DRAFT SYLLABUS
FUNDRAISING
Syllabus – PA 388L– FALL 2025 – 3 credits (unique #: xxxxx)

Title: **Fundraising**

This course is offered within the Masters of Public Affairs and Masters of Global Policy Studies curricula of the Lyndon B. Johnson School of Public Affairs (LBJ School). The course may be used to satisfy University of Texas at Austin requirements in: the Arts and Cultural Management and Entrepreneurship Portfolio Program; the Nonprofit Studies and Philanthropy Portfolio Program; and the Advanced Public Financial Management in the LBJ School. Registration is open to all academic levels, from undergraduates, through masters, to doctoral students.

BRIEF COURSE DESCRIPTION

This is a practical course on applying grant-writing and direct fundraising skills. Each student will develop her/his/their own project to raise money in a topic area of personal or professional interest. Each student can work with a client, and self-clients are acceptable.

The course addresses legal techniques (other than taxes) for raising resources for not-for-profit, government or for-profit institutions, through: grants, contracts, direct fundraising, swaps, gifts, deferred giving, etc. Course materials include video presentations from people in diverse public sector, non-profit institutions or for-profit companies involved in the process of raising and managing funds. Topics include: presentation of self and organizations, project development, the proposal process, project assessment, and project financial management. Additional subjects include: diversity of information of grant sources, planned giving, capital campaigns, political fundraising, on-line or digital fundraising, benefit events, annual or renewable giving, strategic fundraising plans, as well as processes for raising and spending money through philanthropy.

CLASS LOGISTICS

Course Number	LBJ Section: PA 388L, unique number: to be determined
Day & Time	Mondays, Fall Semester 2025, from 6:00 pm to 9:00 pm
Meeting Info	**Class Meetings**: room SRH 3.316/3.350 (unless revised later)
	Meeting Zoom ID: to be determined
	Zoom Passcode: to be determined
	Student Consultations:
	Meeting Zoom ID: to be determined
	Passcode: to be determined
Faculty	**David Eaton, Professor**
	LBJ School of Public Affairs
Office/Phone	SRH 3.342; telephone: 512-626-6333
E-mail	eaton@austin.utexas.edu
Office Hours	Mondays, 2-5 pm, or via telephone at 512-626-0333
Faculty Support	**Crystal Arteaga**
Office/Phone	SRH 3.346; telephone: to be determined
	crystal.arteaga@austin.utexas.edu
Graduate Assistant	to be determined

Phone	to be determined
E-mail	to be determined

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COURSE OBJECTIVES

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The course is directed at two sets of participants: working professionals and graduate students. Employees of local/state governments, non-profit organizations, for-profit businesses, or political parties can benefit from the course by developing skills directly applicable to their current or future jobs. Students with dissertation or thesis research ideas can use the course to prepare funding requests. As this is a graduate level course, it is expected that a person who enrolls either will have completed an undergraduate degree or will have practical experience equivalent to an undergraduate degree. Undergraduate students may register for the class with the instructor's permission.

This syllabus includes recorded video content of lectures by speakers. These lectures will be useful to students as they will be able to learn from professionals in each topic area about practices in the field. The syllabus includes diverse materials from previous students who have taken the class; those materials include recorded video content, presentation slides, notes, and website links. This content will be useful to students to be able to visualize what can be accomplished by students seeking to raise funds from donors.

Note: The recorded presentations included in this syllabus have been automatically captioned without subsequent editing, and captions are therefore not necessarily accurate reproductions of the spoken words.

GRADING

Assignments 1 through 24	25 %
Class participation	25 %
Presentation of proposal in class	10 %
Final written proposal or fundraising plan	40 %

CERTIFICATION: CERTIFIED FUND RAISING EXECUTIVE - INTERNATIONAL

This course has been designed to include all topics that ought to be covered to enable a person to take an exam to become a Certified Fund Raising Executive-International (CFRE). The education component is one prerequisite required to take and pass the CRFE exam. CFRE Certification requires candidates to document information in three categories: education, professional practice, and professional performance and the application works on a point system. Candidates must document a minimum number of points in each of the three categories in order to be approved to take the CFRE examination. A student interested in taking the CFRE exam can apply through an online application at **My CFRE** that will automatically calculate points. More details on CFRE certification is available in Appendix I to this syllabus.

The education component contributes 80 points within a five-year period. Education includes continuing education on fundraising topics (including conference attendance), academic degrees, teaching on fundraising topics, authoring on fundraising topics, and service learning through volunteer experience. CFRE does not directly offer education. Points are awarded as follows:

- **Continuing education:** 1 point for each hour spent *attending* educational conference sessions or workshops. 2 points for each hour spent *teaching* educational conference sessions or workshops using *previously developed* material. 3 points for each

hour spent *teaching* educational conference sessions or workshops using *newly developed* material.

- **Authoring:** 5 points per published article (500 words or more; self-published material is ineligible). 15 points per book chapter. 30 points per book.

- **Academic degrees:** 5 points for an associate's degree. 10 points each for a bachelor's, master's, or doctoral degree. For Initial Certification, all academic degrees may be counted, even if the degree was earned more than 5 years ago.

- **Service Learning:** 2 points per year for each ongoing volunteer leadership role. 1 point per year for each instance of general volunteer service (a maximum of 10 will be counted). Volunteer work must be separate from one's employment or contractual obligations with a given organization.

A maximum of 10 points of non-fundraising-related continuing education may also be counted, providing that the non-fundraising-related content develops skills that will help the individual become a more proficient fundraising professional. Sessions on general leadership skills, time management, etc., are examples of non-fundraising-related content that might be applicable.

COURSE TEXTBOOKS

Readings will be drawn from the list of textbooks below.
Note: *Students are not required to buy any of the readings* as they will be available through the syllabus.

Capital Campaigns: Strategies That Work, 4th ed.
By Andrea Kihlstedt
Sudbury, MA: Jones and Bartlett Publishers, 2017
ISBN: 9781284069242

Do the Right Thing: Living Ethically in an Unethical World
By Thomas G. Plante
Oakland, CA: New Harbinger Publications, 2004
ISBN: 9781572243644

Excellence in Fundraising in Canada: The Definitive Resource for Canadian Fundraisers, 2 vols.
By Guy Mallabone
Toronto, ON: Civil Sector Press, 2011
ISBN: 9781895589924

Fundraising Basics: A Complete Guide, 3rd. ed.
By Barbara L. Ciconte and Jeanne Gerda Jacob
Sudbury, MA: Jones and Bartlett Publishers, 2009
ISBN: 9780763746667

Program Planning & Proposal Writing: Introductory Version
By Norton J. Kiritz, and Jerry Mundel
Los Angeles, CA: Grantsmanship Center, 1988

ATTENDANCE & CLASS PARTICIPATION

Attendance in each class is required, as is submission of homework, and submission of assignments regarding the final student paper. If a student is not able to (a) participate in class, (b) meet three times

individually on-line with the instructor, or (d) complete required written homework and assignments, such a student ought not enroll in the class. Zero absences from class are allowed *without prior permission*. A student may request permission for an absence for a health situation, an emergency, travel out of town, a family event, a religious holiday, or many other events for which absence is reasonable. Any unexcused absence will result in a grade consequence.

The instructor has included in the syllabus a fifteen-minute time 'slot' for each student to have an individual consultation with the instructor to discuss her/his/their course fundraising project. Time slots are in the hours prior to the class meeting, with a sufficient number of meeting times to allow each student to meet with the instructor to discuss their project.

ASSIGNMENTS

Assignments with due dates/times are listed in the Course Schedule. **Submit all assignments via Canvas by 5pm on the due date indicated.** Homework turned in late will have a reduced grade. A student may request an extension in case of a health situation, an emergency, travel out of town, a family event, a religious holiday, or any event for which it is reasonable to seek permission to turn in homework late. Please let the instructor know as soon as possible. Any unexcused late homework will result in a grade consequence.

FINAL PROJECT

This major assignment in this course is a written product seeking funds for some purpose for some client from some potential donor(s). The format of such a written product depends on its purpose. For example, a proposal to a foundation would follow that foundation's preferences for the length and format of that foundation. A fundraising plan for a capital campaign would provide guidance as to the steps of that effort over time. A plan for a benefit event might have the invitation list, the table design for the event, a list of resources (caterer, supplier of tables and chairs, source of table linen, etc.). The question of 'how long and what is the content of the paper' in this situation is not a useful question because *each student will in effect propose to the instructor the length, content and format of the final written assignment*. A student is obligated to obtain approval from the instructor as to the subject, content, and length of the final paper.in writing prior to Monday, September 22, 2025.

