 Standards and codes of conduct that are appropriate to professionals and volunteers working in philanthropy and the nonprofit sector

3.4 How values and ethics are identified and advanced that affect strategic decisions of a nonprofit in meeting its mission

4.4 Roles of individuals and nonprofit organizations in effecting social change, social movements and influencing the public policy process

4.5 How individuals and nonprofit organizations shape public policy through strategies, including but not limited to public education, policy research, community organizing, lobbying, and litigation

6.1 Value of community service and civic engagement in the development of civil society

6.2 Direct exposure to nonprofit organizations through internships, service learning, community service and/or experiential learning

7.3 Role of strategic management and organizational planning, including an understanding of ways to identify, assess and formulate appropriate strategies

7.6 Role of social entrepreneurs and social innovation and their implications for nonprofit leadership and management

7.7 How trends in nonprofit accountability expectations shape the strategic management of nonprofits

8.1 Various sources of revenues in nonprofit organizations, the strategic choices and issues associated with each type of revenue, and the methods used to generate these revenues

8.2 Relationship between and among philanthropic gifts and grants, earned income, and government funding and how these influence fulfillment of an organization's mission within the context of stewardship and ethical practices

8.3 Fundraising and resource development process including, in part, commonly-used fundraising strategies, such as annual appeals, special events, non-cash contributions, major gifts, capital campaigns and planned giving.

8.4 Trends in the evolving use of technology in nonprofit finance and fundraising

8.5 Evolving trends related to social enterprise, micro-enterprise and social entrepreneurship, and their implications for societal advancement, organizational performance and mission attainment

13.1 Role of field experiences and experiential learning that are grounded in and linked to curricular goals and projected outcomes

13.2 Role of professional associations and mentoring in professional development

13.3 Ways that various professionals contribute to and are engaged with philanthropic and nonprofit sectors

13.4 Opportunities for service and volunteerism that exist in the community

13.5 Standards and context of professionalism, e.g., conduct and speech appropriate to the (respective) profession

Required Textbooks and Other Course Materials

- Beer, J., & Cain, J. (2019). *The forgotten foundations of fundraising: Practical advice and contrarian wisdom for nonprofit leaders*. Hoboken, NJ: John Wiley & Sons.
- Klein, K. (2016). *Fundraising for social change*. Hoboken, NJ: John Wiley & Sons. (7th Edition)
- Prince, R. A., & File, K. (2001). *The seven faces of philanthropy: A new approach to cultivating major donors*. San Francisco: Jossey-Bass.

Additional readings will be assigned from provided material or Internet resources posted on Canvas as necessary.

Descriptions of major assignments and examinations

The course schedule outlines the point value of all assignments. The total possible points in this course is 1,000 (i.e., 1,000 points = 100% or A; 899 points = 89.9% or B). There are a limited number of extra credit opportunities throughout the course as well (up to 25 points).

900 – 1000 Points = A

800 – 899 Points = B

700 – 799 Points = C

600 – 699 Points = D

0 – 599 Points = F

Class assignments will be posted every Friday by 8 a.m. CST unless noted otherwise. Class assignments can be located on Canvas under the "Modules" tab. Each week in the course is organized in a Module.

Discussion Boards

Most weeks there will be one topic for discussion. Discussion board posts regarding the assigned reading will be required from each student, as well as providing feedback to a post of at least two peers to create a dynamic, intellectual exchange. To receive the maximum points each week, you should post an initial response to each topic no later than Wednesday at 11:59 pm. Respond to at least two classmates in each topic no later than Sunday at 11:59 pm. You are welcome to post more than the required minimum should you feel inclined, although be conscious not to post so excessively that you discourage others from participating. A full rubric for discussion posts is available in Canvas.

As a guideline:

The initial response, approximately 250 words, should be rich with information you have learned through your readings/research to share with the class. This is your time to demonstrate your learning and knowledge gained on the subject. Provide your analysis of what you found interesting and demonstrate critical thinking skills. If you cite the readings or any other resources, please ensure that you use proper APA in-text citations.

A response to another student, approximately 100-150 words, requires using research and facts to back up your comments to either support, dispute, or enhance the information presented to add to the knowledge that you are responding to. This is to assess your critical thinking skills in formulating your responses. Just posting "I agree/disagree with your comment" or "I think the same" to someone else's thoughts is not an adequate response. All posts need to demonstrate learning and analysis of information shared.

