

Resource Development for the Local Church and Community-Based Non-Profits
Wycliffe College
Toronto School of Theology
Summer 2017

Instructor Information

Instructor: W. Clayton Rowe, M.Div. Th.M., MBA
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Course Identification

Course Number: WYP1618HY
Course Format: On-line and In-class
Course Name: Resource Development for the Local Church and Community-Based Non-Profits
Course Location: West Lecture Room, Wycliffe College
Class Times: May 1 to August 18, 2017
In-class intensive June 12-15 pm (8:45-4:30 pm) (required)
Prerequisites: N/A

Course Description

When we answer the call of leadership to a local church or a community-based non-profit, we accept the responsibility to raise the necessary financial resources to fulfill its mission.

This course focuses on learning and applying resource development good practices within local churches and community-based non-profits. Its premise is that *any* organization that accepts donations (e.g. tithes, grant funding, and other sources) and incurs operating expenses, is accountable to donors (e.g. boards, members, employees, volunteers, clients, or donors). Organizations that discover new ways to communicate the urgency of the need, the proficiency of their experience, and the right engagement with donors can raise the necessary resources to fulfill its mission.

Through this course, students will reflect on resource development (fundraising) from a biblical, ethical, and principled approach, which utilizes good resource development practices.

Students who complete this course, will articulate a personal philosophy of resource development and create a 3-year resource development plan for a local church or community-based organization.

Course Resources

Required Course Texts/Bibliography

- *Required Texts*

- Richardson, K.A., *Imagining Abundance*. New York: Liturgical Press.
- Weinstein, Stanley. *The Complete Guide to Fundraising Management*. New Jersey: Wiley.
- *Recommended Articles*
 - Becker, R. (2012, October). Improving Direct Marketing Response with Online Advertising. Blackbaud, 1-5.
 - Klein, K. (1999). The Correct Use of Special Events. Grassroots Fundraising Journal, 1-2.
 - Lasby, D., & Barr, C. (2013). Talking About Charities 2013: Canadians' Opinions on Charities and Issues Affecting Charities (pp. 1-154, Rep.). Edmonton, AB: The Muttart Foundation.
 - Leon, P. (2001). Four Pillars of Financial Sustainability. Resources for Success, 2, 1-29.
 - Minnis, W. C. (2010, November/December). The Challenge of Sustaining a Grant-Funded Program. Nonprofit World, 28(6), 6.
 - Munoz, P. (2006, May/June). Monthly Giving Programs: The Basics. Grassroots Fundraising Journal, 4-7.
 - Reuther, V. (1998, March/April). Debunking The Myth Of Bill Gates: Finding Major Donors. Nonprofit World, 16(2), 16-17.
 - Spears, M. A., & Nakoneshny, N. (2014, Spring). The Case Issue. Philanthropic Trends Quarterly, (1), 1-6.
 - Spears, M. A., Nakoneshny, N., & Dubreuil, V. (2016, Spring). Fundraising & the Economy. Philanthropic Trends Quarterly, (1), 1-7.
 - Waasdorp, E. (n.d.). Monthly Giving Marketing Kit: The Secrets to Gaining and Retaining Monthly Donors. 1-14.
- *Recommended Book*
 - Klein, Kim. (2011) *Fundraising for Social Change*. San Fransico: Jossey-Bass.

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged into the

portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should as thomas.power@wycliffe.utoronto.ca for further help.]

Course Learning Objectives/Outcomes

Wycliffe's MTS-D degree gives an opportunity for more focused and advanced study in the areas of urban and international development. One of the skills sets in this field of study and practice is resource development to support local church and community-based non-profits. This course focuses on faith-based practitioner knowledge and skills in resource development.

1. Depth and Breadth of Knowledge. Course participants will:

- Explore the range of tools, practices, and approaches available to raise financial resources for organizations in both a domestic and international context.

By the end of this course, students will have:

- **Conducted** an audit of his/her organizations Shared Mandate (Values, Mission and Vision) and value proposition
- **Projected** revenue targets through a diverse portfolio of funding streams
- **Considered** the power of mail and e-mail fundraising
- **Built** a case for support
- **Nurtured** donor relationships (Individual and major donors)
- **Developed** new skills in grant-writing
- **Explored** planned giving
- **Investigated** the role of capital campaigns
- **Discussed** the role of the Board in Fundraising
- **Written** a resource development plan for his/her church or community-based non-profit
- **Articulated** her/his own principles and practices of Christian Resource Development

2. Application of Knowledge. Course participants will:

- connect the theory of resource development with its practice and application
- analyze and evaluate resource development tools, practices, and applications
- develop their own philosophy of resource development

3. Professional Capacities. Course participants will:

- reflect and analysis a local church or community-based organization
- create a 3-year Resource Development Plan

4. The level of Engagement. Course participants will:

- create a resource development plan that demonstrates higher levels of Bloom's taxonomy of learning
- demonstrate effective levels of discernment in the appropriate application by discerning the right resource development strategy for their organization

5. Awareness of Limits of Knowledge. Course participants will:

- gain appreciation of the effect of their own faith, personal, and organizational views on

- resource development
- recognize the critical role of listening and discernment in context
- evaluate anew the importance of gathering other subject matter disciplines and expertise in resource development.