There are four rounds of drafts of each individual's final paper/proposal. The due dates are listed in the schedule. **All drafts should be sent via Canvas by 5 pm on those dates.**

Please see the Individual Proposal Schedule handout for a list of optional submission dates for proposal-related tasks.

HOMEWORK ASSIGNMENT DEADLINES

Assignment 1   Day 1 .... Due by 5pm on Mon, August 25
Assignment 2.   Day 1 .... Due by 5pm on Mon, August 25
Assignment 3   Day 1 .... Due by 5pm on Mon, August 25
Assignment 4   Day 2 .... Due by 5pm on Mon, September 8
Assignment 5   Day 3 .... Due by 5pm on Mon, September 15
Assignment 6   Day 3 .... Due by 5pm on Mon, September 15
Assignment 7   Day 3 .... Due by 5pm on Mon, September 15
Assignment 8   Day 4 .... Due by 5pm on Mon, September 22
Assignment 9   Day 4 .... Due by 5pm on Mon, September 22
Assignment 10   Day 5 .... Due by 5pm on Mon, September 29
Assignment 11   Day 6 .... Due by 5pm on Mon, October 6
Assignment 12   Day 7 .... Due by 5pm on Mon, Oct 13
Assignment 13   Day 8 .... Due by 5pm on Mon, Oct 20
Assignment 14   Day 8 .... Due by 5pm on Mon, Oct 20

Component 1: Making a Case to a Prospective Donor

A challenge for many students is how to take an idea for which they wish to raise money, communicate it in a narrative form that could resonate with a potential donor, and then convert it to a request that can raise funds. This session presents two examples from previous students, Felipe Brito and Ian Tuski. Each began the UT-Austin fundraising class with no experience. Each developed a project that reflects personal and organizational goals for fundraising. Each was successful in raising funds to implement their project. Each has moved forward to raise funds for other purposes; for example, Ian Tuski, has become a full-time fundraising professional. The goal of this session is to help students visualize how to start with an idea and end up with a plan and a process that can be successful at fundraising. The materials available as resources for this session include a lecture by each person, questions about the presentation, the final student proposals, and the websites of the organizations.

For an intellectual exercise prior to class, students should describe for themselves a number of elements of the presentations:

- What is the 'problem' or 'need' that the proposal describes?
- How does the author seek to address that 'need' through a program?
- What are the barriers or challenges to success in achieving the program goals as identified by the author?
- Why is the organization seeking the funds able to address the need?
- What are the ideal outcomes of the program in terms of the beneficiaries?
- What are the cost components and who is responsible for paying for them?
- What are the content or program elements involved in the project and who will address them?
- What is the reason that a donor ought to be interested in this project?
- What performance measures are identified that could enable a donor to assess program success?

Day 1 | Mon, Aug 25 | Schedule

Converting an Idea into a Fundraising Plan or Proposal

6:00pm-6:50pm	Course Introduction - Dr. Eaton
	Discussion of Assignments
	Discussion of Potential Student Projects
6:50pm-7:00pm	BREAK
7:00pm-7:40pm	Presentation by Felipe Brito [not confirmed]
	info@felipebritomusic.com
	https://www.felipebritomusic.com
	How to Develop a Fundraising Idea from Concept to Funded Initiative: Caribbean Arts Camp
7:40pm-7:50pm	BREAK
7:50pm-8:30pm	Presentation by Ian Tuski [not confirmed]
	Director of Development for University Priorities
	TEXAS Development, UT-Austin
	Cell: 269-223-2531
	ian.tuski@austin.utexas.edu
	How to Develop a Fundraising Idea from Concept to Funded Initiative: Guitar Instruction for the Blind and Vision Impaired
8:30 pm-8:50 pm	Discussion of individual student proposal ideas (initial discussion)

Reading   *Fundraising Basics*, Chapter 1: "Ensuring the Future of Philanthropy--An American Tradition--Through Accountability and Ethical Fundraising" (1-12)
Questions for Felipe Brito Presentation
Caribbean Arts Camp Proposal
Caribbean Arts Camps Website: https://www.amistadartscamp.org/
Questions for Ian Tuski Presentation
Braille Guitar Camp Proposal
Braille Guitar Camp Website: https://www.letsplayguitar.org/

Viewing   Presentation | Brito | *How to Develop a Fundraising Idea from Concept to Funded Initiative* (47 mins)
Presentation | Tuski | *How to Develop a Fundraising Idea from Concept to Funded Initiative* (43 mins)

Asgmt #1   Establish your access to the Foundation Directory Online. There are three options to do so, as discussed below. The site access is: http://fdo.org . There will be information regarding access details on the class' Canvas site.

Asgmt #2   Answer six questions about the Brito Presentation
  − What is the topic of the fundraising request?
  − For which client is the student seeking to raise funds?
  − From which organizations is the student seeking to raise funds?
  − How much money was sought?
  − For what purpose were the funds intended?
  − What were the project outcomes, if any?

Asgmt #3   Answer six questions about the Tuski Presentation
- − What is the topic of the fundraising request?
- − For which client is the student seeking to raise funds?
- − From which organizations is the student seeking to raise funds?
- − How much money was sought?
- − For what purpose were the funds intended?
- − What were the project outcomes, if any?

<div align="center">Options for Access to the Candid/Foundation Directory Online</div>

Option 1: Direct Connection to Candid (Note: this option will be described in more detail prior to August 25, 2025)

Note from Candid:

"We've granted access for 20 seats starting September 8, 2025 through October 7, 2025"

To assign users, log in to Foundation Directory. Click on ACCOUNT under "Hi (username)" > Manage subscription > Assign users.

Students will receive an email to register, and after completing the registration process, they can log in to FD here https://fconline.foundationcenter.org/."

Option 2: Connection via the Texas Grant Resource Center (TGRC)

The TGRC will make available connections with class member either in person or virtually to be able to access Candid databases during the course. On Monday, September 8, 2025, from 6 to 7 pm, Ms. Amy Loar, who manages the TGRC, will participate in class to discuss access to the Candid databases via the TGRC located at the Chase Building at 1191 Navasota St, Austin, TX 78702. During the same class she will set up a time for any interested student to visit the TGRC office to gain experience using the databases. Ms. Loer will arrange for a training program for using the Candid database systems at the TGRC office in the Chase Building (JCB) on Navasota (time and date to be determined).

Option 3: Use of Austin Central Library

For guidance, please access: https://library.austintexas.gov/virtual/foundation-directory-online-professional. That site states: "The **Foundation Directory Online Professional Edition** provides timely, comprehensive information on grant-makers and their grants. It includes descriptions of over 96,000 foundations, corporate giving programs, and grantmaking public charities in the U.S.; a database of over 3,500 sponsoring companies; a database of over 1.5 million recently awarded grants; and a keyword-searchable database of over 561,000 recently filed IRS Forms 990 and 990-PF. Help: View the video tutorials or read the FAQs for more information.

Component 1: Access to the Foundation Directory Online
The *Foundation Directory Online* (FDO) is a key tool for fundraising professionals in the United States, as it allows a fundraising professional to identify prospective donors among philanthropic foundations. Some of the 'numbers' for the FDO include: more than 35,000 expanded grant-maker profiles; more than 1,700,000+ recipient profiles; more than 1,100,000 key decision makers and leaders; records of over 21 million grants; and access to searchable 990s and 990-PFs. Candid, the organization that manages the FDO, makes the FDO available to classes in Fundraising in universities to enable students to gain experience with the FDO websites. Access can be obtained for member of this class through three options:

(a) a public library in a community that already accesses the FDO; in Austin the Austin Main/Central Library is the branch;
(b) a 'branch' of the Foundation Center/Candid maintained by nonprofit service units in many cities; in Austin that location is the Texas Grant Resource Center of The University of Texas at Austin;
(c) arranging directly with Candid/FDO for access to the FDO database for a short period of time (four weeks) as part of orienting of students to use the database.

Many students will find the FDO useful in identifying potential donors for their projects. Experience in the use of the FDO can help students think through how such information can be useful in fundraising.

Component 2: Use of the Internet for Data Searches
Many students are familiar with so-called 'Google searches' for information. Fewer students may know of more sophisticated methods for investigating news outlets, journals, books, reports, libraries, and other information sources for materials that could assist in fundraising. This class addresses strategic search methods through a talk by a now-retired reference librarian affiliated with the LBJ School of Public Affairs at The University of Texas at Austin (UT-Austin), PG Moreno. His talk is not a 'universal' solution to the problems of information searches on the web; he introduces services available through the Libraries of UT-Austin. Each university will have its own set of search options. An instructor may find it useful to engage a librarian to discuss available library resources and search options.

