



Perfecting the Pitch to Appeal to Today's Donors

The Donor Investor Imperative Part Four

Advancement Forum

Donor Investor Imperative Webconference Series



Part Four of a Four-Part Sequence

1

The Rise of the Donor Investor
Available on-demand

2

Sustainably Sourcing Big Ideas
Available on-demand

3

Communicating the Impact of Big Ideas
Available on-demand

4

Perfecting the Pitch to Appeal to Today's Donors

▶ Previous webconferences available on-demand at:

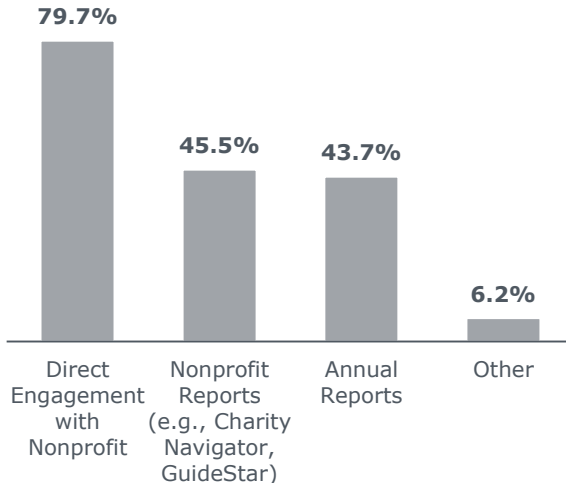
https://www.eab.com/SearchAll?q=advancement%20forum%20webconferences&fq=_readaccessids_int_mv|searchobjecttypenested_string_mv|On-Demand%20Webconference-0;productnested_string_mv|Advancement%20Forum-0

Donors Seek Credible Connections

Donors Engage with Leaders to Evaluate the Impact of Their Gifts

Direct Engagement Favored as an Evaluation Tool

How High Net Worth Philanthropists Evaluate Organizations



Donors Invest in People

“Any nonprofit is only as good as the people who run it. **At the end of the day, you’re investing in people...** It’s a lot more informative to have a conversation with whoever is carrying out the group’s mission than to read about them online.

Carrie Morgridge
Vice President, Morgridge Family Foundation
Author, *Every Gift Matters: How Your Passion Can Change the World*

Alumni Invest in Faculty



55%

Of alumni consider relationships with their professors to be a primary source of affinity for their college, university, or school

Source: “The 2014 U.S. Trust Study of High Net Worth Philanthropy,” US Trust, Oct. 2014; Morgridge C, *Every Gift Matters: How Your Passion Can Change the World*, Austin: Greenleaf Book Group, 2015, 38; “Alumni Attitude Study,” Performance Enhancement Group, in Henderson N, “It’s Academic,” Council for Advancement and Support of Education, Jan. 2014, http://www.case.org/Publications_and_Products/2014/January_2014/It%E2%80%99s_Academic.html; Advancement Forum interviews and analysis.

Engaging with the People Doing the Work

Donors Want to Be a Part of Problem Solving



Opportunities to Listen and Learn

- Better understanding of the cause or institution
- Knowledge of what is missing from the current landscape
- Stories of impact



Occasions to Lend Personal or Professional Talents

- Move projects forward or increase impact
- Hands-on, individualized engagements
- Value-add for both the donor and the institution



Close Relationships with Institutions or Causes

- Trust in leadership across the institution
- Longstanding interest in a specific cause
- Multiple relationships to maintain stability over time

“Giving without significant, hands-on engagement feels to them like a hollow investment with little assurance of impact”

*Sharna Goldseker and Michael Moody
Editors, “#NextGenDonors: Respecting
Legacy, Revolutionizing Philanthropy”*

“Nothing is more exciting—or more informative—than sitting down face-to-face with the people in charge.”

