

Instructor: Leslie Donaldson, Assistant Teaching Professor

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Office Location: Via Zoom (location on campus: Hamburg Hall, 3019)

Office Hours: Zoom office hours will be available on Thursdays from 3:00-6:00 p.m. Link provided in Canvas. Additional appointments are also available; please email the instructor to schedule time.

Teaching Assistant: Samantha Jones (smjones@andrew.cmu.edu)
Zoom office hours will be available on Tuesdays from Noon-1:00 p.m. Link provided in Canvas.

Texts/Resources: Sargent, Adrian, Jen Shang and Associates. *Fundraising Principles and Practice, Second Edition*. Hoboken, NJ: John Wiley & Sons, Inc., 2017. ISBN: 9781119196495. *This is the same book that was used in 93-826 External Relations: Fundraising and Individual Giving*. Textbook is also available online through the CMU Libraries.

Additional materials will be provided by the instructor via Canvas or in class.

We acknowledge that the land in and around Pittsburgh has been home to Indigenous peoples for centuries and millennia longer than we have known it as Pittsburgh. We acknowledge these are the tribal lands of the Osage, and we also acknowledge the Seneca, the Shawnee, the Haudenosaunee, and Lenape peoples who were stewards of this land. Furthermore, we acknowledge that the United States is a settler colonial state sprung from the genocide of millions of indigenous peoples. Nevertheless, Pittsburgh continues to be home for Indigenous peoples of many nations, and we strive to honor their rights and to live together in ethical kinship. —adapted from Dr. Alexa Woloshyn, CMU School of Music

COURSE DESCRIPTION

Building on the fundamentals introduced in External Relations: Fundraising and Philanthropy (93-826) this course examines how fundraising theory works practically to support sponsorship programs and grant activities in nonprofit arts organizations of various sizes. The course will begin with a discussion of the funding landscape, as defined by public agencies, private foundations, and corporations. Through practical application, students will explore the ways in which planning, research, data collection, evaluation, budgeting, relationship-building, and clear messaging is key to conducting any fundraising effort. We will explore the roles of grantees and grantors and acquire a practical understanding of how to position the work of our organizations to meet our fundraising goals. Finally, we will write our own proposals and conduct a peer review process in order to evaluate grant proposals.

COURSE STRUCTURE

The format for this course is designed as “remote” (REO) and will utilize a series of lectures, readings, online discussions, course-related assignments, guest speakers (when possible), and student-led presentations. Readings and online discussions will provide an important foundation for class content and must be completed prior to each class session. Due dates for readings and course-related assignments can be found in the Course Schedule and in the modules section of the Canvas site. Assignments throughout the course will assess student learning and intend to provide students with practical steps and tools to build upon their knowledge. As a part of their final coursework, students will gain experience writing a grant for an artistic project and will conduct a peer review. Descriptions regarding course-related assignments can be found under Course Evaluation Criteria. Additional information regarding the assignments and the corresponding rubrics can be found in Canvas. Information regarding the remote environment and the technology used in this course can be found in the Course Expectations and Course Policies sections of the syllabus.

COURSE OBJECTIVES

Skills and knowledge gained through this course will be assessed through readings, class participation, and assignments. Upon the successful conclusion of the course, students will be able to:

Learning Objectives	How Assessed
1. Create a logic model and evaluation plan to hone institutional programs and address funders needs	Class participation, individual assignments
2. Interpret the motivations of corporate sponsors and assemble an approach to underwriting that aligns corporate donors' interests with institutional programs	Class participation, individual assignments
3. Appraise foundations for fit and formulate appropriate project budgets, line item justifications, and letters of inquiry in the pursuit of financial support	Class participation, individual assignments
4. Understand the objectives of public funders and compose a grant narrative and budget that meets these objectives	Class participation, individual assignments, final exam assignments
5. Evaluate grant applications using scoring guidelines, critical thinking, analysis and discussion amongst a jury of your peers; reflect upon the advantages and disadvantages of the peer review process	Class participation, individual assignments, final exam assignments

COURSE EXPECTATIONS

Statement of Diversity in the Learning Environment: We are diverse in many ways and this course aims to foster an open and respectful learning environment that builds and maintains an equitable and inclusive community. Topics covered in this course may be difficult at times, and it is expected that we approach our discussions with care and empathy. I ask that we be humble and acknowledge that we all have imperfections, but that we acknowledge that we are committed to supporting a diversity of voices which ultimately shape the perspectives of all of us. As we work together to create a safe and more inclusive classroom environment, I ask that we use active listening techniques, remove any peripheral distractions, reinforce one conversation at a time, remain open to new ways of thinking, empathize with others' perspectives, and foster opportunities for feedback that is honest and intends to bring out the best in one another. Collectively, it is my hope that our efforts promote diversity, equity, and inclusion and fuel excellence and innovation in our work.

