

University of Wisconsin-Stevens Point
Arts Management 300
Arts Management Topics:
FUNDRAISING & INSTITUTIONAL DEVELOPMENT

Fall 2015
 Tuesdays, 9:35am-12:15pm
 CAC 315
 Final Exam Monday, December 21, 10:15am-12:15pm

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Office Hours: Mondays & Wednesdays, 1:00-2:30pm

or by appointment

Text: Successful Fundraising for Arts and Cultural Organizations (2nd Edition)

Karen Brooks Hopkins & Carolyn Stolper Friedman, Oryx Press, 1997 [H&F]

This text is required and available for rental at the University Store or for purchase on Amazon.com.

Course Overview

In the 21st Century United States, not-for-profit corporations, whether arts and cultural institutions, public charities, or other mission-based organizations, succeed or fail based upon their ability to attract a special breed of investors to their work – those that do NOT expect a monetary return. These investors may be individuals, businesses, foundations, or government entities. Their investments may be known as gifts, grants, donations, sponsorships, or other names. Their motivations may range from personal recognition to community enhancement to selfless belief in "the cause." However these investors may differ, the effort to attract and maintain their interest in an organization is built on a process of alignment, research, and relationship-building.

Together, we will explore this process in the context of project funding, annual fundraising, grantsmanship, special events, endowment building, and capital campaigns.

There are two posters outside my office. The one on the door says *I BELIEVE IN ALL THE ARTS FOR ALL THE PEOPLE*. The framed one says *THE ARTS MUST SURVIVE AS A BUSINESS TO THRIVE AS ART*. Our work this semester will be part of a continuing conversation* about a world in which the aspiration of the first statement is tempered by the reality of the second. I look forward to hearing your thoughts.

* If you choose to continue in Arts Management, this conversation will continue for your entire career.

Learning Outcomes for Arts Management 300: Fundraising

Upon completion of this course, students will be able to

...understand the crucial role of mission and values in alignment with potential funders.

...articulate the distinctions among annual fundraising and membership campaigns, capital and endowment fundraising efforts, private and government grantseeking.

...conduct basic prospect research of individuals, businesses, and grantmakers (public and private).

...plan, budget and demonstrate the elements of a fundraising campaign and a fundraising event.

...identify appropriate grant sources and prepare basic foundation and government grant applications.*

...adapt fund development programs to a variety of organizational settings.

Learning Outcomes for the Arts Management Major

By the time they complete all major requirements, students will have gained the following competencies:

- Communicate effectively using appropriate technologies for diverse audiences;*
- *Articulate the role of the arts in community development and civic engagement;**
- *Differentiate for-profit and not-for-profit activities in the arts ecology;**
- Plan, evaluate and conduct basic research;*
- Use appropriate theories to understand and solve problems;
- Apply historical perspectives to contemporary issues and practices;*
- Apply principles of ethical decision making in communication contexts;*
- *Apply business and communication skills in support of creative endeavor;**
- *Network effectively with artists and arts management professionals.**

italics = Arts Management-specific outcomes

*outcomes supported by this course

Course Requirements

The final grade will be based upon graded assignments (including a semester project), class participation, final examination, and attendance.

ATTENDANCE IS MANDATORY.

You are entitled to two absences. Illness and excused absences will count against this allowance. All other absences will reduce the final grade by one-third of a letter-grade for each missed class beyond the allowance. (For example, if you earn a B- and have missed three classes – two allowed, plus one other – your final grade would be a C+.)

- If you miss class, you should arrange to get the day's information from a classmate.

1. Class Participation: Active participation in classroom activities is a course requirement and counts for 15% of the final course grade. I may include occasional quizzes as part of class.

- Quality participation requires professional behavior which will include obvious preparation for class, asking pertinent questions, offering relevant comments, taking notes, engaging with guest speakers, participating in classroom discussions, and other activities.

