Department of Public Relations   **2025 Spring Semester**
College of Journalism and Communications   **T – Periods 3 & 4; TH -- Period 4**
UNIVERSITY OF FLORIDA ON ZOOM

SYLLABUS
PUR 4410 — PRINCIPLES OF FUNDRAISING

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COURSE DESCRIPTION:
PUR 4410 — Principles of Fund Raising reviews the public relations specialization of fundraising — the high demand, low supply profession - unique to the charitable nonprofit subsector.
Prerequisites: PUR 3000, PUR 3500.

COURSE FORMAT:
The course consists of lectures by professor, guest speakers, interactive discussions, readings and a shadowing experience. Guest speakers will join the class to demonstrate how scholarly principles are related to the professional practice of fundraising. Students will spend 15 hours outside of class shadowing a professional fundraiser in the office of a local charitable organization. Students will engage in a team presentation on a selected topic related to the studies during the semester. Active and engaged student interaction is expected in each class.

COURSE GOALS:
The overall goal of this professional elective course is to prepare students for career positions in fundraising as a professional fundraiser or a communications professional supporting nonprofit fundraising teams. The course enables students to gain an understanding of:
(1) Fundraising as a specialization of public relations and an important management function of charitable organizations;
(2) The historical development and contemporary status of fundraising practice, with emphasis on law and ethics; and
(3) The principles, process, and programs of fundraising, including
   • systems theory, theory of the commons, situational theory of publics
   • theory of fundraising practitioner roles, and specializations within the sector
   • primary programs of annual giving and major gifts, and tactics to implement those
   • underlying communications principles for effective fundraising

COURSE OBJECTIVES:
This course adheres to the College of Journalism and Communications' objectives.
The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

COURSE TEXTS:
Required: Shaker, Genevieve G., et. al. (2020). *Achieving excellence in fundraising* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc. Available on Amazon. *(ACE)*

Required: VanHuss, Katrina, et.al. (2023) *Social fundraising: Mining the new peer-to-peer landscape.* Independently published. Available on Amazon. *(SF)*

Chapters from both textbooks are assigned in the "Weekly Course Plan" of this syllabus.

Recommended reading: *The Chronicle of Philanthropy – online at* https://www.chronicle.com/.

Recommended reading: *The Nonprofit Quarterly – online at* https://www.nonprofitquarterly.org
Stories from *The Chronicle and The Nonprofit Quarterly* will be discussed periodically.

Additional assigned readings will be emailed to you as either pdf or as an online link. All readings must be **read in advance** of the class dates for which they are listed. Also, students are expected to monitor trade publications and the mass media for local, national, and international news related to fundraising, which will be used in class discussions.

GRADE DISTRIBUTION:
A **Semester Examination** will account for 35% of the course grade. It will measure students' understanding of the history, principles, ethics, and processes of fundraising through the assigned readings, speakers, and activities.

A **Shadowing/Tactic Project** will account for 35% of the course grade. At the beginning of the semester, students will select one charitable nonprofit organization in Gainesville or the nearby area from listings available at GuideStar (www.guidestar.org) or the North Central Florida Community Foundation's listing of nonprofits.

The organization must employ at least <u>one full-time fundraiser</u> (volunteer fundraisers are not acceptable).The names of the selected charity and fundraiser, as well as the fundraiser's organizational title, email address, and telephone number, are due Week #2 of class. **Students are highly recommended to research and submit organizations early, as Gainesville has significant competition for shadowing fundraisers.**

Once the instructor has approved selections of desired nonprofits (required), then students must obtain approval from the fundraiser. A business letter to the fundraiser confirming participation and an agreed-upon "work" schedule must be sent via USPS or email by the deadline on the syllabus and submit a copy of the letter to the professor. Students will spend a minimum of 15 hours in person, at the charity's office, interviewing development staff members and observing fundraising activities. Completion of the shadowing portion of the project will be documented by turning in a form signed by the nonprofit's professional fundraiser. Also, students will submit a written report of findings as described below, along with a mockup of a proposed fundraising tactic to support a new fundraising idea. Professor will distribute the Shadowing Form handout to share with the nonprofit's development professional for signature.