Remote Course Format: The format for this course is designed as "remote" (REO). Students are expected to join the class synchronously (live) despite the time zone they are joining from. Information regarding the technology used in this course can be found under the Class Policies section of the syllabus.

Use of Zoom: All class meetings will be held synchronously (live) via Zoom. The Zoom link for each class session will be available in Canvas. Please make sure that your Internet connection and equipment are set up to use Zoom and that you are able to share your audio and video during class meetings. (See [this page](#) from Computing Resources for information on the technology you may likely need.) Please plan to keep your mic muted unless you are sharing with the class or in breakout groups. If you have a question or want to answer a question, please use the chat or "raise hand" feature. More information about the remote learning technology used in this class can be found under Course Policies.

Sharing Video: In this course, being able to see one another helps foster a better learning environment and helps promote more engaging discussions. Therefore, the ability to have your camera on during lectures and discussions is preferred. However, it is understandable that there may be reasons you cannot or would not want to have your camera on. If you have any concerns about sharing your video, please email the instructor.

Time Needed for Assignments/Class Preparation: Students should plan for class preparation (readings, videos, review of prior lecture notes, and/or responses to online prompts) to take approximately 1-2 hours. Time needed for individual assignments may vary depending on the assignment, the type of research being conducted, and the writing and editing time needed. The time it will take to produce your final grant narrative, budget, and peer review will also vary. In general, engagement in the course material and planning ahead to conduct research for your written work will help you keep pace with the assignments and class discussions. Some general tips that might help support this:

- Read over your lecture notes within 24 hours. Consider key concepts, highlight important words and ideas, take any additional notes, and develop core questions.
- Readings and/or online discussion prompts are assigned in advance of class. Give yourself enough time to conduct your readings, highlight important ideas, write down questions, and consider concepts so you are able to come to class prepared for discussion.
- Office hours are available to you. Use them productively. Arrive with your questions to help maximize your time.

COURSE POLICIES

Technology: This class will involve the regular use of technology (laptops, tablets and phones) during class. Please keep all your technology tools charged and nearby. The use of laptops or tablets with headphones and a microphone that can easily be muted in class is also recommended. Research has shown that divided attention is detrimental to learning, so please minimize distractions by turning off device notifications and limiting open windows to related class work (for example: live Zoom video window open, online reading window open, and Google doc open to take notes). All personal matters requiring email, messaging, texts, other homework, etc. must be handled outside of class.

Software: Software in the course will primarily utilize Zoom, Canvas, Box, and tools available in the Google suite, such as Docs, Sheets, Drive, Slides, and Jamboard. We may choose to use Kahoot!, Miro, and Slack. If you have concerns about utilizing these tools, or any of the hardware previously mentioned, please contact the instructor.

Recordings: All class sessions will be recorded via Zoom and automatically saved to the Canvas site for your personal use during the course. Breakout rooms will not be recorded. The distribution of any recording is prohibited. This is to protect your FERPA rights and those of your fellow students.

Food/Drink in Class: Please feel free to bring food, bottled water, soda, coffee, or tea to class. However, please ensure that your food and beverage consumption is done safely and is not a distraction to others (e.g. noisy wrappers, pungent food, etc.). Please clean up after yourself.

Intellectual and Professional Integrity: Students at Carnegie Mellon University are engaged in preparing for professional activity of the highest standards, including the highest standards of ethics and integrity. You are expected to have read and understood the Student Handbook and to conduct yourself in a professional manner both inside and outside the classroom, particularly as representatives of this course, the Master of Arts Management Program, Heinz College, and Carnegie Mellon University.