All discussion board posts will be due by 11:59 p.m. CST on the due date specified on the "Course Schedule" section of the syllabus. A rubric is available for all discussion board posts that clearly outlines the expectations of the forum.

Assignments

In conjunction with the reading assignments, students must complete the identified assignments for each module as assigned in Canvas. The materials and background information for each exercise will be located in the Modules section on Canvas, if required. Examples of assignments include video reviews, brief papers, case study responses, and short essays. All assignments must be submitted through Canvas in order to receive credit.

Please do *not* exceed page or word limits – more is not always more. Reference pages are not included in page lengths. All papers should be double-spaced, Times New Roman or Calibri font, with 1" margins

on all sides. All assignments must be submitted in Microsoft Word to allow the instructor to provide comments. Assignments submitted as PDFs or as text within the submission feature may not be graded and can be considered late if students have to reupload documents past the deadline.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place through Messages within Canvas and the assignment discussion boards. Please use common sense (no slang, use correct grammar, etc.) when sending messages and posting to discussion boards. This is an upper division level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful. I will deduct points for poor grammar, lack of punctuation and spelling.

APA Formatting and Reference Guidelines

It is considered plagiarism - academic fraud - to represent someone else's thoughts and words as your own. Therefore, students must be careful to give credit to authors by citing all resources. As standard practice, students at UT Arlington are expected to cite all resource references using only APA formatting and reference guidelines. Note that MLA and other reference styles will not be accepted by the instructor. The instructor recommends the use of The APA Publication Manual, Seventh Edition, utilizing the writing centers resources, or visiting the [Purdue OWL](#) resource. Please note that Wiki's, such as Wikipedia, are not acceptable sources for this class.

Netiquette

Netiquette (net + etiquette) is the code of proper conduct applied to virtual online spaces. This system is dictated by common sense rules (manners) and social conventions.

Source: [Educational Technology and Mobile Learning](#)

- Before posting your question on a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Technology Requirements

This course will be entirely online utilizing the Canvas platform. In addition, you will need to be able to access videos via YouTube and open PDFs from external websites. You can access tutorials on these tools by clicking on the "Get Started" Box on their Canvas Homepage.

Grading Information

Grading

Discussion board input and participation will be evaluated weekly and grades posted within seven days of the closing date of the discussion. Other assignments will be graded and returned within ten days of the deadline. Every effort will be made to provide you with effective and timely feedback in this course. Rubrics are available for most assignments; therefore, student expectations for assignments are very clear.

A Note on Writing

This course is a writing-intensive course; therefore, please work to proofread and edit your work. Visit the UTA writing center if you need assistance. I also recommend the Grammarly app in addition to a simple spell check via Microsoft Word.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award partial-credit or half-credit for late assignments. Generally, if late assignments are accepted, there is a 10% automatic deduction in points for each day it is late, with the fifth day resulting in a failed assignment. In an effort to mirror the expectation of the real-world, late assignments are not accepted – mainly because in the nonprofit sector if you miss a deadline you could lose out on funding for an important program. Punctuality and planning are essential skills, so please plan to complete your highest level of work on time.

Course Schedule

This course is made up of 15 course modules, each running one week during the semester. The course schedule is Monday – Sunday. Below is an overview of the course module dates, themes, and points possible.

Participation/Discussions – 200 Points (20%)

Guest Speaker Summaries – 50 Points (5%)

Ethics Midterm – 100 Points (10%)

Mentoring Sessions – 100 Points (10%) (*See Appendix A – Maverick Advantage Distinguishing Activity*)

Personal Philosophy on Fundraising – 50 Points (5%)

Fundraising News & Reports Discussions – 100 Points (10%)

Community Engagement Project (45%) (See Appendix B)

Case for Support – 50 Points (5%)

Letter of Inquiry – 50 Points (5%)

Annual Appeal Letter – 50 Points (5%)

Community Data Project (Final Project) – 250 Points (25%)

EXTRA CREDIT: 25 points available through various activities indicated in Canvas.

A full schedule of readings and assignments is available in Canvas.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will not be taking attendance since it is an online asynchronous course, yet your attendance and participation in the course is critical to pass. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Student Success Programs

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring by appointment](#), [drop-in tutoring](#), [etutoring](#), [supplemental instruction](#), [mentoring](#) (time management, study skills, etc.), [success coaching](#), [TRIO Student Support Services](#), and [student success workshops](#). For additional information, please email resources@uta.edu, or view the [Maverick Resources](#) website.