*Carrie Morgridge
Vice President, Morgridge Family Foundation
Author, Every Gift Matters: How Your
Passion Can Change the World*

Source: Morgridge C, *Every Gift Matters: How Your Passion Can Change the World*, Austin: Greenleaf Book Group, 2015, 85; Johnson Center for Philanthropy, 21/64, “#NextGenDonors: Respecting Legacy, Revolutionizing Philanthropy,” 2013, 5, www.nextgendonors.org/wp-nextgendonors/wp-content/uploads/next-gen-donor-reportupdated.pdf; Advancement Forum interviews and analysis.

Faculty Uniquely Positioned to Meet This Need

The Thought Leaders With Whom Donors Want to Interact

Key Skills Already Part of Faculty Responsibilities



Donors Want to Engage With High-Level Thinkers

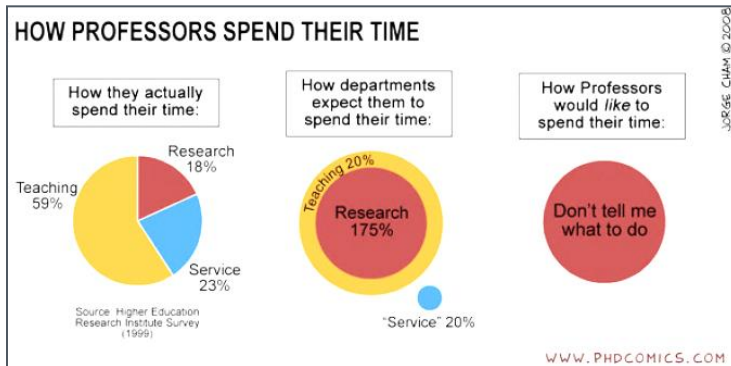
“Faculty do their research behind-the-scenes, and big-thinking donors like engaging with people like that. Yes, it often results in awkward conversations over cocktails, but they like talking about that kind of stuff. **With faculty, quirky is cool.**”

*Brad Bundy
Senior Associate Vice
President, Advancement
Miami University*

Faculty Reluctant to Engage

Multiple Barriers to Participation

Scarcity of Faculty Time



Advancement Asks for the Wrong Things



Time

Annual fund solicitations, prospect research, project feasibility studies



Giving

Participation in faculty and staff campaign



Contacts

Sharing connections built with students and alumni

Faculty Misconceptions About Their Role



Finding donors



Writing proposals



Asking for gifts

Role Clarification Paramount

Making What We Want Crystal Clear

Where Faculty Should Be Involved in Advancement



Discovery

- Assessing donor capacity
- Conducting donor discovery visits
- Meeting donors without informing advancement



Cultivation

- Presenting current research
- Sharing ideas for future projects
- Building donor enthusiasm



Solicitation

- Drafting the proposal
- Planning the visit
- Making the ask



Stewardship

- Reporting outcomes data
- Communicating at key milestones
- Documenting impact over time



Deans don't need to make the ask. That is the role of their development officer, and that's why **it has to be a partnership.** Deans need to speak with passion about an area that is important to them and the donor. Then, when it's time to make the ask, turn to the fundraiser."

*Heather Engel
Associate Vice President for Campaigns and Constituent Development
Rochester Institute of Technology*

Providing Practice Opportunities

Multiple Options for Preparing Faculty to “Pitch” to Donors

Tactics to Develop Donor-Facing Skills

**Creating Compelling
Narratives**



Storytelling Workshop

**Practicing With a
Donor Audience**



President's Leadership Council



**Nyquist
University¹**

Deans' Councils

**Engaging Donors
One-on-One**



Philanthropy Leadership Council

Pre- and Post-Visit Huddles



Donor Stewardship and
Cultivation Plan

1) Pseudonym for a private research institution.

“Whoever Tells the Best Story Wins”

Elements of a Winning Story



Authentic voice, including imperfections



Provides a sense of time and place



Adds meaning to data

Where Faculty Go Wrong

“The purposes of this **planning process** are to improve upon and leverage existing **engagement programs**, to identify opportunities for additional engagement on campus and to develop a long-term plan for **supporting and sustaining such efforts**. This project would leverage the knowledge and skills of faculty and staff currently **implementing engagement programs** to **work with campus leaders** on a campus-wide engagement plan.”