Based on their shadowing experience, students will produce a report of findings regarding development of the nonprofit. The report will be four to five pages and is due Week #15 of class. Students will analyze the organization's fundraising programs and determine <u>one prototype of a solicitation, cultivation, or stewardship tactic</u> that would be useful to the organization if implemented during the current year. The completed project submitted to the professor will consist of:

1) A written overview of the nonprofit's fundraising overall strategy and effectiveness as well as a recommendation and plan for a new strategy. The plan should summarize the research conducted, the proposed strategy and tactic, and the recommended implementation timeline and budget.

2) A prototype mock-up of the proposed written or audio-visual communication tactic (for example, a direct-mail packet, a redesigned website, or a special event plan and invitation, social fundraising plan and mock posts, etc.) must be submitted with the report paper.

Required headings for the paper are as follows:
- Organization Background (description of the organization, including its mission; focus on local entity if it is part of a national organization.)
- Fundraising Analysis (description of the organization's fundraising programs, including donor types and tactics used, percent of total budget provided by fundraising, number of staff and percentage of time in fundraising, etc.)
- Proposed Tactic (explanation of why this tactic would be helpful – the objective for implementing it; abbreviated review of literature about the <u>use of this tactic</u> [cite at least three published sources.]
- Recommended Implementation (description of prototype, timeline in table format, and budget in table format.)

As with all written assignments for this course, the tactic project paper must be typed in 12-point Ariel font, double spaced, have one-inch margins, and be emailed as a word document by the date listed. All assignments must be submitted before the official start of class time. Points will be deducted for spelling, punctuation, syntax, and grammatical errors and for late submissions.

An oral **Team Presentation** will determine 20% of the course grade. The presentation will examine fundraising topics based on articles from *The Chronicle of Philanthropy* (philanthropy.com), *The Nonprofit Quarterly.* (nonprofitquarterly.org) or from topics during class discussions. Students will organize themselves into teams of four members, select the preference of topics, and submit that to the instructor for approval before starting the presentation.

The presentation will last approximately 30 minutes and consist of a PowerPoint® or Prezi® show with each team member lecturing for approximately six minutes on a component of the topic.

Teams and topics for the Team Presentation will be finalized by Week #6 of class. The presentation will be graded on key elements, and peer evaluations will be used to assign grades to individual members.

Deliverables for the Team Presentation:
1) A one page outline of the presentation highlights is due in advance of the presentation.

2) The actual Prezi or PowerPoint presentation deck is due immediately after the presentation.

3) Scoring sheets will be submitted by all students, including presenters, for all presentations, on the same day of each presentation.

Class Attendance will account for 5% of the course grade. Students are expected to on camera and participatory in all discussions.

Class Participation will account for 5% of the course grade, as determined by such efforts as discussing readings in class, satisfactorily completing assignments and asking questions of guest speakers regarding their presentations.

Summarizing, the course grade will be determined on a 100-point scale as follows:

Class Attendance	5%
Class Participation	5%
Team Presentation	20%
Semester Exam	35%
Shadowing/Tactic Project	35%

Grading for the course follows current UF grading policies for assigning grade points (see https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext

Grading Scale: 93-100 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 59 or less = E.

ABSENCES:
Live, in person zoom attendance is mandatory and expected for all students in all sections as these classes are not videotaped for later viewing. Participation is expected.
Each student is allowed one excused absence for the semester, which should be sufficient for illnesses, transportation problems, family crises, university-sponsored activities, etc.

Excused absences should be <u>submitted in advance</u> unless it is a true emergency. <u>Absences beyond two will result in a reduction of the course grade one grade level for each absence.</u> Students are responsible for all class work missed. They should consult with classmates, rather than the instructor, to obtain information on lectures, assignments, and other matters.

MAKEUPS AND LATE ASSIGNMENTS:
It is the policy of the course is that there will be no make-up exams. Extensions of deadlines for projects are only for rare, documented in advance or emergency circumstances. Dates have been announced in advance in the "Weekly Course Plan" so that students can schedule other activities around these deadlines. Exceptions will be rare and made only in cases of extraordinary, documented circumstances, as determined by the instructor. Any late assignments accepted <u>will be graded one grade lower</u> than work turned in on time. No extra credit will be given for additional work.