The IDEAS Center (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
- [Ask Us](http://ask.uta.edu/) (ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach) (http://libguides.uta.edu/researchcoach)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](http://libguides.uta.edu) (libguides.uta.edu)
- [Librarians by Subject](http://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](http://openroom.uta.edu/) (openroom.uta.edu/)

APPENDIX A

Maverick Advantage Distinguished Activity



CAREER DEVELOPMENT

Career development experiences enable students to explore, engage, and develop through experiential activities that enable them to reach lifelong professional and personal success. It involves building and enhancing proficiencies and knowledge that will advance students' careers – time and conflict management, team planning and development, marketable skills, experience in diverse environments, and more.

As part of this course, you will be participating in career development activities related to fundraising and philanthropy through a mentoring program. Whether you are planning to enter the nonprofit sector professionally or not, these mentoring and career development opportunities will provide you with skills that are transferrable to whatever career you chose to pursue upon graduation.

We have partnered with the Lockheed Martin Career Development Center's MavMentors program to create a mentoring community. Individuals that are currently working within the nonprofit sector as professional fundraisers have volunteered to serve as mentors and have created a mentoring profile in MavMentors. At the beginning of the course you will create a mentoring profile as well and send an invitation to one of the volunteer mentors that you would like to work with for the semester.

During the semester you will meet with your mentor for a minimum of three times about a particular topic. After each mentoring session you will be asked to submit a reflection (Mentoring Report) in Canvas. Below is a timeline and brief description of each of the items included in the course experience.

Create Mentoring Profile – 5 Points

Select a Mentor – 5 Points

Mentoring Report 1 (Careers in Philanthropy) – 30 Points

Mentoring Report 2 (What Do I Want to Be When I Grow Up?) – 30 Points

Mentoring Report 3 & Thank You Note (Networking and Building Relationships) – 30 Points

MAFE Canvas Course Instruction

At the beginning of the course you will need to self-enroll in the Canvas course "Maverick Advantage Faculty Engagement" in order to complete your pre-reflection and post-reflection activities for this assignments. In order to enroll, first log into Canvas, and then put this link in your browser - <https://uta.instructure.com/courses/64742>. If you have any challenges, please e-mail Susan Dequeant, Service Learning Director, at dequeant@uta.edu.

Mentoring Report (Reflection)

After each session with your mentor you are asked to complete a mentoring report in a form of a reflection. Provide a brief summary of the topic you and your mentor discussed, and respond to the following questions:

- What did you learn during your mentoring session?
- What did you unlearn? (i.e., what was something you initially assumed but learned may not be the case)
- What can or will you apply from your mentoring session to your current or future career?

Your mentoring report should be 1-2 pages.

APPENDIX B

Maverick Advantage Distinguished Activity



COMMUNITY ENGAGEMENT

Community engagement happens within and beyond the boundaries of campus through intentional experiences in academic courses. Through service learning and experiential projects, students and nonprofit agencies form a reciprocal relationship, which fosters an awareness of civic and personal challenges, creates growth of mind and heart, and spurs innovation and skills.

During this course each student will be assigned to work with a nonprofit organizations to develop fundraising materials that the clients can use to help improve their fundraising operations.

Working with Your Community Partner

- Set up a meeting with the designated contact at your partner organization to learn more about their mission, programs, and needs.
- Request that your community partner share any documents, advertisements, or items related to their fundraising activities and programming that might aid you in crafting their fundraising materials.
- Speak with your community partner on how they prefer to communicate.

Case for Support Assignment

The case framework and critique assignment is designed to get you to start thinking about fundraising for your organization and how you will communicate with donors.

Once you have chosen the organization, read and review the organization's website, paying attention to their mission statement, vision and values, the "About" section, and any information about specific programs. Then provide a one- to one-and-a-half-page, double-spaced critique of the organization's case for support, drawing on the course readings. Your critique should identify strengths and any weaknesses, as well as any information that is missing. You should cite specific evidence from the organization's materials as well as the course readings in your critique.

Then, using the case framework exercise you learned about in class, draft the framework for a new and improved case for support, writing one to two sentences for each section.