Intellectual and Professional Integrity Continued: Misrepresentation of another’s work as your own (e.g. plagiarism and cheating) is widely recognized as a very serious matter. Cases of cheating and plagiarism are viewed by the University as extremely serious. Students found to have cheated or plagiarized on an assignment will receive a zero on the assignment and information about the offense will be submitted to the Dean’s office for review. Severe penalties may be imposed, up to and including expulsion.

Accommodations for Students with Disabilities: If you have a disability and are registered with the Office of Disability Resources, please use their online system to notify the instructor of your accommodations and make arrangements to discuss your needs with the instructor as early in the semester as possible. The instructor will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, please contact them at access@andrew.cmu.edu.

Statement of Support for Students’ Health and Well-Being: Take care of yourself. Do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. This will help you achieve your goals and cope with stress. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, you are strongly encouraged to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit <http://www.cmu.edu/counseling/>.

COURSE EVALUATION CRITERIA

Course grades will be calculated using the following assessments. Assessment descriptions are listed below and also posted in Canvas along with their corresponding rubrics.

Assessment Description	Possible Points	Due Date
Arts Organization Submission	5	Thurs, March 25 by 1:30 p.m.
Logic Model Draft-In-Progress	5	Tues, March 30 by 1:30 p.m.
Final Logic Model, Evaluation Plan and Description	15	Tues, April 6 by 1:30 p.m.
Corporate Sponsorship Proposal	10	Tues, April 13 by 1:30 p.m.
Foundation Budget	10	Tues, April 20 by 1:30 p.m.
Foundation Research and Letter of Inquiry	15	Tues, April 27 by 1:30 p.m.
PPA Grant Narrative and Budget	20	Thurs, May 6 by 1:30 p.m.
PPA Grant Peer Review and Scoring	15	Thurs, May 13 by 5:00 p.m.
Grant Peer Review Takeaways	5	Thurs, May 13 by 5:00 p.m.
Total	100 points	

Arts Organization Submission = 5 points

Due: Thursday, March 25 by 1:30 p.m.

Select a local (Pittsburgh) arts nonprofit organization that interests you. The organization will be the subject of several assignments in this course and you will soon develop a new program for the organization that aims to increase access to the arts in the community. Spend time learning about the organization's mission, history, core programs, population served, strategic plan (if available), board members, and staff. Some organizations may also post their articles of incorporation, bylaws, financials, 990, and other documents on their website (or you can visit [Guidestar.org](https://www.guidestar.org)). You'll want to reference some of this information in future assignments, so make sure it is quickly accessible. Submit the name of your organization, EIN, website, and the reason for your selection in Canvas.

Logic Model Draft-In-Progress = 5 points

Due: Tuesday, March 30 by 1:30 p.m.

Begin developing your new program based on the organization's mission, strategic plan (if available), and other information you have collected. Your program should occur sometime between September 1, 2021 - August 31, 2022. Use the logic model template, tip sheet, and information shared in class to draft a rough problem statement that considers the population you aim to serve/reach. Include assumptions and rationales that helped you determine your problem statement. Add your ideas for resources (inputs) and program activities, along with your thoughts on outputs, outcomes, and impact. Be prepared to discuss your draft in progress during class on March 30. You will have an opportunity to make improvements to your logic model and turn in a final version with your next assignment.

Final Logic Model, Evaluation Plan and Description = 15 points

Due: Tuesday, April 6 by 1:30 p.m.

Leveraging feedback from class, polish up any components of your logic model and develop your evaluation plans using the worksheet provided. Use your logic model and evaluation plans to write a paragraph that describes your program. Submit your final logic model worksheet, evaluation plan worksheet, and paragraph description of your program in Canvas by 1:30 p.m. on Tuesday, April 6.

Corporate Sponsorship Proposal = 10 points

Due: Tuesday, April 13 by 1:30 p.m.

As discussed in class, design a one-page menu of sponsorship underwriting opportunities for your program. Identify a prospective corporate sponsor you'd like to approach and write a one-page introductory letter to them. The letter should address the prospective sponsor's interests, introduce your organization, describe your program, outline your program's target audience, and reference your enclosed menu of sponsorship opportunities. Close your letter with follow-up information. Your letter and one-page "menu" must be typed and include double-spaced text, 1-inch margins, and 12-point Times New Roman font. Submit your proposal in Canvas by 1:30 p.m. on Tuesday, April 13. Be prepared to pitch your sponsorship program on April 13. More details will be discussed in class.

