

SYLLABUS
PUR 6416 (0325)—PUBLIC RELATIONS AND FUND RAISING

Instructor

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Traditional Office Hours:

TR – Period 9 (4:05 – 4:55 p.m.)
W – Period E-1 (7:20 – 8:10 p.m.)
R – Period 6 (12:50-1:40 p.m.)
or by Appointment

Virtual Office Hours (E-mail):

T – Period E1 (7:20–8:10 p.m.)

COURSE DESCRIPTION:

PUR 6416—Public Relations and Fund Raising provides an in-depth examination of the principles and practice of fundraising, a high demand, low supply occupation unique to the charitable nonprofit subsector. The organizational function is approached as a specialization of public relations. Emphasis is on theory and theory-based practice. The managerial role of practitioners is the central focus. The course is designated an “Advanced-level course” in the College of Journalism and Communications’ doctoral program, meaning Ph.D. students enrolled in the course are required to complete an original scholarly paper (academic conference quality) that advances knowledge in the field.

COURSE FORMAT:

The course follows a seminar format consisting primarily of lectures and class discussions. Each student will make an oral presentation and lead the related class discussion. Several guest speakers will join the class to demonstrate how scholarly principles are related to the professional practice of fundraising in various types of charitable organizations. A high degree of student interaction is expected.

COURSE GOALS:

The overall dual goal of PUR 6416 is to prepare master’s students for career positions in fundraising and to encourage doctoral students to conduct research on fundraising and charitable nonprofits. 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,
 - four models of fundraising, theory of fundraising practitioner roles,
 - fundraising process of ROPES,
 - primary programs of annual giving and major gifts, and
 - three donor publics.

The course supports – to some degree – all 12 professional values and competencies required of graduates by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). It specifically addresses the following five professional values and competencies:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping fundraising
- Understand and apply professional ethical principles in pursuit of truth, honesty, accuracy, fairness, and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by appropriate methods
- Write correctly and clearly in forms and styles appropriate for public relations and fundraising.

COURSE TEXTS:

Required: Kelly, K. S. (1998). *Effective fund-raising management*. Mahwah, NJ: Lawrence Erlbaum Associates. Available free online through UF Libraries at <http://uf.catalog.fcla.edu/uf.jsp>.

The Chronicle of Philanthropy. Bimonthly trade newspaper available online at <http://www.philanthropy.com> (also available at <http://uf.catalog.fcla.edu/uf.jsp>).

Top stories from *The Chronicle* will be discussed regularly. Chapters from the primary text (*EFRM*) are assigned in the “Weekly Course Plan” of this syllabus. Additional assigned readings also are listed. They are available online or will be e-mailed to you. All readings must be **read in advance** of the class dates for which they are listed in the “Weekly Course Plan.” Students also are expected to monitor trade publications and the mass media daily for local and national news related to fundraising, which will be used in class discussions.

TESTS AND GRADE DISTRIBUTION:

A **Semester Examination** will be given in Week #11 of the semester. It will measure students' understanding of the principles and process of fundraising (chapters 1-10 in the text) and will account for 30% of the course grade.

A **Research Paper** will account for 25% of the course grade. For master's students, the paper will take the form of a research study proposal of approximately 12 pages. The paper will consist of the first two and one-third sections of a typical research paper: (1) Purpose of the Study, including background on the problem and a problem statement; (2) Review of the Literature, including previous studies on the problem and the theory selected to guide the study; and (3) Methodology, including a description of the population selected for study and a proposed method for collecting data. For doctoral students, the paper will take the form of a research conference paper of approximately 25 pages. The paper will report an exploratory study conducted during the semester and consist of all five sections of a typical research paper: (1) Purpose of the Study; (2) Review of the Literature; (3) Methodology, including explanation of the method, sampling procedures, variables measured, and response rate; (4) Findings; and (5) Conclusions. Both types of the paper can be on any fundraising topic selected by the student and approved by the instructor. Guidelines on producing the research paper will be distributed at the second class meeting. Doctoral students are required to meet separately as a group with the instructor in Week #3 of the semester. All students must submit a “Check-Up Form” on their research paper: Doctoral students Week #5 and Master's students Week #12 of the semester. Each student will give a five-minute oral summary of his/her research paper at the last class session on April 24.

As with all written assignments for this course, the tactic project must be typed in 12-point serif font, double spaced on one side of white paper, have one-inch margins, and stapled (no covers or binders, please). Points will be deducted for spelling, punctuation, syntax, and grammatical errors.