- ***THIS CLASSROOM IS AN ELECTRONICS-FREE ZONE.*** Much of our work this semester will be done through discussion, so you need to participate fully and listen, not only to me but to your classmates, with respect and full attention. ALL PERSONAL ELECTRONICS MUST BE TURNED OFF BY THE TIME CLASS STARTS. THE FIRST TIME YOUR PHONE RINGS OR VIBRATES, OR YOU ARE CAUGHT SENDING OR READING A TEXT OR OTHER MESSAGE, YOU WILL BE WARNED. THEREAFTER, YOU WILL BE ASKED TO LEAVE AND MARKED ABSENT FOR THE DAY. LAPTOPS AND TABLETS ARE NOT ALLOWED UNLESS YOU PRODUCE DOCUMENTATION CERTIFYING THAT SUCH A DEVICE IS NECESSARY FOR NOTE-TAKING.

2. Guidelines for Class Discussions: As individuals with diverse experiences and backgrounds, we will not always agree on issues, and our interpretation of the subject matter being discussed will sometimes differ. I expect you to respect the opinions of others while asserting your own.

3. Submission of Assignments: Assignments will be submitted by the beginning of each class period: (1) via the appropriate Dropbox folder on D2L, and (2) by hard copy.

4. Late Assignments: Assignments are due as noted above. The assignment is considered LATE any time after the deadline. NO EXCEPTIONS! Late

assignments will automatically lose at least one point (from a maximum of 10) for each weekday until it is turned in. Late assignments must be submitted to me via email, and hard copy may be handed in at my office, CAC 205.

5. Plagiarism and Academic Integrity: From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
Note: Submissions via D2L will be automatically screened for plagiarism.

6. Students with Special Needs/Disabilities: If you have a disability and require accommodation, please register with the Disability and Assistive Technology Center (6th floor of the Learning Resource Center – that is, the Library) and contact me at the beginning of the course. More information is available here: <http://www4.uwsp.edu/special/disability/>.

Course Assignments

1. Readings: Students will complete assigned readings prior to each class meeting and come prepared to participate in active discussions. Regular readings are posted on D2L and listed on the syllabus. Additional readings for upcoming class meetings may be added from time to time; students will be notified via e-mail and links will be posted in the appropriate D2L module.
2. Current Fundraising News: You will read daily and/or weekly articles, journals, and blogs related to fundraising, arts, and arts management. You should submit one article/post report each week; you may skip up to TWO reports without penalty. Report format: (a) headline, source, link to article/post; (b) 50-word summary of article; (c) three questions posed by the article and a 50-100-word response to each. Questions may relate to fact (the accuracy of the article, additional information which would be helpful, etc.), interpretation (the impact of the news reported, potential causes or effects, etc.), or larger issues (trends in fundraising, arts management, the larger economy, or society). (See examples posted on D2L.) Reports will be graded on content, quality of writing, spelling, punctuation, and grammar. Each class will begin with a discussion of the week's news; each student should expect to present one news item orally in class and lead the resulting discussion. From time to time, I may post submitted articles on D2L for e-discussion. When notified of such postings, all students are expected to participate in the on-line discussions. *See H&F, Appendix B, pages 147-8.*
3. Written Assignments:
There will be at least 10 written assignments. Assignments will relate to the assigned readings and topics discussed in previous classes. The two lowest grades may be dropped. Written assignments will be graded on content, quality of writing, spelling, punctuation, and grammar.
4. Grant Proposal and Peer Review: (*This assignment is under review.*)
Each student will choose one organization from her or his internship experiences. The student will prepare an original grant proposal for this organization according to the current guidelines and application forms of the Wisconsin Arts Board's Creation and Presentation program (on-line link to be supplied). The proposal will be graded on adherence to the guidelines, content, quality of writing, spelling, punctuation, and grammar. Students will then be assigned to one of three groups to review proposals submitted by their fellow students according to the procedures developed for Wisconsin Arts Board (WAB) Peer Review Panels. The Panelists will each read and evaluate the proposals, conduct an "open meeting" in class to discuss and consider them as a group, then to rank and recommend them for funding. The Panelists will be graded on preparation for the "open meeting," understanding of and adherence to the guidelines and procedures, the quality of their presentation and participation during the discussion and recommendation process.
5. Group Projects: I will divide the class into five groups for several projects this

semester. Among them:

(a) Each group will read and discuss two chapters from the textbook (or other readings), then summarize them in a 10-minute presentation to the class on the day that reading is due to be discussed. The group may choose the nature of the presentation, and may choose to include a one-question quiz for the rest of the class.

(b) Our textbook is an excellent one, but it was last revised before the turn of the 21st Century. It is therefore deficient in one significant area: **E-Fundraising**. Each group will research an aspect of e-fundraising and report on it on November 3.

6. Semester Project: The Department of Music will be hosting the Wisconsin Flute Festival on Saturday, 5 March 2016. Tara Schwab, Assistant Professor of Music and coordinator of the festival, will join us in class on September 15 to discuss the event's history and her hopes for 2016 and beyond. Based upon our work this semester, each groups will conceive, plan, and execute a fundraising plan for the Wisconsin Flute Festival, coordinating with both Tara and one another. Each group will present the results of its efforts – and the lessons learned – at our final class meeting on December 15.

7. Final Exam Monday, December 21, 10:15am-12:15pm.

Grading

Grade Distribution

- 15% Class Participation (including quizzes)
- 15% FR News Reports
- 10% Event Attendance Report
- 15% Written Assignments
- 15% Grant Proposal and Peer Review Panel
- 10% Group Project
- 10% Semester Project
- 10% Final Exam

Extra Credit: From time to time, optional and supplementary work and voluntary opportunities for earning extra credit will be announced in class only.

Grading Scale

- A
93-100
- A -
90-92
- B+
87-89
- B
84-86
- B -
80-83
- C+
77-79
- C
74-76
- C -
70-73
- D+
67-69
- D
60-66
- F
Below 60

Class Timeline

Please note that classes and assignments may be reordered to take advantage of guest speaker availability and other opportunities for course enhancement.

For models of written assignments, see H&F Appendix K, pages 183-244.

**CLASS 1: WELCOME, COURSE ORIENTATION, FUNDRAISING BASICS
TUE, SEPTEMBER 8**

Assignment (due SEP 15): FR News Report #1. See *H&F App B (147) & D (156)*

Reading Assignment: H&F Introduction, Chapters 1 and 2

Written Assignment: Complete H&F page 245, Chapter 1, Item II.a.

Group Assignment: Research & Report on E-Fundraising Techniques

**CLASS 2: INSTITUTION BUILDING, LEADERSHIP
TUE, SEPTEMBER 15**

GUEST SPEAKER: TARA SCHWAB, Assistant Professor of Music, UWSP

Assignment (due SEP 22): FR News Report #2.

Reading Assignment: H&F Chapter 3

Written Assignment: Complete H&F page 246, Chapter 3, Item II.a.

**CLASS 3: ANNUAL CAMPAIGNS 1
TUE, SEPTEMBER 22**

Assignment (due SEP 29): FR News Report #3.

Reading Assignment: TBA

Written Assignment: Complete H&F page 246, Chapter 3, Item II.b.

**CLASS 4: ANNUAL CAMPAIGNS 2
TUE, SEPTEMBER 29**

GUEST SPEAKERS: MAGGIE MARQUARDT, Development Specialist, CoFAC
AMANDA SHILLING, Development Director, Wisconsin Academy of SAL

Assignment (due OCT 6): FR News Report #4.

Reading Assignment: H&F Chapter 4 and H&F Appendix J

Written Assignment: Complete H&F page 246, Chapter 4, Item II. a or b.

**CLASS 5: BUSINESSES
TUE, OCTOBER 6**

Assignment (due OCT 13): FR News Report #5.