Lacks specific details, unique features, and meaning for non-academic audiences



Helping Numbers and Narratives Work Together

“In the past two decades, cognitive science has increasingly come to support the claim that we, as a species, think best when we allow numbers and narratives, abstract information and experiential discourse, to interact, to work together.”

Scott Slovic, Ph.D. and Paul Slovic, Ph.D.

Editors, Numbers and Nerves: Information, Emotion, and Meaning in a World of Data

Developing Storytelling Skills

An Opportunity to Help Academics Craft Their Narrative






Storytelling Workshop for Deans

Workshop Goals

- 1** Learn the basics of storytelling and the aspects of a compelling narrative
- 2** Have an opportunity to practice stories and receive feedback
- 3** Build relationships between academic leaders, communications staff, and development officers

Evolved into Larger Training Series

▶ 3 learning modules

-  Roles for academic partners and prospect management
-  Storytelling, communications, and stewardship
-  Unit visioning in the context of a comprehensive campaign

▶ Deans brought modules to their units

Participants included department chairs and faculty leaders



Workshops Create Space for Practice

Blending Learning, Sharing, and Feedback

Session Overview



Pre-Session Preparation

Attendees prepare a story to share with the group



Session Overview

Elements of a compelling narrative and feedback guidelines



Sharing Stories

Attendees tell their narratives to their peers and advancement partners



Feedback

- ✓ Positive and constructive comments
- ✓ Peer review
- ✓ Self review



Refining the Message

Continued improvement over time

Key Benefits for Academic Partners



Overall role and impact of philanthropy, and their role in advancing philanthropic conversations



How to tell a compelling story to a non-expert audience

Module Logistics



One-hour session for academic leaders



Round tables and assigned seating encourage department-specific discussion



Development officers at each table facilitate discussion

Keys to Success



Ensure that attendees are peers



Prioritize practice over lecture



Assign seating to develop partnerships



Encourage learning in action and long-term sustainability



Campus Resources

- Identify potential workshop facilitators in faculty and staff
- Ask experienced development officers to share best practices
- Use the forthcoming **Storytelling Toolkit**



Audience

- Deans
- Department chairs
- Academic leaders
- Faculty associated with campaign priorities
- Principal investigators

“It’s our first time really convening this group in a purposeful fashion. We really facilitated conversations that deans and development officers weren’t having about the larger vision for the colleges and how that could be communicated. In their day-to-day lives, they weren’t making the time to sit down and have those connected conversations.”

*Tom Evelyn
Associate Vice President, Strategic Communications and Marketing (former)
University of Florida*

Helping Faculty “Talk Like TED”



“Ideas Are the Currency of the 21st Century”



Be Emotional

You can't inspire others without being inspired

An enthusiastic, meaningful connection to the topic is transmitted to the audience

Tell stories that engage hearts and minds

Stories help the speaker connect with listeners and make a new idea more convincing

Have a conversation

Practice so that delivering the presentation is as comfortable as speaking with a friend



Be Novel

Teach the listener something new

Include unexpected elements or give the audience a new way of looking at the world

Deliver a jaw-dropping moment

Elicit a strong emotional response to grab the listener's attention and make the presentation memorable

Lighten-up

Don't take yourself or your topic too seriously



Be Memorable

Set a Time Limit

Keep the presentation short for successful transmission of ideas

Paint a mental picture

Allow the audience to envisage concepts that are foreign, complex, or otherwise hard-to-understand

Stay genuine

Openness, authenticity, and vulnerability are strengths to be cultivated, not weaknesses to erase

Creating Channels to Practice “Pitching”

Two Sources for Willing Donor Participants



President’s Leadership Council

Audience

Donors committed to giving \$1 million over five years

Benefits for Donors

Close-up view of institutional priorities, opportunity to ask questions and determine which will be funded

