

**AMGT 601-004, Fundraising and Development I  
Fall 2017**

**Meeting time:** Wednesdays, 1:30pm to 4:10pm  
**Location:** Arlington Campus, Founders Hall, Classroom 324  
**Instructor:** Eileen Kennedy, [ekenned9@gmu.edu](mailto:ekenned9@gmu.edu), mobile 703.475.2524  
**Office hours:** By appointment or after class at the Arlington Campus

---

**Course description and objectives:**

Fundraising and Development I provides an introduction to fundraising and development in the arts. The course is intended to be an overview for those seeking a general introduction to the subject matter, as well as the introductory course for those who wish to pursue fundraising and development as a career path.

By the end of the course:

- Students will possess knowledge of the components of an effective and successful fundraising and development operation.
- Students will understand the importance of fundraising and development as part of the overall strategic management and functioning of an arts organization.
- Students will recognize how external environments affect philanthropy and fundraising.
- Students will be able to develop strategies and employ various tools and techniques to solicit funds from individuals and institutional donors.
- Students will be able to identify and analyze current fundraising and development trends and issues in the arts.

**Instructor's Expectations of Students:**

1. **Prompt attendance** to every class is expected. Any student who is unable to attend class is expected to notify the instructor by email or phone prior to his or her absence. The university has adopted policy that explicitly permits instructors to use absence, tardiness, or early departure from class as a grading criterion.
2. Students are expected to **read the assigned material prior to class** and **actively participate in class discussion**. In addition to drawing on the required readings, students are encouraged to share their own experiences in the workplace related to the weekly topics. Students should ask questions, listen to others' perspectives, and respectfully share the floor with others. Class participation counts for 25% of the course grade. Participation will be graded on quality and quantity of student participation.
3. **Due dates for written assignments are set** and extensions will only be granted for the most serious extenuating circumstances. Written assignments are due at the beginning of class or otherwise noted.
4. It is the student's responsibility to **seek clarification if any material covered in the readings or in class is not clear**. Please do not hesitate to speak up in class or see the instructor privately if further explanation is needed.

5. **Cell phones, pagers, and other communicative devices are not allowed in this class.** Please keep them stowed away and out of sight. **Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only.** Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) will result in a significant reduction in your participation grade.

**Required texts:**

- Eugene Tempel, Timothy Seiler, Eva Aldrich, editors, *Achieving Excellence in Fundraising*, 4<sup>th</sup> Edition, San Francisco, CA: Jossey-Bass, 2011
- Laura Fredricks, *The Ask: How to Ask for Support for Your Nonprofit Cause, Creative Project, or Business Venture*, 2<sup>nd</sup> Edition, San Francisco, CA: Jossey-Bass, 2010
- *The Chronicle of Philanthropy* (electronic edition) – see instructions below for access
  1. Go to Mason home page and to Academics drop down menu
  2. Click on Libraries and click on <http://library.gmu.edu/phpzone/ej.php>
  3. Search for Click on E-Journals
  5. On the next screen, type Chronicle of Philanthropy in the first box
  6. On the next screen, click on “1998- present in single journals”
  7. The current issue of *The Chronicle of Philanthropy* will appear
- *ArtsJournal* (free online newsletter) – see registration instructions below for access
  1. Go to the website <http://www.artsjournal.com> and click on ArtsJournal Newsletters box (upper right column)
  2. Complete the registration information, making sure to select “Daily”
- The Foundation Center <http://foundationcenter.org/>
- Various handouts and online reading assignments

**Suggested texts:**

- Jennifer McCrea and Jeffrey Walker, *The Generosity Network: new transformational tools for successful fund-raising*, New York: Deepak Chopra Books, and imprint of the Crown Publishing Company, 2013
- Emily Davis, *Fundraising and the Next Generation: Tools for Engaging the Next Generation of Philanthropists*, Hoboken, NJ: John Wiley & Sons, Inc., 2012
- Jerald Panas, *Born to Raise: What Makes a Great Fundraiser; What Makes a Fundraiser Great*, Chicago, IL: Taylor Trade Publishing, 2003

**Additional online philanthropy resources:**

- Guidestar <http://www.guidestar.org/>
- Foundation Center <http://foundationcenter.org/>

**Course Requirements:**

1. **Weekly reading assignments** from *Achieving Excellence in Fundraising* (required text), *The Ask* (required text), various handouts, and online articles that address topics specific to development and fundraising. Come prepared to ask questions informed by your readings.

