Funding Community Development:
A Strategic Fundraising Plan for the School of Public Administration

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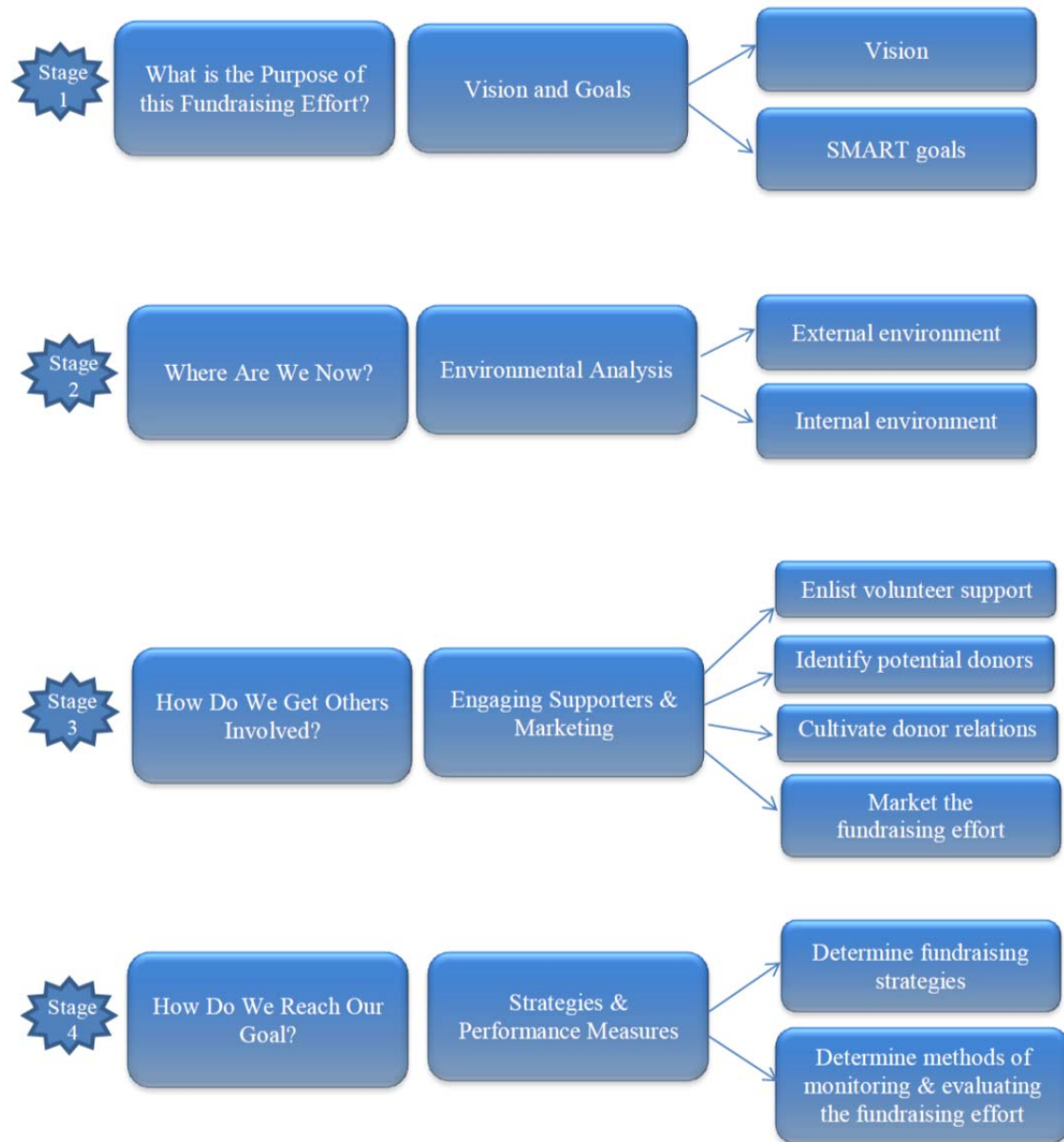cmrobert@uvic.ca

EXECUTIVE SUMMARY

This report provides a strategic fundraising analysis and plan for the Master of Arts in Community Development (MACD) program at the University of Victoria (UVic), as requested by UVic's School of Public Administration (SPA). The MACD program was launched three years ago in 2010, and thus far only minimal scholarship funds have been acquired. As a result, UVic's SPA would like to approach fundraising from a strategic perspective to ensure that their limited resources are being used most effectively to meet the MACD's fundraising goal, which is to raise $50,000 to put toward academic merit-based scholarships for graduate students entering their second year of the MACD program.

Strategic fundraising is the process of developing a strategic fundraising plan that will guide the strategic fundraising committee (committee) through their entire fundraising campaign. This strategic planning process is the essential and critical element of a fundraising initiative. Engaging in strategic planning throughout the lifespan of the fundraising effort will enable a committee to use their resources as efficiently as possible, it will give them a competitive advantage over non-strategically planned fundraising efforts, and help the committee members and volunteers stay on track, a product of having committee members clearly articulate the fundraising campaign's vision and goals. Strategic planning allows the committee to determine the organization's preparedness to launch a fundraising campaign by producing two environmental analyses, and it also increase the likelihood of getting other volunteers, staff, and donors involved in the fundraising effort. Finally, strategic planning enables the committee to determine the most suitable fundraising strategies for their campaign, how to market their campaign, and how to monitor and evaluate their campaign (Allison & Kaye, 2005; Young & Wyman, 1996; Policy, Planning, and Evaluation in Fundraising, 2010).

This report applies a strategic approach to fundraising for the MACD program by breaking down the process of strategic planning into four sequential stages. Each stage has a variety of steps to guide the MACD committee through the strategic planning process. To inform the strategic planning process, secondary data and information

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sources were examined as they relate to strategic planning for a university fundraising campaign. From the review of this literature, the following model of the strategic planning process was developed:

**Model of the Four Stages of the Strategic Planning Process**

| Stage 1 | What is the Purpose of this Fundraising Effort? | Vision and Goals | Vision |
| | | | SMART goals |

| Stage 2 | Where Are We Now? | Environmental Analysis | External environment |
| | | | Internal environment |

Stage 3	How Do We Get Others Involved?	Engaging Supporters & Marketing	Enlist volunteer support
			Identify potential donors
			Cultivate donor relations
			Market the fundraising effort

| Stage 4 | How Do We Reach Our Goal? | Strategies & Performance Measures | Determine fundraising strategies |
| | | | Determine methods of monitoring & evaluating the fundraising effort |

The above model illustrates the four stages involved in the strategic planning process. The first stage of strategic planning requires the committee to determine the purpose of the fundraising effort by clearly identifying the vision and goals of the fundraising campaign. The second stage requires the committee to assess where the organizations lies in terms of preparedness to launch a fundraising effort by performing an internal and external environmental analysis on their organization. The third stage requires the

committee to determine how to get supports involved in their fundraising effort and how to market the fundraising campaign. The fourth stage requires the committee to determine the methods of reaching their goal by identifying their fundraising strategies and monitoring and evaluation techniques. Drawing from a review of the literature, within each of the four stages of the strategic planning process some questions have been developed for the MACD committee to work through in order to develop a successful strategic fundraising plan for the MACD fundraising campaign. The four stages of planning a successful university strategic fundraising campaign and their corresponding questions are illustrated in the diagram below:
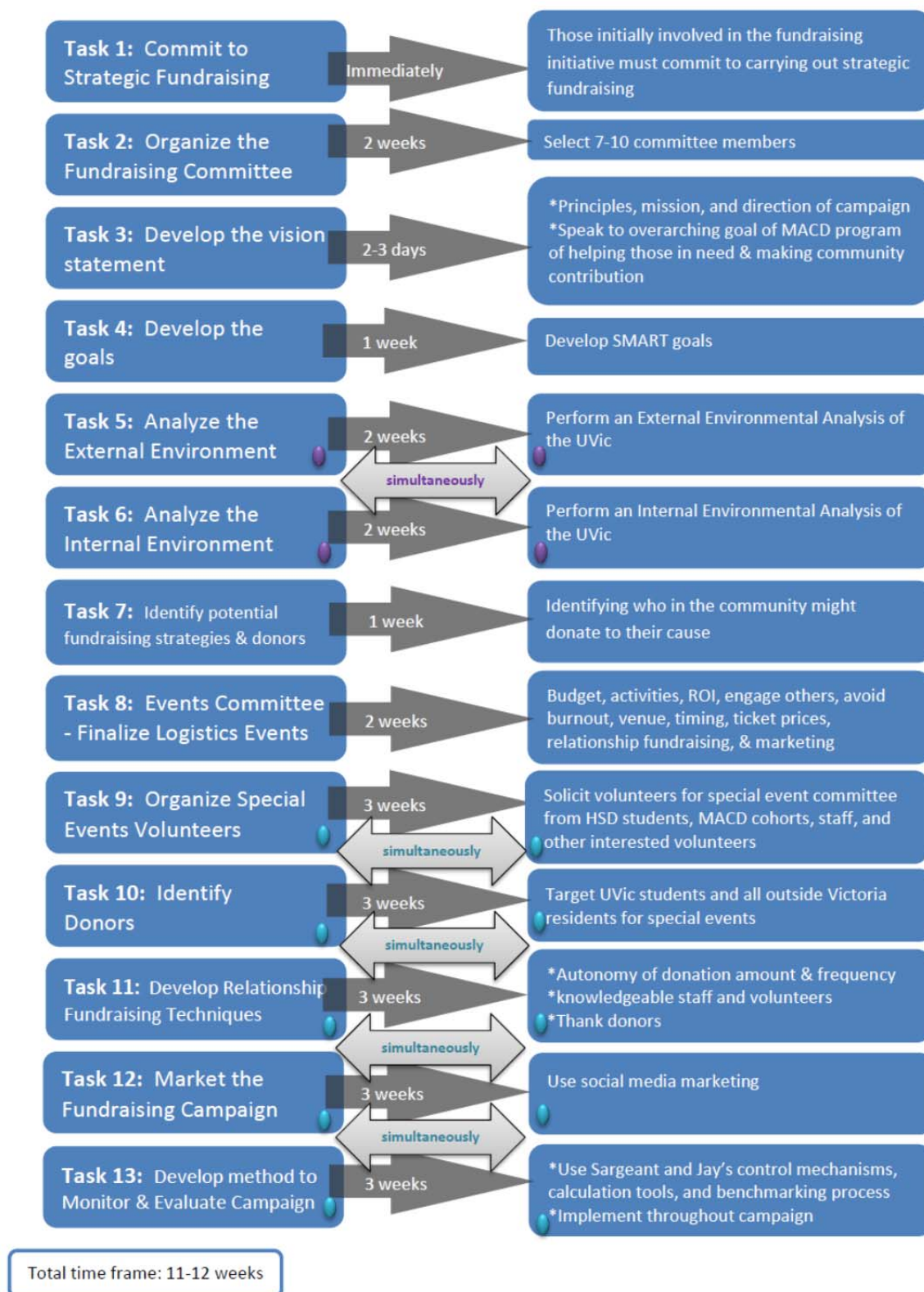
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***The Four Stages of Planning a Successful University Strategic Fundraising Campaign
and their Corresponding Questions***

Stage 1: Vision and Goals of the Fundraising Campaign

#1: What is the vision of the fundraising campaign?

#2: What are the goals of the fundraising campaign?

Stage 2: Environmental Analyses

#3: What is the university's current external environment?

#4: What is the university's current internal environment?

Stage 3: Engaging Supporters & Marketing of Fundraising Campaign

#5: How can the university get volunteers involved in the campaign?

#6: Who are the potential donors?

#7: How can the university cultivate successful donor relations?

#8: How can the univesity successfully market its fundraising campaign?

Stage 4: Fundraising Strategies & Monitoring & Evaluation Methods

#9: What are some various fundraising strategies?

#10: How can a university measure and evaluate its fundraising campaign?

From the information provided in the literature review as it pertains to the four stages of planning a successful university strategic fundraising campaign, a set of key recommendations have been made for the MACD committee. These recommendations

are laid out in the format of thirteen tasks. The first task is that those involved in the fundraising effort from the outset must commit to the method of strategic fundraising. The second task is for that group of individuals to organize a MACD strategic fundraising committee. The following tasks involve the MACD committee collectively working through the remaining eleven tasks in the diagram outlined below.

Recommendations: Tasks for the MACD Strategic Fundraising Committee to Accomplish

Task 1: Commit to Strategic Fundraising — Immediately → Those initially involved in the fundraising initiative must commit to carrying out strategic fundraising

Task 2: Organize the Fundraising Committee — 2 weeks → Select 7-10 committee members

Task 3: Develop the vision statement — 2-3 days → *Principles, mission, and direction of campaign *Speak to overarching goal of MACD program of helping those in need & making community contribution

Task 4: Develop the goals — 1 week → Develop SMART goals

Task 5: Analyze the External Environment — 2 weeks → Perform an External Environmental Analysis of the UVic

simultaneously

Task 6: Analyze the Internal Environment — 2 weeks → Perform an Internal Environmental Analysis of the UVic

Task 7: Identify potential fundraising strategies & donors — 1 week → Identifying who in the community might donate to their cause

Task 8: Events Committee - Finalize Logistics Events — 2 weeks → Budget, activities, ROI, engage others, avoid burnout, venue, timing, ticket prices, relationship fundraising, & marketing

Task 9: Organize Special Events Volunteers — 3 weeks → Solicit volunteers for special event committee from HSD students, MACD cohorts, staff, and other interested volunteers

simultaneously

Task 10: Identify Donors — 3 weeks → Target UVic students and all outside Victoria residents for special events

simultaneously

Task 11: Develop Relationship Fundraising Techniques — 3 weeks → *Autonomy of donation amount & frequency *knowledgeable staff and volunteers *Thank donors

simultaneously

Task 12: Market the Fundraising Campaign — 3 weeks → Use social media marketing

simultaneously

Task 13: Develop method to Monitor & Evaluate Campaign — 3 weeks → *Use Sargeant and Jay's control mechanisms, calculation tools, and benchmarking process *Implement throughout campaign

Total time frame: 11-12 weeks

By following this model of strategic planning and the recommendations outlined in this report, the MACD committee can reach its fundraising goal successfully and more efficiently than if the committee did not develop a strategic plan or observe the recommendations. This strategic plan is the key ingredient to the MACD's fundraising success because, in the words of Young and Wyman (1996), operating without a strategic plan "is like going on a trip without a road map" (p.92). The recommendations outlined in this report are based on extensive secondary research of strategic fundraising within a university setting, and therefore will help guide the MACD committee in reaching their $50,000 goal.

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1. INTRODUCTION

Strategic planning in fundraising (strategic fundraising) is essential in a fundraising campaign because it delivers a road map to a successful fundraising campaign by outlining clear goals and methods of achieving those goals (Allison & Kaye, 2005; The European Commission, 2007). When goals and strategies are clearly identified, it becomes easier to determine the most efficient method of deploying staff, finances, and resources (Allison & Kaye, 2005; Policy, Planning, and Evaluation in Fundraising, 2010). Strategic fundraising also provides the opportunity to determine the organizations' current environments, as well as methods of engaging supporters, marketing the campaign, raising funds, and evaluating the campaign. Having all of this information on hand at the planning stage increases the likelihood of a successful fundraising campaign by enabling fundraising staff and volunteers to become more knowledgeable of the fundraising process and the various elements that can contribute or hinder success in a fundraising campaign.