Reading Assignment: H&F Chapter 5

Written Assignment: Complete H&F page 247, Chapter 5, Item II.a.

******EXTRA CREDIT OPPORTUNITY******

WED, OCTOBER 7

******The 20th Conference on the Small City and Regional Community***

“Re-imagining Public Engagement: Civic Participation in Local Governance”

UWMC Center for Civic Engagement, 625 Stewart Avenue, Wausau WI 54401

8:30-10:00am Session 2: Place and Civic Engagement

Gavin Luter, Jim O'Connell, Chuck Law
 10:15-11:45am Session 9: Cultural Engagement for Community Development
Sean Wright, Patty Dreier, Ken Juon, Anne Katz
 Assignment (due Oct 12): Three Key Points from each session you attended.

CLASS 6: FOUNDATIONS

TUE, OCTOBER 13

Assignment (due OCT 20): FR News Report #6.

Reading Assignment: H&F Chapter 6

Written Assignment: Complete H&F page 247, Chapter 6, Item II.a.

CLASS 7: INDIVIDUALS 1

TUE, OCTOBER 20

Assignment (due OCT 27): FR News Report #7.

Reading Assignment: TBA

Written Assignment: Complete H&F page 247, Chapter 6, Item II.b.

CLASS 8: INDIVIDUALS 2

TUE, OCTOBER 27

Assignment (due NOV 3): FR News Report #8.

Reading & Written Assignment: Complete E-Fundraising Group Reports

CLASS 9: INDIVIDUALS 3: E-FUNDRAISING (group reports)

TUE, NOVEMBER 3

Guest: LAURA LAMANSKY (via Skype) 9:35-11:00

Assignment (due NOV 10): FR News Report #9.

Reading Assignment: H&F Chapter 7, Read Wisconsin Arts Board Creation & Presentation Guidelines;

Written Assignment: Complete H&F page 247, Chapter 7, Item II.a.

CLASS 10: GOVERNMENT

TUE, NOVEMBER 10

Assignment (due NOV 17): FR News Report #10.

Reading Assignment: H&F Chapter 8

Written Assignment: Complete H&F page 248, Chapter 8, Items II. a and b.

*****FIELD TRIP TO MADISON*****

FRI, NOVEMBER 13

WISCONSIN ARTS BOARD GRANT REVIEW PANEL

CREATION & PRESENTATION GRANTS: PRESENTERS

Early Departure from Campus; Details TBD

CLASS 11: SPECIAL EVENTS

TUE, NOVEMBER 17

GUEST SPEAKERS: MICHELLE GRESS, KAYLA QUADE, UWSP alumnae

Assignment (due NOV 24): FR News Report #11.

Reading Assignment: Review Grant Proposal as Distributed in Class
Written Assignment: Prepare a Peer Panelist Summary of the Grant Proposal

CLASS 12: PEER REVIEW PROCESS

TUE, NOVEMBER 24

GUEST SPEAKER: KAREN GOESCHKO, Wisconsin Arts Board

Assignment (due DEC 1): Arts News Report #12.

Reading Assignment: H&F Chapter 9

Written Assignment: Complete H&F page 248, Chapter 9, Item II.b.

HAPPY THANKSGIVING!

CLASS 13: CAPITAL AND ENDOWMENT CAMPAIGNS 1

TUE, DECEMBER 1

Assignment (due DEC 8): FR News Report #13.

Reading Assignment: H&F Conclusion (page 141)

Written Assignment: Complete H&F page 248, Chapter 9, Item II.a.

CLASS 14: CAPITAL AND ENDOWMENT CAMPAIGNS 2

TUE, DECEMBER 8

Assignment (due DEC 15): FR News Report #14.

Group Assignment: Prepare Final Project Report for Presentation

CLASS 15: PROJECT PRESENTATIONS

TUE, DECEMBER 15

Final Exam: MONDAY, DECEMBER 21, 10:15am-12:15pm