Component 3: Development of Initial Fundraising Plans by Student Groups
One challenge for many students is to develop confidence to prepare a request for funding to a donor: a proposal or a fundraising plan. This class begins a three-session exercise for groups of students to develop initial ideas for fundraising. Students in the class should be asked in session one (or two): 'what they wish to raise money for' during the course. After all have presented ideas, the class ought to be asked to select a small number of cases (on the order of one case per three or four students). Small groups of students should then work together for two to three sessions (sessions 2 through 5) to develop 'toy proposals' that include 'elements' of a proposal. The goal of the exercise is for students to develop familiarity with the pattern of a proposal or plan:

- What is the need for money for a particular set of beneficiaries?
- How will the beneficiaries be identified or recruited?
- What is the organization that seeks to raise money to address the need and why is it prepared to do so?
- What are the outcomes of the final project that will address the needs initially identified?

- What are the tasks that will lead to the outcome that helps the beneficiaries?
- What would be a project schedule to accomplish the tasks?
- Who will be the personnel who can accomplish those tasks and how will they be recruited, trained and enabled to succeed?
- What will be the costs to develop and implement the project, and what portion of the funds can be contributed by the sponsoring organization and what portion must be raised from external donors?
- How can the project and its outcomes be maintained beyond the end of the specific project?
- What metrics/performance measures ought to be collected to document success in achieving program goals?

Students will be asked to self-allocate into small groups to develop draft 'proposals' to present to the class. This rapid proposal development will enable students to visualize how they can accomplish their own proposals or plans during the course.

Note that within the class materials associated with this syllabus recorded presentations made by members of three student groups at UT-Austin during Summer 2020 and during Summer 2021. These cases illustrate what can be accomplished over a short period of time by students seeking to understand the components of fundraising.

Day 2 | Monday, September 8 | Schedule

Internet Searches and Empowering Students to Seek Funds

6:00pm-6:50pm	Discussion with Amy Loar, Texas Grant Resource Center (not confirmed) on access to and use of the Candid/Foundation Directory Online system; email: tgrc@austin.utexas.edu; address: c/o Center for Community Engagement of The University of Texas at Austin, John S. Chase Building, 1191 Navasota Street, utcce@austin.utexas.edu, 512.471.6161
6:50 to 7:00pm	Break
7:00 pm to 7:50 pm	Presentation by Bill Kopplin [not confirmed] Social Sciences Liaison Librarian for Government Documents wjkopplin@austin.utexas.edu (512) 495 4268 *Research Resources of the University of Texas Libraries*
7:50pm-8:00pm	BREAK
8:00pm-9:00pm	Discussion of Potential Student Projects to Prepare for the Student-Led 'Proposal Exercise'

Reading   *Questions for PG Moreno Presentation*
                Grantsmanship: Program Planning & Proposal Writing: Introductory Version

Viewing   Presentation | Moreno | *How to Use the Internet for Data Searches: Some Best Practices*
                (59 mins)
                Lecture | Eaton | *Establishing Access to the FOD* (4 mins)

Asgmt #4   1. Name four potential sources of web-based information useful for obtaining information for a possible proposal.
                2. Questions

- What is a direct cost and what is an indirect cost?
- Where in a proposal would be the proper location for a resume or curriculum vitae?
- How important is it that the subject of a proposal be unique?

3. Name six typical sections of a proposal.

Component 1: Event-Based Fundraising

A common type of fundraising is the *benefit event*, where an organization invites donors to an event and the event provides a venue to (a) acknowledge the organization and, in some cases, (b) raise funds from those who participate in the benefit event. In a benefit event, all effort is directed at turn-out of participants. In low-cost events, the goal may be a large number of participants to develop a list of interested stakeholders for the organization. In high-cost events, the focus may be on pre-commitments of funds, such as 'purchasing' a table with a sufficient donation. A benefit event may involve design elements: the venue; the tables; the décor; the expected participant attire; the speakers; the schedule of activities within the benefit event (such as: pre-event 'ice breaker' followed by a meal, photos, dancing, final drinks, etc.). This session discusses how UT-Austin's Blanton Museum of Art has approached event planning, logistics, design, and implementation.

Component 2: Raising Funds from the US Federal Government

Many universities raise significant grant and contract funds from the US federal government. This session describes key sources of information for the diversity of federal sources of support, special application strategies for federal peer reviews, and accounting procedures appropriate for managing federal funds. The speaker, William Shute, led UT-Austin efforts to coordinate with the US federal government for many years.

Day 3 | Monday, September 15, 2025 | Schedule

| Event-Based Fundraising; Raising Funds from the US Federal Government

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6:00pm-7:00pm	Presentation by Sarah Burleson [not confirmed]
	Development Manager, Donor Engagement and Events
	Blanton Museum, UT-Austin
	office: 512-475-6013 | cell: 512-636-4178
	Event-Based Fundraising
7:00pm-7:10pm	BREAK
7:10pm-8:00pm	Student subgroups meet in breakout rooms to discuss their initial group proposals
8:00pm-8:10pm	BREAK
8:10pm-9:00pm	Presentation by Bill Shute [not confirmed]
	Executive Director, LBJ School Washington Center
	LBJ School of Public Affairs
	202-669-5176
	wshute@utexas.edu
	https://dc.lbj.utexas.edu/
	Seeking Grants and Contracts from the U.S. Federal Government

Reading   Questions for Stacey Hoyt & Sarah Burleson Presentation
Questions for Bill Shute Presentation
Fundraising Basics, Chapter 12: "Special Events--The Fun in Fundraising" (265-314)

Viewing   Presentation | Hoyt & Burleson | Event-Based Fundraising (64 mins)
Presentation | Shute | Fundraising from the U.S. Federal Government (21 mins)

Asgmt #5   Individual Semester Proposal Idea: Write a short description (from one paragraph to a page) of the general subject for which you wish to raise money and indicate a possible client.

Asgmt #6   As a group, write a short description (from one paragraph to one page) of the topic of your group proposal: subject matter; client; potential donor(s); problem; proposed action; proposed outcomes.

Asgmt #7   Submit a copy of your resume or curriculum vitae

Component 1: Gift Management

Any gift implies that the recipient organization will manage funds, through donor acknowledgement, reporting and maintenance programs. The 'back room' of a fundraising program is central to accurate and reliable communication with donors, compliance with best accounting practices, and regulations for gift management. This talk by David Bourland discusses gift management processes involved in a large development program.

Component 2: Planned Giving

One major source of funds can be from donors' end-of-life bequests and planned donations that achieve donors' preferred financial outcomes. This is a field that involves tax, retirement, and inheritance laws. It also is a subject that asks the development staff to interact closely with each potential donor to seek to achieve that donor's financial goals. The syllabus contains ten videos related to planned giving, providing an introduction to this complex field.

Component 3: Discussion of Students' Initial Proposal Ideas

Fundraising is typically a group exercise: people discuss ideas and evolve their proposals based on good ideas of colleagues. In this class, members of the class will discuss their initial ideas for fundraising with the other members of the class. Hopefully such a 'crowd-sourcing' of ideas will help each member of the class to improve their narrative of their project.

Component 4: Individual Mentoring

There is no little time for class members to develop and implement their ideas for fundraising in a five-week class that some serious mentoring is appropriate. Therefore, the instructor will meet with each student four times during the class (every Monday for the second through fifth weeks) for 15 minutes to discuss the student's ideas. The student will have these discussions in addition to the written feedback every week from the instructor. The intent is for each student to complete their project within the five weeks of class.

Student Consultations Prior to Class, 1pm-5:30pm

1:00-1:15 pm
1:15-1:30 pm
1:30-1:45 pm
1:45-2:00 pm
2:00 – 2:15 pm...
2:15 – 2:30 pm...
2:30 – 2:45 pm...
2:45 – 3:00 pm...
3:00 – 3:15 pm...
3:15 – 3:30 pm...
3:30 – 3:45 pm...
3:45 – 4:00 pm...
4:00 – 4:15 pm...
4:15 – 4:30 pm...
4:30 – 4:45 pm...
4:45 – 5:00 pm...
5:00 – 5:15 pm...
5:15 – 5:30 pm...

6:00pm-6:50pm	Presentation by David Bourland [not confirmed]
	Director for Process Improvement & Strategic Initiatives
	TEXAS Development, UT-Austin
	O: 512-475-9653 | C: 512-507-3719
	davidbourland@austin.utexas.edu
	Gift Reporting, Donor Acknowledgment and Gift Maintenance
6:50pm-7:00pm	BREAK
7:00pm-7:50pm	Presentation by Amanda Brown Irving [not confirmed]
	Executive Director of Gift and Estate Planning
	The University of Texas at Austin
	(512) 820-5113 - cell
	amanda.irving@austin.utexas.edu
	Planned Giving and Estate Planning
7:50pm-8:00pm	BREAK
8:00pm-9:00pm	Students discuss their fundraising ideas. The goal is to have student colleagues "crowd source" ideas and resources to help each other.