Universities and other types of non-profit organizations are able to share some fundraising techniques, such as ideas for special events, marketing strategies, and evaluation methods. However, universities also have unique characteristics pertaining to fundraising, such as having student alumni as a potential donor source and the expertise of Development Officers to assist the committee in raising funds as part of a university with a more centralized fundraising structure. However, having a highly centralized fundraising structure limits the amount of fundraising autonomy a fundraising committee will have. Therefore, it is especially important for universities to develop a tailored strategic fundraising plan, because mimicking another non-profit organization's fundraising strategy will not meet the unique circumstances of a university.

A well organized strategic fundraising plan will include an outline of four aspects: the organization's vision and goals, two environmental analyses, strategies of how to engage supporters and market the fundraising campaign, and lastly, possible fundraising strategies and methods of monitoring and evaluating performance. If the committee responsible for the fundraising campaign has worked through these four aspects, they will

have the necessary information to draft a one-two page formal fundraising proposal.

Details of how to work through these four aspects are explained later in the report as part of the literature review.

1.1 Client Overview

This report has been developed to serve the Master of Arts in Community Development (MACD) program, which was established in 2010, in association with the School of Public Administration (SPA) at the University of Victoria (UVic).

1.1.1 The University of Victoria

UVic is located in Victoria, British Columbia, Canada, and was recognized as an autonomous university in 1963. Prior to that date it was affiliated with other universities, first McGill University in Quebec, Canada, and then the University of British Columbia (UBC) in Canada. Fifty years has passed since 1963, and during that time UVic has built a prestigious name for itself. UVic now has a student population of about 17,000 and twenty programs in a variety of fields, including its reputable School of Earth and Ocean Sciences, which has helped predict and decrease the devastating effects of earthquakes all over the world. In the December 2011 edition of the *Times Higher Education*, UVic ranked 177 in the World University Ranking, putting UVIC at number nine among all Canadian universities (UVic, 2012). Further prestigious recognition includes being consistently named Canada's Research University of the Year by Re$earch Infosource, and being ranked second overall among comprehensive universities in *Maclean's* 2011 annual ranking of Canadian universities (UVic, 2012).

UVic also maintains positive external partnerships within the community, as it is home to the first university-wide Office of Community-Based Research in Canada, which works with community partners to help combat complex issues such as child poverty, homelessness, and food security (UVic Information for partners, n.d.).

UVic has a well established Development Department staffed with expert Development Officers who are trained to hold themselves to the highest standards of stewardship, and who are guided by the Code of Ethics and the Donor Bill of Rights of the Association of Fundraising Professionals (UVic Development, n.d.). UVic's Development Department is able to maintain positive donor relations through its centralized "recognition and subsequent stewardship program aimed to provide donors with appropriate, meaningful and timely recognition of their gifts" (UVic Development, n.d. para 1).

1.1.2 The School of Public Administration at the University of Victoria

UVic's School of Public Administration (SPA) was established in 1974 and offers a variety of programs in public administration, dispute resolution, and community development (UVic Human and Social Development, n.d.). The SPA's mission statement reads: "The School aspires to be a leading Canadian community of students, practitioners, alumni, faculty, and staff developing knowledge through teaching, research, and professional development emphasizing innovative management of public policy and services" (UVic Human and Social Development, n.d. para 2). In 2010, UVic's SPA introduced a new distance-education graduate degree program called the Master of Arts in Community Development (MACD).

1.1.3 The Master of Arts in Community Development (MACD) Program

This program is designed for working professionals and is delivered through a combination of online and on-campus courses. It is a two year program with a major project component at the end. It is designed to give participants the skills and expertise needed to address the growing needs of marginalized and underprivileged citizens around the world who are struggling against the widening income gap paired with the decrease in government support for essential services (UVic School of Public Administration, n.d.). In a local interview, Lynne Siemens, professor and graduate advisor in the School of Public Administration, said "[c]ommunities and societies are grappling with many challenges in a rapidly changing world… Addressing them requires new leadership and ways of working with individuals, communities, organizations and governments"

(McLaren, 2010). The MACD program aims to produce graduates with these leadership skills.

1.2 Purpose of this Report

The purpose of this report is to outline how to develop a strategic fundraising plan to support the SPA's efforts to raise $50,000 to use toward scholarships for students entering their second year of the MACD program.

Scholarships provide financial support to students as well as serve as recruitment mechanisms because if a university has the ability to offer scholarships to students, potential students are more likely to enrol in that program. Staff from UVic's Development Office declare that "many UVic students depend on scholarships to pursue their educational dreams" (UVic, n.d., para 5). Likewise, UVic President David Turpin says "increasing the funding for student awards is a top priority for me… We want to ensure that finances are never a barrier to the students who want to come here" (Thackray, 2009).

1.3 Research Methodology

The research methodology used in this report is a review of academic literature that explains the importance of developing a strategic fundraising plan, as well as what elements must be included in a strategic fundraising plan within a university context. The literature was gathered from academic books, on-line academic journals and empirical studies, on-line news articles, and organizations' websites, in an effort to establish a background on strategic fundraising within a university context. This information collected from the literature was then used to develop a literature review which delivers an overview of strategic fundraising, and examines the different stages of planning a successful campaign. Within the literature review section, a conceptual framework has been developed, highlighting four stages and ten specific questions that the university's committee should consider to help guide them through developing a strategic fundraising plan. Finally, based on the four stages of planning a successful university strategic fundraising campaign and their corresponding questions as outlined in

the literature review, a set of key fundraising recommendations are produced for UVic's
MACD Committee.

1.4 Outline of this Report

This report is based on secondary research, therefore the majority of the report discusses
the literature on strategic fundraising. The literature review is broken down into multiple
sections. First it delivers an overview of strategic fundraising, followed by a section that
outlines the four stages of planning a successful university strategic fundraising campaign
and their corresponding questions. The four stages are:

1. Vision and Goals of the Fundraising Campaign
2. Environmental Analyses
3. Engaging Supporters and Marketing the Fundraising Campaign
4. Fundraising Strategies and Evaluation

Each stage has questions that have been devised from an extensive review of related
fundraising literature that the committee must collectively work through as part of the
strategic planning process. The literature review is followed by a model for constructing
a strategic university fundraising plan using the strategic planning process. Next are the
discussion and recommendations which uses the information from the literature review to
defend the rationale behind the set of recommendations. The recommendations are
broken down into a set of thirteen tasks to be executed over an eleven to twelve week
period. Lastly, the conclusion section summarizing the overarching ideas discussed in
this report.

1.5 Summary

The purpose of this report is to illustrate how the MACD committee can develop a
strategic fundraising plan to raise $50,000 to put toward scholarships for MACD students
entering their second year of the program. This report consists of an in-depth review of
literature related to strategic fundraising within a university context that is broken down
into four chronological stages. The literature review is followed by a discussion to
engage the literature within the context of the SPA, and a diagram of the recommended

tasks for the MACD committee to follow as part of the strategic fundraising planning process.

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2. LITERATURE REVIEW

This literature review will provide an overview of strategic fundraising, including the definition of strategic fundraising, strategic versus non-strategic fundraising, the importance of the strategic fundraising plan, and the components of strategic fundraising in the university context. It will further describe the process of planning a successful campaign, including how to compose the environmental analyses, how to engage supporters and market fundraising initiatives, and an overview of various fundraising strategies. The last section of the literature review will outline several of the factors involved in monitoring and evaluating a fundraising campaign.

2.1 An Overview of Strategic Fundraising

This section will define strategic fundraising, describe how it differs from non-strategic fundraising, explain the importance of a strategic fundraising plan, and identify some of the ways that the specific fundraising needs of universities differ from other non-profit organizations.

2.1.1 What Is Strategic Fundraising?

Strategic fundraising is the process of using strategic planning to develop a strategic fundraising plan that will act as a road map to pursuing the goal(s) of the fundraising campaign (Allison & Kaye, 2005; Young & Wyman, 1996; Policy, Planning, and Evaluation in Fundraising, 2010). Developing a strategic plan includes articulating the strategic vision and goals of the fundraising effort, analyzing the organization's internal and external environment, identifying potential donors and how to best acquire and maintain those donors, and the various types of marketing, fundraising, and monitoring and evaluation strategies (Allison & Kaye, 2005; Civicus, n.d.; Falk, 2005; Foundation Centre, 2012; Policy, Planning, and Evaluation in Fundraising, 2010; Pyc, 2003).

2.1.2 The University's Strategic Fundraising Committee

Strategic fundraising is typically undertaken by a strategic fundraising committee (committee), which can consist of a variety of internal organization members and

occasionally a few external supporters. The size of the committee and the roles of the committee members depend on the intended size of the fundraising effort, and on the level of centralization of fundraising within the university. This is because the more centralized a university's fundraising structure, the more active roles the Development Officers plan in raising funds (personal communication, I. Inayatali, September 21, 2012). An example of committee members roles in a de-centralized environment could include a Chair (or Co-Chairs) of the campaign, responsible for bringing together the necessary people and resources to plan and implement a successful fundraising campaign; a Leadership Chair, responsible for coordinating the approach to acquiring donations from current or potential large-scale donors; a Finance Coordinator responsible for coordinating all financial aspects of the campaign; a Communications Coordinator responsible for coordinating all campaign related communications; a Recognition Coordinator responsible for developing and implementing a comprehensive plan for providing appropriate recognition to all donors, volunteers and suppliers; a Special Events Coordinator responsible for planning specific campaign events; and a Volunteer Coordinator responsible for coordinating the effort to recruit, engage, and manage volunteers (Allison & Kaye, 2005; CVS Fife, n.d.; Kivimaki & Smith, n.d.; United Way, 2011). On the other hand, if a university has a highly centralized fundraising system, the committee would be much smaller because the university's Development Department would be responsible for carrying out the majority of the fundraising effort (personal communication, I. Inayatali, September 21, 2012).   The important aspect of the committee is that the members are committed to their roles and are able to commit the necessary effort to fulfill those roles (Allison & Kaye, 2005; CVS Fife, n.d.; Kivimaki & Smith, n.d.; McNamara, 2011). Perhaps most importantly, an effective committee requires someone to take on a leadership role and undertake the responsibilities described in the following section.

2.1.2.1 Committee Leadership

Different sized fundraising initiatives require different leadership structures. Very large or prestigious fundraising campaigns may have the Dean of Faculty playing a leadership role, while smaller campaigns can be led by the Chair of the Department, or smaller ones

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yet, by individual faculty members. Regardless of the size of the campaign, leadership roles should be undertaken by a person(s) employed by the university because it can be costly to outsource leadership roles for a fundraising campaign (European Commission, 2007).

The committee must identify a person(s) to take on the leadership role, which is again a decision that is correlated with the scale of the fundraising initiative. The leader of the fundraising effort should not only be familiar with fundraising campaigns, but have the skills, wisdom, and dedication to efficiently lead a team in order to make the fundraising initiative a success (Cook & Lasher, 1996; Huang, 2006). When deciding who can fulfill the leadership role, it might be helpful for the committee to be aware of the responsibilities the leader must bear in any sized campaign. Outlined below are some of the activities that leaders are typically required to champion.

Leadership Role within the Fundraising Planning Committee
- *Strategic planning:* Promote and follow the strategic planning process
- *Case formulation:* Play a lead role in formulating a case for support that staff and volunteers can articulate to potential donors
- *Timing:* Play a lead role in developing the campaign timeline
- *Size of campaign:* Help determine the appropriate size of the fundraising campaign based on time and resources
- *Long-term planning and needs assessment:* Play a lead role in determining the campaign's needs across the life of the campaign
- *Uniting various constituencies behind the campaign:* Play a lead role in rallying support for the fundraising initiative
- *Motivation and Inspiration:* Play a lead role in motivating and inspiring the trustees, staff, and volunteers (Allison & Kaye, 2005; Cook & Lasher, 1996; European Commission, 2007; Huang, 2006; Policy, Planning, and Evaluation in Fundraising, 2010; Young & Wyman, 1996)

Having the preliminary fundraising team (responsible for drafting the committee) consider these responsibilities that are associated with an effective leader will help them to identify a potential candidate they feel can fill this role. Those persons involved with selecting committee members must ensure they are honest with potential recruits as to the roles they will be asked to fill so that committee members are able to accurately assess if they are willing and able to undertake the requested role. If committee members feel they have been misinformed of their role and responsibilities, they may choose to withdraw from the committee.

2.1.3 Strategic vs. Non-Strategic Fundraising

Strategic fundraising is different from non-strategic fundraising in that it involves having the committee plan what strategies will be employed before, during, and after a fundraising initiative. Young and Wyman (1996) write that operating without a strategic plan "is like going on a trip without a road map" (p.92). Not having a pre-developed fundraising plan will leave fundraisers ill prepared to predict and work within a dynamic environment, to know who and how to ask for donations, and to know what fundraising strategies have been most successful in circumstances similar to their own (Allison & Kaye, 2005; Foundation Centre, 2012; Policy, Planning, and Evaluation in Fundraising, 2010; Young & Wyman, 1996). Strategic fundraising allows an organization to be more adequately prepared to combat unforeseen social, political, and environmental change by outlining proactive measures that can be used to counter these factors (Allison & Kaye, 2005; Gronjberg, 1996; Policy, Planning, and Evaluation in Fundraising, 2010).

Strategic fundraising also helps to avoid wasted time and resources. Staff and volunteers involved in a non-strategic fundraising effort are commonly unclear of the vision and goals of the fundraising initiative and of their respective roles within it because the vision and goals are typically only clearly articulated during the strategic planning process (Planning, and Evaluation in Fundraising, 2010). The misunderstandings and misdirection that accompany lack of clarity on the vision and goals often leads to unnecessary amounts of time and resources being wasted as people struggle with the

prioritization of ambiguous methods and goals (Allison & Kaye, 2005; Policy, Planning, and Evaluation in Fundraising, 2010).