6. Research and Scholarship. Course participants will:

- employ human, organizational, library and knowledge database information resources in developing their personal resource development philosophy
- demonstrate techniques of primary and secondary social research, information gathering, interpretation and analysis for their 3-year Resource Development Strategy.

Evaluation

Requirements

The final grade for the course will be based on evaluations in these areas.

1. On-Line Quizzes (10%) – **Complete** 5 quizzes based on required reading
2. Resource Development Philosophy (30%) - **Write** a philosophy engaging with Richardson's book *Imagining Abundance* and relevant scriptures (6-8 pages).
3. Assignments (40%) - **Complete** 10 assignments covering the essential components of your plan. These elements will comprise your final Resource Development Plan.
4. Resource Development Plan (20%) - **Create** a Resource Development Capacity Plan (20-25 pages) for your organization which will guide its fundraising efforts for the next 3 years.

TST Grading scale

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post- baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc.).

Late work Students are expected to complete all course work by the final deadline of 15th August 2017. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than two weeks before the completion of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted from the course grade if an extension has not been requested before the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades

may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Integrity, Content, Format

New readings. The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

New work. The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

Written assignments will follow the style and format guidelines provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style*, 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition). See <http://www.writing.utoronto.ca/advice/using-sources/documentation>. See the "Quick Guide" to this style at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

Terms relating to sex and gender will follow the TST writing guidelines. See chapter 14 "Elimination of Stereotyping in Written Communication" in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with disabilities." See also the guidelines for unbiased language on the University website (go to <http://www.writing.utoronto.ca/advice> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in

this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges

http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offenses. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make backup copies of essays before handing them in.

The obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or another type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to an email from non-utoronto addresses.

Course Schedule

Summer 2017				
Dates	Topic	Reading	Assignment	Due
Prework (May 1 to June 9)	Introduction to Fundraising	Text: Chapter 1 & 2 Syllabus & Blackboard	Complete Forum Discussion & Assignment 1: Evaluate Marketing Materials	May 5
	Resource Development	Text : Chapter 3 & 16	Assignment 2: Shared Mandate Action Plan	May 12
	Relationships	Text: Chapter 6 & 7	Assignment 3: Resource Planning Tool	May 19
	"Christian Resource Development"	Read: Imagining Abundance		May 27
	"Christian Resource Development"	Read Selective Scriptures		June 2
	Christian Resource Development		Personal Philosophy on Christian Resource Development	June 9
In-class intensive June 12 - 15, 2017 (8:45-4:30 pm) (required) Wycliffe College (Toronto, ON)		<ul style="list-style-type: none"> • Explore the Foundations of Resource Development • Develop relationships with Major Donors • Discover good practices for Grant-Writing • Plan and deliver Special Events • Engage Individual Donors • Develop a monthly donor product • Create a Resource Development Strategy 		
Post work (June 19-Aug. 18)	Case for Support	Text: Chapter 4 & 5	Quiz 1 & Assignment 4: Case for Support	June 23
	Individual Donors	Text: Chapter 9 & 10	Quiz 2 & Assignment 5: Individual Donor Action Plan	June 30
	Major Donors	Text: Chapter 8	Quiz 3 & Assignment 6: Major Donor Action Plan	July 7
	Special Events	Text: Chapter 11	Quiz 4 & Assignment 7: Special Events Action Plan	July 14
	Grants and Foundations	Text: Chapter 12	Quiz 5 & Assignment 8: Grant & Foundation Action Plan	July 21
	Planned Giving & Capital Campaigns	Text: Chapter 13 & 14	Assignment 9: SWOR Analysis	August 4
			Assignment 10: Implementation & Monitoring Plan	August 11
			Resource Development Capacity Plan	August 18
<p>Note: Main Text is Weinstein, Stanley, <i>The Complete Guide to Fundraising Management</i>, (2009), San Francisco: Wiley.</p> <p>Secondary reading is Richardson, K.A., <i>Imagining Abundance</i>. New York: Liturgical Press.</p>				