Reading	*Fundraising Basics*, Chapter 15: "The Basics of Planned Giving" (413-448)
	Questions for David Bourland and Jessica Baker Presentation
	Brief Reading: Example of Planned Giving Promotion Offerings
	UT Austin Office of Development Materials:
	Planning to Change the World: An Overview of Gift and Estate Planning at The University of Texas at Austin
	Slides | The Road to Million-Dollar Gifts
	Slides | Charitable Gift Annuities; Smart Gifts During Turbulent Markets

Slides | Planned Giving Strategies for the Four Quarters of a Donor's Life
Slides | Seats at the Table: How to Navigate Your Donors' Team of Advisors
Slides | How to talk to Donors about Death and Taxes – and They'll Thank You for It!
Slides | Finding Black Swans: The Key to Unlocking Gift Potential
Slides | Gift Planning During the COVID-19 Pandemic Presentation
Slides | Secure Their Future

Viewing   Required
Presentation | Bourland | Gift Reporting, Donor Acknowledgment and Gift Maintenance
(23 mins)
UT Austin Office of Development Materials:
Presentation | Retire Well…Do Good (61 mins)

Optional
Presentation | Estate Planning in the Time of the Coronavirus Pandemic (62 mins)
Presentation | The Road to Million-Dollar Gifts (60 mins)
Presentation | Charitable Gift Annuities; Smart Gifts During Turbulent Markets (45 mins)
Presentation | Planned Giving Strategies for the Four Quarters of a Donor's Life (50 mins)
Presentation | How to Navigate Your Donor's Team of Advisors (50 mins)
Presentation | How to talk to Donors about Death and Taxes (58 mins)
Presentation | Finding Black Swans: The Key to Unlocking Gift Potential (28 mins)
Presentation | Gift Planning During the COVID-19 Pandemic (50 mins)
Presentation | A Plan For Every Longhorn, Trusts: Privacy, Protection, and a Powerful Plan
(60 mins)

Asgmt #8   1. Describe two strategies for planned giving.
         What is your name for the strategy?
         What are the benefits to the donor?
         What are the benefits to the recipient non-profit?
         Why do these benefits accrue? Who is worse off by the use of the strategy?
       2. Please identify two strategies for managing donations and donors
         What would you call those approaches?
         Why are they useful?
         What do they accomplish?

Asgmt #9   Each student group submits a draft group proposal for comments, so there can be a revision
       prior to the presentation on Day 5.

Component 1: Fundraising Overview

This component discusses how to approach 'fundraising' as an institutional priority and a natural part of program management. The intent is to provide a narrative approach to seeking funds: how to enable a potential donor to achieve their goals by giving funds to a recipient program.

Component 2: Presentation of Student Group Proposals

It is often a challenge for students to come to appreciate their innate potential as institutional advancement staff, as for many the tasks involved are new to them. The recordings here contain presentations of brief proposals developed by small student groups over a very short time. The examples ought to help students understand what is involved in preparing a fundraising proposal or plan during the class, which is the course's intent.

Component 3: Typical Topics of a Student Group Proposal
Typical topics of a student group proposal will include: (a) specification of a need to be addressed; (b) identification of a way to address the need; (c) tasks to be accomplished to address the need; (d) methods to be used; (e) resources required; (f) schedule for activities; (g) deliverables or outcomes expected; (h) future perspective or sustainability of activities; (i) description of the implementing organization and its bone fides to accomplish the tasks; and (j) partnerships and other documentation.

Day 5 | Monday, September 25, 2025 | Schedule

| Overview of Fundraising and Initial Student Proposals

6:00pm-7:00pm	*Introduction to Fundraising* – Dr. Eaton
7:00pm-7:10pm	BREAK
7:10pm-8:00pm	Presentation of half of student group proposals, with comments by class
8:00pm-8:10pm	BREAK
8:10pm-9:00pm	Presentation of half of student group proposals, with comments by class

Reading   Lecture Slides | Introduction to Fundraising
               Typical Topic of a Proposal

Viewing   Lecture | Eaton | Introduction to Fundraising Part 1 (28 mins)
               Lecture | Eaton | Introduction to Fundraising Part 2 (10 mins)
               Lecture | Eaton | Introduction to Fundraising Part 3 (21 mins)
               Lecture | Eaton | Introduction to Fundraising Part 4 (31 mins)
               Group Presentation | Corporate Capital Funding Austin Parks Foundation (20 mins)
               Group Presentation | Creating a 501(c)(3) Nonprofit (36 mins)
               Group Presentation | HRC Austin (36 mins)

Asgmt #10 Submit the final group proposal.

Day 6 | Monday, October 6, 2025 | Guide

Challenging Fundraising Elements and Raising Funds from Foundations

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Component 1: Challenges of the Fundraising Process

There are certain elements of a proposal or fundraising plan that many students find challenging, as listed below. This component discusses how to address these challenges.

− Budgeting (particularly multi-column budgets that include diverse funding sources and in-kind contributions)
− Evaluation (particularly developing easily-assessed metrics that document inputs, outputs, process measures, outcomes and consequences)
− Assuring program sustainability
− Documenting the quality of the host or gift-managing institution
− Securing appropriate attachments to document proposal elements that require evidence (such as construction costs for a facility)
− Understanding the role of letters of support in documenting team skills and the quality of the gift-managing institution

This component also deals with a necessary step in any fundraising effort: self-criticism. One of the key outcomes of this course is for a student to develop a 'golden gut,' to be able to read and perceive weaknesses in their own proposal/plan. To put the issue clearly: there are no 'good' proposals, just proposals that can be improved.

Component 2: Identifying Weak Points in Proposals

This exercise will allow students to identify weaknesses in a proposal, based on the donor's expectations as included in a request for proposals. Donors seek certain content, documentation or outcomes to achieve their goals. A prospective applicant has a challenge to seek to accomplish its goals, while also addressing the donor's priorities. This comparison between a recent National Oceanic and Atmospheric Administration (NOAA) request for proposals and a submitted proposal will provide an example for self-critique that should be useful for students seeking to address their own proposals.

Component 3: Raising Money from Foundations

Foundations include diverse institutions that may seek to use money for the 'good of society.' This component discusses the diversity of foundation structures and ways in which a development officer can approach and address these institutions as part of a fundraising process.

6:00pm-6:50pm	*Challenging Elements of Fundraising* – Dr. Eaton
6:50pm-7:00pm	BREAK
7:00pm- 7:50pm	*Assessing Weak Points of Proposals (NOAA Proposal)* – Dr. Eaton
7:50pm-8:00pm	BREAK
8:00pm-9:00pm	*Raising Money from Foundations* – Dr. Eaton

Reading   *Fundraising Basics*, Chapter 11: "Raising Money from Foundations" (239-264)
NOAA Notice of Funding Opportunity
Proposal to National Oceanic and Atmospheric Administration (NOAA):
"Texas-Tamoulipas Sustainable Materials Management Project"

Viewing   Lecture | Eaton | Difficult Elements of Fundraising Proposals (60 mins)
Lecture | Eaton | Assessing Weak Points of Proposal Part I (58 mins)
Lecture | Eaton | Assessing Weak Points of Proposal Part II (38 mins)

Asgmt #11 List four common elements of an appendix or an attachment to a proposal
Answer the following questions:
1. Fundraising
- What does the term 'fringe benefits' include?
- What are 'direct costs'?
- What are 'indirect costs' or 'overhead'?
- What does the term 'in-kind contributions' mean?

2. Foundation fundraising
- Describe four different types of foundations
- For each type, from where does each foundation type obtain finds?
- For each type, to what organizations does each type provide funds?

3. List up to ten reasons why NOAA should not fund Dr. Eaton's proposal based on the
   expectations in the "Notice of Funding Opportunity."

Day 7 | Monday, October 13, 2025 | Guide

Raising Money from Corporations & Peer Review of Fundraising Ideas

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Component 1: Raising Money from Corporations

There is a diversity of businesses, organized as 'corporations,' that can donate money, materials and labor to a development program. This component discusses the diversity of corporate structures and ways in which a development officer can approach and address these institutions as part of a fundraising process.

Component 2: Peer Review of Student Fundraising Ideas

A key phase of the class is for the student participants to provide peer reviews of each others' proposals or plan ideas. This component provides time for each student to present their initial fundraising ideas, seek advice from student colleagues, and develop skills at responding to issues that arise with a fundraising idea.

Component 3: Instructor's Comments on Draft Student Ideas

This day includes a weekly period of 15 minutes for each student to discuss their ideas with the instructor. The goal is feedback, so that each student can improve their proposal during the brief five-week class period.