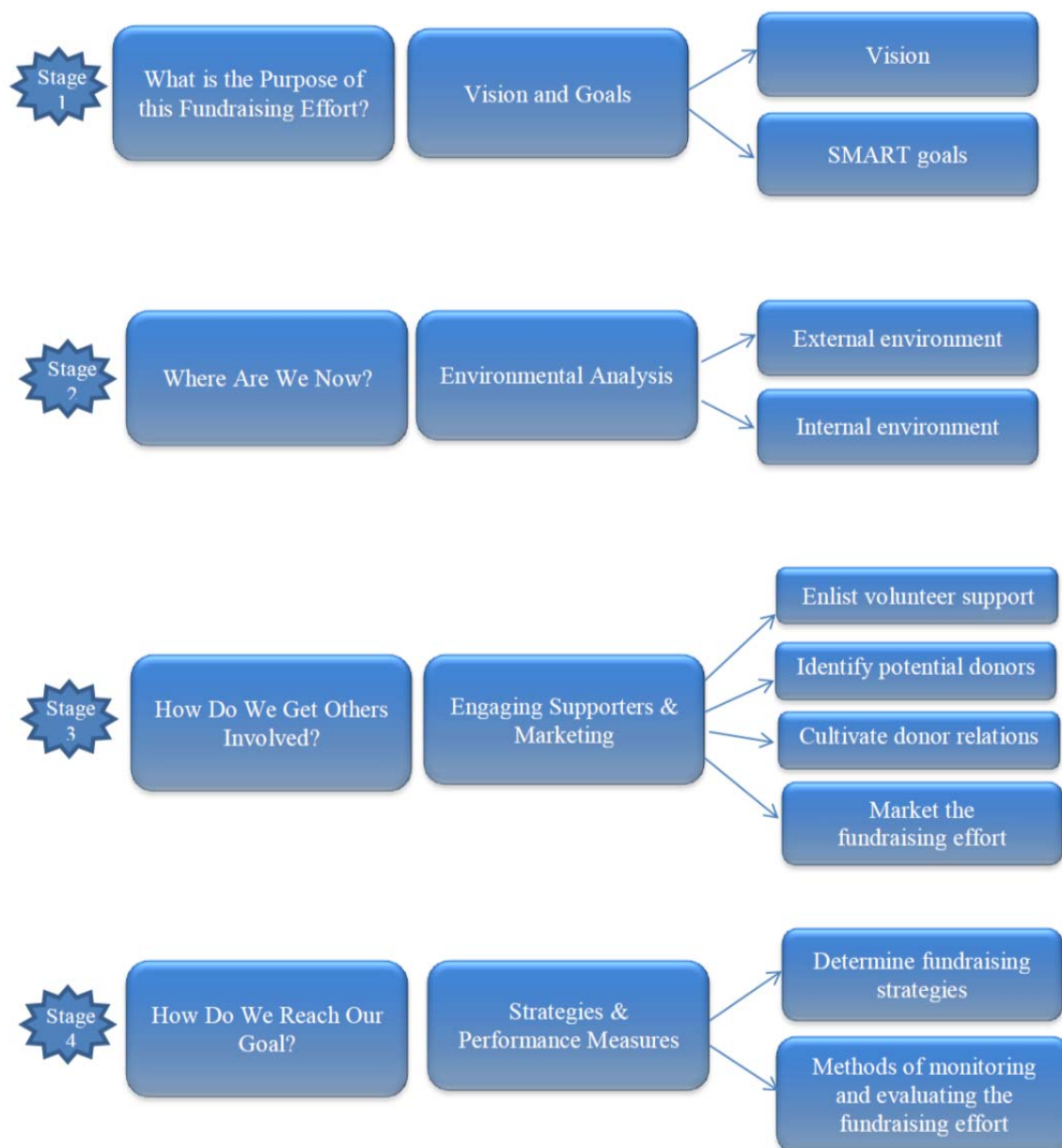## 2.1.4 Importance of the Strategic Fundraising Plan

Presently, universities and other non-profit organizations alike agree that strategic fundraising is essential to any successful fundraising process for three main reasons (Allison & Kaye, 2005; Policy, Planning, and Evaluation in Fundraising, 2010; Young & Wyman, 1996). First, those with a strategic fundraising plan have a competitive advantage over organizations without a plan because strategic planners will have more information regarding how to prepare, launch, maintain, and conclude a successful fundraising campaign. Second, developing a strategic fundraising plan requires the planners to articulate their goals, and methods of reaching those goals, which helps those involved with the fundraising initiative stay on track and reduce confusion about the direction of the fundraising effort. Third, it increases the likelihood of getting others involved in the fundraising effort because strategic planning includes developing roles and recruitment techniques for volunteers, staff, and donors in the fundraising effort (Allison & Kaye, 2005; Egan, 2011; European Commission, 2007).

These three reasons make strategic fundraising an essential part of the fundraising process for any organization. The components of strategic fundraising, however, are not the same for every organization across the board. Although some fundamental facets of fundraising are transferrable among universities, such as types of giving, marketing methods, and donor research, complete replication of previous fundraising initiatives are not likely to succeed because university fundraising efforts are "institution-specific, and more importantly, context- or situation-specific" (Cook & Lasher, 1996, p.3). Therefore, what worked for one particular university during one particular fundraising campaign will not guarantee success for the present fundraising effort. This next section will elaborate on the components of strategic fundraising in the university context.

2.2 Planning a Successful University Fundraising Campaign

Planning a successful university fundraising campaign involves four stages. The first stage is determining the purpose of the fundraising effort, which involves articulating the vision and SMART goals of the fundraising effort (Allison & Kaye, 2005; Policy, Planning, and Evaluation in Fundraising, 2010). The second stage requires the committee to consider where the university presently stands in terms of both their internal and external environment. The third stage is to determine how to get other involved in the fundraising campaign, including how to engage volunteers, identify donors and cultivate successful donor relations, and market the fundraising initiative. The final stage is to determine how to achieve the goals outlined in stage one and measure progress, which includes identifying the appropriate fundraising strategies and methods of monitoring and evaluation to employ. These four stages are illustrated in *Diagram 1* below:

Diagram 1: Model of the Four Stages of the Strategic Planning Process

| Stage 1 | What is the Purpose of this Fundraising Effort? | Vision and Goals | Vision |
| | | | SMART goals |

| Stage 2 | Where Are We Now? | Environmental Analysis | External environment |
| | | | Internal environment |

Stage 3	How Do We Get Others Involved?	Engaging Supporters & Marketing	Enlist volunteer support
			Identify potential donors
			Cultivate donor relations
			Market the fundraising effort

| Stage 4 | How Do We Reach Our Goal? | Strategies & Performance Measures | Determine fundraising strategies |
| | | | Methods of monitoring and evaluating the fundraising effort |

To assist the committee in working through these four stages, a few questions have been developed for each stage that the committee should explore during their strategic planning. The topics of each of these four stages and the associated questions are listed below in *Diagram 2*: *The Four Steps and Respective Sequential Questions in Planning a Successful Strategic Fundraising Campaign.*

Diagram 2: ***The Four Stages of Planning a Successful University Strategic Fundraising Campaign and their Corresponding Questions***

Stage 1: Vision and Goals of the Fundraising Campaign

#1: What is the vision of the fundraising campaign?

#2: What are the goals of the fundraising campaign?

Stage 2: Environmental Analyses

#3: What is the university's current external environment?

#4: What is the university's current internal environment?

Stage 3: Engaging Supporters & Marketing of Fundraising Campaign

#5: How can the university get volunteers involved in the campaign?

#6: Who are the potential donors?

#7: How can the university cultivate successful donor relations?

#8: How can the univesity successfully market its fundraising campaign?

Stage 4: Fundraising Strategies & Monitoring & Evaluation Methods

#9: What are some various fundraising strategies?

#10: How can a university measure and evaluate its fundraising campaign?

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2.2.1 Stage 1: Vision and Goals of the Fundraising Campaign

One of the primary reasons for implementing the strategic planning process in fundraising is to establish a shared understanding of the strategic vision and goals of the campaign (Allison & Kaye, 2005). This section will detail how to draft a vision statement and the goals of a fundraising campaign.

2.2.1.1 QUESTION #1: What is the vision of the fundraising campaign?

The committee should begin by developing the strategic vision of the fundraising campaign, which involves discussing the principles, mission, and aspirations of the fundraising campaign (Allison and Kaye, 2005). From this discussion, a single clear and concise vision statement should be formulated and shared among the committee and volunteers so decisions can be made according to these shared principles and mission of the campaign. A clearly written vision statement will make decision making easier because everyone will have clear knowledge of the shared principles, mission, and direction of the fundraising campaign which decreases ambiguity around these central themes (Allison and Kaye, 2005). The vision statement can be idealistic and a source of inspiration (Allison and Kaye, 2005). For example, the vision statement of McMaster University in Ontario is "to achieve international distinction for creativity, innovation and excellence" (McMaster University, 2012), and the charitable organization Plan International's vision statement reads: "Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity" (Plan, 2012).

2.2.1.2 QUESTION #2: What are the goals of the fundraising campaign?

After articulating the vision, the committee must then identify the "SMART" goals of the campaign, meaning they need to be: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-scaled (Allison and Kaye, 2005; Sargeant & Jay, 2004). Identifying specific goals reduces confusion among planners of what the goals are at every stage of the campaign, thus making it easier to strategize methods of achieving those goals (Ciconte & Jacob, 2009). Goals must be measurable so achievements can be calculated and gaps can be

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identified so reparations and improvements can be made. They must also be achievable to allow for the opportunity for success otherwise every effort will appear to be a failure which will diminish the spirit and motivation of staff and volunteers, also the campaign's inability to meet set goals will reflect poorly on the committee. The goals have to be relevant to the purpose of the fundraising initiative, and the timeline should include both the start and end dates of the fundraising campaign so the plausibility of proposed activities and objectives to implement during the fundraising campaign can be weighed against the allotted time-frame (Ciconte & Jacob, 2009).   Once the goals have been set, the committee must determine if the university is in an advantageous state to implement a fundraising campaign and meet the goals. The university's internal and external standing as it pertains to launching a fundraising campaign can be determined through environmental analyses.

2.2.2 Stage 2: The Environmental Analysis

Among all types of organizations seeking to fundraise, the committee must analyze the institution's external and internal social, political, and economic environment during the strategic planning process, for understanding these environments will help the committee determine the environmental risk of undertaking a fundraising effort. It will also help the committee foresee possible future changes in different environmental areas, allowing them to develop back-up plans to embrace and operate along with these changes. For example, if an external environmental analysis reveals there is a steady decline in government monies being allocated to university scholarships, then the committee will know not to rely solely on government donations. An outside expert can be hired to perform the environmental analyses, but this option is more costly than having the committee perform the analyses, and the committee may have a better sense of the internal and external workings of their university. These analyses require time and research which will require literary research as well as making inquiries to various on-campus personnel.

A common strategy used in developing an environmental analysis is to gather information on the organization's strengths, weaknesses, opportunities, and threats (SWOT) (Allison & Kaye, 2005; European Commission, 2004; Lindahl, 2010; Sargeant & Jay, 2004). The committee typically gathers this information from internal stakeholders, external stakeholders, and objective data sources, then the information is plotted in a comprehensive two-by-two matrix as outlined in *Diagram 3* below (Allison & Kaye, 2005):

Diagram 3: SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

It is the responsibility of the committee to determine what information is relevant to plot, and to determine where on the matrix the information they have collected belongs. After the information has been plotted into the matrix, if the strengths and opportunities greatly outnumber the weaknesses and threats, there is a better chance of the fundraising initiative being successful than if the weaknesses and threats greatly outnumber the strengths and opportunities (Allison & Kaye, 2005).

2.2.2.1 QUESTION #3: What is the university's current external environment?

Performing an external environmental analysis involves systematically gathering as much relevant information as possible about the organization's current fundraising environment, meaning the social, political, and economic environment that exists outside of the organization that can influence the fundraising campaign (Allison & Kaye, 2005; Lindahl, 2010; Malone & LaRovere, 2004; Policy, Planning, and Evaluation in Fundraising, 2010; Sargeant & Jay, 2004).

External social environmental factors a university committee needs to consider include data on demographics and social attitudes toward the university and higher education as a whole (Sargeant & Jay, 2004). The external political environment includes attitudes and legislation in the political sphere that would affect the amount of government funding that is available for universities (Sargeant & Jay, 2004). The external economic environmental factors that influence the donation rates of corporations, foundations, and individuals alike include economic trends in wealth, employment, tax, and levels of consumption and disposable income (Sargeant & Jay, 2004). For example, at the height of an economic crisis where most of the potential donors are feeling especially financially restricted would not be the best time to ask people for money.

2.2.2.2 QUESTION #4: What is the university's current internal environment?

It is equally as important for an organization to do an internal environmental analysis as it is to do an external environmental analysis, because an internal analysis will also allow the committee to be better equipped to forecast internal change, develop methods of effectively addressing these changes, and assess how the university's internal environment might develop and change throughout the duration of the fundraising initiative (Lindahl, 2010). A university's internal environmental includes its internal priorities, leadership structure, resources, donor relations, fundraising expertise, and the maturity of the Development Department (European Commission, 2004).

2.2.2.3 Summary

Strategic fundraising is the process of using a strategic planning to develop a strategic fundraising plan that will act as a guide to pursuing the goals of the fundraising campaign. Strategic fundraising is important because it gives planners a competitive advantage, helps the fundraising committee stay on track and remain clear about the goals, and increases the likelihood of getting others involved in the fundraising effort. The fundraising committee is responsible for completing the four stages of the strategic planning process, which are:

1. Vision and Goals

2. Environmental Analyses

3. Volunteers, Donors, and Marketing

4. Fundraising Strategies and Evaluation

This section covered stages one and two. The vision is typically a grandiose source of motivation and speaks to the overarching principles, mission, and aspirations of the campaign. The goals must be "SMART", meaning specific, measurable, achievable, relevant, and time-scaled.

Assessing an organization's internal and external environment helps determine whether or not the organization's external and internal environments are conducive to a successful fundraising effort, and also helps the planning committee be better prepared for changes in any of these environments (Allison & Kaye, 2005; European Commission, 2007; Sargeant & Jay, 2004). An effective tool for gauging the internal and external environment is the SWOT analysis, which allows the committee to comprehensively plot the university's various strengths, weaknesses, opportunities, and threats (European Commission, 2004). If the threats and weaknesses greatly outweigh the strengths and opportunities in either of the environmental analyses, it is not the most advantageous time to engage in a fundraising campaign. The following section discusses stage three of planning a successful university fundraising campaign: Engaging supporters and marketing the fundraising campaign.

2.2.3 Stage 3: Engaging Supporters and Marketing the Fundraising Campaign

Not all universities are the same in terms of the roles of faculty members in the fundraising process. In some universities, the chair of a department will present the university's Dean with a fundraising proposal. If the Dean accepts the proposal, then he/she will bring it to the Development Department, and then members of the Development Department determine the most appropriate method for raising funds. Then the Development Officers are responsible for employing the fundraising strategy(ies)

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(personal communication, I. Inayatali, September 21, 2012). Universities sometimes title faculty roles a bit differently and have slight variations in the hierarchical structures, therefore the job titles in the above process may differ somewhat, but universities with a centralized process will share this similar format. In other universities, the fundraising process is more decentralized, which "encourages more involvement of Deans, directors, and faculty in the fundraising process" (Hall, 2002, p.369). In the case of a decentralized fundraising structure, those outside of the Development Department will have to assist in engaging supporters, marketing the fundraising initiative, and choosing the best fundraising strategy(ies). That being said, in both a centralized and decentralized university structure, volunteers can join the campaign to play a vital role in promoting the campaign and/or helping to organize a special event.

2.2.3.1 QUESTION #5: How can the university get volunteers involved in the fundraising campaign?

Volunteers are an integral part of the fundraising profession because they represent a massive source of unpaid labour, which frees up capital for other aspects of the fundraising initiative (Allison & Kaye, 2005; Lysakowski, 2005; Policy, Planning, and Evaluation in Fundraising, 2010; Young & Wyman, 1996). Therefore, during the strategic planning process the committee must devise ways to acquire volunteer support.

As noted earlier, university fundraising initiatives are typically situation-specific, therefore, the various roles volunteers will play will vary from campaign to campaign (Cook & Lasher, 1996; Lysakowski, 2005). That being said, some common volunteer roles include mailing letters in a direct mail campaign, telephone fundraising, canvassing for donation, promoting the campaign, and helping with various aspects of the special events (Yound & Wyman, 1996; Lysakowski, 2005).

Volunteers donate their time and effort for a variety of reasons, including the desire to give back, community spirit, religious influence, altruism, peer pressure, school credit, experience, and/or because it is fun (Lysakowski, 2005). The most effective type of volunteer is "someone who is committed to your mission… someone who has

connections to people you cannot reach otherwise; someone who really wants to give their time, talent and treasure to help you" (Lysakowski, 2005, p.4). It is up to the committee to decide who to solicit for volunteer support, such as university employees, students who will either be directly impacted by the fundraising initiative or who are seeking volunteer experience, high school students seeking volunteer experience and/or community service hours, and university alumni. The decision regarding who will be solicited to volunteer depends on the individual needs of the institution, the reason for the fundraising effort, and the availability of volunteers. For example, if the fundraising effort is geared at helping graduate students, then graduate students and graduate alumni may be more willing to volunteer than undergraduate students. Likewise, if the university is trying to bring in new undergraduate students, it might be beneficial to get high school students involved with the university in hopes it will increase their likelihood of enrolment at that institution by creating a relationship between the volunteer and the university. Donors are the next important ingredient in a fundraising campaign which will be discussed next.