Benefits for Academic Partners

Present projects to donors and respond to their questions



Nyquist University

Deans’ Councils

Trustees, major donors, external prospects with a shared interest

Behind-the-scenes view of academic leaders’ vision, opportunity to give feedback

Share narrative with donors and participate in guided feedback session

A Lab to Test the Narrative

Donor Conversations With Training Wheels

Nyquist University Deans' Councils Create Low-Stakes Donor Interactions



Deans Develop Narratives

- Division heads determine short- and long-term priorities, and overall vision
- Deans develop donor pitch to promote vision and priorities



Donors Invited to Preview Narratives

- Current donors invited to hear a preview of new priorities
- External prospects invited to gauge interest and build enthusiasm for projects



Feedback Session

- Donors asked to respond to vision and priorities presented
- Advancement staff guide the discussion



It was shocking **how little faculty knew about how to express a big idea in a compelling way with donors.** Faculty are learning that donors aren't only going to fund what you need them to fund. This is a longer process of aligning interests with campaign priorities."

*Associate Vice President for Development
Nyquist University*



Establishing Clear Ground Rules for Feedback

Clarifying Volunteer Roles During the Session

Feedback Session Process

- 1 Establish Ground Rules**
Clarify what constitutes positive feedback to maximize benefits to donors and faculty
- 2 Time for Reflection**
Allow donors to consider the presentation before soliciting feedback
- 3 Guided Discussion**
Questions for donors include:
 - Does this resonate with you?
 - What's missing?
 - What other information do you need?
 - What follow-up would you like?



Guidelines for Feedback

Feedback Should:

- Focus on improving the narrative
- Target the content of the presentation
- Share donor's knowledge and unique perspective
- Provide direction and cite specific examples

Feedback Should Not:

- Criticize without proposing a solution
- Target oration or presentation skills
- Set unrealistic expectations
- Be too general to be helpful

Closing the Loop with Faculty and Donors

Post-Session Follow-Up Ensures Benefits for All

Benefits for Faculty

Meeting donors in low-stakes environment



Benefits for Donors

Interacting with key academic leaders

Strengthening narratives before presenting to wider audiences



Making hands-on contributions to vision and narrative development

Understanding advancement's role in funding big ideas



Gaining insight into idea development process

Experiencing how donor advice doesn't have to be followed



Previewing priorities, with opportunity for lead investments

Preparation One Visit at a Time

Assuaging Faculty Concerns Before the Visit

“If we hire a secretary, that person will have to go through dozens of university trainings for their job responsibilities. **I have never been trained for 95% of what I do, especially the 30-40% that is fundraising.**”

*David Perlmutter, Ph.D.
Dean, College of Media and Communication
Texas Tech University*

“I am best used by getting me in front of the **right people** with the **right preparation**, the **right understanding of why we are meeting**, and **what we hope to accomplish**. For recent big gifts in the \$10M range, it was all about the relationship and not at all about a transaction.”

*Larry Pulley, Ph.D.
Dean, Raymond A. Mason School of Business
College of William & Mary*

Clarifying Roles, Goals, and Messages

Before meeting with a donor, brief academic partners on:

- Donor background information
- The goal for the meeting
- Who will do what during the meeting
- How the conversation will flow
- How to answer difficult questions

Reflecting on Visit Execution

Embedding Feedback and Coaching After the Visit

Post-Visit Questions

Discuss the visit as soon as it is over, starting with the following questions:

- What key thoughts do you have about our interaction with the donor?
- What went well in this visit?
- What could we do better next time?
- What could I do to make the experience better for you?
- Do you have any specific feedback for me?
- Was our preparation helpful? What do we need to remember for the next visit?