Student Consultations Prior to Class, 1pm-5:30pm

1:00-1:15 pm
1:15-1:30 pm
1:30-1:45 pm
1:45-2:00 pm
    2:00 – 2:15 pm ....
    2:15 – 2:30 pm ....
    2:30 – 2:45 pm ....
    2:45 – 3:00 pm ....
    3:00 – 3:15 pm ....
    3:15 – 3:30 pm ....
    3:30 – 3:45 pm ....
    3:45 – 4:00 pm ....
    4:00 – 4:15 pm ....
    4:15 – 4:30 pm ....
    4:30 – 4:45 pm ....
    4:45 – 5:00 pm ....
    5:00 – 5:15 pm ....
    5:15 – 5:30 pm ....

6:00pm-6:50pm	Raising Money from Corporations – Dr. Eaton
6:50pm-7:00pm	BREAK
7:00pm-7:50pm	Discussions with individual class members on their proposal ideas within the class, so all can contribute ideas and benefit from peer advice – Dr. Eaton
7:50pm-8:00pm	BREAK
8:00pm-9:00pm	Discussions with individual class members on their proposal ideas within the class, so all can contribute ideas and benefit from peer advice – Dr. Eaton

Reading   *Fundraising Basics*, Chapter 10: "Corporate Fundraising" (177-237)

Viewing   Lecture | Eaton | Corporate and Foundation Fundraising Part 1
                  Lecture | Eaton | Corporate and Foundation Fundraising Part 2

Asgmt #12 First draft of Final Project

Asgmt #13 What are three different types of resources available to be raised from a corporation? What is a matching gift?

In some classes students may seek to raise funds for beneficiaries outside of the USA. This session approaches international fundraising by discussing (a) fundraising in one country (Brazil) and (b) a program that spends funds in Ethiopia. The two components seek to provide a perspective on raising and spending money outside of the USA.

Component 1: Fundraising in Brazil

This component is a discussion of the challenges of raising money in a nation that (a) does not have a tradition of individual or institutional philanthropy and (b) does not have strong tax incentives for philanthropy. The speaker, Athayde Motta, is a leader in the nonprofit sector in Brazil.

Component 2: Raising and Spending Money for Ethiopia

'A Glimmer of Hope' is a non-profit based in Austin, Texas that operates in Ethiopia (in addition to the USA). It raises funds for Ethiopian programs and spends money through Ethiopian institutions. The talk discusses institutional and management steps for transparency and quality assurance with an overseas operation. The speaker, Ellen Bettis, is a senior staff member with 'A Glimmer of Hope.'

Component 3: Best Practices in Fundraising Communications

One challenge that many students observe in this course is the focus on the preferences and intent of a donor, with limited concern for the priorities of the grant-seeking organization, per se. This component seeks to illustrate certain communication principles that may be useful for students developing fundraising plans or proposals.

Component 4: Political Fundraising

Money is a key element in politics. This session discusses special elements of political fundraising, including in-person, virtual, mail, phone, benefit events, bundling and other processes. This talk addresses how a political fundraiser can relate to diverse potential donors, including; advocacy groups/interest groups, political action committees, Section 501(c)(3) organizations, Section 527 organizations, political parties, and individuals. The speaker, Susan Harry, addresses special challenges of political fundraising in the time of Covid-19.

Day 8 |Monday, October 20. 2025 | Schedule
International Fundraising

6:00pm-6:30pm	Discussion of Presentation by Athayde Motta (not confirmed)
	Diretor Executivo
	Instituto Brasileiro de Análises Sociais e Econômicas (ibase)
	https://ibase.br/pt/
	Philanthropy in Brazil
6:30pm-6:40pm	BREAK
6:40pm-7:20pm	Presentation by Ellen Bettis [not confirmed]
	Communications & Donor Manager
	A Glimmer of Hope: https://glimmer.org/
	o: 512.328.9944	c: 512.988.3414
	glimmer.org
	International Fundraising
7:20pm-7:30pm	BREAK
7:30pm-8:00pm	*Best Practices in Fundraising Communications* – Dr. Eaton
8:00pm-9:00pm	Presentation by Susan Harry [not confirmed]
	Phone: 512-542-9744	Mobile: 512-791-0633
	susan@susanharry.com
	Political Fundraising under Covid-19

Reading Questions for Athayde Motta Presentation
Questions for Ellen Bettis Presentation
Questions for Susan Harry Presentation
Fundraising Basics, Chapter 13: "Fundraising Communications" (315-368)

Viewing Presentation | Motta | Philanthropy in Brazil (61 mins)
Presentation | Bettis | International Fundraising (42 mins)
Presentation | Harry | Presentation on Political Fundraising Under Covid-19 (33 mins)

Lecture | Eaton | Best Practices in Fundraising Communications (10 mins)

Asgmt #14 1. Are there any special elements in Brazilian law or culture that either enhance or limit fundraising for non-profit organizations?
2. Are there any special elements in Brazilian law that affect the creation and operations of non-profit organizations?

Asgmt #15 1. With what institutions does AGOH partner in Ethiopia?
2. Describe the roles of domestic (US) staff and in-country (Ethiopia) staff in program management.
3. Are there any special control elements that apply to spending tax-exempt funds raised in the USA but spent outside of the USA?
4. Are there elements of fundraising law or practice that apply to raising money in the USA that will be spent outside of the USA?

Asgmt #16 1. For political fundraising during a pandemic, what channels work best, or what mode of interaction between fundraiser and potential donors works best?

2. How has the raising money and the spending of money in political fundraising been affected by Covid-19?

Component 1: Government Agency Management of a Program Serving Social Goals

Many governmental agencies deliver social programs supported in part by philanthropy and volunteerism. Adrian Loucks discusses the 'Adopt a Beach' program of the Texas General Land Office, an effort in operation for 34 years to clean Texas beaches that involves over 500,000 volunteers a year, removes close to 10,000 tons of trash from Texas beaches, and cleans over 11,000 linear miles of Texas beaches. This discussion describes how a government agency can operate a non-profit organization in parallel to its governmental roles, and raise volunteers, money and in-kind services to clean Texas beaches.

Component 2: Gift/Contract Administration

Managing a donor's money is complex, as a donor (for example, the federal government) may require specialized accounting and document processes; for example, fund segregation for specific programs is a common expectation. This session discusses typical administrative processes required to solicit, receive, manage, report, and audit either contract or gift funds. The speaker, Mark Featherston, is a senior staff member of UT-Austin's Office of Sponsored Projects.

Day 9 | Monday, October 27, 2025 | Schedule

| Govt Agency Management & Political Fundraising & Gift/Contract Administration

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6:00pm-6:50pm	Presentation by Adrian Loucks [not confirmed]
	Texas Adopt-a-Beach: https://texasadoptabeach.org/
	Direct: 512-463-7497
	Toll free in Texas: 877-TXCOAST (892-6278)
	Managing a Philanthropic Program within a Government Agency
6:50pm-7:00pm	BREAK
7:00pm-7:50pm	Topic to be Determined
7:50pm-8:00pm	BREAK
8:00pm- 9:00pm	Presentation by Mark Featherston [not confirmed]
	Assistant Director, Contracts & Agreements
	Office of Sponsored Projects, UT-Austin
	512-232-6087
	Proposal Project Implementation and Administration

Reading   Questions for Adrian Loucks Presentation
Questions for Mark Featherston Presentation

Viewing   Presentation | Loucks | Presentation on the "Adopt a Beach" Program (42 mins)
Presentation | Featherston | Proposal Project Implementation and Administration (34 mins)

Asgmt #17 Institutional Management of Funds
1. What is the Office of Sponsored Projects (OSP) at UT-Austin?
2. What roles do OSP staff play in the proposal process for gifts, grants or contracts at UT-Austin?
3. What is an 'account number' associated with a UT-Austin project?
4. How is an account number used as a control element for ethical management of funds used at UT-Austin?

Component 1: Major Gifts

In many organizations a major challenge for its development staff is management of persons with sufficient capacity to become major donors. This class addresses how to screen a potential donor for capacity to give, involve a potential donor in the organization to learn about its priorities, work with a potential donor to understand their interests and preferences, and engage a potential donor in a gift that can transform the organization. The speaker, Emily Anne Skinner, is a major gift officer of UT-Austin.

Component 2: Crowdsourcing

Crowdsourcing, or solicitation of the public for funds, is a recent form of web-based fundraising that involves secure on-line donations. This component discusses the steps an organization can take to create, operate, and promote on-line crowdsource donations. The talk addresses both recurrent campaigns and short-term intensive fundraising, such as 24-hour intensive events to raise money for specific programs. The speaker, Kellie Sullivan, leads UT-Austin's crowdsourcing programs.

Component 3: Proposal Review

The instructor will meet with each student for fifteen minutes to review the current fundraising draft.