Foundation Budget = 10 points

Due: Tuesday, April 20 by 1:30 p.m.

Using your nonprofit arts organization and your logic model (resources/inputs), design a budget using the budget tool shared in class and found in Canvas. Assume that you are completing a budget for a foundation in which the maximum financial request for your project is \$5,000. Also assume that the goals of the foundation are in alignment with the goals of your program and they are willing to support staffing, contracted services, and program supply expenses. The budget you build should include projected revenues and projected expenses that should balance. Also include budget justifications to further explain your line items. Please submit your completed budget to include revenues, expenses, and budget justifications via Canvas by 1:30 p.m. on Tuesday, April 20.

Foundation Center Research and Letter of Inquiry = 15 points

Due: Tuesday, April 27 by 1:30 pm.

Conduct foundation research using the Foundation Center Online Database provided by the Nonprofit Research Center at the Carnegie Library (Oakland). Identify up to 6 foundations that you believe are a match for your program. Download a pdf of each funder report using the report function. Select one foundation from your research and write a Letter of Inquiry that introduces your program to the foundation. Your Letter of Inquiry should:

- introduce your organization and your project or program;
- identify a need and who the project or program will serve;
- explain why the program is important and what success would look like;
- discuss the project leadership and who will manage the program;
- include a general timeline for activities; and
- include a paragraph with a general description of projected revenues and expenses along with a description of support you anticipate receiving from other funders (see LOI example in Canvas).

Your letter should be no more than 4 pages in length. Work must be typed and include double-spaced text, 1-inch margins, and 12-point Times New Roman font. Submit your foundation research and Letter of Inquiry via Canvas by 1:30 p.m. on Tuesday, April 27.

PPA Grant Narrative and Budget = 20 points

Due: Thursday, May 6 by 1:30 p.m. NO LATE SUBMISSIONS CAN BE ACCEPTED

Develop a Pennsylvania Partners in the Arts PPA Project Stream grant narrative utilizing the guidelines provided. Students should pay close attention to the narrative questions and panel review criteria in order to develop a successful narrative for their project. Using the Pennsylvania Partners in the Arts PPA Project Stream fillable pdf, create a budget addendum for your program that outlines the income and expenses for your project that falls within the grant cycle timeline. Be sure to review the PPA Project Stream guidelines carefully to determine what you can request for financial support. For example, requests to receive financial support for cash prizes, awards, or capital expenses (including equipment costing more than \$500 per item) is not allowable. If you have questions about allowable expenses, these can be discussed on a case-by-case basis. Time will be given in class to further discuss your narrative, budget, and general questions. If students require additional appointment time outside of class, arrangements will be made. Grants submissions will be coded anonymously and redistributed to classmates for the final Grant Peer Review Assessment. The instructor will grade your grant narrative and budget based on the rubric provided in Canvas. Please note that the evaluation scoring process used for the grant peer review will NOT factor into your grade for this assignment.

PPA Grant Peer Review and Scoring = 15 points

Due: Thursday, May 13 by 5:00 p.m.

Students will receive grant peer review training along with grant applications to read, “score,” and provide thoughtful comments using a scoring rubric. Peer review information will be aggregated and shared (anonymously) with the grant writer so they can learn how to improve their grant writing in the future. As a peer reviewer, you will be graded on the thoughtfulness of your comments and the completion of your score sheets. Details will be shared in class.

Grant Peer Review Takeaways = 5 points

Due: Thursday, May 13 by 5:00 p.m.

Students are asked to share concluding thoughts about the peer review process using a prompt on the online discussion board. Final responses will be due by 5:00 p.m. on Thursday, May 13.