TECHNICAL ASSISTANCE:
Technical assistance accessing the Zoom course or any of the University's systems should be resolved with the UF helpdesk reached at https://helpdesk.ufl.edu or by calling 352-392-4357.

ACADEMIC DISHONESTY:
Students are expected to observe the University of Florida's policy on academic honesty in fulfilling all course requirements. The penalty for violation of academic honesty is an "E" for the course, at minimum.

Academic dishonesty includes the following: extensive use of materials from another author without citation or attribution, extensive use of verbatim materials from another author *with* citation and attribution, and extensive use of one's own writing from past assignments or from assignments in other, current classes (called "double dipping").

UF students are bound by The Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

As part of the honor code, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. For more information about the student honor code, the Conduct Code, violations, and sanctions, go to the Dean of Students Office website at http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/. If you have any questions or concerns, please consult with the instructor.

INTELLECTUAL PROPERTY PROTECTION:
Lectures given in this course, including handouts and PowerPoint® presentations, are the property of the instructor and the University of Florida. Students are allowed to record video of audio of class lectures. However, the purposes for which these recordings are used are strictly controlled. The only allowable purposes are 1) for personal use, 2) in connection with a complaint to the university, or 3) as evidence in or preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercised involving solely student participation, assessments (quizzes, test, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. As student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

USE OF AI:
AI Submission of Intellectual Property
When submitting materials to AI tools, such as assignment instructions or other content, ensure you have the appropriate permissions for any copyrighted elements. Additional, avoid sharing any information protected under FERPA, including personal data from educational records (provided via ChatGPT, 2024).

AI Policy for Student Work
In this course you will be asked to use generative AI for one specific assignment. For that assignment, use AI creatively, be thoughtful with your prompts, and use multiple prompts to see the differences you get from those prompts. Be sure to fact check everything that AI produces and do not take it as accurate, without sourcing it. AI is commonly used in the profession, so familiarity with generative AI tools is important. However, do not let your creative thinking and editing skills lapse! When AI is allowed or encouraged for this specific assignment, you will need to document how AI was used. This could include providing your original prompts, showing the editing that you did to the created content, or using appropriate citation of information obtained via generative AI.

All other assignments must be completed on your own. Students are here to learn how to function as development and communications professionals. Many of the assignments in the class ask YOU for your own thoughts, opinions and reflections. AI can be useful, but other than the one assignment where I am requesting that you use AI, you should not use it on any other assignment. If AI wrote your assignment, it is not your own work.

If you are using AI when not explicitly allowed, that is considered a violation of the honor code as you are presenting content as your own that was not fully created by you. There are various AI detection tools available (built within Canvas and externally such as ZeroGPT), and many AI platforms follow very formulaic response patterns. If I am concerned that your work is not your own, I will try to verify the originality of your work. If unable to do so, I may ask you to resubmit the assignment detailing how you arrived at your submission. If evidence is found that your work is AI generated I will submit your assignment as violating the honor code.

CLASSROOM CONDUCT:
The College of Journalism and Communications is a professional school and professional decorum is expected at all times. This means the instructor and students adhere to workplace norms for collegial and respectful interaction.

Students are expected to arrive on time and not leave the classroom until announced breaks or the end of the class.

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Other Rules:

- This class is virtual, and **students are expected to have their cameras on and actively participate during class sessions**.
- Please do not attend class while concurrently doing something else like work, shopping, a medical appointment, etc.
- Cell phones must be turned off during class.
- Photos and other recordings are prohibited unless approved in advance by the instructor.
- Students may only leave the classroom zoom during official breaks (notify the instructor of emergencies).
- Reading unrelated material or talking while others are speaking is prohibited.
- Anyone violating these rules or disrupting class in other ways will be asked to leave the classroom.
- Students are urged to meet via zoom personally with the instructor if they have questions or are having problems. Office hours are by appointment.
- Email inquiries to the instructor should be limited to questions that are not answered elsewhere (e.g., the syllabus). Formal composition and clear and concise writing are required. Email messages will be answered within two days, so plan ahead.
- Phone calls or text messages are to be used for emergency situations only. Please leave a clear voice mail slowly speaking your name and phone number for a return call. If texting, please state your name first, then your question.