Day 10 | Monday, November 3, 2025 | Schedule
Major Gifts and Crowdsourcing

 Student Consultations Prior to Class, 1pm-5:30pm

1:00-1:15 pm.…………………….
1:15-1:30 pm..…………………….
1:30-1:45 pm..…………………….
1:45-2:00 pm.…………………….
2:00 – 2:15 pm.……………….....
2:15 – 2:30 pm.…………………...
2:30 – 2:45 pm.……………….......
2:45 – 3:00 pm..………………...
3:00 – 3:15 pm.………………….....
3:15 – 3:30 pm.…………………
3:30 – 3:45 pm.…………………
3:45 – 4:00 pm.…………………
4:00 – 4:15 pm.…………………
4:15 – 4:30 pm.…………………
4:30 – 4:45 pm.………………
4:45 – 5:00 pm.…………………
5:00-5:15 pm

6:00pm-6:50pm	Presentation by EmilyAnne Skinner [not confirmed]
	Director of Development
	University Priorities Team
	TEXAS Development, UT-Austin
	easkinner@austin.utexas.edu
	Office: 512.471.4724	Cell: 512.632.1407
	Major Gifts
6:50pm-7:20pm	Exercise: How to ask for a major gift.
7:20pm-7:30pm	BREAK
7:30pm-8:10pm	Presentation by Kellie Sullivan [not confirmed]
	Director of Annual Giving
	TEXAS Development, UT-Austin
	512.471.6058
	40 for Forty Resources Page
	Crowdsourcing as a Fundraising Method
8:10pm-8:20pm	BREAK
8:20pm-9:00pm	Topic to Be Determined

Reading   Questions for EmilyAnne Skinner Presentation
Questions for Kellie Sullivan Presentation
Fundraising Basics, Chapter 8: "Prospect Research" (137-158)
Fundraising Basics, Chapter 9: "The Use of Personal Solicitation in Major Gift Fundraising" (159-176)
Fundraising Basics, Chapter 7: "Using Direct Mail, Telemarketing and the Internet to Build a Donor Base" (111-136)

Excellence in Fundraising in Canada, [Chapter 14: "Online Fundraising](221-233)

Viewing   [Presentation | Skinner | Major Gifts](33 mins)
[Presentation | Sullivan | Crowdsourcing as a Fundraising Method](28 mins)

Asgmt #18 Second draft of Final Project

Asgmt #19 Major Gifts
1. What are the elements of a 'gift pyramid'?
2. What are your estimates of the fraction of the value of gifts typically received from each 'level' of the pyramid?
3. Can you describe five elements of a typical 'major donor' cycle of solicitation?

Asgmt #20 Crowdsourcing
1. Can you list five fundraising channels (methods for reaching potential donors)?
2. What are two methods/channels used by UT-Austin in its crowdsourcing fundraising?
3. What materials (content) does UT-Austin require to be prepared in advance before a group can be facilitated to conduct a HornRaiser solicitation?

Component 1: Community Philanthropy

Many communities around the world have evolved different forms of 'community foundations.' One form is a 'regional foundation' that can draw from diverse donors and is managed by volunteers who focus on local concerns; such a community foundation is discussed later in the class. A second form is a local 'United Way' organization that draws donations primarily from annual large institutional campaigns in private and public-sector institutions, with funding decisions by volunteers who may represent leadership of those institutions. This component includes a recorded presentation led by Ray Blue, a former staff member of United Way for Greater Austin (UWoGA). He discusses how a United Way raises and spends funds. The discussion of how a United Way raises and spends money is led by UWoGA Chief Development Officer Michele Scherz.

Component 2: A Capital Campaign

One of the most difficult 'development' tasks is to collect large sums over a defined period of time to construct a facility, create an endowment, or enable a major project. Such a so-called 'capital campaign' may involve outreach to a large number and diverse types of donors, including major and small gifts, foundations and philanthropies, involving both volunteer assistance, in-kind contributions, and both present-day and planned gifts. This session discusses phases of a capital campaign based on a specific real campaign.

6:00pm-7:00pm	Presentation by Michele Scherz [not confirmed]
	Chief Development Officer
	United Way for Greater Austin
	How to Raise and Spend Money – Discussion of the Activities of the United Way for Greater Austin (UWATX)
	https://www.linkedin.com/in/michele-scherz-a211839/
7:00pm-7:10pm	BREAK
7:10pm-8:10pm	Presentation by David Hammond and Virginia Alvarez [not confirmed]
	David Hammond, Development Director, KMFA
	512.615.6903
	dhammond@kmfa.org
	Capital Campaigns
8:10pm-8:20pm	BREAK
8:20pm-9:00pm	Exercise: Hypothetical Capital Campaign

Reading   Questions for Ray Blue Presentation
SX6ATX Strategic Plan
United Way for Greater Austin Impact Report
United Way for Greater Austin Family Opportunity Roadmap

               Questions for David Hammond & Virginia Alvarez Presentation
Fundraising Basics, Chapter 14: "Capital Campaigns" (369-412)
Capital Campaigns, Introduction, Chapter 1 and Chapter 2 (xxi-37)
Hypothetical Capital Campaign Exercise

Viewing   Presentation | Blue | How to Raise and Spend Money – Discussion of the Activities of the United Way for Greater Austin (UWATX) (69 mins)
Presentation | Hammond & Alvarez | Capital Campaigns (49 mins)

Asgmt #21 Capital Campaigns
1. List any four phases of a capital campaign.
2. Distinguish among the roles of staff, capital campaign counsel, board members and volunteers in the process of fundraising for a capital campaign.

Component 1: Renewable Fundraising

Renewable fundraising, sometimes referred to as 'annual fundraising,' is the 'backbone' for many organizations' development programs. Challenges include: initial recruitment of potential donors; enabling repeat and increasing donations; donor communication and acknowledgement. A recoded lecture by Adrian Matthys, who led UT-Austin's renewable fundraising program for many years, discusses some methods to accomplish those tasks. The instructor hopes to include a new speaker who can address how an institution conducts a recurring annual solicitation campaign.

Component 2: Ethics of Philanthropy

Institutional development has inherent ethical challenges, as seeking investment by a third party in an organization to achieve the donors' goals involves the development officer in representing her/his/their organization and relating to potential donors. This component discusses ethical leadership in fundraising, including both ethical theory and practical steps for 'doing the right thing.'

Day 12 | Monday, November 17, 2025 | Schedule
Renewable Fundraising and Ethics of Philanthropy

6:00pm-6:30pm   Discussion of Presentation by Adrian Matthys (not confirmed)
                        Renewable Fundraising for Non-Profits
6:30pm-6:40pm   BREAK
6:40pm-7:40pm   *Ethics and Philanthropy* – Dr. Eaton
7:40pm-7:50pm   BREAK
7:50pm-9:00pm   Philanthropy as a Profession – Dr. Eaton

Reading   Questions for Adrian Matthys Presentation
             Fundraising Basics, Chapter 4: "Your Fundraising Database – A Tool for Success" (67-80)
             Fundraising Basics, Chapter 6: "Building Relationships for Your Organization Through Annual Giving" (101-110)
             Do the Right Thing: Living Ethically in an Unethical World
             Lecture Slides | Ethical Leadership

Viewing   Presentation | Matthys | Renewable Fundraising for Non-Profits (60 mins)
             Lecture | Eaton | Ethical Leadership Part 1 (42 mins)
             Lecture | Eaton | Ethical Leadership Part 2 (46 mins)

Asgmt #22   Renewable Fundraising
1. What are three purposes of an annual or a recurrent fundraising campaign?
2. Name four methods/strategies that would encourage/motivate potential donors to an annual campaign to give more.
3. What are three metrics to assess the success of a renewable fundraising operation?

             Practical Ethics
1. Name three theories of ethical behavior
2. Name a set of ethical guidelines for the fundraising profession

Component 1: Community Foundations

There has developed a worldwide movement in philanthropy to create community foundations (CF) which draw funds from many sources to create various streams of funds that can be used to address human needs in a community. This session discusses one such community foundation in Austin, Texas. The class will be asked to break into small groups (maximum of five) to envision themselves as a CF board to seek to make decisions on which projects to fund.

Component 2: Managing Endowments

One of the challenges of operating a non-profit organization with an endowment is how to manage the endowment as an investment. UTIMCO is one of the largest university-related endowments in the USA and it is managed in a manner that is transparent to the public. This session will include a discussion of the goals of endowment management for the UT-System and the Texas A&M System, the UTIMCO endowment, its investments, and the principles by which those investments are managed.

Component 3: Philanthropy as a Profession

Institutional advancement has become a 'profession,' and persons can create a career from raising money to achieve institutional goals. This session discuss elements of fundraising education, certification, and advancement. For persons who are employed in the development field, one professional option is to seek certification.