2.2.3.2 QUESTION #6: Who are the potential donors?

For universities with a decentralized fundraising structure, donor profiling is a vital part of the strategic planning process because it offers a guide to identifying potential donors, and then fundraising and marketing strategies can be directed toward those likely contributors (Allison & Kaye, 2005; Sargeant & Jay, 2004; Young & Wyman, 1996). In a centralized university fundraising structure, the committee may find it to their advantage to produce lists of potential donors in order to assist the Development Officers. To profile donors the committee has to research who donates and why in order to identify a target population of potential donors. Universities are able to target alumni for donations, but many donations will come from non-alumni as well, therefore universities should recognize current donor trends within the general population as a whole (Allison & Kaye, 2005; Cook & Lasher, 1996).

In their donor profiling reports, Imagine Canada and Statistics Canada polled Canadians to identify the percentages of various age groups within Canada that donate to charity

(Imagine Canada, 2012; Statistics Canada, 2010). They have also identified the top reasons why Canadians donate to charity. In 2010, Imagine Canada (2012) uncovered that most Canadians donate because they feel compassion for those in need. So if the fundraising campaign will directly or indirectly help those in need, highlighting this aspect will likely help raise larger sums of money. *Table 1: Why Canadians Donate,* illustrates in chronological order the top six reasons Canadians donate to charity.

Table 1: Why Canadians Donate

TOP REASONS FOR DONATIONS AMONG CANADIANS
1: Feel compassion for those in need
2: To help a cause in which they personally believe
3: Want to make a contribution to their community
4: Are personally affected by the organization's cause
5: To fulfill religious obligations or beliefs
6: For the income tax credit they will receive

As noted above, a university fundraising committee can target university alumni to increase their donations (Allison & Kaye, 2005; Cook & Lasher, 1996). Alton and Martin (1995) write that alumni commonly donate because of their desire to repay the institution for the education they received, or because of their recognition of the academic benefits provided by the university. They further declare that "once alumni become donors, regardless of the size of their gifts, they are likely to continue their support through the years" (p.284). Cultivating positive donor relationships for their continued support is an important aspect of fundraising which will be further explored in the next section (Cook & Lasher, 1996; European Commission, 2007).

## *2.2.3.3* QUESTION #7: How can a university cultivate successful donor relations?

Concentrating on the development and maintenance of positive relationships between an organization and its supporters, also known as 'relationship fundraising', will help an organization cultivate, maintain, and eventually escalate donors. The defence behind

relationship fundraising is that an investment in donor relationships will lead to increased supporter satisfaction, which thereby increases supporter loyalty, which thereby increases the likelihood of future donations from that supporter (Sargeant, 2001). Delegating resources to keeping existing donors is also more cost-effective than acquiring new donors during every fundraising campaign (Anyangwe, 2011).

Research shows that positive donor relationships can be cultivated by responding to the needs of donors (Sargeant & Jay, 2004). While their exact needs will vary from population to population, almost all donors have minimum expectations of an organization that is seeking their financial contribution (Imagine Canada, 2009; Sargeant, 2001; Young & Wyman, 1996). Donors are more likely to donate on a continuous basis if they have a positive relationship with the receiving institution. Donors report that positive relationships are created when they are provided with the autonomy to decide how much and how frequently to donate, when knowledgeable and supportive staff are available to answer their questions, and when they receive appreciation for their donation (Sargeant, 2001; Young & Wyman, 1996). Donors will cease to give to an organization if they feel mistreated, unmotivated, or unappreciated (Alton & Martin, 1995; Young & Wyman, 1996).

Unfortunately for universities, the public tends to believe universities are in less need of financial donations than other charitable organizations because they receive government funding (Anyangwe, 2011). Loma Gozzard, director of a media branding agency, says "[t]here is definitely a challenge around persuading the public (whether alumni or not), that a university is every bit as worthy a cause as some of the other charities they support" (Anyangwe, 2011, para. 14). As shown in *Diagram 4: Percentage of Organizations Reporting Financial Challenges by Activity Area in 2004,* colleges and universities reported having more difficulty obtaining donations from individuals than any other revenue source, with less than one fifth of Canadians supporting education through their charitable giving (Imagine Canada, 2006; Lasby & McIver).

Diagram 4: Percentage of Organizations Reporting Financial Challenges by Activity Area in 2004
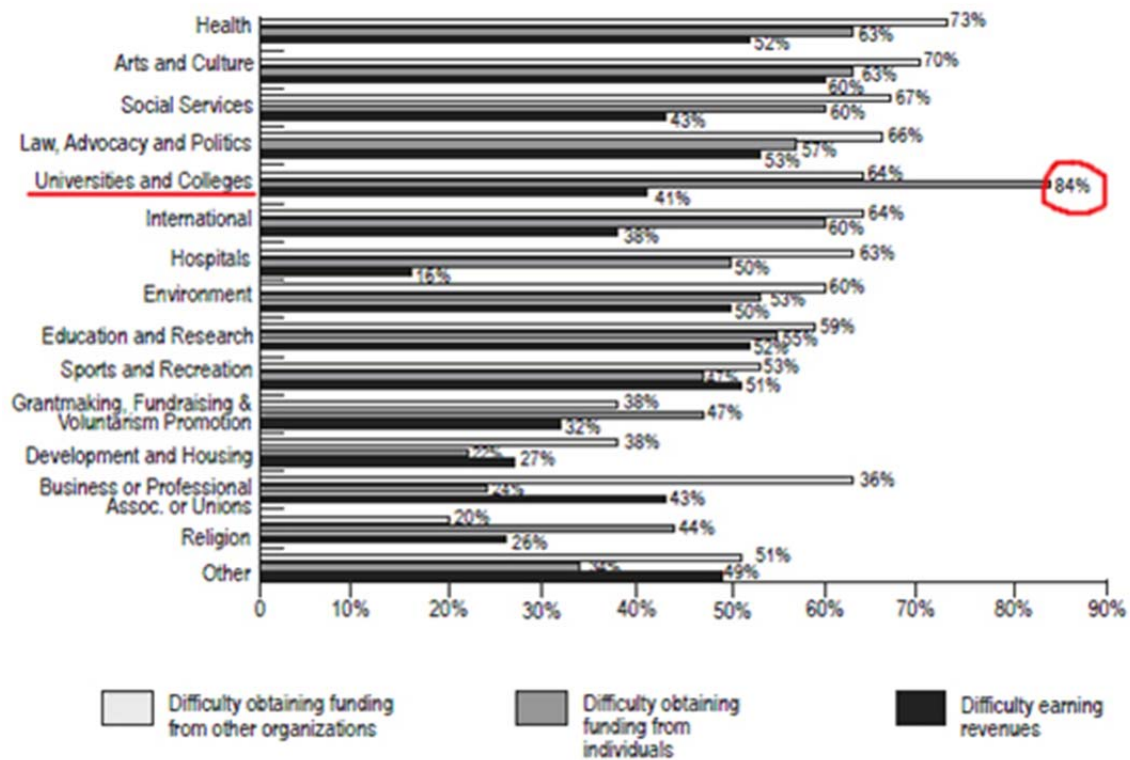
This difficulty for universities to obtain donations from individuals reveals that it is even more critical for universities to focus on ways to cultivate strong relationships with donors and alumni in order to retain donors. A statement from the University of Toronto's (UofT) Vice-President and Chief Advancement Officer, Jon Dellandrea, reveals that universities are beginning to recognize the critical importance of relationship fundraising. He declared; "all fund raising programs at the University of Toronto will emphasize donor stewardship as a key prerequisite to building and maintaining strong ties with alumni and donors. The success of the University's fundraising programs in the future will be directly determined by its ability to steward its donors and strengthen alumni affinity" (Dellandrea, 2004, para 6).

The need to develop and maintain positive donor relations to achieve revenue gain is not a problem unique to universities. All organizations seeking donations should work toward cultivating successful donor relations by striving to attain these donor-reported

desirable relationship standards. Relationship fundraising also applies to alumni, but maintaining positive alumni relationships involves some unique aspects of relationship fundraising, which will be discussed next.

2.2.3.3.1 Alumni Relations

Cultivating positive alumni relationships is important because university alumni make up a valuable donor pool (Hart, 2002; Greenfield, & Sheeraz 2007; Koning, 2006). Organizing social events, creating university club memberships, distributing alumni-published news, granting alumni access to sports facilities, and enhancing the alumni's social networking capabilities are effective ways to get alumni re-involved with the school and cultivate relationships between alumni and the university (Hart, 2002; Hart et al., 2007; Koning, 2006).

The committee will be able to more accurately target individual alumni with methods of engagement that interest them if the committee learns about individual alumni's interests. The interests of alumni can be found through the university's alumni database, which includes information pertaining to what they studied, their current profession, and their academic interests. Universities should work to increase alumni participation in events that complement their interests because, as Alton and Martin (1995) explain, "by addressing alumni interests, past and present, the level of alumni involvement with the university will increase" (p.299). This increased involvement will commonly translate into increased donations, therefore universities that invest in their alumni are more successful in acquiring donations from them. In a decentralized fundraising structure, after the committee has determined whom and how to ask for donations, they must consider how to successfully market the fundraising campaign, which will be discussed next.

2.2.3.4 QUESTION #8: How can a university successfully market a fundraising campaign?

Certain fundraising structures may require those involved in the fundraising initiative to market their own campaign. There is no single definition of the term marketing, so in

this report marketing will simply mean the promoting of the fundraising campaign (Brady, Brace-Govan, Brennan, & Conduit, 2011). Marketing is a valuable tool in informing the public about a fundraising initiative, as the more people who know about an event or a fundraising campaign, the greater the number of people who will support the campaign in one way or another (Brady et al., 2011; European Commission, 2007; Stevick, 2010). Brady et al. (2011) write that "marketing is widely perceived to be essential to organizations that have to attract revenue from external sources" (p.85). Therefore, it is important for all organizations, including universities, seeking external donations to develop a successful marketing strategy.

The top three marketing techniques that will be discussed in this report are social media marketing, website marketing, and printed marketing. This section will then conclude with a brief look at the importance of market research.

2.2.3.4.1 Social Media Marketing

Social media is the use of web-based technologies that increase and improve the sharing of information among organizations, communities, and individuals through interactive dialogue and other virtual tools (Social Media Defined, 2007). Social media platforms such as Facebook, Twitter, and LinkedIn have established online communities where vast amounts of information is easily shared, searched, promoted, distributed, and created (Social Media Defined, 2007). Integrating social media into fundraising efforts is one of the latest essentials of strategic fundraising (Hart et al., 2007; Miller, 2009). Social media helps everyone participating in the fundraising initiative stay connected with each other and remain up-to-date on campaign news, it broadens participation, and it encourages people to share campaign information (Edelstein, 2010).

An example of successful marketing of a university fundraising campaign is UofT's 2011 Boundless campaign (University of Toronto, n.d.). The Boundless campaign aimed to raise $2 billion in philanthropic support, the biggest fundraising campaign in the history of Canadian universities. Information pertaining to the Boundless campaign has been successfully marketed through the use of social media, such as providing supporters the

tools to promote the campaign themselves on Google, Twitter, and Facebook, thus widening the reach of the marketing campaign (University of Toronto, 2012).

Peter Blackshaw, Chief Marketing Officer of NM Incite, notes that social media is a powerful tool in finding new audiences that were not part of the original implementation strategy (CES, 2011). The growing use of social media for marketing is an efficient way for an organization to inform the public of their cause, and then have those people "shout-out to their personal networks on your behalf" (Miller, 2009 p.368). However, as important a tool as social media has become in marketing, in his book *Satisfied Customers tell Three Friends, Angry Customers Tell 3,000*, Blackshaw warns that the threat of social media is that if false claims are made by an organization, or if the organization engages in unethical behaviour, social media tends to be disproportionately punishing (CES, 2011). Therefore, it is essential to every organization engaging in social media to ensure their facts are checked and that their statements and claims reflect reality.

2.2.3.4.2 Website Marketing
According to fundraising specialist Adrian Beney, websites are an excellent tool to market a persuasive case for support and engage the reader, which is essential because "universities fail to secure funds when they do not make a compelling case for support: The focus should be on the university's impact on the world and the impact of higher education on people, both students and the world they will live in" (Anyangwe, 2011, para. 8).

To be a successful marketing tool, websites must have six attributes: attractiveness, effective communication, usability, frequent maintenance, transparency, and accessibility (Hart et al., 2007). First, attractiveness means the website must engage the reader in a matter of seconds because people tend to have a shorter attention span when it comes to on-line reading than printed materials (Hart et al., 2007; Warwick, 2008). Second, the website needs to effectively communicate the organization's background, the goal, methods of achieving this goal, the different ways to support the program, and the kind of impact someone's financial contribution will make (Hart et al., 2007). Third, usability

refers to how easily people can navigate the website, including accessing hyper-links, using search tools, and making donations (Hart, 2002). Fourth, frequent maintenance includes maintaining the Home Page with up-to-date content and maintaining Search Engine Optimization, a process of improving the visibility of a website in search engines (Webfuel, 2012). Fifth, transparency refers to the willingness to show inside information on the organization, and sixth, accessibility pertains to how easily people are able to access, use, and understand the website (Hart et al., 2007).

Re-visiting UofT's Boundless campaign example, UofT also developed successful website marketing through a system where prospective university students visiting UofT's websites will be presented with a series of UofT computerized advertisements promoting Boundless. Video website advertising is popular among universities because it captivates the viewer. Sunset Productions (n.d.) writes "leading colleges and universities use video in a variety of ways because it appeals to students, faculty and staff, and supporters. Whether it's a recruiting video to show potential students or a fundraising video for a capital campaign, the visual presentation is one of the best ways to make a positive impression on a targeted viewer" (para 1).

2.2.3.4.3 Printed Marketing

Eye-catching flyers and posters are another way to market a fundraising event (Hawkins, 1998). Universities are particularly fortunate in this area of marketing as they have direct access to an abundance of students who will see the flyers if posted around campus. Advertising in local newspapers can also help spread the message about a fundraising initiative (Hawkins, 1998). However, Sargeant and Jay (2004) warn that "press and magazine advertising is an expensive recruitment route" (p.127). As many universities have a local university paper, it may be a less costly method to advertise the fundraising campaign there than in a bigger newspaper or magazine.

2.2.3.4.4 Market Research

The best method for marketing a university's fundraising campaign depends on the results of the market research, which is a "systematic problem analysis, model building and fact finding for the purposes of improved decision making and control in the marketing of goods and services" (Sargeant & Jay, 2004, p.41). This collection and evaluation of data is designed to help organizations better comprehend the needs of their target audiences. If the committee cannot identify someone within the university to perform market research at little or no cost, like a graduate student studying in that field for example, they may have to seek external support. Once the needs of the targeted donor population are assessed, the planning committee can make a more informed decision regarding how to approach donors, and what types of marketing strategies would be best to employ (Sargeant & Jay, 2004). The next step is to determine what fundraising strategies are out there, and which one(s) would be best suited to the current fundraising initiative.

