IIST 666 (1967)
Public Relations and Fundraising for Libraries (3 Credits)
Summer 2012 Syllabus (10 Pages), Prepared 5/29/2012

Instructor: Frank D’Andraia  Class Meets: Monday/Tuesday and Thursday, 12::30PM – 4:00PM
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Phone: 518.442.5118
Email: fdandraia@albany.edu

Office Hours: Monday, 10:00AM-NOON and 4:30PM-5:30PM; Tuesdays, 10:00AM-NOON and 4:30PM-5:30PM; Thursdays, 10:00PM-NOON and 4:30PM to 5:30PM; and By Appointment

For Whom Planned: The course has been specially crafted for students interested in public relations (marketing) and fundraising for information agencies. There are no requisites.

Course Description: This course studies contemporary fundraising, marketing and public relation techniques, theory and practice, especially those designed for information agencies.

Learning Outcomes/Objectives: By the end of this course students should be able to accomplish the following:

Examination of core and contemporary methods of

- Identify and analyze fundraising, marketing, and public relations concepts especially as they pertain to information agencies
- Learn effective measurement procedures
- Understand theoretical and practical concepts
- Examine fundraising, marketing and public relations research related to information agencies and other appropriate organizations
- Identify and use the major sources of information and literature pertaining information agency fundraising, marketing, and public relations.
- Formulate personal judgments regarding fundraising, marketing, and public relations and develop some facility in expressing these judgments clearly and succinctly in class discussions and written assignments
- Discern current 21st Century fundraising, marketing, and public relations issues facing information agencies and express points of view on these challenges in class discussions and written assignments
- Provide hands on experience in organizing, publishing, and disseminating a publication over the web.
**Teaching Strategies:** The course will be conducted in a discussion format which will require active participation, as well as team work. Students make oral reports, write short essays, articles, and bibliographies, participate in discussion and analysis, and complete a capstone project.

**Attendance Policy/Obligations/Expectations:** Students are expected to advise the instructor if there are any accommodations necessary due to disabilities. Absences of two (2) or more without prior permission or reasonable excuse will be considered excessive and will reduce your final grade by five (5) points. Students are to advise the instructor in advance when it is necessary to be absent from class.

Students are expected to adhere to the **Community Rights and Responsibilities** and to give proper credit in the presentation of ideas ([Graduate Bulletin:](http://www.albany.edu/grad/requirements_general_admissions.html#grading_graduate)).

**Cell Phones:** Please turn off your cell phone and pagers during class.

**Examinations:** There are no examinations.

**Note Taking:** You should take good notes of lectures and discussions. I do not make copies of my lecture notes available. My experience indicates that note taking dramatically increases your recall and keeps you more involved in class deliberations.

**Assignment Format:** All papers should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please. Formal written work must be word processed or typed and reflect use of a style manual. There are style guides available in Dewey and on the University Library webpage (Kate L. Turabian, A Manual for Writers of Research Papers, Theses and Dissertations preferred).

**Submissions:** Papers are due at the start of class. **Late submissions** will be marked down five points.

**Email Communications:** The instructor will reply to student e-mail within 48 hours.

**Required Text:** Wolf, Lisa A. *Library Public Relations, Promotions, and Communications*, 2nd edition. New York: Neal Schuman, 2005. You may obtain the required textbook through Amazon or Mary Jane Books. The required text will be supplemented by additional readings.

You are expected to delve further into the literature. Resources designed to assist you in this effort are as follows:


**Recommended Web Sites:**

ACRL Marketing: [http://www.ala.org/ala/mgrps/divs/acrl/issues/marketing/index.cfm](http://www.ala.org/ala/mgrps/divs/acrl/issues/marketing/index.cfm)

Academic Library Development and Advancement Network (ALADN) [http://www.library.arizona.edu/aladn/index.html](http://www.library.arizona.edu/aladn/index.html)


OCLC Advocacy: http://www.oclc.org/advocacy/default.htm
PLA Marketing Public Libraries: http://connect.ala.org/node/104739

Grading and Due Dates Summary: There is no final examination in this course. You are graded on your level of class participation and the completion of oral and written assignments that have specific due dates and they are as follows:

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Weighting</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>-20%</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

Your active participation in class discussions and sharing of information is essential.