Effective Feedback

Share feedback about what did or did not go well using the following guidelines:



Ground comments in specific circumstances



Provide objective impressions and perceptions



Communicate impact or consequence

Next Steps

Strengthen relationships over time by keeping faculty in-the-loop:

- 1 Determine follow-up, including individual responsibilities and timelines
- 2 Inform academic partners about the final results
- 3 Publicly acknowledge the role of faculty in attaining the gift

Preparing Faculty for Deeper Engagement

Creating an Inclusive Plan for Cultivation

“More Friends are Better Than One”

At University of Chicago, success comes from building relationships across campus



Of gifts of \$10 million or more supported multiple departments and projects

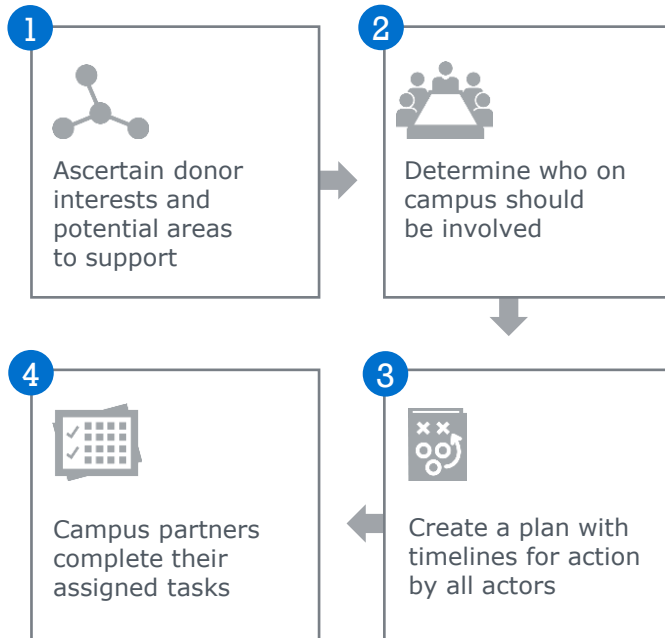


Close bonds within the institution held by donors who make multimillion-dollar gifts

“We had one gift that involved eight internal partners with different responsibilities. **It was magical when everything came together in the end.**”

*Melanie Norton
Vice President, Development and Alumni Engagement
DePauw University*

