



**University of Wisconsin-Stevens Point**

College of Fine Arts and Communication  
Division of Communication

Stevens Point WI 54481-3897  
715-346-3409; Fax 715-346-4769  
[www.uwsp.edu/comm/](http://www.uwsp.edu/comm/)

**Communication 338-1: Topics in Public Relations  
Arts Management 300-1: Arts Management Topics  
FUNDRAISING & INSTITUTIONAL ADVANCEMENT**

Fall 2017

Mondays & Wednesdays, 2:00-3:15pm, CAC 239

Final Exam Wednesday, December 20, 2017, 10:15am-12:15pm

**Instructor: Jim O'Connell**

e-mail: [joconnel@uwsp.edu](mailto:joconnel@uwsp.edu)

Office: CAC 205

Phone: 715-212-2759 cell

OFFICE HOURS – FALL SEMESTER 2017

1. Any time the door to CAC 205 is open (please come in and talk to me)
2. Any time by appointment ([joconnel@uwsp.edu](mailto:joconnel@uwsp.edu) or leave a note in the door bin)
3. Open Hours: Tuesdays and Wednesdays 11:30am-1:00pm

*I communicate via e-mail. Please check your UWSP account regularly.*

Text: Successful Fundraising for Arts and Cultural Organizations (2<sup>nd</sup> Edition)

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

Required and available for rental at the University Store or for purchase on [Amazon.com](http://Amazon.com).

**Course Overview**

In the 21<sup>st</sup> 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, families, businesses, foundations, or government entities. Their investments may be known as gifts, grants, donations, memberships, sponsorships, or other names. Their motivations may range from perquisites and tchotchkes to 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 and commitment to an organization is built on a process of alignment, research, and relationship-building.

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

***DOUBLE-LISTED AS A TOPIC IN BOTH ARTS MANAGEMENT AND  
COMMUNICATION, THIS COURSE WILL COUNT AS A 300-LEVEL ELECTIVE FOR  
MAJORS AND MINORS IN ORGANIZATIONAL COMMUNICATION,  
PUBLIC RELATIONS, AND ARTS MANAGEMENT.***

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.*

**These statements apply to all not-for-profit endeavors, expressing the tension between maximizing accessibility to services and living within an organization's means.**

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 not-for-profit work, this conversation will continue for your entire career.*

### **Learning Outcomes for Communication 338/Arts Management 300: Fundraising & Institutional Advancement**

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 (Others = Communication Division 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 three absences. Illness and excused absences will count against this allowance. All other absences will reduce the final grade.

Please note: CERTIFICATION OF HEALTH-RELATED ABSENCES MUST BE COORDINATED THROUGH THE DISABILITY AND ASSISTIVE TECHNOLOGY CENTER. See #6 below for contact information.

- 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 AND STOWED AWAY BY THE TIME CLASS STARTS.

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).

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: Any student who anticipates needing an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss specific needs. **Students are strongly encouraged to contact the Disability and Assistive Technology Center (DATC) at 715-346-3365 or at [datctr@uwsp.edu](mailto:datctr@uwsp.edu) to seek further assistance.**

Students currently registered with DATC may provide their Notice of Accommodation Letters (yellow forms) to me in my office, after class, or via e-mail.

## 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.) Reports will be graded on content, quality of writing, spelling, punctuation, and grammar. One class per week 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. *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: *(Details under review; some variation will be assigned.)*

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 guidelines and application forms of the Wisconsin Arts Board's Creation and Presentation program. 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 Project:

Our textbook is an excellent one, but it was last revised before the turn of the 21<sup>st</sup> 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 1**.

6. Final Exam **Wednesday, December 20, 10:15am-12:15pm.**

## **Grading**

### Grade Distribution

- 15% Class Participation (including quizzes)
- 15% FR News Reports
- 15% Written Assignments
- 15% Grant Proposal and Peer Review Panel
- 15% Group Project
- 15% 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.*

WEEK 1: WELCOME, COURSE ORIENTATION, FUNDRAISING BASICS

WED, SEPTEMBER 6

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

Written Assignment (due SEP 11): Complete H&F page 245, Chapter 1, Item II.a.