- Assignments (see pages 7-10)

1. Team Presentations (sources) – Fundraising
2. Annotated Bibliography – 21st Century Fundraising
3. Reaction Essay
4. Team Presentations (newsletters) – Public Relations
5. Summaries
6. Capstone Project Final Copy

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>Scale</td>
<td>95-100</td>
<td>90-94</td>
<td>86-89</td>
<td>83-85</td>
<td>79-82</td>
<td>75-78</td>
<td>71-74</td>
<td>68-70</td>
<td>60-67</td>
<td>0-59</td>
</tr>
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Course Outline

May 28 – Monday (Week 1, Class 1) Classes Suspended

May 29 – Tuesday (Week 1, Class 2)

- Introductions
- Syllabus Review
- Sources
- Team Assignments
- Focus: Annotated Bibliographies
  Fundraising Fundamentals – Why We Give or Not (Origins – Behavior – Factors)
  Distribution of Assignment #3

- Reading Assignment:
---Review Cornell Annotated Bibliography Tutorial: http://www.library.cornell.edu/resrch/citing/bibtut

May 31 – Thursday (Week 1, Class 3)

Due Today:
• Assignment #1: Team Presentations: Academic Library Advancement and Development Network (ALADN), Chronicle of Philanthropy, and Council for Advancement and Support of Education (CASE)
• Focus: Fundraising Fundamentals - Techniques and Methods (Asking People for Money)
• Readings Assignment:

June 4 – Monday (Week 2, Class 4)

Due Today:
• Assignment #2, Annotated Bibliography on 21st Century Fundraising
• Focus: Class discussion on what was learned from completing Assignment #2
• Focus: Fundraising Fundamentals – Need for Infrastructure (Direction/Leadership)
• Reading Assignment:
Wolfe, chapter 13, pp 243

June 5 – Tuesday (Week 2, Class 5)

Due Today:
• Assignment #5A, Topic Public Relations Best Practices
• Focus: Public Relations Fundamentals

June 7 – Thursday (Week 2, Class 6)

Due Today:
• Assignment #3: Team Presentations: Comparative Review
• Focus: Public Relations Fundamentals
• Reading Assignment:
Wolfe, pp 3-67

June 11 – Monday (Week 3, Class 7)

Due Today:
• Assignment #6 A, Capstone Topic Selection
• Focus: Public Relations Fundamentals
• Wolfe, 77-159
• Assignment #5B, Class Discussion: Topic - Friends of the Library/Library Advisory Boards

June 12 – Tuesday (Week 3, Class 8):
**Due Today:**
• Class Discussion: Assignment 5C, Topic - Brand
• Focus: Public Relations Fundamentals

June 14 – Thursday (Week 3, Class 9)
**Due Today:**
• Assignment #4 Reaction Essay
• Focus: Public Relations Fundamentals
• Guest Speaker, Carole Anderson *(speaker and date subject to change)*, Associate Librarian, Reference, University Libraries, and University at Albany, SUNY and former President of LAMA. Anderson will talk to you about academic library marketing activities here at UA. Her specific topic, Library Palooza.
• Wolf, 257-293

June 18 – Monday, (Week 4, Class 10)
**Due Today:**
• Guest Speaker: *(speaker and date subject to change)* Jason Kramer, Director, NY Higher education Imitative. Lobbying Do’s and Don’ts.
• **Assignment #6-B**, Capstone Project – 1st Draft
• **Assignment #7**, Anderson Speaker Summary
• Focus: Review *iConnect* Drafts – determine layout

June 19 – Tuesday, (Week 4, Class 11)
**Due Today:**
• **Assignment #7**, Kramer Speaker Summary
• **Assignment #6-C**, Capstone Project – 2nd Draft
• Focus: Review *iConnect* Drafts – determine layout

June 21, - Thursday, (Week 4, Class 12):
**Due Today:**
• **Assignment #6-D**, Final Copy for *iConnect* and finalize layout
• **Assignment #8**, Post on the CCI Blog on *iConnect*
• Focus: Capstone Project and Wrap-UP

**Assignments:**

*Assignment #1, due May 31: Group Presentations (Sources)*
**Objective:** The purpose of this assignment is to allow you to become familiar with a variety of professional development resources.

The class shall be divided into groups; the exact number in a group depends upon the class size. Each Group is responsible for leading a ten to fifteen (10-15) minute discussion on a professional development resource. Groups and topics are randomly selected.

**What is required:** Each group is responsible for how they use their allotted time. The following web site may be of assistance in planning an approach: presentationsoft.about.com/od/classrooms/tp/student_tips.htm

Each group presents on a single source. The group is responsible for researching the topic, determining how to use the allotted and on selecting content for presentation. Students are to use a variety of sources including, if appropriate, scholarly and professional journals. Include in your presentation one or more of the following points: (1) History and focus; (2) Value and benefit; (3) Targeted audience; (4) Comparative data; (5) Pros and Cons; (6) Access/Costs; and (7) Other pertinent information that may warrant class attention.