2.2.3.5 Summary

This section covered stage three of planning a successful university fundraising campaign, which involves engaging supporters and marketing the fundraising campaign. Supports are not limited to donors, volunteers are also an essential ingredient of a successful campaign, and therefore it is important to consider different ways to get volunteers involved with the campaign. Of course, donors are vital as well. Universities have an advantage of having access to a large donor pool most organizations do not, their alumni. Evidence suggests that keeping donors is equally as important as first getting the donor, so relationship fundraising has come onto the fundraising scene in a big way. Relationship fundraising involves the development and maintenance of positive relationships between an organization and its supporters (Sargeant, 2001). Finally, there is a variety of ways a university can market the fundraising initiative. A popular and economical method is via social media, which is a form of marketing through the use of web-based technologies (Social Media Defined, 2007). The next section of the report

will discuss the last stage on planning a successful university fundraising campaign: Fundraising strategies and monitoring and evaluation methods.

2.2.4 Stage 4: Fundraising Strategies and Monitoring and Evaluation Methods

Every organization will want to assess which strategy it will focus on as it begins its fundraising initiative (DeLearie, 2012; Fritz, 2012a; Garecht, 2011; Grant, 2010; Lewis, 2011; Poderis, 2012; Poderis, 1996; Purcell, 2001; Pyc, 2003; Sargeant & Jay, 2004; Seltzer, 2012; Sokolow, 2011). It is important to note here that if a university has a centralized fundraising structure then the Development Officers will be responsible for raising the funds from major donors (personal communication, I. Inayatali, September 21, 2012). In cases like this, committees may wish to host special events to raise awareness and some extra funds, but special events typically have a low return on investment (Hawkins, 1998; Young & Wyman, 1996). However, in a de-centralized fundraising environment, the committee will be responsible for raising the funds, and this can be done in a variety of ways. In this section, fundraising strategies will be divided into three sections, ranging from large scale fundraising efforts to smaller efforts. The first section will discuss capital campaigns, which typically bring in the largest sums of money compared to other types of fundraising campaigns. The second section will explore raising money through grant applications, and the third section will outline various strategies of smaller-scale fundraising from individuals. Which strategy to use depends on the resources available to the committee, the size and length of the campaign, and the monetary goal of the campaign (Allison & Kaye, 2005; CVS Fife, n.d.; Kivimaki & Smith, n.d.). The last question in this section will look at how a committee can effectively monitor and evaluate its fundraising campaign, a critical element in strategic fundraising as it enables the committee to ensure they stay within their budget, recognize shortcomings, realize strengths, see opportunities, and thus increase the possibility of positive change, adaptation, and innovation.

2.2.4.1 QUESTION #9: What are the different types of fundraising strategies for universities?

Employing a variety of fundraising strategies is essential because no single revenue stream guarantees success (Allison & Kaye, 2005; Anyangwe, 2011; Policy, Planning, and Evaluation in Fundraising, 2010). Also, the wider the variety of fundraising strategies, the larger the demographic of people who will be made aware of the fundraising campaign. For example, if all of the fundraising is done through grant proposals, then the public may remain unaware of the fundraising initiative, but if a special event is also held, then a larger audience of potential supporters will be made aware of the campaign. That being said, special events are typically costly and raise little money, so a mixture of different fundraising strategies is the best way to go. This section of the report is divided into three parts that work from large-summed donations to smaller donation strategies. First are capital campaigns, which will review major gifts, planned giving, and endowment campaigns. The second section looks at fundraising through grant applications, and the third section discusses soliciting donations from individuals through direct mail, e-mail, and special events.

2.2.4.1.1 CAPITAL CAMPAIGNS

Lindahl (2008) writes that a capital campaign is "a comprehensive effort that raises millions and occasionally even billions of dollars for organizations" (p.262), but he adds that for universities, these types of campaigns typically extend over several years. These large sum donations are solicited in a variety of ways, and this section is going to explore three of those methods: major gifts, planned giving, and endowment campaigns. Ciconte and Jacob (2009) write that the cardinal solicitation rule for capital campaigns is that gifts are solicited from largest to smallest. That is to say that "the largest gift in a gift range table should be sought at the outset of a campaign, followed sequentially for searches for lesser gifts" (p.370).

2.2.4.1.1.1 Major Gifts

Sargeant and Jay (2004) write that "major donors are individuals who make sizeable personal contributions. Major gifts are, broadly speaking, those that are large relative to

the majority of the gifts the organization receives" (p.158). Major gifts by individuals are said to be one of the most profitable forms of fundraising (Sargeant & Jay, 2004; Grant, 2010; Wharf & Lauzon, 2003). Terry Burton (2011), author of *Major Gifts in Canada* reports that millions upon millions of dollars are donated to Canadian universities each year in the form of major gifts.

Since the donation is considerably larger than the average individual's donation, the process of solicitation for major gifts differs from that of smaller donations (Sargeant & Jay, 2004). Potential major donors are typically carefully researched with respect to their donation history, their connection to the organization, program interests, and their ability to give. This process involves lengthy relationship cultivation that evolves over a prolonged period of time, it is typically done through a personal face-to-face donation requests, it often involves efforts to have the major donor become personally involved in the organization, the major donors are usually rewarded with gifts for their generosity, and the major gifts can either be paid right away or be pledged over a period of time (Pyc, 2003; Sargeant & Jay, 2004). The person making the Ask can either be a trained Development Officer, or sometimes it is even the Dean of the university (personal communication, I. Inayatali, September 21, 2012).

In terms of profiling a prospective major donor, research shows that they likely have a strong interest in, and good knowledge of, the organization, they have probably donated in the past, and they likely have a personal contact within the organization at some level (Sargeant & Jay, 2004). Due to this type of donor profile, universities are fortunate in that they often have alumni who most often fit this profile (Pyc, 2003). Three key characteristics have been identified for practitioners attempting to identify and rank a potential major gift giver: linkage, ability, and interest (Sargeant & Jay, 2004). Linkage refers to the strength of the connection between the prospective donor and the organization, ability refers to the financial ability to donate a major gift, and interest refers to the potential donor's belief and support for the cause or the organization (Pyc, 2003; Sargeant & Jay, 2004). If the university can identify a potential donor with a strong connection to the university, the financial ability to donate a major gift, and the

support for the fundraising initiative, then the committee should approach this individual for a major gift donation.

2.2.4.1.1.2 Planned Giving

Similar to major gifts, planned giving, also referred to as deferred giving, is a larger than average donation but which are commonly gifts of assets rather than income (Pyc, 2003; Sargeant & Jay, 2004). The recipient of a planned gift will typically receive full benefits of the gift at a designated point in the future, often upon the death of the donor, and the donor usually receives tax benefits as a result of the gift provision (Sargeant & Jay, 2004). Due to the size of the average planned gift, trained Development Officers are again the usual solicitors of these types of donations.

Also similar to major gift givers, planned givers are typically close to the organization in some way, which again puts a university with strong alumni relations at an advantage over other types of organization (Pyc, 2003; Sargeant & Jay, 2004). Planned gifts are often used to start an endowment, which is comparable to a savings account from which the interest is used to assist in funding programs (Fritz, 2012a; Lewis, 2011).

2.2.4.1.1.3 Endowment Campaigns

An endowment is the gift of an institutional fund of cash, securities, or other assets given to an institution, commonly a university, to provide a permanent endowment, or a permanent source of income (Foster, Kim, & Christiansen, 2009; Poderis, 2012; Purcell, 2001). The interest accumulated from the endowment is often used to cover ongoing operational expenses, or to fund special projects, but the principal part of the permanent endowment, called 'permanently restricted net assets', must not be spent to ensure that the original funds will grow over time (Fritz, 2012a; Purcell, 2001).

There are many types of endowments, including scholarship funds, which may be used to provide financial assistance to students (Purcell, 2001). However, it is not a quick solution to an immediate need. While an endowment is almost always desired, it can never result from urgency, and therefore must be developed in additional to fundraising for immediate needs (Fritz, 2012a; Lewis, 2011). The capital to start up an endowment

fund is commonly from bequests given by individuals to an institution through their planned giving program (Fritz, 2012a; Lewis, 2011; Poderis, 2012; Purcell, 2001). Therefore, endowments typically require concentrated donor cultivation and relationship building over a long period of time (Fritz, 2012a).

One important consideration for a university contemplating the establishment of an endowment is that some renowned universities have recently come under attack for growing mega endowments (Fritz, 2012a, para.6). Endowments come with tax subsidies, so universities with mega endowments of $1 billion for example, begs the question of whether these wealthy universities still require the tax subsidies, and whether or not the public receives sufficient benefit in exchange for these subsidies (Burrows, 2010; Waldeck, 2009). A common response to these allegations from universities is that an endowment is a stable source of funding, and it is critical to maintain such a hedge fund for a rainy day. Furthermore, they argue that donor restrictions are attached to most endowments, which are legally binding instructions pertaining to how the university may use the endowment funds. "Even if an institution wanted to, say, provide free tuition for every student, it could not tap all of its endowment to do so; some of the funds would be restricted for professorships, building projects, and other uses that are far removed from free tuition" (Waldeck, 2009, p1808). Finally, many universities argue that some students do receive direct benefits from endowments in that some endowments funds alleviate student financial pressures through endowment-funded student scholarships (Waldeck, 2009).

2.2.4.1.2 FUNDRAISING THROUGH GRANT APPLICATIONS

A grant is a monetary transaction in which each party benefits (Grant, 2010). The grantor maintains some control over how the grant is used through stipulations outlined in the grant agreement or contract that both parties agree upon. If this agreement is not adhered to, the grant receiver risks forfeiting the awarded grant (Grant, 2010). In return, the grantor is typically able to promote their own agenda and create a partnership where the grant receiver carries out programs or projects that are mutually beneficial (Grant, 2010). Grants typically come from foundations, corporations, and governments, which are

received through the process of grant applications, therefore knowing where to look for grants and how to write a successful grant application are essential skills when seeking grants (DeLearie, 2012; Garecht, 201; Grant, 2010; Policy, Planning, and Evaluation in Fundraising, 2010; Sokolow, 2011).

Like any fundraising initiative, raising grant money requires a strategic plan, which can be a part of the overall strategic fundraising plan (Garecht, 2011). The plan should outline who will be responsible for heading the grant program, where to seek out appropriate foundations, who will write the grant proposals, the amount of resources that can be spared to the grant program, and how aligned the organization's priorities are with the grant-making foundation (Garecht, 2011). It is important to note that while receiving grants can be lucrative, writing grant applications is a lengthy process, and if there is no one within the university with the expertise and willingness to write the applications, outsourcing this task can be very expensive (Fritz, 2012b).

2.2.4.1.2.1 Foundation Grant-Fundraising

A foundation is a grant-making body designed to award grants to non-profit organizations and bring about positive change according to its mandate (Garecht, 2011). There are infinite varieties of foundation grants that spread across varying lengths of time. Some fund capital projects, other are designed to help growth initiatives, and others fund only operating expenses (Garecht, 2011). Universities are particularly fortunate in receiving foundation grants because universities often fit the foundation's profile, which requires the receiving institution to be well established, maintain a positive reputation within the community, and be in need of funding for research or program development.

Typically, foundations will set its grants priorities for the year, then publish its grant guidelines, after applications have been submitted, the foundation staff will review and rank the applications, next the foundation staff will decide which non-profit should receive the grants, and finally, the grants are awarded (Garecht, 2011).

2.2.4.1.2.2 Business and Corporate Grant-Fundraising
Businesses and corporations can include "neighbourhood stores, chain stores, bank branches, utility companies, department stores, specialty shops, restaurants, small companies, local and national corporations" (Seltzer, 2012, para85). While corporate grants are very similar to foundation grants, corporations customarily expect some return, either simply a good reputation within the community, or a more tangible return (Grant, 2010).

While large scale donations from corporations can be financially advantageous, the receiving institution must be cautious about which corporations to accept donations and/or sponsorship from because it is widely assumed that organizations and their sponsors share the same values. The receiving institution risks damage to its image if the corporate donor is, or becomes, labeled as unethical in some way (Sargeant and Jay, 2004). For example, United Way Toronto's (UWT) Enbridge CN Tower Climb has now created, in the public eye, an affiliation between UWT and Enbridge, operator of the world's longest crude oil and liquids pipeline system (Enbridge, 2011). After Enbridge's 2010 oil spill in Michigan, and a more recent spill in Wisconsin in July 2012, making it the sixth spill in the USA in six years, Enbridge's reputation is at risk as the public heavily criticizes the spillages (McDiarmid, 2012). Therefore, future events linking UWT with Enbridge may not be in UWT's best interest.

2.2.4.1.2.3 Government Grant-Fundraising
Government grant processes are similar to that of foundations and corporations in that there are specific qualifications, and when an organization is awarded a grant, the receiving organization is agreeing to perform the activities described in the grant application and to abide by the condition of the award (Sokolow, 2011). However, most Canadian universities are already publically funded, although they maintain their autonomy within the institution to decide admission requirements, tuition, and governance structures.

Not all organizations and universities are equipped to make large donation requests, in which case there is a third, less lucrative method of acquiring donations: the solicitation of small donations from individuals, which will be discussed next.

2.2.4.1.3 FUNDRAISING FROM INDIVIDUALS

While some organizations participate in small-scale fundraising from individuals because they do not have the resources to solicit large-scale donations, other organizations do so to raise awareness, or to acquire donations in a shorter time period than the lengthier projects such as planned giving or grant applications. Donations can be collected from individuals in a variety of ways. This section will review the more popular methods of individual fundraising employed by universities, which includes direct mail fundraising, e-mail campaigns, and special events.

2.2.4.1.3.1 Direct Mail Donation Requests

Direct mail fundraising involves mailing letters to people asking for their financial support (Hawkins, 1998; Sargeant & Jay, 2004). While direct mail is decreasing in popularity as its success rates continue to drop, direct mail is still reported as a successful fundraising tool for already well-known and established organizations (Pyc, 2003; Sargeant & Jay, 2004). Well known organizations are more successful in direct mail fundraising than newer organizations because "it's very hard to introduce yourself and ask for money at the same time" (Pyc, 2003, p.15). In relation to universities, if a university is well known and has a good reputation among communities, than direct mail solicitation has a better chance of being successful than if the university was young and unestablished.

If a university does decide to employ this method, tips for maximizing success include ensuring that the cause appears simple and attractive in the letter, that the letters use rational arguments that address sensible and logical aspects to the reader, and that the letters present facts and statistics to persuade the reader to take action (Goering, Connor, Nagelhout & Steinburg, 2011; Pyc, 2003).

Finally, if a university is contemplating using direct mail, it is important to recognize that setting up the necessary infrastructure to run a direct mail program costs thousands of dollars (Pyc, 2003). The organization must determine before launching a direct mail campaign if those kinds of dollars are available to be invested in this type of strategy.

2.2.4.1.3.2 E-mail Ask Campaign
While, as noted above, direct mail remains a popular method of donor recruitment among many established organizations, for many organizations it has become much less cost-effective, and less successful, over the years than e-mail Ask Campaigns (Sargeant & Jay, 2004; Warwick, 2008). E-mail is a fast way to reach out to an unlimited number of people because e-mail accounts are extremely popular and free to set up, it is a cost-effective method of raising funds and awareness, and studies continuously show that on-line donations are surpassing offline giving (Hart, 2002; Hart et al., 2007; Warwick, 2008). E-mail can be used to start an Ask Campaign, which is simply to ask for donations via e-mail (Hart, 2002; Hart et al., 2007; Warwick, 2008).

Successful e-mail asks require the organization seeking funds to have a large database of potential donors they can send their e-mails to (Hart et al., 2007; Seltzer, 2012). Universities have the advantage of having access to a large alumni database, which will improve their chances of receiving donations in an e-mail Ask Campaign.

