Seattle University – MFA in Arts Leadership

ARTL-543-01 Resource Development for Arts Organizations

EXAMPLE COURSE SYLLABUS

OVERVIEW

The course is designed to enable students to improve their understanding of and skills in the various components of a successful program to raise funds for nonprofit arts organizations. During the term, students will utilize readings, case studies, class discussions, in-class exercises and lectures by the instructor and guest speakers to examine and analyze:

- The philosophical context and competitive marketplace for arts philanthropy
- Integrating fundraising into the broader organizational culture
- The roles and responsibilities of staff, Board and volunteers in resource development programs
- How to research, cultivate and successfully solicit contributions from organizations and individuals, including required participation in a mock solicitation exercise
- The components which comprise a successful fund development plan
- Problem solving and strategy development skills for fundraising and "friend raising"
- Grantwriting basics, including completion of a required grant proposal assignment and required participation in a mock grant review panel
- Overview of techniques and protocols for donor research
- Corporate, foundation and government funding trends and strategies
- Special event basics
- Sampling of techniques and tactics for "mass appeal" campaigns
- Overview of capital and endowment campaigns

ASSIGNMENTS & EXPECTATIONS

We will be covering a great deal of material in a compressed summer session schedule with little opportunity for "make-up." Students are expected to attend class sessions and participate actively in class discussions, complete assigned readings on a timely basis, and fulfill the following required assignments:

1. Case Statement. Assigned prior to the first class and due to be handed in at the first class on June 20.
2. Letter of Intent. Assigned on June 20, due to be handed in via electronic mail no later than 5:30 pm on Tuesday, July 3. Late submissions lose 5 points for each day late.
3. Grant proposal. Assigned on June 20, due to be handed in on Wednesday, August 1 at 5:30 pm. FIVE copies must be submitted to the instructor in hard copy form. No late submissions accepted.
4. Letter to a prospective Major Donor. Assigned on Wednesday, June 27 in class; due at 5:30 pm on Wednesday, July 9. Late submissions lose 5 points for each day late.
5. Grassroots/Direct Mail Letter. Assigned on Wednesday, July 18, due at 5:30 pm on Wednesday, July 25.
6. Participation in in-class role-playing exercises on soliciting individual gifts during the Saturday, July 28 class session. Team assignments will be made on Wednesday, July 18. Attendance on July 28 is required.

7. Participation in in-class mock grant review panel during the Saturday, August 6 class session. Panel assignments must be picked up from the Fine Arts office on Friday, August 3 (please note that this is NOT a class day); reading must be completed so that panel discussions can ensue on Saturday, August 11. Attendance on August 11 is required.

Students are expected to turn in written assignments reflecting professional-quality work in terms of editorial quality, typed and readable format, and inclusion of your name and page numbers on all pages. Binding, presentation folders, etc., are neither required nor desirable.

EVALUATION & GRADES

Final grades will be based on the following:

Points % of Grade

Class attendance, preparation, participation 150 30%
and in-class assignments

Case Statement 25 5%

Letter of Intent 25 5%

Letter to Major Donor 50 10%

Grassroots/Direct Mail Letter 50 10%

Major Donor Solicitation (in person) 100 20%

Grant Proposal Project 100 20%

Conversion of Points to Equivalent Grade Values

480 to 500 A 400 to 419 B-

460 to 479 A- 370 to 399 C

440 to 459 B+ 369 or less C- (no credit)

420 to 439 B

Students are expected to attend all class sessions, and to arrive on time. Please note that students who are absent for more than two Tuesday evening sessions or more than one half-day of either of the full-day Saturday sessions will sustain a drop of one full letter from their final grade.

READINGS

There are two required texts for the course:

1. Roche, Nancy & Jaan Whitehead, editors. THE ART OF GOVERNANCE. Theatre Communications Group. ISBN 978-1-55936-259-7

2. Grace, Kay Sprinkel. BEYOND FUNDRAISING: NEW STRATEGIES FOR NONPROFIT INNOVATION AND INVESTMENT. John Wiley & Sons. Second edition. ISBN 978-0-471-70713-4

In addition, a small course pack of additional readings is available at the SU copy center, and students will be assigned weekly readings from a variety of websites or web-based publications, as outlined later in the final syllabus and as relevant, timely resources arise in the news.

Finally, students will be expected to familiarize themselves with the following websites and visit them regularly during the term, as well as to stay abreast of trends, news and information available via newspapers and other media. Participation grades will be based in part on students' initiative in reading articles and generating class discussions related to current events and essays.