**Evaluation:** Every member of the team receives the same grade for the presentation. The team report is graded “What is required” and on the diversity and use of sources and professional literature; quality of the team’s thorough grasp and analysis of the issues; delivery (including clarity), creativity, originality, accuracy, and organization of ideas; and the level of thoughtful evaluation and reflection used in addressing the assignment and answering questions from peers.

Each team member is required to complete and return to the instructor a self evaluation form (distributed via-e-mail). The self assessment form is part of the evaluation process.

**Assignments 2: Annotated Bibliography – 21st Century Fundraising, due June 4**

Students are to find six (6) articles from professional or scholarly journals on how or why fundraising is changing. Seek sources published from 2000 forward. Articles selected must be six pages or more in length. Your annotated bibliography should not exceed three (3) pages in length.

**Objectives:** The purpose of this assignment is threefold: First, to allow student to become familiar with current development trends and issues; Second, to insure students become accustomed to using appropriate professional and scholarly publications; and Lastly, to develop and strengthen student intellectual and research skills and abilities. **Be prepared discuss your articles in class.**

**What is required:** SEE: Cornell Annotated Bibliography Tutorial: http://www.library.cornell.edu/resrch/citing/bibtut
Evaluation: Annotated bibliographies are evaluated on the basis of the “What is required” elements outlined above and on clarity, organization, originality, ideas developed; composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); and the level of analysis, synthesis, and interpretation and succinctness.

Assignment #3, Reaction Essay, due June 6

Students are to prepare a three (3) to five (5) page essay on the following: “Is the practice of public relations any different today than in years past? That’s one of the more frequently asked questions in blog communities, LinkedIn discussion groups and Twitter streams. While changes to our profession continue unabated, would you argue that many of public relations’ core elements remain the same for libraries?”

What is required: You are to write a brief reaction essay. “Reaction” means do you agree or disagree. (1) Begin your assignment by writing a thesis statement that firmly sets your position regarding the question upfront and how you intend to evaluate the statement.

(2) Use examples to support your view. (3) Your opinions in a responsive essay are welcome, but support your opinions to give them validity. (4) You must use five unique sources, two of which must be from peer reviewed sources.

Objectives: This assignment has multiple goals and they are as follows: To formulate personal judgments regarding public relation trends; to learn from others; to compare your observations with readings (required and recommended) and class discussion, and to develop some facility on expressing these judgments clearly, succinctly, and persuasively. Be prepared discuss your essay in class.

Evaluation: Your essay is evaluated on the basis of “required” elements outlined above, clarity, brevity, ideas developed, sources consulted, organization, originality, and appropriate composition, as in grammar and spelling.

Assignment #4: Comparative Review, due June 7

Objectives: The purpose of this assignment is to allow you to become more familiar with the use of Newsletters as a PR tool and to assist you to prepare for the class capstone project.

Each Group is responsible for leading a ten to fifteen (10-15) minute discussion on a comparative analysis of two different types of newsletters (print and/or electronic). The newsletters are randomly selected.

What is required: Each group is to review, compare, and critique two newsletters. The group is responsible for researching the topic, determining how to use the allotted time and on what to select for presentation. Students are to use additional sources to address this assignment, including, if appropriate, scholarly and professional journal articles. Include in your
presentation one or more of the following points: (1) are the newsletters consistent from page to page and from issue to issue? (2) Are features easy to find (table of contents, page numbers, and consistent placement of regular features)? (3) Is there an adequate variety of topic and article lengths? (4) Do front page articles jump inside? (5) Are there adequate points of entry for the reader (bullets, drop caps, lists, sidebars, quotes, etc.)? (6) Is the quality appropriate to the image the organizations seeks to project (not too slick/not too grassroots)? (7) Is there one dominant visual element on each page? (8) Does everything have a visual connection to something else on the page? (9) Does the design adhere to the basic design principles of balance, unity, rhythm or repetition, proportion, and contrast? (10) Does the newsletter use good typography and is it attractive? Are the newsletters easy to locate and access? And (11) Are headlines easy to read and clearly related to the article? (12) Other?

**Evaluation:** Every member of the team receives the same grade for the presentation. The team analysis is evaluated on the basis of the “What is required” elements outlined above and on the diversity and use of sources and professional literature; quality of the team’s thorough grasp and analysis of the issues; delivery (including clarity), creativity, originality, accuracy, and organization of ideas; and the level of thoughtful evaluation and reflection used in addressing the assignment and answering questions from peers.

Each team member is required to complete and return to the instructor a self evaluation form (distributed via-e-mail). The self assessment form is part of the evaluation process.