Research shows that in order to maximize success, the e-mails in an Ask Campaign must have an attractive subject line (Warwick, 2008). The subject line is a vital part of the e-mail as it can be the difference between someone opening the e-mail or discarding it as junk mail. Warwick (2008) writes "someday, books will be written about subject lines and how to craft them" (p.237). If the e-mail is opened, the reader may not make it past the first few lines, so those lines must be persuasive enough to get the reader to keep reading. Warwick (2008) declares that the most dramatic and compelling sentences must be placed right at the beginning. E-mails need to be shorter than letters used in a letter writing campaign because people tend to have a shorter attention span when it comes to reading e-mails than mailed letters. It is essential to be clear about the organization's

mission and vision, to be creative, to stay focused, to use "I" and "you" as liberally as possible, to include a hyper-link to the organization's website, and to offer an "unsubscribe" option (Warwick, 2008).

The e-mails asks should be delivered in three stages (Hart et al., 2007; Hawkins, 1998). The first is the 'initial ask', which should be distributed asking donors for financial donations to support the initiative. The second e-mail blast is the 'reminder ask', sent out to remind people to make a financial contribution. This second e-mail can also include an update on the fundraising progress (Hart et al., 2007; Hawkins, 1998). The final e-mail is the thank-you e-mail. After the fundraising effort is complete, it is very important to thank donors for their support along with a summary of the successes of the fundraising campaign (United Way, 2012). The length of time between each e-mails depends on the amount of time an organization has given itself to implement the fundraising effort. UWT recommends not dragging the request for donations out too long, otherwise the campaign will lose momentum, and donors will begin to feel inundated with requests for money, which will make people lose interest in the campaign and begin to resent the canvassers (United Way, 2012). UWT suggests requesting small-scale donations from individuals for only about three to five weeks (United Way, 2012).

2.2.4.1.3.3 Special Events Fundraising
While some experts will argue that, if executed well, special events can successfully raise a significant amount of money, most agree that hosting special events is not the most effective way of raising money because it is a costly investment that typically wields a low return (Hawkins, 1998; Pyc, 2003; Webber, 2004). What experts and researchers typically agree on is that the type of special event, the size and prestige of the organization, and the cause that the organization is advocating all play a factor in the potential success of a special event (Hawkins, 1998; Pyc, 2003; Sargeant & Jay, 2004; Webber, 2004; Wharf & Lauzon, 2003). A university's prestige is often measured by the breadth and scope of the academic programs, the established habits and patterns of giving, and the university's perceived level of integrity. However, despite possibly being unsuccessful in raising funds, special events are seen by most experts as an effective way

to raise awareness about a cause or an organization (Hawkins, 1998; Pyc, 2003; Webber, 2004; Wharf & Lauzon, 2003). While a university may already be well known within a community, if a new department or program within a university is attempting to raise awareness and support, special event fundraising can be a useful strategy in raising awareness.

Recently, physical activity events have spiked in popularity and some big-name events of this type have been very lucrative (Wharf & Lauzon, 2003). For example, the previously mentioned 2011 UWT Enbridge CN Tower Climb successfully raised $2.4 million (United Way Toronto, 2012). Research shows that the most popular physical activity events are Fun Runs, followed by golf tournaments, walk-a-thons, triathlons, swimming, biking, sailing regattas, squash, and then tennis (Wharf & Lauzon, 2003). While physical activity events are said to raise the most revenue compared to other types of special events, a financially successful event is typically very large, which requires a huge number of volunteers, support staff, time, and other resources (Wharf & Lauzon, 2003). Experts declare that large physical activity events can take over a year of planning and relationship cultivation with sponsors (Wharf & Lauzon, 2003).

Another type of event is sale events, where the donor purchases something and the money goes to support the cause. Examples of sale events include bake sales, book sales, or clothing sales, or gaming events such as bingo or raffles. However, it should be noted that gaming is volunteer intensive and earns a relatively low return per dollar spent (Pyc, 2003).

The combination of tools and strategies that should be used to raise funds from individuals depends on the size of the fundraising initiative, the length of time dedicated to the fundraising effort, and the resources available to the fundraising team. For example, if the budget and resources are not available to the fundraising team to carry out special events, then this will not be an option. Major gifts and planned giving involve a great deal of time spent cultivating donor relationships, so if the fundraising initiative has a short time frame, then the fundraising team will either have to look into working

directly with the university's development staff to approach major givers already committed to the university, or the fundraising campaign will have to raise the money using another method. Again, it is advisable to employ multiple fundraising methods whenever possible, because a variety of sources of revenue will help safeguard against low revenue-wielding fundraising attempts.

When planning a special event it is important for the committee to give strategic consideration to all aspects of hosting a special event before committing to this method of fundraising. The committee must be able to identify the major risks associated with special events, determine the budget available to the special event, determine the event activities and how to maximize the return on investment from special events, explore various strategies of engaging donors, sponsors, and vendors, identify strategies to minimize staff and volunteer burnout, and determine the venue, timing, and ticket pricing of the event (Becker, n.d.).

Throughout the lifespan of the fundraising campaign, it is important to monitor and evaluate the fundraising effort in order to identify gaps, propose improvement techniques, and learn from errors and successes. The next section will elaborate on monitoring and evaluation.

2.2.4.2 QUESTION #10: How can a university monitor and evaluate its fundraising effort?

Monitoring the fundraising process as soon as a plan is initiated is an essential component to a successful campaign because accurate monitoring allows costs to be routinely checked, performance to be examined and scrutinized, and allows for improvements to be made (Brady et al., 2011; Sargeant & Jay, 2004; Seltzer, 2012; Webber, 2004). Methods of evaluating the success of a fundraising campaign can be a difficult process because the term success has many different meanings, and sometime various stakeholders in the same campaign have differing definitions (AFP, 2008; Sargeant & Jay, 2004). This section will review the benefits of monitoring a fundraising initiative, as well as some various methods of evaluation. However, it does not distinguish between universities and

other types of organizations because every fundraising initiative should undergo monitoring and evaluation, regardless of the type of organization. Also, deciding on the most appropriate monitoring and evaluation strategy is not so much a function of the *type* of organization, but rather the resources at an organization's disposal.

Monitoring the progress of a fundraising campaign will allow fundraising management to supervise the costs that have been incurred at every stage of implementation, and then compare these costs with the budget (Sargeant & Jay, 2004). This will help ensure that the fundraising initiative remains within the prescribed budget. Therefore, Sargeant and Jay (2004) argue that the following control mechanisms must be in place to be able to effectively monitor a fundraising campaign:

1. the actual donations achieved against the budget
2. the actual costs incurred against those budgeted
3. the performance of specific forms of fundraising, and
4. the appropriateness of the strategy/tactics adopted (p.91).

They go on to write that these calculations should be done across the entire initiative, and that they can be done through analysis of:

- *Percentage response* – the response rate received to the original communication
- *Cost per response* – the total cost of the campaign divided by the number of respondents
- *Percentage conversion* – if the purpose of the original communication was merely to solicit enquiries it will also be necessary to examine the percentage of enquirers that ultimately offered a donation
- *Cost per donor* – total cost of the campaign divided by the number of donors attracted
- *Revenue per donor* – total value of donations divided by the number of donors attracted
- *Profit per donor* – total profit from a campaign (if any) divided by the number of donors attracted

- *Lifetime value per donor* – mean projected lifetime value for each donor recruited by a particular campaign

- *Return on investment* (*ROI*) – either calculated as an immediate return (i.e. ROI for the recruitment campaign itself) or a projected return given the forecast lifetime value of the donors recruited (Sargeant & Jay, 2004, p.142).

Monitoring activities will also allow for improved performance because the campaign will have a better opportunity to build on previous experiences (Brady et al., 2011; Sargeant & Jay, 2004; Seltzer, 2012). Brady et al. (2011) write that observing external performance and benchmarking performance aids the fundraising management in recognizing shortcomings, realizing strengths, seeing opportunities, and thus increases the possibility of positive change, adaptation, and innovation within an organization. For instance, if an effort failed, why did it fail? Did the effort require more staff and/or volunteer time than was allotted? Were the resources invested worth the returns? Was the effort inappropriately publicized? What should be done differently the next time in order to enhance the effort's success? What should be done the same? What can be taken away from this experience for the future? The monitoring process will give fundraising management the ability to answer these types of questions, which will improve the campaign's likelihood of success (Brady et al., 2011; Sargeant & Jay, 2004; Seltzer, 2012).

Success can be difficult to measure if the fundraising initiative is trying to raise numerous things beyond funds, such as awareness, community spirit, prestige, or pride in the institution. It is important to recognize fundraising as an investment in achieving the goals, objectives, and the anticipated outcomes that the organization seeks to accomplish (AFP, 2008). Measuring the success of a fundraising campaign through monetary measures can be problematic because it can take years of cultivation before donations start being offered (Sargeant & Jay, 2004). That being said, various elements of a fundraising campaign can be evaluated and rated for their level of success. For example, Sargeant and Jay (2004) write that the ratio of fundraising costs to total expenditures (FCE) should be no more than fifteen percent (Sargeant & Jay, 2004). Staying within

this limit can therefore be used as a measurement of success. However, the size of the organization and its fundraising staff, the types of fundraising activities, and the number of volunteers have a positive correlation with the amount of donations a fundraising campaign receives, which puts organizations with limited resources at a disadvantage (AFP, 2008).

Sargeant and Jay (2004) recommend using their Benchmarking Process to measure success. This approach requires an organization to identify what needs to be benchmarked and why, then compare the data collected against the results of another suitable organization, then use those results to identify where and why performance differs, and then undertake corrective actions where necessary. This Benchmarking Process is one example of how an organization can monitor and evaluate its activities on a budget. It sets guidelines for the monitoring process in advance, so it is not such an overwhelming hurdle to resource out in the future.

A fundraising campaign should be monitored throughout the life of the campaign, with a formal mid-point and end-point evaluation of the monitored results. The final evaluation of the campaign can be disclosed to the public through simple annual reports that can be distributed at low-cost through a donor newsletter, e-mail, and on the organization's website (AFP, 2008). Creating and distributing these reports is important because donors are interested in how the organization they support uses their donations (AFP, 2008).

2.2.4.3 Summary

The extent of the roles committee members will play in deciding and implementing the fundraising strategies depends on how centralized the university's fundraising structure is. The more centralized the structure, the bigger the role the university's Development Department will assume in the fundraising effort. In a decentralized environment, the university will look to the committee to champion the task of engaging supporters, marketing the fundraising campaign, and deciding on the fundraising strategy(ies) to employ. The most lucrative fundraising strategies are capital campaigns, which can garner billions of dollars in donations, but typically extend over several years.
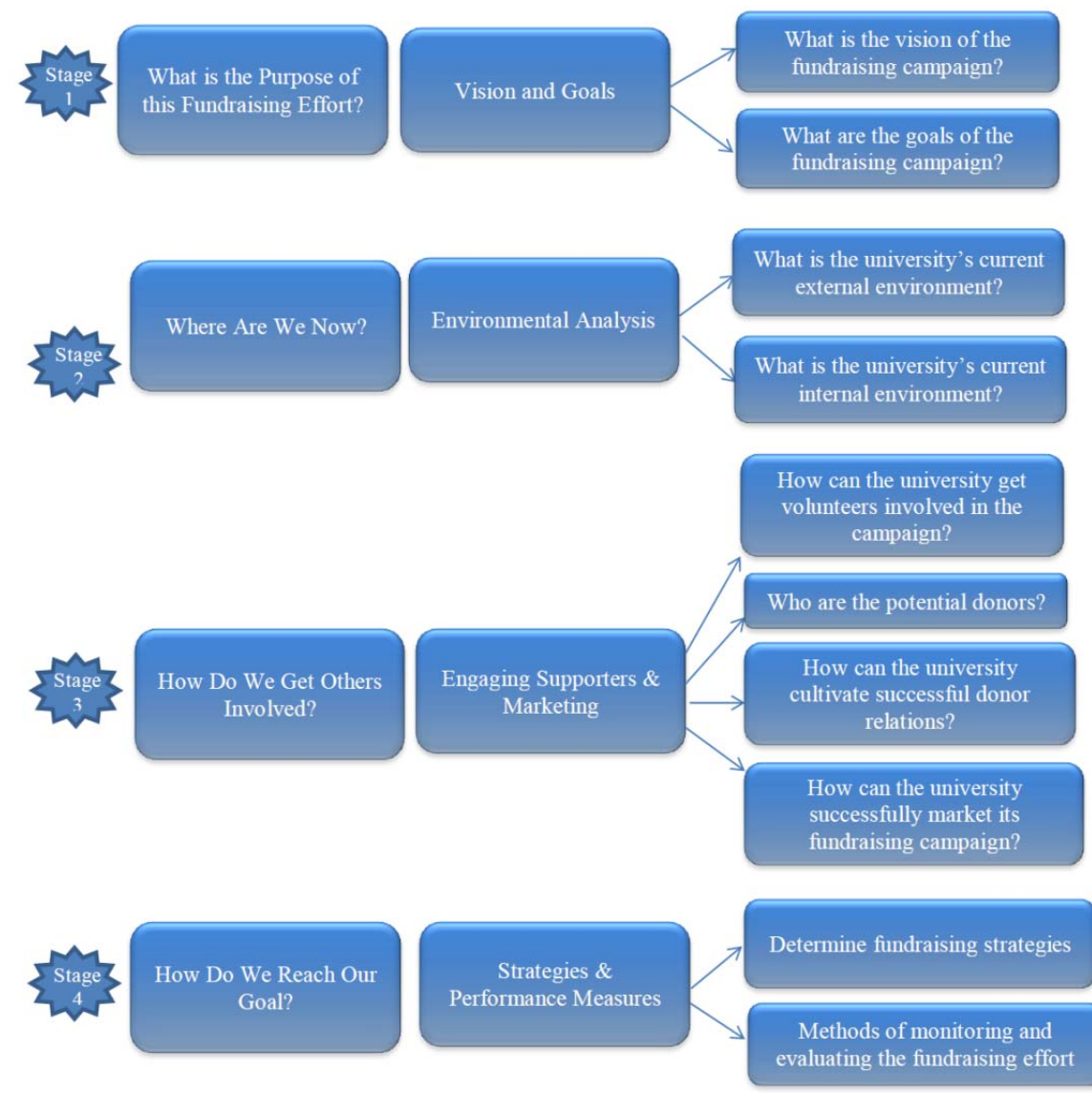
Fundraising through grant applications can also be lucrative, but writing grant applications is time consuming and if there is no in-house application writing expert, outsourcing this job can be very expensive. In both a centralized and decentralized university fundraising environment, the committee may choose to reach out to the community to raise funds and awareness by hosting special events. Special events typically have a low return on investment, but not all fundraising initiatives have the resources to complete capital campaigns or grant applications. In these situations special events are organized to raise awareness and smaller donations.

The next section of this report is designed to visually demonstrate the process of developing a strategic fundraising plan. It is one of many examples of a template a strategic fundraising committee can use to try and organize the answers to the ten questions outlined above.

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3. MODEL OF THE FOUR STAGES OF THE STRATEGIC PLANNING PROCESS

Now knowing all of the factors that go into the strategic fundraising planning process as laid out in the literature review, this section will outline how to formulate those ideas into a comprehensive strategic fundraising plan. Different planners will be comfortable with different models, so it is important to use whichever method of organizing these answers to the ten questions above in a format that is comprehensive to everyone on the committee. Diagram 5 shows the template used in this report as an example of a template that can be used for constructing a strategic fundraising plan using the strategic planning process.

