

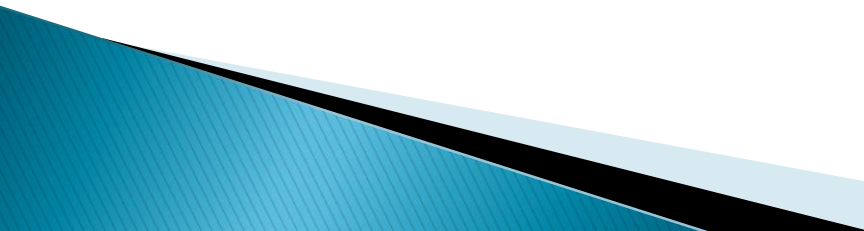
Engaging Faculty in Fundraising

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UC Davis
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What Would It Look Like?

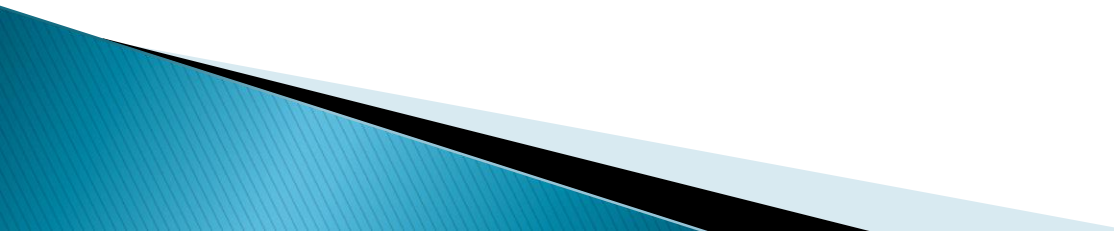


Engaged Faculty

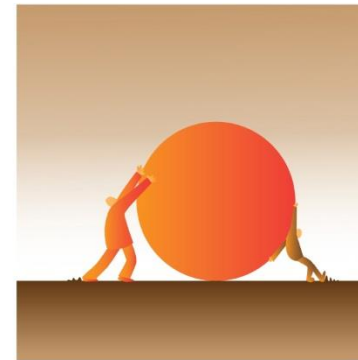
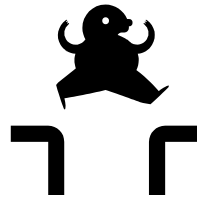
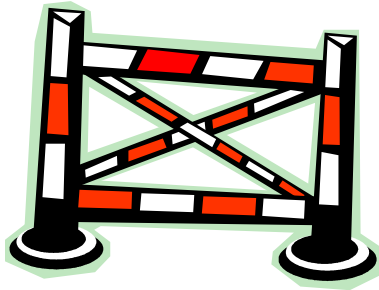
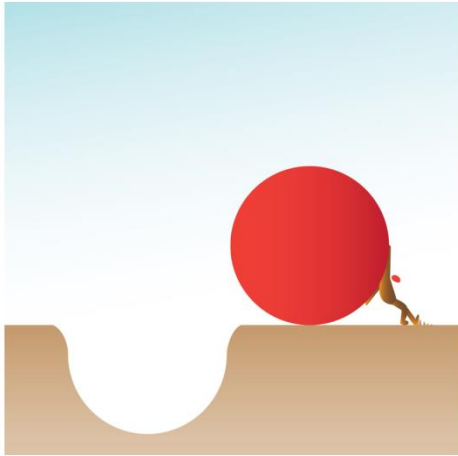
- ▶ Embrace fundraising
 - ▶ Understand their role in fundraising
 - ▶ Refer prospective donors
 - ▶ Collaborate
 - ▶ Build philanthropic relationships
 - ▶ Invite philanthropic investments
 - ▶ Donate themselves
 - ▶ Accompany you on donor visits
 - ▶ Share their story
 - ▶ Others?
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When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

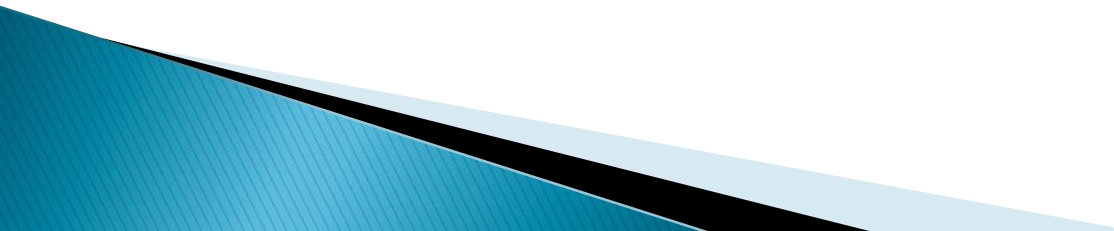
When To Involve Faculty

- ▶ 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
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Obstacles to Overcome



