Strategic Fund-Raising and Development

LIS 901 (Spring 2011)

Syllabus

Palmer School of Library and Information Science, Long Island University

Instructor: Dr. Deirdre C. Stam

Office hours at Bobst Library NYU: Thursdays, 12-4, Saturdays 11-12. Many other times by appointment. Email is best; telephone messages at Bobst Library do not get checked every day.

Class location: Bobst Library NYU, 2nd floor (Avery Fisher Center).

Meeting dates are: March 26, April 2, April 9, April 16, and April 30. (Note that we will not meet on Easter Saturday, April 23.) Time: 12:30-6 p.m. For academic credit, students should plan to attend all of the sessions and should expect to be in class for the full class period. (It would be advisable to bring a snack and beverage with you since there will not be time during brief breaks to leave the building to find food nearby. There is a microwave in Bobst Library as well as vending machines.)

Office address: Bobst Library Room 707, NYU, 70 Washington Square South, New York NY 10012.

Contact information: NYC Tel.: 212-998-2681; FAX 212-995-4072; deirdre.stam@liu.edu

(Note that the main office for the Palmer School is LIU, 720 Northern Blvd., Brookville NY, 11548-1300, Tel. 516-299-2866, palmer@liu.edu. Much useful information about Palmer can be found at www.wotan.edu/blog.)

Course description

Development and fund-raising activities are becoming an increasingly important part of library operations as guaranteed revenues from taxation and parent organizations are becoming less certain and less generous. While almost all library staff are involved in development at some level, many libraries are now assigning particular staff members to focus their attention on this
area. This course prepares student for leadership roles in development, and attendant fund-raising activities, specifically in the library context. The approach is consonant with library realities, legislation, ethics, and values. The approach would be useful as well for those who plan careers in development within the context of historical societies and museums.

**LIS 901 3 credits.**

**Objectives of the course**
The objective of the course is to equip students with the practical skills of strategic fund-raising and development and to provide them with practice in applying these newly acquired skills. This course is designed primarily for students who intend to work in non-profit, cultural institutions with collections. These may be libraries, museums, or historical societies. The course focuses on libraries as examples.

On an abstract level, the course has these objectives:
- To develop the students’ ability to apply information to the solving of typical problems in development in general, and fund-raising in particular
- To develop the students’ ability to synthesize and present material in an effective and timely fashion,
- To provide students practice in collaboration in relation to strategic fund-raising activities.

On the level of skills, the course will develop these abilities through the exploration of typical issues and problem solving in sample situations:

1. Define development and fund-raising goals for library activity within an institutional context
2. Select appropriate approaches to fund-raising to meet specific institutional goals (possibilities are individual giving campaigns, major donor solicitation, foundation support, events, and more)
3. Identify potential sources of funding using professional tools and strategies
4. Plan and participate in the cultivation of funding sources
5. Understand the legal and ethical framework of typical funding sources
6. Write a persuasive funding request addressed to various kinds of sources (federal government, private foundations, and individuals)
7. Create and administer the budget for a funded project
8. Create the timetable for a funded project
9. Create job descriptions for staff involved in funded projects
10. Design an evaluation mechanism for a funded project or other funded activity
11. Provide a final report for a funding agency
12. Produce PR materials and coordinate communication efforts in various media to support development efforts
By the conclusion of the course, students should be ready to join the fund-raising team of a non-profit organization as a usefully participating member. With experience, the student-turned-professional should be able to coordinate strategic fund-raising and development, in collaboration with management, for a library or similar non-profit, cultural institution.

**Method**
Class sessions will consist of lectures, individual and group exercises, presentations by visiting experts, and audiovisual materials. Assignments will represent the critical review of existing fund-raising approaches, case studies (that is, the application of techniques to hypothetical situations), and the creation of a portfolio that outlines a strategic fund-raising and development approach for an actual library with which the student is familiar.

Information for the course will be drawn from the required texts and from internet-based sources. Some ancillary material will be drawn from other sources.