GRADING SCALE

Students will be assigned the following final letter grades based on the course assessment calculations and the “Grading Policies” outlined above. Grading scale for this course is as follows:

A+ 99 - 100 Exceptional	B+ 89 - 90 Good	C+ 79 - 80 Poor	R Below 71 Failing
A 94 - 98 Excellent	B 84 - 88 Acceptable	C 74 - 78 Very Poor	I Incomplete
A- 91 - 93 Very Good	B- 81 - 83 Fair	C- 71 - 73 Min Passing	

GRADING POLICIES

Attendance: Within the first week of the course, please look ahead and see if you need to miss class for any excusable reason (religious observance, job interview, university-sanctioned event, etc.). It is also understood that other extraordinary circumstances may impact a student’s ability to attend a class session (illness, temporary technical difficulty, family emergency, etc.). In either of these circumstances, students are asked to inform the instructor via email as soon as possible and indicate the reason for their anticipated absence. Everyone is permitted one excused absence. If you do not use this absence, then you will earn two extra credit points which will be added to your lowest score when computing your final grade. If there are extenuating circumstances that require a student to miss more than one class session, please make arrangements to discuss the matter with the instructor in advance. Attendance will be taken for each class session whether students attend in-person, remotely, or are approved to attend asynchronously.

Late Arrivals/Leaving Early/Frequent Class Departures: Arriving late, leaving early, or leaving mid-class for routine matters (beverage breaks, restroom breaks, phone call/text breaks) is unacceptable as it disrupts the class. **Two instances of arriving late, leaving mid-class, leaving early without permission will count as one absence.** If there are extenuating circumstances that require a student to arrive late, leave mid-class, or leave early, please make arrangements to discuss the matter in advance with the instructor.

Missed Classes: Students are responsible for any material they miss in class. Please review Canvas and arrange contact with a classmate who can inform you of any missed material, or please contact the instructor in advance of any foreseeable absences, as outlined in the attendance policy, so that you may continue your course work.

Assignments and Late Work: Due dates for every assignment are provided on the syllabus and posted in Canvas. Unless otherwise stated, all assignments shall be completed on time. Submissions are due via Canvas when noted. **No late work will be accepted unless there are extenuating circumstances.** For an exemption to this policy, please inform the instructor by email as soon as possible with the reason (severe illness, hospitalization, etc.). Late assignments will not be accepted unless the student has secured permission from the instructor PRIOR to the assignment’s due date. Work received late without prior permission will be reduced to half credit and then graded appropriately.

COURSE SCHEDULE

**Please note that this syllabus is subject to change, including schedule, assignments, and guest speakers.*

WEEK 1: TUESDAY, MARCH 23

- A. Class Welcome / Review Syllabus / Expectations / Assignments
- B. Introduction to External Affairs: Sponsorships and Grants

ASSIGNMENT FOR THURSDAY, MARCH 25:

1. READ: "11 Trends in Philanthropy for 2021." The Dorothy A. Johnson Center for Philanthropy, Grand Valley State University, 2021 (provided in Canvas).
2. READ/REVIEW: Logic Model Tip Sheet, adapted from the Innovation Network (provided in Canvas).
3. ASSESSMENT: Arts Organization Submission due via Canvas by 1:30 p.m. on Thursday, March 25. The rubric and assignment details can be found in Canvas.

WEEK 1: THURSDAY, MARCH 25

- A. The Logic Model as a Tool for Organizing

ASSIGNMENT FOR TUESDAY MARCH 30:

1. ASSESSMENT: Logic Model Draft-In-Progress due via Canvas by 1:30 p.m. on Tuesday, March 30. The rubric and assignment details can be found in Canvas.

WEEK 2: TUESDAY, MARCH 30:

- A. Logic Model Continued

ASSIGNMENT FOR THURSDAY APRIL 1:

1. READ: "Getting Started with Program Evaluation: A Guide for Arts Organizations." Georgia Council on the Arts and the National Assembly of State Arts Agencies, 2007 (provided in Canvas).

WEEK 2: THURSDAY, APRIL 1:

- A. Planning for Program Evaluation

ASSIGNMENT FOR TUESDAY APRIL 6:

1. ASSESSMENT: Final Logic Model, Evaluation Plan and Description due via Canvas by 1:30 p.m. on Tuesday, April 6. The rubric and assignment details can be found in Canvas.