Component 4: Student Presentations

The key outcome from this class is a set of student fundraising projects. In these sessions, each student is allotted sufficient time to present material and receive comments from other members of the class. Viewings include pre-recorded final presentations by a set of students in the Summer 2020 and Summer 2021 'Fundraising' course at UT-Austin that should be useful for faculty and students from other institutions to visualize how students can raise money during a course.

This session includes a series of presentations by class members on their fundraising projects. The projects are diverse, which should help many students find a project that is parallel to their intended class final project, whether it be a proposal to a foundation or a benefit event.

Student Consultations Prior to Class, 1pm-5:30pm

1:00-1:15 pm.……………………..
1:15-1:30 pm.……………………
1:30-1:45 pm.……………………
1:45-2:00 pm.……………………
2:00 – 2:15 pm.…………………...
2:15 – 2:30 pm.…………………..
2:30 – 2:45 pm.…………………....
2:45 – 3:00 pm.…………………..
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3:30 – 3:45 pm.………………
3:45 – 4:00 pm.…………………
4:00 – 4:15 pm.…………………
4:15 – 4:30 pm.…………………
4:30 – 4:45 pm.…………………
4:45 – 5:00 pm.…………………
5:00-5:15 pm
5:15pm-5:30pm

6:00pm-6:30pm	*Community Foundations* – Dr. Eaton
6:30pm-6:40pm	BREAK
6:40pm-7:30pm	Drury Morris, CFA [not confirmed]
	Chief of Staff
	The University of Texas/Texas A&M
	Investment Management Company (UTIMCO)
	dmorris@utimco.org	(512) 225-1659
	Managing Endowments
7:30pm-7:40pm	BREAK
7:40pm-9:00pm	Presentation of student proposals, with comments by class. Each presentation should not exceed 10 mins, followed by questions and discussion by class, not to exceed 5 mins.

7:40pm-7:55pm
7:55pm-8:10pm
8:10pm-8:25pm
8:25pm–8:40pm
8:40pm-8:55pm

Reading   AFP: https://afpglobal.org/
Requirements for CFRE Certification
Feasibility Study of a Community Foundation in Marica, Brazil
Austin Community Foundation Philanthropy Exercise
UTIMCO: Endowment Management

Viewing   Lecture | Eaton | Community Foundations (30 mins)

Asgmt #23 Fundraising as a Profession

1. Name a professional association of persons in fundraising that uses practice-based credentials
2. Name at least four knowledge domains that would be assessed in an assessment of a fundraiser's knowledge

Asgmt #24 Third draft of Final Project

Component 1: Student Presentations

The key outcome from this class is a set of student fundraising projects. In these sessions, each student is allotted sufficient time to present material and receive comments from other members of the class. Viewings include pre-recorded final presentations by a set of students in the Summer 2020 and the Summer 2021 'Fundraising' course at UT-Austin that should be useful for faculty and students from other institutions to visualize how students can raise money during a course.

This session and the next include a series of presentations by class members on their fundraising projects. The projects are diverse, which should help many students find a project that is parallel to their intended class final project, whether it be a proposal to a foundation or a benefit event.

Day 14 | Monday, December 8, 2025 | Schedule
Student Paper Presentations

Presentation of student proposals, with comments by class. Each presentation should not exceed 10 mins, followed by questions and discussion by class, not to exceed 5 mins.

6:00pm-6:15pm
6:15pm-6:30pm
6:30pm-6:45pm
6:45pm -7:00pm
7:00pm-7:15pm
7:15pm-7:30pm
7:30pm-7:45pm
7:45pm -8:00pm
8:00pm-8:15pm
8:15pm-8:30pm
8:30pm-8:45pm
8:45pm -9:00pm

Viewing   Student Project Presentation | Jacob Barrett
             Student Project Presentation | Claudia Canfield
             Student Project Presentation | Aaron Escajeda
             Student Project Presentation | Keyanna Evans
             Student Project Presentation | Casey Floren
             Student Project Presentation | Emily Lessig
             Student Project Presentation | Arin Madera
             Student Project Presentation | Ashley Malafronte
             Student Project Presentation | Kara Takasaki
             Student Project Presentation | Annie Woldman
             Student Project Presentation | Krista Ziehler

Reading   Student Project | Claudia Canfield
             Student Project | Aaron Escajeda
             Student Project | Keyanna Evans

Final Project   Final draft of Final Project due

APPENDIX 1: REQUIREMENTS FOR CFRE CERTIFICATION

(text from http://www.cfre.org/certification/initial/requirements/)

Applications for Initial Certification require candidates to document information in three categories: Education, Professional Practice, and Professional Performance. The application works on a point system.

Candidates must document a minimum number of points in each of the three categories in order to be approved to take the CFRE examination.

Your online application at **My CFRE** will automatically calculate points for you.

Your application must be approved before you can be scheduled for the CFRE exam.

See information on application deadlines, fees, and exam dates..

If you require special accommodations for testing, refer to our Policies and indicate your need for special accommodations when filling out your application.

Minimum points required in each application category for Initial Certification are:

EDUCATION: 80 points (must be within the past 5 years). Education includes continuing education on fundraising topics (including conference attendance), academic degrees, teaching on fundraising topics, authoring on fundraising topics, and service learning through volunteer experience. CFRE does not directly offer education. Candidates should choose their own educational programs that provide them with the most benefit, keeping in mind that the length and rigor of a program contribute to its value. Points are awarded as follows:

- **Continuing education:** 1 point for each hour spent *attending* educational conference sessions or workshops. 2 points for each hour spent *teaching* educational conference sessions or workshops using *previously developed* material. 3 points for each hour spent *teaching* educational conference sessions or workshops using *newly developed* material.

- **Authoring:** 5 points per published article (500 words or more; self-published material is ineligible). 15 points per book chapter. 30 points per book.

- **Academic degrees:** 5 points for an associate's degree. 10 points each for a bachelor's, master's, or doctoral degree. For Initial Certification, all academic degrees may be counted, even if the degree was earned more than 5 years ago.

- **Service Learning:** 2 points per year for each ongoing volunteer leadership role. 1 point per year for each instance of general volunteer service (a maximum of 10 will be counted). Volunteer work must be separate from one's employment or contractual obligations with a given organization.

A maximum of 10 points of non-fundraising-related continuing education may also be counted, providing that the non-fundraising-related content develops skills that will help the individual become a more proficient fundraising professional. Sessions on general leadership skills, time management, etc., are examples of non-fundraising-related content that might be applicable.

PROFESSIONAL PRACTICE: 36 points (must be within the past 5 years). 1 month of employment = 1 point. Only 1 point will be awarded for any given month regardless of the number of employers or clients.

Candidates for the CFRE credential must be or have been employed full-time as a professional member of a fundraising staff or as a fundraising consultant to nonprofit organizations; at least 50% of their job duties and responsibilities must consist of fundraising activities, resource development, and/or the management of fund development which results in generation of philanthropic support.

Candidates who are or have been employed half-time (defined by CFRE International as 50% FTE or greater) may also qualify, providing 100% of their job duties and responsibilities consist of fundraising activities, resource development, and/or the management of fund development which results in generation of philanthropic support.

Consultants must submit a client list for the time period claimed as a consultant.

*For professionals with less than 5 years (60 points) of employment in fundraising, completion of an academic degree in fundraising, and/or an intensive certificate program in fundraising is highly recommended.

PROFESSIONAL PERFORMANCE: 55 points (must be within the past 5 years)

Candidates can earn points in any of the following three areas, or a combination thereof. It is not necessary to document points in each of the categories.

- **Actual funds raised:** 1 point = Equivalent raised in candidate's local currency of USD 25,000. Fundraisers in non-OECD member countries will receive 1 additional point for each point of Actual Funds Raised.

- **Communications projects:** 5 points for each project with *outcomes* that had a *measurable impact* on the success of *fundraising* for the organization.

- **Management projects:** 5 points for each project with *outcomes* that had a *measurable impact* on the success of *fundraising* for the organization.

A project is a temporary endeavor with a unique result. Each project must have a definite beginning and end. The project's end is defined by the achievement of the project's objectives or when the project is terminated.
In contrast, an ongoing work effort or repetitive process that follows an organisation's existing procedures would not be considered a project. Incomplete projects will not be accepted.

DONOR BILL OF RIGHTS

All certificants must also agree to abide by the Donor Bill of Rights.

Questions about the CFRE application process?

Contact us at succeed@cfre.org.