Diagram 5: Model for Constructing a Strategic Fundraising Plan Using the Strategic Planning Process

Stage 1	What is the Purpose of this Fundraising Effort?	Vision and Goals	→	What is the vision of the fundraising campaign?
				What are the goals of the fundraising campaign?
Stage 2	Where Are We Now?	Environmental Analysis	→	What is the university's current external environment?
				What is the university's current internal environment?
Stage 3	How Do We Get Others Involved?	Engaging Supporters & Marketing	→	How can the university get volunteers involved in the campaign?
				Who are the potential donors?
				How can the university cultivate successful donor relations?
				How can the university successfully market its fundraising campaign?
Stage 4	How Do We Reach Our Goal?	Strategies & Performance Measures	→	Determine fundraising strategies
				Methods of monitoring and evaluating the fundraising effort

As noted in section *2.2: Planning a Successful Fundraising University Campaign*, the first important stage in planning a successful fundraising campaign is determining the purpose of the fundraising effort, which involves establishing the vision and goals of the fundraising effort (Allison & Kaye, 2005; Policy, Planning, and Evaluation in Fundraising, 2010).

The subsequent environmental analyses give the planners a clear indication of the organization's current environment that exists both externally and internally. If the SWOT analyses prepared during the environmental analysis suggests to the committee that is it a good time to solicit donations for a fundraising effort, then the committee can move onto the next stage, which involves determining methods of engaging supporters and marketing the fundraising campaign. This third stage requires the committee to answer questions five through eight, which helps the committee determine how to get volunteers involved in the fundraising initiative, identify potential donors, understand the importance and techniques of relationship fundraising, and determine how the committee can successfully market the fundraising initiative, and deciding upon which fundraising strategies to employ. The final stage of the strategic fundraising plan is for the committee to determine the fundraising strategy(ies) they will employ, and how they will monitor and evaluate the fundraising campaign to enable to committee to identify gaps, propose improvement techniques, and learn from errors and successes.

The next section of this report uses the information from the literature review to develop strategic recommendations to the client on how to successfully raise $50,000 in scholarship funds for the MACD program. These recommendations are described through thirteen progressive tasks for the fundraising committee to undertake, which are then illustrated in *Diagram 6: Recommendations: Tasks for the MACD Strategic Fundraising Committee to Accomplish.*

4. DISCUSSION AND RECOMMENDED ACTION PLAN

This section of the report engages the literature from the review to develop recommendations of how UVic's MACD committee can plan a successful strategic fundraising campaign. Following the four stages of planning a successful fundraising campaign, the recommendations are broken down into thirteen tasks for the MACD committee to perform. The first task is that those involved in the fundraising effort from the outset must commit to the method of strategic fundraising. The next task is for that group of individuals to organize an MACD strategic fundraising committee. The following tasks involve the MACD committee to collectively work through the series of consecutive tasks outlined below.

4.1 Task 1: Commit to the Process of Strategic Fundraising

As noted in the literature review, planning a fundraising campaign without strategic planning is like planning a road trip without a map (Young and Wyman, 1996). To reiterate, developing a strategic fundraising plan will improve the quality of a fundraising campaign because it gives those with a plan a competitive advantage over organizations without a plan by equipping the committee with the necessary information on how to prepare, launch, maintain, and conclude a successful fundraising campaign. Second, developing a strategic fundraising plan requires the planners to articulate their goals and the method of reaching those goals, which helps everyone involved with the effort stay focused clear about their role(s) and direction of the campaign. Third, because strategic planning includes developing clear roles and responsibilities, plus recruitment techniques for volunteers, staff, and donors, it increases the number of individuals who will get involved in the fundraising effort (Allison & Kaye, 2005; Egan, 2011; European Commission, 2007). Next, these instigators must recruit a fundraising committee. Therefore, the first important task is for the MACD fundraising initiative pioneers to understand and commit to the strategic fundraising approach.

4.2 Task 2: Organize the Fundraising Planning Committee

The strategic fundraising committee section of the literature review spoke to the importance of this committee working collaboratively to employ the principles of strategic fundraising and developing a strategic fundraising plan that will enable the MACD program to raise $50,000 to use toward scholarships for students entering their second year of the MACD program. The individuals initially involved in the MACD fundraising initiative must determine who to approach to be on the committee. Since the role of committee members depends on the size of the campaign, outlined below are recommendations for the size and roles of committee members for the MACD fundraising initiative. As committee members are being approached, the selectors must fully divulge to the committee candidates the responsibilities associated with the role they are being asked to fill in the strategic fundraising process so committee members know, and are comfortable with, what they are committing to. This will reduce the likelihood of the committee member feeling misinformed or ill-equipped to fill the position to its full potential leading them to withdraw from the committee.

Since the MACD program is in its infancy it is still relatively small compared to other UVic programs, and since $50,000 is not a huge sum of money to raise, the committee can consist of just a few members, and the roles of the members would be to jointly work through the four stages of planning a successful fundraising campaign as laid out in the literature review. The recommendation is for the MACD fundraising committee to consist of seven to ten members. The number is given as a range because it is dependent on how much time each committee member is able to commit. For example, if the finance coordinator does not feel he/she has enough time to fulfill this role alone, then perhaps enlisting two finance coordinators would be a better option. One of the most important committee members will be the chair (or co-chairs) of the committee, as he/she/they will assume the leadership role. As noted earlier, the leadership role requires hands on involvement in the strategic planning process including the timing of the campaign, regulating the size of campaign, long-term planning and needs assessment, uniting various constituencies behind the campaign, and motivation and inspiration. It is recommended that the leadership role be filled by an individual(s) currently occupying a

leadership position in the MACD program because he/she/they will have in-depth knowledge of the MACD program and assumingly, passion and dedication toward the success of this fundraising initiative. That being said, external stakeholders can also contribute immeasurable value as committee members if they are both dedicated to the MACD fundraising initiative and if they have ties with the community and/or the community development sector. This is because with greater external networks and established positive external relationships, the fundraising committee can expand their donor pool outside of UVic. MACD's Steering Committee is an excellent resource pool to solicit committee membership from, as steering committee members are from a variety of community focused organizations such as the Canadian Centre for Community Renewal, Centre for Sustainable Community Development, BC Cooperative Association, Federation of Community Services of British Columbia, BC Non-profit Housing Association, and more. The recommended roles of the MACD fundraising committee members are outlined below in *Table 2: MACD Strategic Fundraising Committee Recommendations*.

Table 2: MACD Strategic Fundraising Committee Recommendations

# of committee members	Position	Responsibilities
1 or 2	Chair (or co-chairs)	*Undertake the leadership role *Ensure the goals and priorities of the campaign align with those of the university as a whole *Participate in the development of the 1-2 page strategic fundraising proposal *Formulate and present the case to bring to the Dean of Human and Social Development (HSD).
1	Leadership chair	Working with the Development Department to stay up-to-date on progress of large sum donation requests and reporting progress to the finance coordinator
1 or 2	Finance Coordinator	Maintaining a record of all financial aspects of the campaign (revenue and expenses)
4 or 5	Special events/ volunteer coordinators	*Organizing event logistics *Recruiting and coordinating the volunteer effort *Thanking event participants

While the length of time to complete this process depends on the willingness of potential committee members to agree to join the committee, it is recommended that this task not be drawn out longer than two weeks. Once the MACD committee has been established, its members must work through the following tasks collectively, starting with identifying and articulating the purpose of the fundraising effort. Time lines have been suggested within the recommendations, however, these are subject to change depending on how frequently the committee is able to meet. The recommended time frames are made based on the committee being able to meet two to three times a week.

4.3 Identifying the Purpose of the Fundraising Effort

As outlined in the literature review, stage one of planning a successful campaign is determining the purpose of the fundraising campaign. This stage requires the committee to first articulate the vision of the fundraising campaign, and then its goals.

4.3.1 Task 3: Develop the Vision statement

Communicating the vision of a fundraising campaign involves developing a short statement which includes the principles, mission, and direction of the fundraising campaign (Allison and Kaye, 2005). The vision statement must be a compelling image to provide direction and support of goals and actions, it can be idealistic and a source of inspiration (Allison and Kaye, 2005). The statistics in *Table 1: Why Canadian Donate* illustrates that Canadians mostly donate because of a feeling of compassion for those in need and to make a contribution to their community, therefore the recommendation for the MACD committee is to develop a vision statement that highlights the overarching goal of the MACD program, which is to produce graduates with the skills to help those in need in their community and beyond.

For instance, the vision statement can speak to how MACD graduates are equipped to effectively respond to the proliferating difficulties communities and community members face in a rapidly changing world. The program also teaches students how to create opportunities for individuals and societies to reach their full potential, and to support

people in moving from a life of poverty to one of possibility. An example of a vision statement for the MACD fundraising initiative is: "The vision of the MACD fundraising campaign is to raise $50,000 in scholarship funds for Community Development students to help lift the financial burden of graduate tuition. These graduates will go on to become leaders in civil society and the social economy, creating opportunities for individuals and communities to reach their full potential through collaborative development approaches to achieve social change and social justice." In this example the principles are participatory community development in the effort of poverty alleviation, social change, and social justice. The mission is to raise scholarship money to relieve the financial burden on MACD students, and the direction is toward reaching a $50,000 goal. The next task involves developing the goals of the fundraising campaign. Collectively, the committee should be able to accomplish this task and the following task concurrently in two to three days.

4.3.2 Task 4: Develop the goals of the fundraising campaign

When developing goals for the MACD fundraising campaign, it is recommended that the committee develop SMART goals; **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-scaled (Allison and Kaye, 2005; Sargeant & Jay, 2004). **S**pecific goals bring clarity regarding what the goals are at every stage of the campaign, therefore making it easier to strategize methods of achieving those goals. **M**easurable goals can be quantified and gaps can be identified so improvements can be made. **A**chievable goals allows for the opportunity of success. **R**elevant goals ensure efforts to achieve goals are in direct support of the campaign, and **T**imed goals allow the committee to weigh possible activities and objectives against a real timeline (Ciconte & Jacob, 2009).

Below is an example of how the MACD committee can identify their SMART goals.

Specific: The specific goal is for the committee to raise $50,000 to use toward scholarships for students entering their second year of the MACD program.

Measurable: $50,000 (a measurable quantitative value)

Achievable: Yes (UVic's experienced Development Officers have raised more than $50,000 in the past. For instance, in 2011 UVic's fundraising team successfully raise $20.5 million) (UVic, n.d.)

Relevant: The $50,000 goal is relevant because that is the money that will be used to fund the scholarships available to MACD students entering their second year of the program.

Time-specific: The committee must now collaboratively determine the time frame for the campaign (recommendation is four months).

The recommendation to the committee is to have a four month (one semester) campaign because if a campaign is drawn out for too long it will lose momentum, but if it is too short it may not be enough time to raise the desired funds (United Way, 2012). The recommendation is to have the campaign take place from September to December 2013 when the new semester is just beginning and most students will be feeling energetic and rejuvenated after the summer break from classes and not yet feeling over-loaded with school work, which will increase the likelihood of students being willing and able to volunteer their time to the campaign. Furthermore, there are more students present on campus during the fall term compared to the summer term (University of Victoria, n.d.). UVic's Institutional Planning and Analysis website sites that in 2011 there were 2,981 full time students enrolled during the summer term, followed by 2,953 in the summer of 2012 (University of Victoria, n.d.). However, in 2011 there were 12,146 full time students enrolled during the fall term, followed by 12,267 during the fall of 2012 (University of Victoria, n.d.). As noted earlier, special events are also about raising awareness, therefore while the MACD residency portion of the program takes place in July, because there are far fewer students on campus during the summer, it would be more profitable, and reach a larger audience for awareness raising, to run the campaign from September-December. Furthermore, raising awareness of the MACD program among UVic students may lead to their future enrolment into the program, thus increasing the profits the MACD program will make from tuition fees. Lastly, Victoria typically still has warm weather in September, which will help increase the turn-out at

outdoor special events. That being said, local MACD may be able to help with the campaign, and MACD students living abroad may also be able to lend their assistance in a variety of ways such as through technical or social media marketing assistance. If the $50,000 is raised during this proposed time-frame the funds, then scholarships can be made available to students in the 2013 cohort entering their second year of study. This process of determining the time frame of the campaign should take the committee no more than one week.

4.4 Analysing the Environment

The next two tasks the committee will undertake involve performing an external and an internal analysis of UVic's social, political, and economic environments. These are important tasks because it will enable the committee to determine the environmental risks of carrying out this fundraising campaign, as well as help the committee forecast potential changes in the environment, thus making it possible for them to develop alternative strategies that would work in concert with these changes. Since a SWOT analysis has proven to be an effective method of organizing information on an organization's strengths, weaknesses, opportunities, and threats, it is recommended that the MACD committee perform a SWOT analysis of UVic's external and internal environments (Allison & Kaye, 2005; European Commission, 2004; Lindahl, 2010; Sargeant & Jay, 2004). An environmental analysis requires literary research as well as research done through personal communications with various internal and external stakeholders by the committee members. Therefore, it is not within the capacity of this report to provide a completed environmental analysis, however, task five and six produce questions the MACD committee should seek answers to when performing the environmental analysis. Since the environmental analyses involves meeting with people, which makes the timing of the analyses susceptible to conflicting schedules, the committee should give themselves a full two weeks to collaboratively complete both environmental analyses, with the understanding that meetings should be set up with the necessary internal and external stakeholders to discuss the recommended questions as soon as possible.

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4.4.1 Task 5: Analyse UVic's External Environment

Based on the literature review seven questions have been developed that the MACD committee should consider when performing their external environmental analysis. The first question seeks to determine UVic's prestige, because research shows that the prestige of an organization has a direct positive correlation to the success of a fundraising event (Hawkins, 1998; Pyc, 2003; Sargeant & Jay, 2004; Webber, 2004; Wharf & Lauzon, 2003). A university's prestige is often measured by the breadth and scope of the academic programs, the established habits and patterns of giving, and the university's perceived level of integrity. The committee will have to engage directly with Victoria's community members to learn how the local community perceives UVic. The national and international prestigious standing of UVic can be sought through more traditional literary research methods.

The second question asks if external partnerships exist that would lend support to the fundraising campaign, because it will help keep costs low if various resources are donated to the campaign initiative. The third question asks if UVic maintains a positive relationship with current donors, because the happier donors are the more likely they are to continue their support (Sargeant & Jay, 2004). The fourth question pertains to the current societal trends in Canada, BC, and Victoria as they pertain to higher education. For instance, since the MACD program is geared toward mid-career working professionals, the demand for mid-career education impacts the demand for the MACD program. Also, the demand for graduates and society's current perceptions of the value of higher education impacts the value that will be placed on the program. A program that is perceived as valueless will not warrant much financial support. The fifth question asks what external resources exist that the committee can acquire to their advantage, such as an external venue for a special event. Again, having external resources donated or offered at a discount rate will help keep costs low. The sixth question inquires about the current state of the Canadian national economy, because people are less likely to make financial donations during troubled economic times. The last question asks what level of external competition exists for the MACD fundraising initiative, so the committee can attempt to avoid getting drowned out by another, larger fundraising campaign. Table 3

below illustrates the seven questions and aspects for the committee to consider when

performing their analysis of UVic's external environment.