Obstacles to Overcome

- ▶ 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

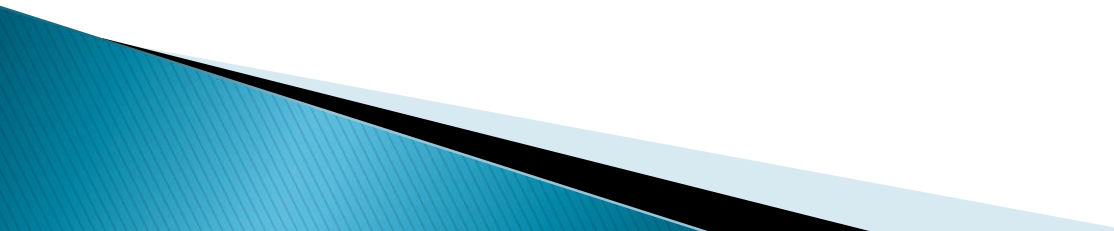
Overcoming Obstacles

▶ 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

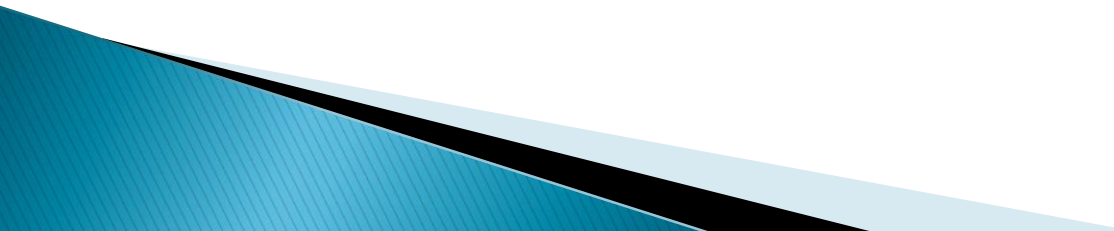
► Trust

- 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
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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

Overcoming Obstacles

- ▶ 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
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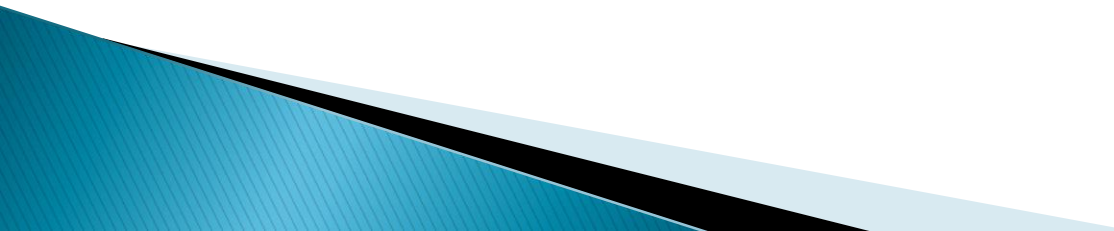
Overcoming Obstacles

- ▶ 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

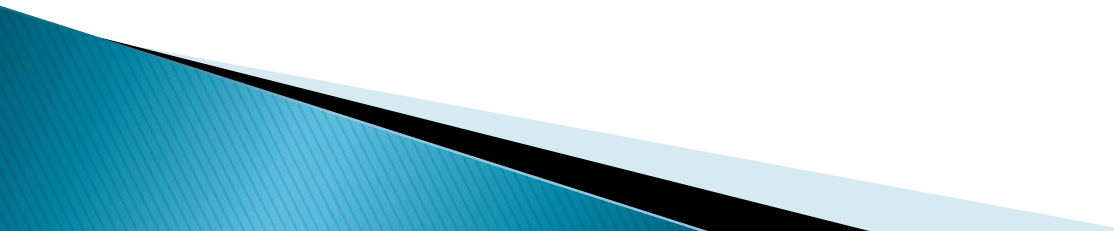
Overcoming Obstacles

- ▶ 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

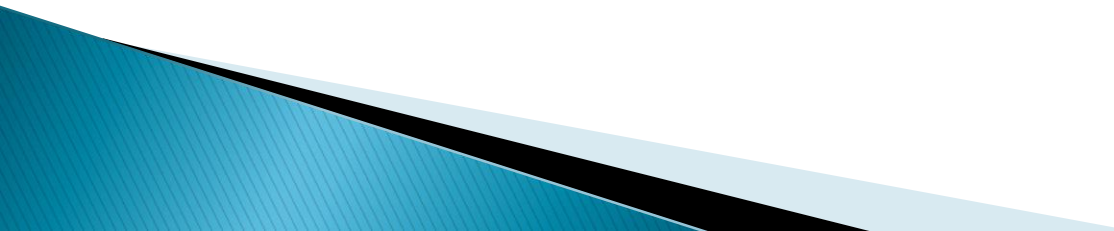
Annual Giving Tactics

- ▶ 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
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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
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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.
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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