Fundamentals of Fundraising: Spring 2018
Robert F. Wagner Graduate School of Public Service

Instructors: Kelly Moody and Erika Goodman

Course #: EXEC-GP 4131-002 (6120) and PADM-GP 4131-002 (6077)

Class Meeting Dates: Saturday, January 27, February 10, February 24, March 10, March 24, April 7, and April 21, 2018.

Midterm Assignment Due Date: March 10, 2018
Final Assignment/Test Date: May 12, 2018

Class Time: 4:20 to 6:00 PM

Office Hours: Contact Erika Goodman at rikagoodman@gmail.com and Kelly Moody at kelly.s.moody@nyu.edu to arrange a time to speak.

Course Materials: You are expected to read all required readings, including articles and chapters in books that are posted on NYU Classes and the two course textbooks:


The textbooks are on electronic reserve at Bobst Library. You have the option of purchasing the books at the NYU bookstore or on Amazon.com, but in an effort to make this course more affordable, no one is required to purchase the books. All relevant sections of the Foundation’s Guide will be available on the NYU Classes page.

Learning Goals
By the end of the semester, participants in this class should achieve the following competencies, all of which are immediately applicable in nonprofit work at the jobs they may have:

1. Know where and how fundraising fits into the organization
2. Know ethics of fundraising, donor rights and possess vocabulary of the field and gain knowledge of the fundraising cycle.
3. Know the basics of managing a fundraising operation that drives success (metrics; links with program development and marketing; office structure such as Annual Giving/Unrestricted Gifts, Major Gifts, Corporate and Foundation Gifts, Stewardship, Events and Planned Gifts.
5. Experience soliciting individuals in person through role plays and learn how to write a proposal for foundation and corporation support.
6. Understand the components of a successful fundraising campaign: leadership, board, case, prospects.

***We will focus on nongovernmental funding sources ***
Course Requirements

- Participation, including role play exercises and class discussions (25% of final grade)
- Writing assignments, including midterm assignment (25% of final grade)
- A final proposal (maximum proposal length is 5 pages), including a budget (25% of final grade)
- Final exam (25% of final grade)

Course Policies

- No late assignments. If extenuating circumstances arise, please notify Erika and Kelly in advance.

Students with disabilities: Any students requiring accommodations should contact Erika and Kelly to make proper arrangements. Please be prepared to share your documentation from the NYU Moses Center regarding appropriate accommodations.

Assignments due for Class 1:

- Readings on topics to be covered in Class 1:
  - Achieving Excellence, Chapters 1, 3, 4, 5, 6, 17, 34, 35 and browse glossary.
  - Giving in the USA 2017 Infographic
  - The Philanthropy Report 2016 by Wealth-X and Arton Capital
  - AFP Code of Ethical Principles and Standards
  - Donor Bill of Rights

- Writing assignment #1 to be turned in at end of Class 1:
  Write in approximately 250 words your story of self, us and now based on The Generosity Network. For the story of us, please use the nonprofit for which you work now, or earlier, or an organization about which you care. In a separate paragraph beyond the 250 word limit, tell us why you decided to register for this class and how you hope it will help your career. Be prepared to share your story verbally with the class and to hand in the written version at the end of class. Make it sound natural and compelling.
Class 1: Nuts and Bolts of Fundraising
- Overview of Fundraising – Who gives to charity? What do they give to?
- Fundraising Vocabulary
- Know your organization and its case. How does fundraising fit into an organization?
- How are development offices structured?
- Ethics and Donor Rights
- Sharing your story of self, of us, of now

Assignments due for Class 2
- Required readings on topics covered in Class 2:
  - Achieving Excellence, Chapters 7, 8, 9
  - Foundation Center’s Guide, Chapters 2, 4, 8, 11, 12, read the sample proposal (pp 262-273).
  - Prospect Research for Fundraisers, “Researching Prospects,” Chapter 3

- Writing assignment #2:
  - Select an organization about which you care deeply and to which you will have access to an informed staff member whom you can interview in order to write your proposal and complete other class assignments. This organization will be yours for the duration of the class, including the final. At the beginning of the next class, please provide in writing the name of the nonprofit that you plan to follow during the course of the semester. If you have trouble identifying a nonprofit, please contact either Erika or Kelly to help brainstorm.

Class 2: How to Identify Funders & Write a Proposal
- Know your donor - Prospect Research
  - Class handout: Prospect Research by Troy Smith
- Proposal basics
  - Class handout: Components of a Proposal

Assignments due for Class 3
- Readings on topics to be covered in Class 3:
  - Achieving Excellence, Chapters 10, 11, 12, 13, 14, 15, 16, 18, 26, 31.
  - Foundation Center’s Guide, Chapters 5, 15
  - Generosity Network, Chapters 6 and 7
  - The 2016 US Trust Study of High Net Worth Philanthropy
  - A Golden Age of Philanthropy Still Beckons
• **Writing assignment #3:**
  - Write no more than a 300 word summary of your organization, which mentions who your target population is
  - Write a needs statements no more than 300 words long for your chosen organization/program.

**Class 3: The Ask: In-person Solicitations**

- *Face-to-Face Meetings*
- *What makes a good gift agreement*
- *Donor Relations & Stewardship/Reporting*
- *Guest speakers*

**Assignments due for Class 4**

- **Readings on topics to be covered in Class 4:**
  - *Foundation Center’s Guide*, Chapter 6
  - Review Role play scenarios for both donor and development officer

- **Writing assignment #4:**
  - In preparation for next class’s role plays, fill out a meeting preparation worksheet *only* for a qualification meeting from the development officer perspective. (leave off the biography section and consult role play write up for that information instead). Please turn in this write up in Class 4.
  - For your proposal, describe the program for which you seek funding in a narrative, which should span no more than 3 pages, and include 2 or 3 objectives with corresponding goals, methods, staffing and a timeline. If you need more space, the timeline and staffing can be attachments. (Please reference chapter 5 in the *Foundation Center’s Guide*)
  - Please bring to the next class a copy of all sections written in your proposal to date.