2. **Solicitation Dialogues** – Students are expected to present a “scenario” where they are asking someone to do something for them. This does not have to be a solicitation for a donation. More explanation provided during class on September 6th. Graded on presentation and not written dialogue. Presentations will take place on 9/13 and 9/20.
3. **Written assignments (3):**
  - a. **Solicitation letter** written to a potential donor from a person of leadership in an arts organization. The arts organization and the sender must be real; the potential donor can be real or fictitious. The letter will be graded on the quality and style of writing, the effectiveness of the case for support, and creativity. Your first draft will be reviewed, critiqued, and edited by a classmate and the final letter will be due the following class. (1-2 pages, single spaced, 12pt. font) First draft due 11/1/17; final letter due 11/15/17.
  - b. **Mid-term take home exam** – Distributed on 10/11 and due 10/25 by 4:30 EST via email or hand to professor in class. It will be comprised of multiple choice questions and essays based on the materials covered up to 10/11.
  - c. **Final take-home exam** comprised of essay questions designed to demonstrate your understanding of the material covered during the course and critical thinking skills. Distributed 12/6/17; due 12/13/17 by 7:30 pm EST via email.

**Grading:**

Final exam	30%
Class participation (including Solicitation Dialogues, role playing, etc.)	25%
Midterm	25%
Written solicitation letter	20%

**Weekly topics and assignments:**

*Note: This schedule is subject to change.*

DATE	Class Structure	ASSIGNMENT
Wednesday 8/30/17	<b>NO CLASS</b>	Read: <ul style="list-style-type: none"> <li>• Review Syllabus and come with questions next class.</li> <li>• Article: “What is a Fundraising Ask?”</li> </ul>
Wednesday 9/6/17	<b>Topics</b> <ul style="list-style-type: none"> <li>• Introduction: Review of Syllabus</li> <li>• The Art of the Ask – understanding the process of solicitation for philanthropic contribution.</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• The Ask: Chapters 1-4</li> <li>• Achieving Excellence: Chapter 2</li> <li>• Article: “Experienced Fundraisers Reflect on Their First Big Asks,” The Chronicle of Philanthropy, December 1, 2015.</li> </ul>
Wednesday 9/13/17	<b>Solicitation Dialogues</b>  <b>Topics</b> <ul style="list-style-type: none"> <li>• History of Philanthropy</li> <li>• Giving to the arts</li> <li>• Ethics and accountability</li> <li>• The Law and fundraising</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• <i>Achieving Excellence</i>: Chapters 1, 6, 34-35</li> <li>• Articles:               <ul style="list-style-type: none"> <li>○ “A New Website Serves Up 500 Years of Philanthropic History.”</li> <li>○ “What’s Happening with Arts Philanthropy”</li> </ul> </li> </ul>
Wednesday 9/20/17	<b>Solicitation Dialogues</b>  <b>Topics</b> <ul style="list-style-type: none"> <li>• Individuals as a constituency for fundraising</li> <li>• Gender, Diversity, etc.,</li> <li>• Giving to the Arts</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• <i>Achieving Excellence</i>: Chapters 5, 10, 13, 14, 16</li> <li>• Article: “Baby Boomers Poised to Give \$8 Trillion, Study Says.”</li> <li>• <i>Inside Philanthropy</i> “Performing Arts”</li> </ul>
Wednesday 9/27/17	<b>Topics</b> <ul style="list-style-type: none"> <li>• Prospective donors</li> <li>• Donor research</li> <li>• Database Management</li> </ul> Guests Lecturer: Pam Lewis, Director, Development Research/Prospect Management, Office of University Advancement and Alumni Relations at Mason	<b>Read:</b> <i>Achieving Excellence</i> : Chapters 7