Given that we are in a region rich in fund-raising activities, examples of fund-raising approaches are all around us. Students are encouraged to keep their eyes open for examples of notable fund-raising approaches (either effective or truly horrible), to bring evidence of such campaign to the class, and to share their observations with class members during the course.

**Palmer School program objectives addressed by this course**

1C. Students will use effective communication techniques and critical thinking skills, such as problem solving and decision making skills.

3E. Students will demonstrate appropriate techniques for identification, selection, acquisition, retrieval, evaluation and synthesis of information from a variety of information systems and services.

4A. Students will understand and be able to participate in the strategic planning process.

4G. Students will understand basic management principles and practices, including those affecting fiscal, facilities and operational functions.

Progress toward these goals will be tracked through class activities and assignments. The final portfolio will require development of all of the skills listed here. See the assignment list to find details on assessment.
Meeting times and place
Class meetings are on Saturdays, 12:30-6 p.m. Avery Fisher AV Center, NYU’s Bobst Library, 2nd Floor. All LIU campuses make separate decisions based on weather conditions. C.W. Post cancellations do not affect Palmer’s Bobst Library classes. Check with the Palmer School, Bobst Library office, at 212-998-2680 or 212-998-2681 (my no. for Sat. morning calls), if questions arise.

Commitment of students’ time
The State of New York requires that syllabi indicate an estimate of the time that students should expect to spend on a course. The average is about 120-150 hours. For this accelerated course, students will spend 5.5 hours weekly in class and can expect to spend an average of about 8-10 hours a week, including the week when we do not meet, outside of class working on assignments for this course.

Assignments, grading and expectations
Assignments are intended to reinforce material covered in class and to provide the instructor with ongoing feedback regarding progress in student learning. All assignments will require focused, critical thinking, but in almost all cases the actual exercises will be brief. Assignments will be judged on logic, ingenuity, relation to reality (considering constraints), accuracy of detail, presentation (clarity and design), and persuasiveness.

- To determine students' initial familiarity with the material at the outset of the course, a diagnostic quiz will be given during the first class period. Other non-graded diagnostic quizzes may be given during the course to provide the instructor with a measure of student learning. No grades for these quizzes.
- To evaluate students’ ability to apply information to the solving of typical problems in fund-raising (outlined in “Objectives,” above), students will submit work sheets due in sessions 2, 3 and 4. Each work sheet will be worth 15% of the final grade. The material in these worksheets will provide practice for crafting the final portfolio.
- To evaluate the students’ ability to synthesize and present material in an effective and timely fashion, students will submit and “pitch” [i.e., argue persuasively for its adoption by an institutional client] a portfolio at session 5. The portfolio will be judged on content, form, and presentation. 50% of the grade.
- To provide practice in collaboration in relation to strategic fund-raising activities, students will be evaluated as to class participation in exercises and other activities. 5% of the grade.
- To measure progress in student learning, a quiz corresponding to the initial quiz will be given on the last day of class. No grade. There will be no final examination.
All work should be turned in on time since classroom activity is built upon assignments. When problems arise in meeting deadlines, students should consult with the instructor well before the assignment is due.

Students who miss class sessions cannot expect to receive credit for the course. There are only five sessions; activity within these sessions and visitors’ presentations are essential to gaining competence with the subject.

Success in this course will depend upon attending class, participating helpfully in classroom exercises, submitting all work on time, following the directions on assignment sheets, and turning in work that meets scholarly standards. (Yes, presentation matters, just as it would on the job in a special collections unit.)

**Required texts**


Both texts are available at considerable discounts from Amazon.com and similar online suppliers.

**Some other books that you may wish to purchase or consult for general use**
(Starred books will be available for consultation during the course in class and in the Bobst Library office of the Palmer School.)