An **Oral Presentation** on one scholarly article will account for 15% of the course grade. The presentation will last about 15 minutes and include a PowerPoint® or Prezi® show and questions that will stimulate class discussion. The assignment is intended to expose students in the course to recent fundraising literature on a variety of topics, from using social media in annual giving to measuring charitable organization-donor relationships. Students will select one article about fundraising of their choice from refereed, scholarly journals. The selected articles must have a theoretical basis (i.e., their purpose is to test or build theory). The presentations should take the form of an analysis of the article, including criticism. Presentations will be made during Weeks #6 and #7 of the semester; however, students should e-mail the instructor with their article selection – with full APA citation – as early in the semester as possible. The “first come, first served” rule will be employed to avoid duplication of articles. Students must email their PowerPoint presentation to the instructor by midnight on the date of the presentation.

A **Shadowing Project** will account for 15% of the course grade. At the beginning of the semester, students will select one charitable nonprofit organization in Gainesville or the nearby area from lists available at the Nonprofit Center of North Central Florida (www.ncncf.org) and GuideStar (www.guidestar.org). The organization must employ at least one full-time fundraiser (volunteer fundraisers are not acceptable). The names of the selected charity and fundraiser, as well as the fundraiser's organizational title, e-mail address, and telephone number, are due Week #2 of class. A confirmation letter to the fundraiser with a copy to the instructor is due Week #3. Once the arrangement is confirmed, students will spend a minimum of 15 hours at the charity's office, interviewing staff members and observing fundraising activities. The purpose of the project is to provide students with first-hand knowledge of fundraising practice in the United States. Completion of the shadowing project will be documented by turning in a standardized form signed by the charity's fundraiser (see Shadowing Form handout).

Tests & Grade Distribution Cont.

Class Participation will account for 10% of the course grade, as determined by such efforts as discussing readings in class and satisfactorily completing ungraded assignments, such as reaction papers. Reaction papers are one-page *thought papers* presenting your reaction to the assigned readings. Their purpose is to provide an opportunity to demonstrate that you have thought about and synthesized the readings. They also will guide class discussions. All reaction papers and other “S/U assignments” are keyed to specific class sessions in the “Weekly Course Plan” and will *only be accepted* from students attending that specific class session.

The final 5% of the course grade will be based on attending one **Professional Meeting** of the North Central Florida Chapter of the Association of Fundraising Professionals (AFP). The chapter will hold three meetings during the semester, all on Thursdays from 11:30 a.m. to 1 p.m.: Feb. 21, March 21, and April 18. Attending a professional meeting of another AFP chapter is acceptable (go to www.afpnet.org and click the top button, “About AFP,” then click on “Chapters”). To receive credit, students must turn in a one-page, double-space, typed summary of the featured speaker’s presentation with one business card of an attending practitioner stapled to it.

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

Professional Meeting	5%
Class Participation	10%
Shadowing Project	15%
Oral Presentation	15%
Research Paper	25%
Semester Exam	30%

Grading for the course follows current UF grading policies for assigning grade points (see <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

Grading Scale: 92-100 = A, 90-91 = A-, 88-89 = B+, 82-87 = B, 80-81 = B-, 78-79 = C+, 70-77 = C, 60-69 = D, 59 or less = E.

MAKEUPS AND LATE ASSIGNMENTS:

Course policy dictates that there will be no make-up exams or extensions of deadlines. 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 make-up exams administered or late assignments accepted will be graded lower than work turned in on time. No extra credit will be given for additional work.

ABSENCES:

Attendance is mandatory. Each student is allowed one excused absence for the semester, which should be sufficient for illnesses, transportation problems, family crises, etc. Absences beyond one will result in a reduction of the course grade at the rate of one-third grade level for each absence beyond the number permitted. 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.

ACADEMIC HONESTY:

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”).

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Academic Honesty Cont.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about the student honor code, violations, and sanctions, go to the Judicial Affairs website at <http://www.dso.ufl.edu/judicial/honorcode.php>.

INTELLECTUAL PROPERTY PROTECTION:

Lectures given in this course, including handouts and PowerPoint® presentations, are the property of the instructor and the University of Florida. Class lectures may not be recorded in any form without prior permission from the instructor and any guest lecturers that may speak to this class. Recordings, including class notes, may not be used for commercial purposes.

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.

Diversity:

All discussions will be ruled by mutual respect—for people and their opinions. Effective fundraising practice is dependent on gathering and understanding diverse viewpoints. Furthermore, professionalism requires an appreciation for the multicultural society and global economy in which students plan to work. Effectiveness in both practice and scholarship relies on an ability to recognize and embrace diversity in all its forms. Throughout the course, students will have opportunities to learn from the information and ideas shared by their classmates.

Other Rules:

- Cell phones must be turned off during class.
- Photos and other recordings are prohibited unless approved in advance by the instructor.
- Laptops and electronic tablets may not be used in class; notes must be handwritten.
- Students may only leave the classroom 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 in-person with the instructor if they have questions or are having problems. Traditional and “Virtual” Office Hours are listed on p. 1 of the syllabus. Short conversations immediately following class are welcomed.
- E-mail 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. E-mail messages sent at times other than “Virtual Office Hours” generally cannot be answered in less than one day, so plan ahead.
- Telephone calls are encouraged for quick questions (when leaving a voice-mail message, slowly state your name, telephone number, and reason for calling; repeat the phone number).