COURSE POLICIES

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COVID-19 Update: "Keep Learning" Resources

This course will be offered in person. If you are looking for ideas and strategies to help you feel more comfortable participating in the class, please explore the resources available here: https://onestop.utexas.edu/keep-learning/

If you have any questions about participation in class, you are encouraged to stay up-to-date on the latest news as related to the student experience. https://coronavirus.utexas.edu/students

Attendance Policy

Attendance is expected in all classes, as is participation in course discussions. It is possible to be excused from a class for a variety of reasons. If you are unable to attend a lecture/discussion, please notify the instructor in advance; otherwise you will be marked as absent and there will be a grade consequence. In this class all lectures will be recorded and uploaded to Canvas so that students can review the content.

Services for Students with Disabilities (now Disability and Access)

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (video phone) as soon as possible to request an official letter outlining authorized accommodations. Faculty are not required to provide accommodations without an official accommodation letter from SSD. Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.). For more information, visit http://ddce.utexas.edu/disability/about/.

Comments Regarding Underlying Conditions and This Class

Your success in this class is important to me. We all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Services for Students with Disabilities to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus. See below.

The instructor supports UT-Austin policies to maintain and extend disability accessibility services to all students, as available through https://diversity.utexas.edu/disability/. That website and the associated offices describe procedure for accessing services, including transcription and ASL, longer test times and grading periods, and flexible, asynchronous participation in meetings/courses. The instructor cannot provide mental health resources for which he is not qualified or licensed. Such services are described at the website https://cmhc.utexas.edu/. The Instructor wishes to provide protection to all students, regardless of medically-diagnosed condition. Anyone who has any conditions that are difficult to diagnose or take years to evaluate (such as many auto-immune diseases, chemical sensitivities and allergies, and chronic fatigue), or persons who are not able to access medical documentation due to barriers to health care, clinical bias and stigma, or a lack of available medical services will not have to come to the UT-Austin campus. Any student who wishes an accommodation is required to contact the Instructor. If a person becomes too ill to receive accommodation, the student should contact the Instructor. Any absence of contact between student and Instructor is not acceptable and will result in grade consequences.

CARE Statement

If a student wishes immediate mental health support, please call UT's Counseling and Mental Health Center, Monday-Friday between the hours of 8 am-5 pm at 512-471-3515 or UT's 24/7 Crisis Line at 512-471-2255. The LBJ School has a dedicated Counselor in Academic Residence (CARE counselor), Bryce Moffett, LCSW. She can be a resource for any student for short-term counseling, advice, or anyone seeking longer-term services, or a person seeking just a sympathetic ear. She also can refer you to mental health resources on campus, and in the broader Austin community. You can reach her at 512-232-4449. Her drop-in office hours are Wednesdays 1-2pm in the OSAA suite

Resources for Learning and Life at UT Austin

The University of Texas has numerous resources for students to provide assistance and support for your learning. These resources include:

Sanger Learning Center: https://ugs.utexas.edu/slc

Undergraduate Writing Center: http://uwc.utexas.edu/

Counseling & Mental Health Center: http://cmhc.utexas.edu/

Vick Center for Strategic Advising & Career Counseling: https://ugs.utexas.edu/vick/career

Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

Libraries: http://www.lib.utexas.edu/

ITS: http://www.utexas.edu/its/

Campus Safety & Wellness Resources: https://www.utexas.edu/campus-life/safety-and-security

Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence. Therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy#three

Note that homework and other assignments are to be submitted to the Instructor via email; that is the only route of submission. The email address is: eaton@austin.utexas.edu.

Personal Pronoun Use

Professional courtesy and sensitivity are important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (http://diversity.utexas.edu/genderandsexuality/publications-and-resources/). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use. Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

Zoom

Many of the classes will have ZOOM connections for visiting speakers. If you are unable to attend class in person for a medical reason, you can connect via Zoom through Canvas, or through UT-Austin by selecting Zoom and then entering via the two stage process. You can also join the classes via telephone. Make sure to claim your free UT Zoom account at utexas.zoom.us. You also can download and register the Zoom app on all devices (including computers). The Zoom app is available in the Apple App Store and in the Google Play store for Android. The desktop app can be downloaded at utexas.zoom.us by following the Download Client link at bottom of the opening screen, and then downloading Zoom Client for Meetings.

For technical support, please visit the UT Service Desk: https://sites.utexas.edu/css/servicedesk/

For more general support, visit the Texas One Stop, https://onestop.utexas.edu/

Disclaimer on Recordings

Class sessions are virtual, managed through Web-based software, such as Zoom. The instructor will record each session, so he can be sure that he has recorded accurately the frequency of student comments. If a student wishes to review any recording, he/she/they can do so with or without the assistance of the Instructor, as all classes will be eventually put on Canvas for the remainder of the semester and then the recordings of class sessions will be destroyed. No recording of any student comments will be available to anyone or shared with anyone who is not involved in the class. If a speaker makes a presentation to the class and wishes a copy of a recording of that individual's presentation (without student questions), the Instructor will download, copy and provide such a copy of the individual speaker's remarks, with no student comments. The Instructor will ask students at the beginning of the class to consent to this policy of use of Zoom recordings, so that there is no question that students have been informed and consent to the class' recordings policy.

Students are prohibited from recording and sharing the recordings of any course materials or classes. Those who violate this directive are subject to consequences per UT-Austin policy. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA.

The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Unauthorized sharing of materials is a violation of the University's Student Honor Code and an act of academic dishonesty. Any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Use of Telephones, iPhones, and Communication Devices

Students should silence any electronic devices (computers, iPads, iPhones and any other communication devices) in class and during Zoom classes for communication purposes (texting, checking emails, making phone calls).

Informal Discussions

If a student wants to approach the instructor to request, to inform, to petition, to explain or otherwise let me know about something important, my policy is to accomplish tasks in writing. It is a class policy not to respond to verbal requests. If a student wishes some action from an instructor, please be so kind as to send an email with the written request. Any email will receive a response within 36 hours.

Religious Holy Days

By UT Austin policy, you must notify a faculty member of your pending absence as expected absences for a religious holiday by the 14th class day of the semester. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give you an opportunity to complete the missed work within a reasonable time after the absence. Note: Any quizzes or exams taken after the regularly scheduled date will be different from the in-class exam. Students should expect multiple choice, fill-in the blank, short answers, essays, and possibly an oral component to an exam. Students may not consult with other students about the regularly scheduled quiz or exam until after they have taken the exam.

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:"Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number." For more information, visit: https://liberalarts.utexas.edu/student-affairs/policies-and-procedures/q-drops.php

Title IX Reporting Requirements

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies (https://titleix.utexas.edu/relevantpolices/).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one.** Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

The University of Texas policy on scholastic dishonesty is:

"Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced."

For further information about UT Standards of Conduct, please visit https://deanofstudents.utexas.edu/conduct/standardsofconduct.php

Behavior Concerns Advice Line (BCAL)

The Behavior Concerns Advice Line is a service that provides The University of Texas at Austin's faculty, students and staff an opportunity to discuss concerns about another individual's behavior. This service is a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and The University of Texas Police Department (UTPD). An individual can either call the line at 512-232-5050 or report their concerns using the online submission form. Trained staff members will assist the individual in exploring available options and strategies. They will also provide appropriate guidance and resource referrals to address the particular situation. Depending on the situation, individuals may be referred to resources including but not limited to the Office of the Dean of Students/Student Emergency Services, Counseling and Mental Health Center, and the Employee Assistance Program. Visit: https://besafe.utexas.edu/behavior-concerns-advice-line. Incidents that present an immediate threat to self, others, or property should be considered an emergency and should be directed to The University of Texas Police Department (UTPD) by calling 911.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: https://wellnessnetwork.utexas.edu/BeVocal.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Individuals found guilty of academic dishonesty may be dismissed from the degree program.

Students are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. It is a student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty.

Any student accused of a specific act is subject to University of Texas academic policies and procedures pertaining to violations of the student code of conduct for academic integrity. Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work. Should a violation of academic integrity occur, any student who copied work from another student or any student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action at the discretion of the instructor.

A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking and paraphrasing, can be found at the web page of the Office of the Dean Students (https://deanofstudents.utexas.edu/conduct/academicintegrity.php) and the Office of Graduate Studies (https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy/copyright-tutorial). The University has also established procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities in UT's General Information Catalog (https://registrar.utexas.edu/catalogs/general-information).

Emergency Preparedness and Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated.

- Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy.
- Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Links to information regarding emergency evacuation routes and emergency procedures can be found at: https://preparedness.utexas.edu/emergency-plans

Student Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

Students have the responsibility to respect the rights and property of others (students, faculty, staff) and the institution. Students have the responsibility to be knowledgeable of the published rules and policies of the institution. Students have the responsibility to understand that their actions reflect upon the institution and student body as a whole. Students have the responsibility to recognize the institution's obligation to provide a safe, respectful, professional learning environment.

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Our Mutual Responsibilities Table