Each Donor Investor as a Mini-Campaign

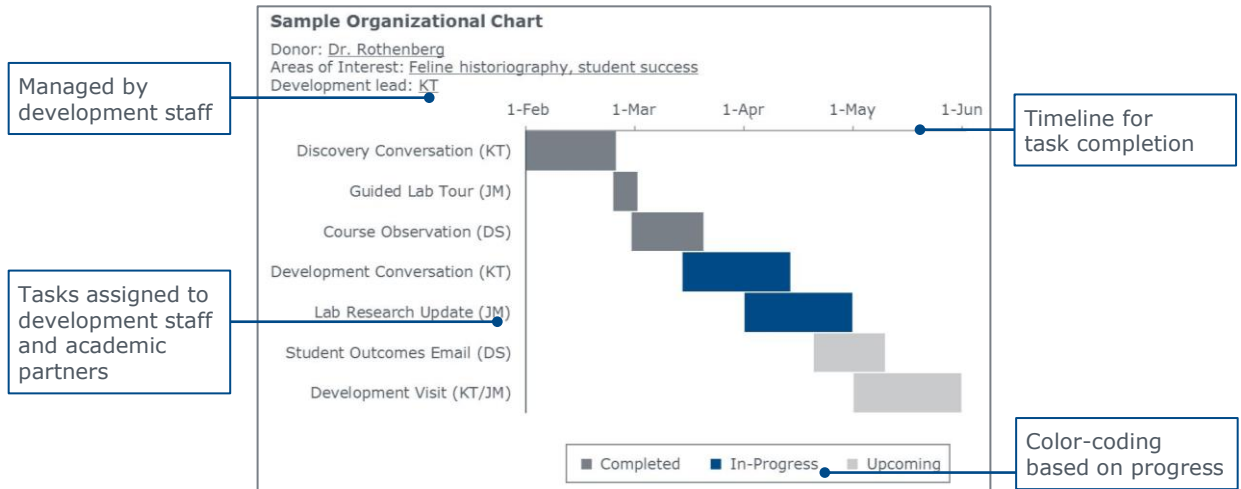


Showing the Key Players

Ensuring Multiple Touchpoints Across Campus



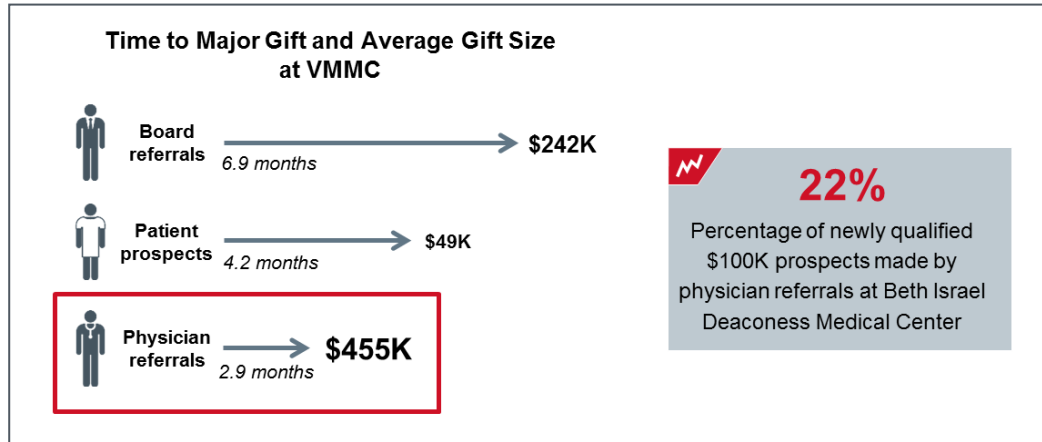
A Donor-Centered Plan for Stewardship and Cultivation



In Search of Our Golden Ticket

A Dearth of Data to Quantify Faculty Impact

In Healthcare, Physicians are Most Productive Pipeline Source



Possible Data Points to Capture



Financial Measures



Partnership Development



Moves Management

▶ Key Takeaways

- Communicate the roles for faculty with donors
- Ensure the pitch for big ideas helps data and narrative work together
- Develop donor-facing skills and provide opportunities for feedback from peers
- Create practice opportunities with a donor audience

Forthcoming Resources

Ease implementation with:

- Pre- and Post-Visit Discussion Guide
- Donor-Centered Cultivation Plan
- Storytelling Workshop Sample Agenda and Talking Points
- Donor Feedback Session Sample Agenda and Discussion Guide

A Tool to Get You Started

Discussion/Self-Reflection and Implementation Guide



The image shows a document titled "Translating Insight Into Action: A Discussion/Self-Reflection Guide to Speed Best Practice Adoption" from the EAB Advancement Forum. The document is structured into three main sections: "Creating Cohesive Culture", "Packaging Compelling Opportunities", and "Measuring Investment in Your Institution". Each section contains a list of reflective questions for donors and institutions.

Creating Cohesive Culture

1. Where does our case writing currently exist? What are our weaknesses/move beyond?
2. What is our most immediate concern in terms of writing, and how will we address it?
3. Does our current cultural add to the donor's concerns/uptick? How can we work together to do this moving forward?

Packaging Compelling Opportunities

1. What are our current principal gift fundraising priorities? Are they compelling to a donor investor?
2. How do we currently gain information about impact from partners on campus? How can we improve this process?
3. In our culture of appointments, customized for each donor? How can we ensure that future cultural spenders will donor's interests?

Measuring Investment in Your Institution

1. Do our donors understand why their gifts are important? If so, what information is most compelling when explaining our institution's needs?
2. What additional details or data could we share with donors to position our institution as investment worthy?
3. How could we use this information for other donor populations, like the annual fund or faculty and staff?

- ▶ Assess how you currently curate engagement opportunities for donors
- ▶ Identify strengths and areas for improvement
- ▶ Determine how to provide support to academic partners
- ▶ Prioritize practices to implement immediately or consider for the future

Evaluating Today's Session



Please take a minute to complete our survey about today's webconference.

Contact Information



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