STUDENTS WITH DISABILITIES:

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student, who must then provide the documentation to the instructor when requesting accommodation. Requests should be made at a private meeting during the instructor’s office hours.

FINAL CAVEAT:

This syllabus is subject to change as the instructor deems appropriate and necessary.

WEEKLY COURSE PLAN:

Week #1

Jan. 9 **Topics:** Introduction to the Course. Overview of Requirements. Shadowing Project. Fundraising as a Specialization of Public Relations.
Assign: Identify a charitable nonprofit for Shadowing Project. Contact information due Jan. 16, and copy of business letter to fundraiser confirming participation due Jan. 23.
S/U Assignment 1: Survey three individuals about their definition of fundraising or what it is fundraising practitioners do and write a one-page report on findings. Due Jan. 16, 4:05 p.m.

Week #2

Jan. 16 **Topics:** Findings of Student Surveys. Fundraising as a Specialization of Public Relations cont. Shadowing Project Q&A. Writing Business Letters. Research Project Guidelines.
Readings: EFRM, Ch. 1.
Due: Contact information on selected charitable organization and fundraiser.

Week #3

Jan. 23 **Topics:** Parameters of Fundraising: Nonprofits and Philanthropy. Oral Presentations Assignment.
Readings: EFRM, Ch. 2. Read latest edition of *The Chronicle of Philanthropy*.
Due: Copy of Business Letter to Fundraiser, Shadowing Project.
Doctoral Students Only: Meet with Instructor, 7:20-8:10 p.m.

Week #4

Jan. 30 **Topics:** Fundraising Practitioners. Gender Discrimination and Low Representation of Minorities. Professionalism of the Occupation.
Readings: EFRM, Chs. 3-4.
S/U Assignment 2: Write a one-page reaction paper related to Ch. 5. Due Feb. 6, 4:05 p.m.

Week #5

Feb. 6 **Topics:** Historical Context of Fundraising. Four Models of Practice. Organizational Context of Fundraising. Four Roles of Practitioners. Oral Presentation Q&A.
Readings: EFRM, Chs. 5-6. Memorize Table 5.2: Characteristics of Four Models of Fundraising.
Waters, Kelly, & Walker (2011), "Organizational Roles Enacted by American Healthcare Fundraisers" (e-mailed by Jan. 30).
Due: Doctoral Students Only: Completed Research Paper Check-Up Form.

Week #6

Feb. 13 **Topics:** Oral Presentations on Scholarly Articles (11).
S/U Assignment 3: Identify a news item (clipping or video) about illegal or unethical behavior in fundraising and bring to class for discussion on Feb. 20.

Week #7

Feb. 20 **Topics:** Oral Presentations (4) cont. Legal Context of Fundraising.
Readings: EFRM, Ch. 7.

Weekly Course Plan Cont.

Week #8

Feb. 27 **Topics:** Ethical Context of Fundraising. Theoretical Context of Fundraising.
Research Paper Q&A.
Readings: *EFRM*, Chs.8- 9. Browse www.charitynavigator.org.
Kelly (2002), “The state of fund-raising theory and research” (e-mailed by
Feb. 20).

Week #9

March 6 No Class: Spring Break

Week #10

March 13 **Topics:** ROPES: The Fundraising Process. Review for Semester Exam.
Readings: *EFRM*, Ch. 10. Memorize ROPES Handout.

Week #11

March 20 **SEMESTER EXAMINATION.**
6 p.m. **Topics:** Research Paper Q&A.

Week #12

March 27 **Topics:** Exam Results. Annual Giving Program. Major Gifts Program.
Readings: *EFRM*, Chs. 11-12.
Due: Master’s Students Only: Completed Research Paper Check-Up Form.

Week #13

April 3 **Topics:** Planned Giving. Capital Campaigns. Research Paper Q&A.
Readings: *EFRM*, Chs. 13-14.

Week #14

April 10 **Topics:** Foundation Donors. Corporate Donors. Individual Donors.
Readings: *EFRM*, Ch. 15.

Week #15

April 17 **Field Trip:** UF Foundation– Wadsworth Board Rm, 2012 Bldg, West University Ave.
4:15–6:45 p.m.
Guest Speakers: Debbie Menoher, Director of Research, UF Foundation, & Others.
Due: Completed Shadowing Project Form.

Week #16

April 24 **Topics:** Oral Summaries (5 min.) of Research Papers. Wrap-up.
Due: Research Paper. Last day to turn in AFP Professional Meeting Summary.

Have a Good Summer Break!