Engaging Faculty in Fundraising

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What Would It Look Like?
Engaged Faculty ......

- Embrace fundraising
- Understand their role in fundraising
- Refer prospective donors
- Collaborate
- Build philanthropic relationships
- Invite philanthropic investments
- Donate themselves
- Accompany you on donor visits
- Share their story
- Others?
When To Involve Faculty?
When To Involve Faculty

- A prospective donor is interested in their specific work
- A client of the faculty
- Proposal writing
- Outlining a project
- Identify prospects for a project
- Advice or information on a topic
- Stewardship
- Personal giving
- Testimonials
Obstacles to Overcome
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- Philanthropic culture
- Fundraising knowledge
- Confidence
- Ego
- Time
- Trust
- Respect for fundraising
- Our expectations
- Others?
Group Activity
Overcoming Obstacles

- Philanthropic culture
  - Top down support works best
    - Inspiring vision and case for support
    - Leadership that models fundraising prowess
    - Dean facilitates faculty partnerships
  - Highlight development success in the organization
  - Everyone has a role in fundraising
    - Communicated to internal audiences
    - Faculty/staff campaign
    - ASK them to get involved
  - Development needs to be at the table for planning, budgets, discussions and priorities
Overcoming Obstacles

Fundraising Knowledge
- Give them tools to work with—formal or informal training, role playing, one on one conversations
- Identify what they ARE comfortable doing
- Reinforce and build on their strengths
- Effective communication
- Staff and prepare them for success
  - Background information, briefing, questions, role-playing
- Ongoing follow up, encourage and critique
Overcoming Obstacles

Confidence
- Look for opportunities to succeed
- Build slowly over time (patience on our part)
- Reinforce behavior with impact of their involvement
- Recognize their involvement
  - Stories
  - Awards
- Tell their story– talk about their research or work
- Peer to peer reinforcement
Overcoming Obstacles

Time

- Understand “best times” for faculty
- Be judicious in using their time
  - Ask for realistic amounts of their time
  - Outline clear expectations of what you are asking of them
  - Make sure they are prepared
- Assist in calendaring (if appropriate)
- Express appreciation for the time they share
Overcoming Obstacles

- Trust
  - Follow through on what you say you will do
  - Consistent behavior
  - Get to know them as people beyond the clinic
  - Respect their expertise
  - Transparency
  - Integrity
  - Use good judgment and intuition
  - Be knowledgeable about the institution
  - Listen
Overcoming Obstacles

- Ego– everyone feels vulnerable
  - Understand and value their expertise
  - Have them share their expertise through stories
  - Remove the threat:
    - Fundraising is an extension of what they are already doing: grant writing
    - Fundraising is an ally and can expand their capabilities
    - Fundraising is building long term relationships not selling used cars
    - Faculty don’t have to know everything about fundraising
Respect for Fundraising
- Connect fundraising to their priorities or collective mission
- Success—keep a list of success stories
- Peer to peer reinforcement—successful faculty sharing stories with colleagues
- Honest yet tactful communication
- Time
- Provide faculty with a pathway for working with development—make it easy
Overcoming Obstacles

Our expectations
- Be realistic
- All faculty will embrace fundraising?
- Don’t take things personally
- Faculty recognize the importance of fundraising
- They have no reason to be suspicious about fundraising
Overcoming Obstacles

- **Possessive faculty**
  - Try to understand the reason behind the situation
  - “You can help the donor by………”
  - Dean or supervisor intervention– “for the greater good”

- **Passive aggressive faculty**
  - Don’t take personally
  - Keep distance
  - Formalize communications
  - Set boundaries
Annual Giving Tactics

- Share success stories, photos in solicitation letters
- Liaison to students, residents, alumni
- Invite to events as guest or presenter (scholarship, friend-raising events, reception)
- Personal giving
- Donor tour
Major or Special Gift Tactics

- Connectors—“Listen for gift noises”
- Peer screening
- Collaborate on proposals or projects
- Donor visits, tours or presentations
- Tell their story about the project or impact
- Stewardship calls, notes, reports
- Building long term relationships
- Personal giving
- Part of the solicitation team
Estate Giving Tactics

- Personal giving
- Listen for “gift noises” – ask if they can have someone from development contact them
- Inspire estate giving – future impact and importance of the fund/project/research, etc.
Summary

- Faculty are the lifeblood of the institution
  - They know their projects/programs better than you
  - They are valuable connectors
  - They are prospective donors
  - They often have the strongest relationship with the donor
- They are an important member of your team
- They can be excellent fundraisers with support and time