ONLINE COURSE EVALUATION:
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

STUDENTS WITH DISABILITIES:
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Visit https://disability.ufl.edu/get-started/ to get started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

U MATTER, WE CARE INFORMATION:
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need.

If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress.

A Counseling and Wellness Center counselor is available by phone at 352-392-1575 for non-crisis and crisis services Student Health Care Center can be reached at 352-392-1161. UF Health Shands Emergency Room/Trauma Center can be reached at 352-733-0111 or in person at 1515 SW Archer Road. Wellness Coaching for Academic Success can be reached at the GatorWell website or by 352-273-4450.

Please remember that asking for help is a sign of strength. **In case of emergency, call 9-1-1. University Police Department: 352-392-1111.**

STUDENT COMPLAINT PROCESS:
Information about the process of filing a complaint about a course is available at: https://flexible.dce.ufl.edu/student-complaints/.

FINAL CAVEAT:
This syllabus is subject to change, as the instructor deems appropriate and necessary.

Principles of Fundraising Weekly Course Plan:

Week 1 January 14/16	Topics:	Introduction to the course. Overview of requirements, Fundraising as a specialization of public relations. Explain Shadowing Tactical Project.
	Assignments:	1.Survey three individuals about their definition of fundraising and what fundraising professionals do. Type up one-page report of findings. Due January 16 before class.
	Guest speaker:	**Leah Donelan McDermott,** Program Director, Florida Nonprofit Alliance www.flnonprofits.org 2.Identify a charitable nonprofit for the Shadowing Tactical Project. Selected organization and the fundraiser's contact information is due on January 21 before class starts. NOTE: professor will review for duplications and discussion. 3. Write an email business letter you prepare to the fundraiser at your selected organization and submit a copy to professor before you send it to the fundraiser due on January 23. Readings: Browse www.guidestar.org and the Florida Nonprofit Alliance https://flnonprofits.org
Week 2 January 21/23	Topic:	The Economic Impact of the Nonprofit Sector. Theory, ethics and legalities of fundraising, context for fundraising and fundraising across sectors.
	Readings:	Read *Achieving Excellence in Fundraising* (ACE) pages 1 through 89.
	Guest speakers:	**1/21 Lesley Banis, CFRE,** VP Community Engagement, Community Foundation North Central Florida. www.cfncf.org
	New Assignments:	**1/23 Lenora Ritchie, APR, CFRE,** Vice President, Carter, www.carter.global New - 1. Identify a global or cross cultural nonprofit in the social justice, advocacy or social change space, write up a one page summary of the organization and why it is relevant and send to professor by January 28. New – 2. Identify and send by Jan. 30, a news article or video about illegal or unethical fundraising by an individual or organization. Write a one page summary about what the organization did wrong and the impact of that.

Week 3 January 28/30	Topics:	Global philanthropy and cross cultural fundraising, advocacy, social justice and social change fundraising. Representation of minorities and genders as donors and fundraisers. Social Fundraising – donors and their motivations.
	Readings:	Read *ACE* pages 91 through 111, and Tables 29.1 and 29.2 on page 541 on giving by race. Read *SF* pages 1-52. Articles to be provided by professor.
	Guest Speaker:	**1/28 Emily Sarmiento,** Senior Consultant, More Than Giving, Co. www.morethangiving.co
	Due and New Assignments:	Due – 1. Global, cross-cultural nonprofit write up due January 28. 2. Identify and send by Jan. 30, a news article or video about illegal or unethical fundraising by an individual or organization. New – Submit a link to article of video about a highly successful fundraising program or tactic by an organization and a one page paper due by Feb. 4. You may NOT choose a viral social media campaign for this assignment.
Week 4 February 4/6	Topics:	Historical Context of Fundraising and Models of Practice. Design choices about social impacts on constituent relations.
	Readings:	Read *SF* pages 27-106. Review *ACE,* chart 18.1. page 208. Articles to be provided by professor.
	Due and New Assignments:	Due – Article of video with a one page paper about highly successful fundraising program or tactic by an organization, due by Feb. 4. New - Find an example of a successful social fundraising campaign and submit link to professor with one page observations of strengths and weaknesses by February 11.
Week 5 February 11/13	Topics:	Organizational foundation for effective fundraising, roles of practitioners. Donor centric messages.
	Readings:	*ACE* pages 115 to 203. *SF pages 117-160.*
	Due and New Assignments:	Due – Find an example of a successful social fundraising campaign and submit link to professor with one page observations of strengths and weaknesses by February 11. New - Form your team and select your topic for the team presentation. Team lists due February 18 for discussion in class.