American Association of Museums: www.aam-us.org

Americans for the Arts: www.americansforthearts.org

American Prospect Research Association/Northwest Chapter: www.apra-nw.org

Artful Manager: www.artsjournal.com/artfulmanager

ArtsFund: www.artsfund.org

ArtsJournal: www.artsjournal.com

Arts Marketing: www.artsmarketing.org

Association of Fundraising Professionals: www.afp.net and www.afpwashington.org

Dance USA: www.danceusa.org

Foundation Center: http://foundationcenter.org

4Culture: www.4culture.org

Grantmakers in the Arts: www.giarts.org

The Grantsmanship Center: www.tgci.com
Grassroots Fundraising Journal: www.grassrootsfundraising.org
Guidestar: www.guidestar.org
League of American Orchestras: www.americanorchestras.org
New York Times Arts & Leisure section: www.nytimes.org
National Arts Strategies: www.artsstrategies.org
National Endowment for the Arts: www.nea.gov
Northwest Development Officers Association: www.ndoa.org
Office of Arts and Cultural Affairs: www.seattle.gov/arts
OperaAmerica: www.operaamerica.org
Philanthropy Northwest: www.philanthropynw.org
Take Part in Art: www.takepartinart.org
Theatre Communications Group: www.tcg.org

CLASS SESSIONS: CONTENT & ASSIGNED READINGS

Please note that content and guest speakers are subject to change

SESSION 1 – Wednesday, June 20, 5:30 pm to 9:00 pm

THE AERIAL VIEW OF FUNDRAISING

- Mission-driven fundraising and its connection to artistic goals, advocacy and community
- Identifying basic programs, target audiences, general trends and definition of terms
- Exploring roles and responsibilities of members of the fundraising team – Who does what and why; the ideal versus real life
- Connecting with stakeholders
- Examining sample budgets for resource development

Required Readings:

- From The Art of Governance: Part II – Section 5 – The Annual Fund
- From The Jossey Bass Handbook of Nonprofit Leadership and Management – Chapter 17 – Designing and Managing the Fundraising Program
- From Beyond Fundraising: Chapter 1 – Values, The Context for Philanthropy, Development and Fund Raising
- From The Foundation Center website: Glossary of Terms

ASSIGNMENTS:

1. DUE ON JUNE 20: A Case for the Arts: Write a 300-500 word statement on why we should give to the arts, due on June 28
2. Grant proposal assignment – distributed June 20, due Tuesday, July 26 (no late submissions accepted

SESSION 2 – Tuesday, June 27, 5:30 pm to 9:00 pm

A LOOK AT GOVERNMENT SUPPORT & ADVOCACY

Guest speaker: TBA

- Government support as a catalyst for the development and evolution of the arts community
- Current outlooks on funding in our region
- Grant review panels – processes and challenges
- Structuring a case

Required Readings:

- From The Art of Governance: Chapter 4 – National Arts Policy – What Trustees Need to Know, and Chapter 5

– The Role of Advocacy in Trustee Governance

• Economic Impact of the Arts – Summary Report from American for the Arts Public Funding for the Arts: 2010 Update

Review the following websites:

• 4Culture website – www.4culture.org
• Office of Arts and Culture – www.seattle.gov/arts
• Washington State Arts Alliance – www.wsartsalliance.com
• National Endowment for the Arts – www.nea.gov

PLEASE NOTE THAT, DUE TO THE JULY 4th HOLIDAY, THE NEXT CLASS WILL OCCUR ON JULY 9

SESSION 3 – Monday, July 9, 5:30 pm to 9:00 pm

MAKING THE CASE - PROPOSAL WRITING – PART ONE

• Missions, priorities and stakeholder relationships
• Current trends
• Common mistakes to avoid
• Components of a successful proposal
• Making a clear, concise and compelling case
• Elements of budgeting
• Research techniques

Required Readings

• Foundation Center Proposal Writing Short Course
• Proposal Budgeting Basics
• Hard Data/Soft Data: How They Help You Build Strong Proposals (11 pages)
• One Program Officer's Candid Tips for Grantseekers (7 pages)
• Where Proposals Fail (2 pages)
• Writing Proposals for Capacity Building

SESSION 4 – Wednesday, July 11, 5:30 pm to 9:00 pm

PRIVATE SECTOR SUPPORT – OVERVIEW OF PROPOSAL WRITING – Part Two

Guest speakers: TBA

• Relationships with private funders, from the grantee perspective
• Building an organization with organizational support
• Moving toward a more diversified blend of funding

Required Reading:

• *Foundation Growth and Giving Estimates*
• *Key Facts on Community Foundations*
• *Key Facts on Corporate Foundations*
• *Attitudes Toward Corporate Philanthropy and Service During a Recession* (5 pages)
• Arts Funders and the Recession: A Year Later