- **Optional supplemental readings** about identity-based communities:
  - *UBS-INSEAD Study on Family Philanthropy in Asia* (2011)
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- Cultures of Giving: Energizing and Expanding Philanthropy By and For Communities of Color, by the Kellogg Foundation and Rockefeller Foundation (2012)
- “Women primed to give big,” Chronicle of Philanthropy, June 1, 2016

• Optional supplemental readings about fundraising in small and grassroots organizations
  - Achieving Excellence, (3rd edition), Chapter 34
  - How big is a major gift?: http://www.amyeisenstein.com/how-big-is-a-major-gift/
  - Successful Fundraising at the Small Development Shop: http://www.thefundraisingauthority.com/learn-from-an-authority/small-shop-fundraising/
  - To Boost Individual Donor Giving, Nonprofits Need a Plan: http://ssir.org/articles/entry/to_boost_individual_donor_giving_nonprofits_need_a_plan

Class 4: Group Proposal Review and Role Play
- Class will participate in role plays to gain experience conducting a qualification visit
- Class review of proposals

***The midterm assignment comprises the qualification meeting prep worksheet and the cumulative sections of your proposal that are turned in at the start of class on this date. Your midterm grade will comprise the combination of your midterm assignment, plus your participation to date and all other scored written assignments.***

Assignments due for Class 5
- Reading on topics to be covered in Class 5:
  - Achieving Excellence, Chapters 19, 21, 23, 24, 27, 29, 30, 32
  - Foundation Center’s Guide, Chapter 7
  - Review Multi-channel Fundraising Campaign Worksheet
Writing assignment #5:
- Write the evaluation section of your proposal

Class 5: Direct Response Solicitations & Campaigns
- Direct Response Solicitations
  - Annual giving
  - Mail, email, website
  - Social media & crowdfunding
  - Events fundraising
  - Integrating channels
- Campaigns
  - What is a fundraising campaign and why do organizations do them?
  - Should we do a campaign?
  - Basic campaign elements
    - Engaged board and leadership
    - Strategic plan
    - Case statement & giving opportunities
    - Feasibility study
    - Pipeline/Prospects
    - Budget
Assignments due for Class 6

- Readings on topics to be covered in Class 6:
  - *Achieving Excellence*, Chapters 20
  - *Foundation Center’s Guide*, Chapter 3
  - “As Economy Declines, Donors Rethink Estate Plans,” *The New York Times*
  - “How to give away $1 billion,” *Financial Times* (December 23, 2015)
  - “The Government We Deserve – The Zuckerberg Charitable Pledge and Giving from One’s Wealth”
  - “Sticky Situations,” *Currents* (May/June 2015)
  - “Beyond Metrics” & “By the Numbers”, *Currents* (March 2006), pp. 16-32.
  - “What Do Donors Want?” *Nonprofit Quarterly* (22 September 2010)
  - “Charitable Giving is up, but only among the wealthy” *Wall Street Journal* (18 November 2016)

- Cases: You will be assigned one of the following cases. Please read all items relating to your assigned case and come to class prepared to discuss your case. The other cases are optional readings.

  **Case 1: Lincoln Center’s Avery Fisher Hall**

  **Case 2: Paul Smith College**

  **Case 3: The Robertson Family**
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Case 4: Coke and Pepsi
- “How Coke and Pepsi are Buying Off Charities Like Save the Children,” Alternet (December 17, 2010)

Case 5: Tarnished Reputations

Case 6: Influence of Ultra Wealthy Donors
- “A Word from Our Sponsor,” The New Yorker (May 27, 2013)
- “Giving Away Billions As Fast As They Can,” The New York Times (October 20, 2017)

Writing assignment #6:
- For your proposal, write your budget (you can make up the budget) and complete the sustainability section.

Supplemental Materials about Board Development & Campaigns:
- Sample Advisory Board and Board Job Descriptions
- Board Member Self Assessment worksheets
- Board Self Assessment Tool
- Board Self-Assessment worksheet
- Sample Feasibility Study Questionnaire and letter
- $40 million gift table
- Sample 1 & 2: campaign case statements

Class 6: Planned Giving & Case Studies
Planned giving as a tool to structure the gift
Case Studies: Dealing with sticky gifts, including moral and ethical dilemmas
Fundraising as a profession
  o Driving performance: How to measure success beyond dollars raised
  o Salary review
Discussion: Pulling it altogether

Assignments due for Class 7
No required readings are assigned for Class 7:
  o Use this time to catch up on any readings assigned in previous classes so that you can include the content in your final exam

Writing assignment #7:
  o Write the executive summary and conclusion of your proposal.
  o Prepare a meeting prep worksheet for a solicitation visit: fill out section on expected outcomes and talking points only

Optional Readings:
  o Statement of Financial Accounting Standards No. 116

Class 7: Class Wrap-up
Class will participate in role plays to gain experience making an ask
Review of proposals: Q & A
Plus/Delta review of course
Take-home final exam will be handed out

Finals Period
Turn in proposal and final exam
  o Submit your complete proposal, including narrative, budget and all other attachments electronically by 4:20 pm (EDT) on May 12, 2017.
  o Submit the take home final (handed out in class on April 21) electronically by 4:20 pm (EDT) on May 12, 2017.