WEEK 3: TUESDAY, APRIL 6

- A. Introduction to Corporate Giving

ASSIGNMENT FOR THURSDAY, APRIL 8:

2. READ: Pages 526-558: "Corporate Giving and Fundraising," Sargent, Adrian, Jen Shang and Associates. *Fundraising Principles and Practice, Second Edition.*
3. READ: Gardyn, Rebecca. "Handling the Ethical Dilemmas that Corporate Partners Can Bring to a Charity." The Chronicle of Philanthropy, February 13, 2003. Available via Canvas link.

WEEK 3: THURSDAY, APRIL 8

A. Corporate Giving Continued

ASSIGNMENT FOR TUESDAY, APRIL 13:

1. ASSESSMENT: Corporate Sponsorship Proposal due via Canvas by 1:30 p.m. on Tuesday, April 13. The rubric and assignment details can be found in Canvas.

WEEK 4: TUESDAY, APRIL 13

A. Budgeting and Budget Justifications

ASSIGNMENT FOR TUESDAY, APRIL 20:

1. READ: Pages 562-587: "Grant Fundraising," Sargent, Adrian, Jen Shang and Associates. *Fundraising Principles and Practice, Second Edition*.
2. READ: Andrei, Kyle Henri. "The Basics of Grant and Prospect Research." TechSoup, January 6, 2014. Available via Canvas link.
3. ASSESSMENT: Foundation Budget is due via Canvas by 1:30 p.m. on Tuesday, April 20. The rubric and assignment details can be found in Canvas.

WEEK 4: THURSDAY, APRIL 15: SPRING CARNIVAL NO SCHOOL

WEEK 5: TUESDAY, APRIL 20

A. Introduction to Foundation Support

ASSIGNMENT FOR THURSDAY, APRIL 22:

1. READ/RESEARCH: Students will be assigned different national foundations to research and will be expected to share their findings with the class on April 22. Please check Canvas on your assignment as the date gets closer.

WEEK 5: THURSDAY, APRIL 22

A. Foundation Giving Continued

ASSIGNMENT FOR TUESDAY, APRIL 27:

1. ASSESSMENT: Foundation Letter of Inquiry is due via Canvas by 1:30 p.m. on Tuesday, April 27. The rubric and assignment details can be found in Canvas.

WEEK 6: TUESDAY, APRIL 27

A. Introduction to Public Funding and Government Support

ASSIGNMENT FOR THURSDAY, APRIL 29:

1. READ: National Foundation on the Arts and Humanities Act of 1965 founding legislation (provided in Canvas).
2. READ/PREPARE: Pennsylvania Partners in the Arts (PPA) Project Stream grant guidelines and Project Stream budget page, and be prepared to ask questions and discuss your grant proposal on Thursday, April 29.

WEEK 6: THURSDAY, APRIL 29

- A. Government Support Continued
- B. Grant Writing and Technical Assistance

ASSIGNMENT FOR TUESDAY, MAY 4:

1. ASSIGNMENT: Using any feedback gained, modify and continue working on your grant narrative. Also begin crafting your budget and other details. Be prepared to come to class with any questions you may have. Time will be spent on Tuesday, May 4 reviewing your questions and discussing the grant process further.

WEEK 7: TUESDAY, MAY 4

- A. Government Support Continued
- B. Grant Writing and Technical Assistance

ASSIGNMENT FOR THURSDAY, MAY 6:

1. ASSESSMENT: PPA Grant Narrative and Budget is due via Canvas by 1:30 p.m. on Thursday, May 6. The rubric and assignment details can be found in Canvas. **NO LATE SUBMISSIONS WILL BE ACCEPTED.**

WEEK 7: THURSDAY, MAY 6

- A. Grant Peer Review Training

ASSIGNMENT FOR THURSDAY, MAY 13:

1. ASSESSMENT: Read assigned grant applications, score applications based on rubric provided, and prepare simple grant notes for feedback. Details regarding the process will be shared in class. Students should plan for their submissions to be completed and submitted via Canvas by 5:00 p.m. on Thursday, May 13.
2. ASSESSMENT: Grant Peer Review Takeaways due via Canvas by 5:00 p.m. on Thursday, May 13.

WEEK 8: FINAL EXAM DUE THURSDAY, MAY 13

- A. PPA Grant Peer Reviews due by 5:00 p.m. on Thursday, May 13
 - B. Grant Peer Review Takeaways due by 5:00 p.m. on Thursday, May 13
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