Week 6 February 18/20	Topics:	The fundraising team – management, leadership, board and volunteers.
	Readings:	*ACE* pages 207-253. *SF* pages 179 -203.
	Due and New Assignments:	Due – Your team member list and topic for the team presentation are due ==February 18.== Teams and topics finalized in class. New - Write your own fundraising appeal letter. Then ask AI to write fundraising appeal letter. Then, write a short 2-3 page summary paper comparing similarities, differences and what you learned from the experience. Submit a pdf package of all three documents together by ==February 25.==
Week 7 February 25/27	Topics:	Fundraising programs to build donor base. Social fundraising with social media.
	Readings:	*ACE* pages 257-303. *SF* pages 135-178.
	Assignments:	Due - PDF package of all three documents (your appeal letter, AI generated appeal letter and 2-3 page paper) together by ==February 25.==
Week 8 March 4/6	Topics:	The theoretic context of fundraising. Engaging diverse individual /major donors. Maintaining momentum in social fundraising.
	Readings:	Articles to be provided by professor. *ACE* pages 307-378. *SF 227-242.*
	Guest Speaker:	**3/4 Alli Hudson,** Associate Director of Development, Harn Museum www.harn.ufl.edu
	Due and New Assignments:	3/**6 Marlo Turner, CFRE**, Interim CEO, VP of Development, Myriad Botanical Gardens, Oklahoma. None- prepare for course examination and team presentations.
Week 9 March 11/13	Topics:	ROPES as a fundraising process. Role of grantmaking foundations and donor advised funds. Review examination preparation highlights.
	Readings:	*ACE,* pages 381-462. Articles to be provided by professor.
	Guest speaker:	**Barzella Papa, CFRE**, President, Community Foundation of North Central Florida. www.cfncf.org
	Due and New Assignments:	None - Prepare for course examination and presentations.
Week 10	**Spring Break**	**No Class**

Week 11 March 18/20	Topics:	**Semester Examination Class One**. Discuss shadowing Tactical Paper and Prototype, Class Two.
	Readings:	*The Chronicle of Philanthropy.*
	Due and New Assignments:	None – prepare for team presentations.
Week 12 March 25/27	Topics:	Team Presentations
	Readings:	*Nonprofit Quarterly*
	Due and New Assignments:	Due - Completed team evaluation form.
Week 13 April 1/3	Topics:	Team Presentations
	Readings:	Articles to be provided by professor.
	Guest Speaker:	**Jennifer Malenky**, Director of Development, Kids' Chance of America www.kidschance.org
	Due and New Assignments:	Due – 1. Completed Shadowing Project Form signed by fundraiser due before start of class on April 3. 2. Completed team evaluation form. New – Write up and link of internship or professional fundraising position of interest by April 8.
Week 14 April 8/10	Topics:	Career options and paths in professional fundraising.
	Readings:	Articles to be provided by professor.
	Due and New Assignments :	Due - Research and submit one possible internship or professional fundraising position of interest by April 8.
Week 15 April 15/17	Topics:	Career options and paths in professional fundraising. Last questions about Shadowing Tactical Project Reports.
	Readings:	Articles to be provided by professor.
	Due and New Assignments:	Due April 17 - Submit Shadowing Project Paper and prototype of tactic proposed. Please follow instructions as detailed on handout.
Week 16 April 22 – last class	Topics:	Wrap up items.