SESSION 5 – Tuesday, July 18, 5:30 pm to 9:00 pm

MEMBERSHIP & INDIVIDUAL GIVING

Guest Speakers: TBA

• Building a loyal base of individual donors who renew every year
• How "mass appeal" approaches like Direct Mail, Telefunding and E-Fundraising factor into the larger

relationship-building continuum
- Campaign mechanics: components and costs
- Trends and directions
- Review and analysis of samples

Required Reading
- *It's Not About You, It's About Them: Research Report – What Motivates Bay Area Donors to Give to the Arts and Artists*
- *The Online Giving Study: A Call to Reinvent Donor Relationships by Network for Good and TrueSense Marketing.*
- Five Trends That Will Affect Online Fundraising in 2010
- From Beyond Fundraising: Chapter 2 – Putting Away the Tin Cup and Chapter 8 – Stewardship: The Heart of the Development Process; Chapter 6 – Capitalizing on the Community's Investment Part One: Annual Campaigns; Chapter 8 – Stewardship: The Heart of the Development Process

Session 6 – Wednesday, July 25, 5:30 pm to 9:00 pm

EFFECTIVELY UTILIZING THE BOARD

Guest Speakers: TBA
- How to create effective partners in the fundraising process
- Defining the roles – staff and volunteers

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- Recruitment of successful board members
- Ongoing training and relationship management

Required reading
- From Beyond Fundraising: Chapter 4 – Successful Development: Partnership and Process; Chapter 9 – Maximizing Board Development and Participation

From Guidestar's website:
- Myths and Realities of Board Members and Fundraising
- Five Fundraising Mistakes We Make with Our Boards
- The Fired Up Board: Preparing Your Board for Fundraising
- Four Steps to Take Board Members from Fear to Fundraising to Enthusiasm
- No-Ask Fundraising: Six High Impact Jobs for Board Members

SESSION 7 – Saturday, July 28, 9:00 am to 5:00 pm

Part One: PROSPECT RESEARCH & MAJOR GIFTS

- Moving from mass appeal to face-to-face
- Current trends
- Techniques to build long term relationships
- Research methods and considerations

Students should also familiarize themselves with the information on these websites prior to the class
- David Lamb's Prospect Research Page
- Institutional Funders Worksheet
- Individual Prospect Worksheet

Part Two: MAJOR GIFT SOLICITATION - ROLE PLAYING

Participation in this session is required and functions as an in-class assignment

- Identifying, cultivating and soliciting the major donor
- Staff roles and board roles
- Motivations, techniques and mistakes to avoid
- Role playing exercises using scenarios provided by the instructor
- Team approaches – putting theory into practice
- Feedback and analysis

Required Reading

- From Beyond Fundraising: Chapter 5 – Inviting Investment

Session 8 – Wednesday, August 1, 5:30 pm to 9:00 pm

SPECIAL EVENTS & DEVELOPMENT DEPARTMENT STAFFING

Guest Speakers: TBA

- Tools for friend raising and fund raising

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- How to determine, produce and promote an event
- Successful events, as measured in financial rewards and community building impact
- The "shelf life" of a benefit event
- Review and analysis of examples

Required readings:

- Charity Happenings' 2010 Charity Event Research report
- Choosing the Right Event
- 2007 Special Events Study by Charity Navigator
- Wall Street Journal, 10/14/2006. *Hunger versus The Arts: Today's philanthropists want to fight disease and*
poverty – shortchanging operas and museums. How high culture is fighting for its share of the charity dollar.

Part Two: STAFFING THE DEVELOPMENT DEPARTMENT

- Sample staffing structures
- Prioritizing staff resources for highest return on investment
- Key alliances and internal collaborators for Development
- Staffing and human resource challenges

Required Reading

- From Beyond Fundraising: Chapter 10 – The Power of Planning; Chapter 11 – Beyond Fundraising: Implementing the Principles

SESSION 9 – Wednesday, August 8, 5:30 pm to 9:00 pm

CAPITAL & ENDOWMENT CAMPAIGNS

- Distinctions between capital/endowment and annual operating campaigns
- Distinctions between building/renovation campaigns and endowment campaigns
- Determining readiness
- Process, procedures, policies and timelines
- Examples and cases
- Galvanizing the community – inside and out – around a major campaign

Required reading:

- From The Art of Governance: Chapter 14 – Capital and Endowment Campaigns
- From Beyond Fundraising: Chapter 7 – Capitalizing on the Community's Investment: Capital Campaigns
- Tateuchi Center (formerly Performing Arts Center Eastside) website

SESSION 10 – Saturday, August 11, 9:00 am to 5:00 pm

GRANT REVIEW PANEL

Participation is required and functions as an in-class assignment

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Facing the difficult decision of what to fund and what to reject

- Mock review session in which students work in teams to review proposals, discuss funding priorities, and arrive at consensus regarding the disposition of a docket of applications
- Discussion of the challenges and opportunities of the process
- Analysis and feedback on grant applications