**ALA bibliographies and resources on fundraising**
Library Fund Raising: A Selected Annotated Bibliography; ALA Library Fact Sheet Number 24 (accessed March 18, 2011)
[www.ala.org/ala/professionalresources/libfactsheets/alalibraryfactsheet24.cfm](http://www.ala.org/ala/professionalresources/libfactsheets/alalibraryfactsheet24.cfm)

Also: Fundraising; From Professional tips (General information and blogs/e-newsletters)

Also: Association of Library Trustees, Advocates, Friends and Foundations (ALTAFF)
[www.ala.org/mgrps/divs/altaff/index.cfm](http://www.ala.org/mgrps/divs/altaff/index.cfm)

**Periodical literature**
Chronicle of Philanthropy (peruse regularly)

**Schedule**
Assignments, including reading, should be completed before the class for which they are listed.
I. March 26: Laying the groundwork for fundraising

Topics include: Introducing fundraising tools (people, skills, and technology); reconsidering the institution’s goals and vision statement; reviewing library personnel engaged in the development process (board, director, development staff, PR staff, etc.), branding and sharpening the message, beginning to develop the fundraising plan

Visitor: Kathleen Heins (Development officer, Steinhart School of NYU; formerly head of development at the Theatre for New Audiences NYC, and the Institute of Fine Arts NYU)

Before class, read in Bray, Effective Fundraising for Nonprofits, pp. 1-84. Be prepared to discuss the material from Bray in class, and to apply concepts to sample situations.

II. April 2: Fund-raising from the public

Topics include: Attracting individual supporters; how to keep givers giving; soliciting major donors; bequests and legacies


See the Gift Range Calculator
www.blackbaud.com/company/resources/giftrang/giftcalc.aspx

Due: Worksheet for April 2.

III. April 9: Special events; raising money through sales; legal and ethical issues; identifying grant sources; services of the Foundation Center

We will meet at the Foundation Center at 12:30. (You’ll need to get there on your own.) We’ll have an orientation class given by Foundation Center staff at 1 p.m. After the session, and after seeing Foundation Center resources, we will return to Bobst Library to resume our class. The class will end at Bobst Library at 6 p.m. as scheduled. (Please
do bring a metro card for the bus that goes down Fifth Avenue to 8th Street or the subway on 14th Street; some of you may wish to share a cab as an alternative.)

Address of the Foundation Center (Between 15th and 16th Streets, east side, on Fifth Avenue, a long block or so from Union Square subways at 14th St.)
79 Fifth Avenue, Second Floor
New York, NY 10003-3076
Tel: (212) 620-4230

Before class, read in Bray, pp. 241-362.

See the ALTAFF (ALA’s Asso. of Lib. Trustees, Advocates, Friends, and Foundations) website, especially for “Idea sharing” www.ala.org/ala/mgrps/divs/altaff/friends/ideasharing/index.cfm

Due: Worksheet for April 9. Thompson, Complete Idiot’s Guide to Grant Writing, pp. 1-63, 105-140.

IV. April 16: Communications; grant writing (including the argument, activities, outcomes, budgets, timetables, evaluation mechanisms)

Visitors: Jacqueline Z. Davis (Barbara G. and Lawrence A. Fleischman Executive Director for Lincoln Center’s Library for the Performing Arts, NYPL); Rob Marx (Vice-President/Managing Director, Fan Fox & Leslie R. Samuels Foundation; and formerly first executive director of Lincoln Center’s Library for the Performing Arts NYPL)


Due: Worksheet for April 16.

Nota bene: No class on Easter Saturday, April 23
V. April 30: Grant administration, assessment, reporting, and post-grant communication; (oral) presentation of (written) portfolios outlining a full, integrated fund-raising plan for a library

Before class, read in Bray, pp. 384-404. Also Thompson, Complete Idiot’s Guide to Grant Writing, pp. 211-243.

Due: Portfolio. Note: detailed instructions for the construction and oral presentation of the portfolio will be distributed early in the course. The worksheets for the second through fourth classes, mentioned above, will constitute preparation and practice for the final portfolio.