**Assignment 5 A, B and C, due**

**Objective:** The purpose of this assignment is to become familiar with current trends and issues in fundraising, marketing and public relations and the publications that regularly report on these topics.

Each class begins with thirty minutes of sharing current activities/news events on one of three themes: fundraising, marketing, and public relation activities in general and as they relate to information agencies. The activities/events/trends can be gleaned from a number of sources, for example: either hard copy or the on-line version of the *American Libraries, Library Journal, Chronicle of Higher Education, Chronicle of Philanthropy, College & Research Libraries News, and Inside Higher Ed., Brandweek, DM (Direct Marketing), Marketing News, and Target Market.* Newspapers, e.g., *The New York Times* and the *Wall Street Journal* can also be a source, as well as book reviews.

**You should** bring to class either a citation on what you plan to discuss or the article itself (or book). Be prepared with one or two meaningful sentences or passages from the article. Share the specific sentences or ideas and explain what you found significant about them. You may use this to agree or disagree with the author, and you need to relate your comment(s) to the focus of the course.
**Evaluation:** Discussion topics, while not graded in themselves, are used in determining the final assessment for the class participation component of the final grade.

**Assignment #6, due June 18 and 19: Speaker Summaries**

**Objectives:** The purpose of these assignments is a practical exercise to hone your synthesis and thinking skills while enhancing your writing abilities.

**What is required:** Students are to hand in a summary for each guest lecturer. In preparing your summary use the following structure: Provide the main points presented by guest speakers; write a simple declarative sentence for each of the main points; add supporting or explanatory sentences as needed, avoiding unnecessary technical material and jargon. The job of the summary is to present the essential facts. Summaries are limited to 2 pages. Resist the temptation to embellish. Do not include any biographical information about the speaker in your summary. **Summaries are due the class following the presentation.**

**Evaluation:** Summaries, while not graded in themselves, are used in determining the final assessment for the class participation component of the final grade.

**Assignment #7-A-B-C-D, Capstone Project, due:**

A, Share Capstone Project Topic Selection, due June 11  
B, 1st draft, due June 18  
C, 1st draft, due June 19  
D, Final Copy due June 21

The class shall prepare an issue of *iConnect*, a communication of the Department of Information Studies that is distributed to IST alumni, faculty, friends, and other IST stakeholders.

**Objectives:** This project is designed to provide hands on experience in organizing, publishing, and disseminating a publication over the web. As part of the capstone project the class, acting as a team, will discuss and develop content (articles/photographs/graphs) and design. To facilitate the process the class will use a wiki for all submissions.

**Goal:** The capstone project is designed to provide hands on experience and assist the department to communicate the successful activities of the IST program, build brand and expand visibility. This issue of *iConnect* is not to exceed THREE (3) screens in length.

**Evaluation:** All members of the class receive an individual grade for the article they prepare. In addition, this assignment focuses on such principles as building consensus, working collaboratively, and taking shared responsibility. Collaborations, while not graded in themselves, are used in determining the final assessment for the class participation component of the final grade.
Each student is expected to prepare a 250 word article on a topic germane to IST and in accordance with the general guidelines established for *iConnect*:

- “*iConnect* is an electronic update sent to UAlbany Department of Information Studies, alumni and friends. It is a publication that provides summaries and links to news, announcements and other information of interest to IST alumni and friends.”

Your final copy will be evaluated on the basis of content, clarity, ideas developed, organization, originality, and appropriate composition, as in good grammar and correct spelling, as well as accuracy. Your final copy is submitted in electronic format on the *iConnect* wiki.

**Assignment #8, post on the CCI Blog, about *iConnect*, due week of June 17**

For five (5) bonus points) make a post (but not more than two) on the CCI blog about *iConnect* during the week of June 17. The CCI blog is a website that maintains frequently updated and ongoing entries or posts about CCI activities and operations, as well comments of interests to the CCI community.

**Posting Tips:**  
*Timing is everything* – On Facebook the best time to post (in general) is between 8:00PM.-7:00AM. Data for optimum times on the CCI blog is lacking.  
*What a Difference a Day Makes* – In general, stories posted on Facebook on Thursdays and Fridays have 18% more engagement than posts on other days.  
*Keep it Short and Simple* – Shorter posts receive the best engagement, so keep your posts under 40 characters, or at least under 80 characters.  
*Are you asking me?* – Question posts generate twice as much engagement as non-question posts. Fill-in-the-blank posts get nine times as many comments as other posts; for example, “The best thing about the new Facebook Timeline is ______.” Lastly, *don’t forget the buzzwords.*