Assignment (due SEP 13): FR News Report #1. *See H&F App B (147) & D (156)*

WEEK 2: INSTITUTION BUILDING, LEADERSHIP

MON & WED, SEPTEMBER 11 & 13

Reading Assignment: H&F Chapter 3

Written Assignment (due SEP 18): Complete H&F page 246, Chapter 3, Item II.a.

Assignment (due SEP 20): FR News Report #2.

WEEK 3: ANNUAL CAMPAIGNS 1

MON & WED, SEPTEMBER 18 & 20

Reading Assignment: TBA

Written Assignment (due SEP 25): Complete H&F page 246, Chapter 3, Item II.b.

Assignment (due SEP 27): FR News Report #3.

WEEK 4: ANNUAL CAMPAIGNS 2

MON & WED, SEPTEMBER 25 & 27

*GUEST SPEAKER (25th): Laura Lamansky, e-fundraising*

*Group Assignment: Research & Report on E-Fundraising Techniques (due NOV 1)*

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

Written Assignment (due OCT 2): Complete H&F page 246, Chapter 4, Item II. a or b.

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

WEEK 5: BUSINESSES

MON & WED, OCTOBER 2 & 4

Reading Assignment: H&F Chapter 5

Written Assignment (due OCT 9): Complete H&F page 247, Chapter 5, Item II.a.

Assignment (due OCT 11): FR News Report #5.

WEEK 6: FOUNDATIONS

MON & WED, OCTOBER 9 & 11 (COMM WEEK SPEAKERS)

*GUEST SPEAKER (9th): Rob Manzke, UWSP Chief of Staff*

*GUEST SPEAKER (11th): Kelly Caughlan, YMCA Foundation*

Reading Assignment: H&F Chapter 6

Written Assignment (due OCT 16): Complete H&F page 247, Chapter 6, Item II.a.

Assignment (due OCT 18): FR News Report #6.

WEEK 7: INDIVIDUALS 1

MON & WED, OCTOBER 16 & 18

Reading Assignment: TBA

Written Assignment (due OCT 23): Complete H&F page 247, Chapter 6, Item II.b.

Assignment (due OCT 25): FR News Report #7.

WEEK 8: INDIVIDUALS 2

MON & WED, OCTOBER 23 & 25

Reading & Written Assignment: Complete E-Fundraising Group Reports

Assignment (due NOV 1): FR News Report #8.

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

MON & WED, OCTOBER 30 & NOVEMBER 1

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

Written Assignment (due NOV 6): Complete H&F page 247, Chapter 7, Item II.a.

Assignment (due NOV 8): FR News Report #9.

WEEK 10: GOVERNMENT

MON & WED, NOVEMBER 6 & 8

Reading Assignment: H&F Chapter 8

Written Assignment (due NOV 13): Complete H&F page 248, Chapter 8, Items II. a *and* b.

Assignment (due NOV 15): FR News Report #10.

WEEK 11: SPECIAL EVENTS

MON & WED, NOVEMBER 13 & 15

GUEST SPEAKERS?

Reading Assignment: Review Grant Proposal as Distributed in Class

Written Assignment: Prepare a Peer Panelist Summary of the Grant Proposal

Assignment (due NOV 22): FR News Report #11.

WEEK 12: PEER REVIEW PROCESS

MON & WED, NOVEMBER 20 & 22

*GUEST SPEAKER: KAREN GOESCHKO, Wisconsin Arts Board*

Reading Assignment: H&F Chapter 9

Written Assignment (due NOV 27): Complete H&F page 248, Chapter 9, Item II.b.

Assignment (due NOV 29): Arts News Report #12.

***HAPPY THANKSGIVING!***

WEEK 13: CAPITAL AND ENDOWMENT CAMPAIGNS 1

MON & WED, NOVEMBER 27 & 29

Reading Assignment: H&F Conclusion (page 141)

Written Assignment (due DEC 4): Complete H&F page 248, Chapter 9, Item II.a.

Assignment (due DEC 6): FR News Report #13.

WEEK 14: CAPITAL AND ENDOWMENT CAMPAIGNS 2

MON & WED, DECEMBER 4 & 6

Assignment: Prepare Final Project

Assignment (due DEC 13): FR News Report #14.

WEEK 15: PROJECT PRESENTATIONS

MON & WED, DECEMBER 11 & 13

Final Exam: **Wednesday, December 20, 10:15am-12:15pm.**

*This syllabus is subject to change.*