Wednesday 10/4/17	<b>Guest Lecturer</b> Brock Fields, Director of Gift Planning, Office of University Advancement and Alumni Relations at Mason	<b>Read:</b> <i>Achieving Excellence</i> Chapter 20
Wednesday 10/11/17	<b>Topics</b> <ul style="list-style-type: none"> <li>• Methods of Solicitations <ul style="list-style-type: none"> <li>○ Personal solicitations</li> <li>○ Direct response</li> <li>○ Telephone</li> <li>○ Digital</li> <li>○ Crowdfunding, etc.</li> </ul> </li> <li>• Special Events</li> </ul>	<b>Read:</b> <i>Achieving Excellence</i> : Chapter 26, 27, 28, 29, 30 The Ask: Chapters 5-10 <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Solicitation letter – discussed and first draft is due 11/9 to be given to a classmate for editing. Final solicitation letter due on</li> <li>• Midterm – Distributed and due <b>10/25/17</b> by 4:30 EST via email or hand to professor at the beginning of class.</li> </ul>
Wednesday 10/18/17	<b>Topics</b> <ul style="list-style-type: none"> <li>• Major Gifts <ul style="list-style-type: none"> <li>○ Understanding High Net Worth Donors</li> <li>○ Stewardship and Accountability</li> </ul> </li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• <i>Achieving Excellence</i>: Chapters 15, 18, 31</li> <li>• Inside Philanthropy “Surprising? Not Really. A Look at That Big Gift to MoMA”</li> </ul>
Wednesday 10/25/17	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Foundation Fundraising</li> <li>• Types of foundations</li> <li>• Grant writing and reporting</li> </ul>	<b>Turn in:</b> Midterm <b>Read:</b> <i>Achieving Excellence</i> : Chapter 9 <b>Review</b> – Foundation Center’s website: <a href="http://foundationcenter.org/">http://foundationcenter.org/</a>  <b>Review</b> – Washington Regional Association of Grantmakers website: <a href="https://www.washingtongrantmakers.org/">https://www.washingtongrantmakers.org/</a>
Wednesday 11/1/17	<b>Topics</b> <ul style="list-style-type: none"> <li>• Corporate giving <ul style="list-style-type: none"> <li>○ Sponsorships</li> <li>○ Corporate ROI</li> <li>○ Board positions/corporate</li> </ul> </li> </ul>	<b>Read:</b> <i>Achieving Excellence</i> : Chapters 8, 32, 33 <b>Turn in:</b> Solicitation letter (draft) for editing by classmate. Final letter due on 11/15.

Wednesday 11/8/17	<b>Topics</b> • Capital Campaigns	<b>Read:</b> • <i>Achieving Excellence</i> : Chapter 4, 19 • Inside Philanthropy “Planning Ahead: Why Did This Opera House Net a Historic Gift”
Wednesday 11/15/17	<b>Government funding:</b> Grants; Advocacy  <b>Solicitation Letters Due</b>	<b>Review</b> the <u>grants sections</u> of the following websites: National Endowment for the Arts: <a href="http://arts.gov/">http://arts.gov/</a> National Endowment for the Humanities: <a href="http://www.neh.gov/">http://www.neh.gov/</a> Institute of Museum and Library Services: <a href="http://www.ims.gov/">http://www.ims.gov/</a> Arlington Arts: <a href="http://www.arlingtonarts.org/">http://www.arlingtonarts.org/</a>
11/22/17	<b>NO CLASS – Thanksgiving Break</b>	
Wednesday 11/29/17	<b>Topics</b> • Managing the Fundraising Process • Annual v. Long-term support • Staffing • Fundraising profession	<b>Read:</b> <i>Achieving Excellence</i> : Chapters 17, 21-25, 36
12/6/17	Class Available for Make Up Classes /Questions	<b>In class: Complete course evaluation</b>  <b>In class: Distribute final exam</b>
12/13/17	<b>NO CLASS</b>	<b>Turn in:</b> Final exam (via email) by 7:30 pm EST

**University policies:**

1. GMU is an **Honor Code** university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

2. If you have a documented **learning disability** or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office of Disability Services (SUB I, Rm. 4205; 993-2474;<http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.
3. George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon **diversity and inclusion** throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

4. Students **must use their MasonLive email account** to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.