Context: Where are we—or what story are we in right now?

Impetus: Why is this urgent? What is the threat or the opportunity?

Vision: What will be different because of our work?

Credential: Why are we the right organization to do this?

Plan: What will donor support enable us to do?

Appeal: What is our call to action?

You will build on the case for support in the next two assignments: the appeal letter and letter of inquiry. My feedback on the case for support should help you further develop the case in these more donor-friendly formats.

Annual Appeal Letter

Create a one-page appeal letter for your chosen nonprofit organization, drawing from your case for support. Your appeal should be single-spaced and written in either a letter or email format (feel free to

use bold, underline, and italics for emphasis). In line with the research about individual donors and the best practices related to emotions and storytelling, your appeal letter should:

- Draw on one or more of the seven emotional triggers. You can also work with the idea of emotional twinsets.
- Incorporate an impact story.
- For purposes of this assignment, the main “character” in your story can be fictionalized but should be representative of the type of impact the organization typically has.
- Instill confidence among your donors that your organization has vision and credibility—without overly dwelling on the details of the organization’s work.
- Describe how and why donor support is important to helping your organization make a difference.
- Include a specific call to action inviting your donor to make a gift.

Then, write a one- to two-page (double-spaced) rationale to accompany your appeal letter that answers:

- Who is the audience for this letter? Will there be segmentation? If so, how?
- Which of the emotional triggers did you use?
- Which other best practices and ideas did you draw on?
- Why do you believe this appeal letter will be effective?

Please be sure to include citations to course readings in your rationale and cite using APA style.

Letter of Intent

A letter of inquiry or letter of intent (LOI) is often the first-step in applying for a corporate or foundation grant. This is a brief way of stating the organization’s funding opportunity, the identified need, and determining if the organization matches the foundation’s (or corporation’s) funding interests.

This assignment has two steps:

Step one: Identify a potential foundation or corporation that you believe would be interested in supporting your organization. Review any available current/past information available as to grant size and the areas the corporation/foundation funds. Write a one-paragraph summary that explains why you believe this organization might be interested in supporting the nonprofit organization you represent. You may choose from one of the funders below, or research funders via The Foundation Center.

Step two: Craft a concise, 1-2 page letter to the potential funder. The LOI should be no longer than two pages in length (single spaced, 12pt font). Your LOI should include:

1. How your mission or the funding opportunity aligns with the foundation/corporation’s goals, often described as how you “fit” the grantmaker’s priorities;
2. A description of the need/problem the organization addresses (include 1-2 statistics or facts);
3. How your organization will address the problem;
4. How the principles of diversity, equity, and inclusion are reflected in your work;
5. A brief history or overview of your organization to establish credibility;
6. The specific dollar amount you plan to request and the total budget for the project.

Your letter should be specific and concrete. It is best to avoid jargon, adjectives and flowery subjective statements that are not supported by facts. Write a logical, persuasive argument emphasizing how your project can help solve a problem and/or fill a void. Clearly state the social value and impact of your organization and why your organization is well positioned to execute the project. This is your first opportunity to capture the attention of a potential funder and leave them wanting to learn more about your organization and its value and social impact. Be purposeful, succinct and persuasive.

Community Data Project

Data is important when crafting nonprofit programs and fundraising messages. Throughout the course you will learn about the different types of needs in communities, as well as different local data sources (American Community Survey, US Census, Department of Education, etc.). Since students are working with different community partners there will be different types of data collected. During the final project period students are encouraged to meet one-on-one with the professor during office hours to identify specific data sources related to the needs of your community partner.

Your final data profile should be 3-6 pages in length. Your report will share a summary of the findings, indicate the sources of your data, and provide examples of how community partners may be able to utilize the data in their fundraising documents moving forward.

Reflection

Upon completion of your community engagement project at the end of the course, you are asked to write a summary of the project reflecting on its success and well as what you learned:

Project Reflection

- What components of the project went well?
- What were some challenges with your projects?
- Is there anything that you or your community partner could have done differently to make the project more successful?
- What skills did you develop throughout this project?

Personal Reflection

- What did you learn during your mentoring session?
- What did you unlearn? (i.e., what was something you initially assumed but learned may not be the case)
- What can or will you apply from your mentoring session to your current or future career?

Your reflection should be 2-3 pages in length, double-spaced.