Table 3: Questions for the MACD Strategic Fundraising Committee to Consider During the External Environmental Analysis

QUESTIONS	ITEMS FOR COMMITTEE TO CONSIDER
1. **What is UVic's prestige factor within the external community (locally, nationally, and internationally)?**	What is the breadth and scope of academic programs as perceived by the external community and stakeholders compared to other universities?
	What are the established habits and patterns of external giving
	How do community members view the university in terms of its level of integrity?
2. **Do external partnerships exist among companies or organizations that are able to lend support to the fundraising initiative?**	Do they have resources, volunteers, and/or marketing they can offer to help in the campaign effort?
3. **Does UVic maintain a positive relationship with its current donors?**	How positive are the experiences donors report having with UVic's Development Officers?
4. **What are the current societal trends in Canada, BC, and Victoria as they pertain to higher education?**	Current social attitudes toward the value of higher education?
	External demand for graduates?
	Demand for mid-career education?
	Is there any indication that changes in behaviour or societal values toward higher education may change in the near future?
5. **What physical external resources exist that UVic can use to its advantage?**	What supplies are required for this campaign and do they need to be acquired externally?
	External venues that can be acquired within budget?
6. **What is the current state of the Canadian national economy?**	How would this affect the donation rates from individuals?
	How would this affect the donation rates from corporations and foundations?
	How would this affect the donation rates from governments?
7. **What level of fundraising competition does UVic face from external organizations also trying to raise funds?**	What other fundraising initiative are going on in the area?

Answering these seven questions and plotting the responses into a SWOT analysis will provide the committee with the necessary information to make an informed decision as to whether or not UVic's external environment is conducive to a fundraising campaign, assuming an abundance of threats and weaknesses would represent an inappropriate environment for this fundraising campaign.

4.4.2 Task 6: Analyse UVic's Internal Environment

Another seven questions have been drawn from the literature review for the MACD committee to consider when performing the SWOT analysis on the internal environment. The first question is to determine if the priorities of the fundraising campaign are aligned with those of UVic, because the HSD Dean will not accept the fundraising proposal if these priorities conflict. The second question asks if the chair of the MACD committee feels he/she is able to take on the leadership role, as he/she acts as the driving force behind the campaign. This is an opportune time for the committee to re-delegate job tasks if necessary. The third question pertains to the internal resources the committee has available to it to put toward the fundraising initiative. The amount of resources available play a deciding factor in the type of campaign it will be, since there is a positive correlation between the amount of resources available and the size the campaign can grow to. The fourth question seeks to examine the level of prestige UVic maintains within its own walls, because staff and students who hold the university in high esteem are more likely to help it build on its success through volunteerism and/or donations (Cook & Lasher, 1996). The fifth question inquires if UVic's Development Department is trained in relationship fundraising, as this affects the level and continuity of donations (Sargeant, 2001). The sixth question asks if there are fundraising experts willing to donate their time and knowledge to the MACD campaign, as this can provide valuable insight to successful fundraising techniques. Finally, the seventh question pertains to the age, size, and expertise of the Development Department because the level of expertise in raising funds for capital campaigns, through grant applications, and through individuals, affects the Development Officers' probability of success. Table 4 below outlines these seven questions the MACD committee should consider when conducting their internal environmental analysis.

Table 4: Questions for the MACD Strategic Fundraising Committee to Consider During the Internal Environmental Analysis

QUESTIONS	ITEMS FOR COMMITTEE TO CONSIDER
1. **Are the priorities of the fundraising campaign aligned with those of UVic as a whole?**	Do the priorities align with UVic's larger strategic plan?
2. **Is the community chair able to fulfill his/her leadership role to its full capacity?**	Go through the list of roles and responsibilities the leader will take on, and as a team determine the capacity of the chair (or co-chairs) to fulfill this role on the own. *Redistribute job tasks among committee members is necessary.
3. **Does UVic have physical, monetary, or personnel resources available that it is willing to lend to a fundraising effort?**	Does UVic have funding available for the SPA department for this fundraising initiative?
	How will the level of funding available affect the size of fundraising campaign that can be launched?
	Are there policies and support structures in place to support fundraisers?
4. **What is the perceived internal prestige of UVic?**	How prestigious do UVic faculty, staff, and students consider UVic to be?
	What is the level of smooth continuity from one president to the next, one chief Development Officer to the next, and one year to the next in terms of perceived internal quality?
5. **Does the UVic have the necessary knowledge and resources to deliver donor appreciation/recognition?**	Is UVic's Development Department trained in relationship fundraising? *Determine level of expertise among Development Officers
6. **If assistance from staff is required, what is the level of fundraising expertise among existing staff members who are willing to volunteer their time?**	Are staff and/or students with expertise in fundraising willing and able to donate their expertise to the campaign?
	Are there a campaign volunteers willing and able to share their fundraising knowledge and expertise with less-experienced volunteers?
7. **What is the maturity of UVic's Development Department?**	How old is the Development Department?
	How large is the Development Department's alumni and donor database?

	How experienced are the development staff in terms of their expertise in asking for donations: the professionalism, the tone, the strategy, drafting proposals and applying for grants?

Answering these seven questions and plotting the responses into a SWOT analysis will allow the committee to be better equipped to forecast internal change, develop methods of effectively addressing these changes, and assess how the university's internal environment might develop and change throughout the duration of the fundraising initiative (Lindahl, 2010).

4.5 Task 7: Identify potential fundraising strategies and donors

The MACD committee is limited in the level of autonomy they have in employing fundraising strategies because UVic employs a centralized fundraising system (personal communication, I. Inayatali, September 21, 2012). Furthermore, in a personal communication with the HSD's Development Officer, Lynne Milnes, she wrote "providing scholarships for university students is and has always been a university priority. It is assumed that I will seek out funds for student scholarships among the other faculty priorities that the Dean and colleagues determine are necessary. Every faculty sets these priorities down in a work plan which is published annually. Student scholarships are always part of the faculty annual fundraising priorities… The Development Officer and the Dean are judged on the basis of the amount of money brought in to the faculty annually" (personal communication, L. Milnes, December 17, 2012). Therefore, if the MACD would like to promote the raising of $50,000 for scholarships for MACD students, there is a centralized process that must be followed, which is illustrated in Table 5 below (personal communication, L. Milnes, December 17, 2012; personal communication, I. Inayatali, September 21, 2012):

Table 5: UVic's Centralized Fundraising Process

STEP 1	• After the MACD Strategic Fundraising have completed their strategic fundraising proposal, the chair of the committee brings the plan to the Dean of HSD (currently Mary Ellen Purkis) and pitches the idea of a fundraising campaign designed to raise $50,000 in scholarships money for MACD students entering their second year of the program. • The HSD Dean will determine if the priorities of this fundraising effort align with those of the HSD Department.
STEP 2	• If these priorities align, the HSD Dean will deliver instructions to the Development Office to engage in the process of raising funds for the MACD fundraising campaign.
STEP 3	• UVic's Development Department will then become involved in the campaign, determining the best way to raise the funds and then employing the necessary strategies to raise them.

That being said Development Officer Milnes also added that a MACD fundraising proposal would benefit from identifying who in the community might donate to their cause (personal communication, L. Milnes, December 17, 2012). Therefore, this section will identify potential donors for the MACD committee to suggest to the Development Department through a review the various fundraising strategies outlined in the literature review.

4.5.1 Major Gifts

Major gifts are one of the three types of capital campaigns outlined in the literature review. Again, Lindahl (2008) writes that a capital campaign is "a comprehensive effort that raises millions and occasionally even billions of dollars for organizations" (p.262), but also notes that for universities, these types of campaigns typically extend over several years. Major gifts are substantial personal donations made by individual donors (Sargeant & Jay, 2004). Major gifts are solicited by the Development Officers because major donor relationships are carefully cultivated over an extended period of time by development experts, therefore the individual requesting the donation is either a trained Development Officer or even the Dean (personal communication, I. Inayatali, September 21, 2012). However, it would be helpful to provide these development experts possible donor options.

Once again, there are three key characteristics to identify and rank a potential major gift giver: linkage, ability, and interest (Sargeant & Jay, 2004). Linkage refers to the strength of the connection between the prospective donor and the organization, ability refers to the financial ability to donate a major gift, and interest refers to the potential donor's belief and support for the cause or the organization (Pyc, 2003; Sargeant & Jay, 2004). In so far as linkage, the Development Officers may want to consider MACD students and alumni, HSD alumni, and MACD Steering Committee members. As the MACD program is still relatively new, it would be beneficial for the committee not to limit the donor pool to just MACD alumni. MACD students and steering committee will naturally have a strong linkage with the program, and HSD alumni may be willing to assist in the advancement of a revolutionary program within their faculty to increase their faculty's prestige. In so far as ability, the Development Department should review HSD alumni who have donated in the past to give an indication of who, historically, has the financial ability to donate major gifts. The MACD Steering Committee members have already shown their commitment to developing and promoting the program and may be interested in supporting this fundraising campaign. In terms of interest, previous UVic major gift donors who have donated toward programs that encourage community development and improvement, sustainable communities, collaborative and inclusive involvement of citizens in decision-making, poverty relief, community services, and scholarships funds should be approached for donations for the MACD campaign as the MACD program relates to all of these areas.

4.5.2 Planned Giving

Planned giving is a sizable contribution which are typically gifts of assets rather than income (Pyc, 2003; Sargeant & Jay, 2004). While working with donors to facilitate planned giving is also done by Development Officers, this strategy is not recommended for the MACD campaign because the recipient of a planned gift often does not receive the gift until the donor's death, which may be a long time in the future (Sargeant & Jay, 2004). Therefore, this is not an appropriate strategy in a campaign with a short timeline.

4.5.3 Endowments

While scholarship endowment funds exist, this source of fundraising is recommended for the Development Department to do for the MACD campaign in addition to the immediate campaign, because similar to planned giving, it is a very lengthy process which can never result from urgency, and therefore must be developed in addition to fundraising for immediate needs (Fritz, 2012a; Lewis, 2011).

4.5.4 Grants

As noted in the literature review, raising grant money requires a strategic plan, which can be a part of the overall strategic fundraising plan (Garecht, 2011). The plan should outline who will be responsible for heading the grant program, where to seek out appropriate foundations, who will write the grant proposals, the amount of resources that can be spared to the grant program, and how aligned the organization's priorities are with the grant-making foundation (Garecht, 2011). While the grant writing process can be very costly is the committee must hire an external grant writer, the Development Department does have skilled grant writers who can engage in this process. To assist the Development Department in this area, the MACD committee should develop a grant-writing strategic plan that the Development Department can use to assist their grant writers, including a list of organizations that are aligned with the MACD's vision and would therefore be suitable candidates to submit grant applications to. A table of such organizations is presented in Appendix 1.

4.5.5 Direct Mail Donation Requests

Since setting up the necessary infrastructure to run a direct mail program costs thousands of dollars, it is not recommended that the MACD committee attempt to do this on their own (Pyc, 2003). Rather, the Development Department again will have the necessary experts in place to design and send direct mail requests if they decide to go that route. However, providing the Development Department with a list of local business sponsors that helped UVic provide assistance to students in the form of student awards, financial aid, and program funding in 2011 may be a useful resource for the Development

Department to possess. A list of these organizations that donated to UVic in 2011 can be found in Appendix 2.

4.5.6 E-mail Ask Campaigns

E-mail Ask Campaigns are also not recommended for the MACD committee to engage in by themselves. As illustrated in the literature review, successful e-mail asks require the organization seeking funds to have a large database of potential donors they can send their e-mails to (Hart et al., 2007; Seltzer, 2012), which the Development Office should already have within their alumni database, other individual donor databases, and their various organization, foundation, corporation, and government databases. Experts express that e-mail asks must be persuasive, dramatic, compelling, clear, creative, and accurately timed (Warwick, 2008). Therefore, it is best for the trained development staff to format these e-mails and send them to prospective donors.

4.5.7 Special Events

While some experts maintain that effectively implemented special events can successfully raise a significant amount of money, most agree that hosting special events is not the most effective way of raising money because it is a costly investment that typically wields a low return (Hawkins, 1998; Pyc, 2003; Webber, 2004). For this reason, UVic's Development Department rarely engages in special events (personal communication, I. Inayatali, September 21, 2012). Therefore, if the MACD committee wishes to hold special events to help raise money for their fundraising campaign and/or raise awareness of the MACD program, they may do so on their own.

While physical activity events are said to be one of the most lucrative special events, they can be extremely expensive to organize and very labour intensive. Since the MACD committee has a limited budget, this style of special event fundraising is not recommended. Rather, it is recommended that the committee use its resources to host two special events, as this is more cost effective than physical activity events or hosting a series of small-scale fundraising events (Becker, n.d.; Hawkins, 1998). The

recommendation of hosting a special event also comes from the fact that the MACD program is still in its infancy, therefore having the program gain public exposure would be beneficial for the fundraising campaign. The first event is recommended to take place at the start of the campaign as a launch event to inform the public that this campaign is underway and to raise awareness of the MACD program. The second event is recommended to take place toward the end of the campaign because if potential donors are reminded that their time is running out to donate to this worthy cause, they may be more inclined to participate in the finale event to show their support. If the MACD committee agrees to consider this recommendation to host two events, the next step will be for the committee to briefly discuss the event logistics.

When planning a special event the MACD committee must have a preliminary discussion about the feasibility of hosting a special event. As part of this conversation, the committee should consider two factors:

1. *What are the major risks associated with special events?* An important risk to consider is the risk of complete failure. If all of the committee's resources are spent on a single event, for example, and the event fails, will this cripple the entire fundraising campaign? If so, the committee should either consider an event that uses fewer resources, or not hosting an event at all.

2. *Is there a budget available for a special event?* The committee must determine if the budget allows for any funds to be spent on special events. The budget will help determine the size of the event, and therefore an idea of the possible revenue to be gained. The committee should use this information to determine the practicality of hosting a special event.

It is recommended that the committee complete this discussion within one week. If the committee decides that a special event is possible and desirable, the events committee members will have to work collaboratively through the various logistics of hosting a special event.

4.5.8 Task 8: Special Events Committee to Finalize Logistics

The special events committee members will have to consider a variety of factors associated with hosting a special event. The special events committee should prepare to:

1. *Determine how to allocate the budget for the special event:* From the preliminary discussion about the feasibility of hosting a special event, the committee should know the size of their event budget. With this knowledge, the special events committee must determine how they want to allocate the budget. For example, how many events and to what scale does the budget allow for? Low-budget event activities can include the sale of items that are donated to the fundraising effort. Popular sale items that fall under this category include baked goods or books, raffle tickets for items or services donated by businesses, or buying the opportunity to interact with a celebrity guest who has volunteered their time and skill set, such as winning a personal cooking class with a chef or an art class with a local artist. The committee's budget and resources allotted to the special event must also be made clear so venue options can stay within the budget.

2. *Determine event activities:* The type of event activities will depend on the scale of the special event, because the number of staff, volunteers, and capital available for hosting events has a positive correlation with the feasible size of the event. Also, evidence shows that donors are enticed by early-bird prizes, therefore, the special events should include activities where the first "x number" of participants are entered into an early-bird draw for a valuable prize (United Way Toronto, 2012).

3. *Determine how to maximize the return on investment from special events:* The committee must be strategic in regards to the forecasted return on investment. For example, it would not make sense to have a bake sale where the committee buys samosas for $1 each, and then sells them for $1, because then their return on investment would be in the negative after considering the resources used to organize the event.

4. *Explore various strategies of engaging donors, sponsors, and vendors:* The MACD committee can refer to the appendices for donor lists to provide to the Development Department, as well as carry out independent research to identify various groups it can engage for support. For the special events, it is recommended that the committee reach out to as many people as they can to solicit and spread support.

5. *Identify strategies to avoid staff and volunteer burnout:* Once support is solicited, it is the responsibility of the committee to ensure that tasks are delegated in such a way as to not overload staff and volunteers causing them to burnout.

6. *Determine the venue that is suitable and affordable:* Possible lower-budget venues are on-campus venues, such as Felicitas pub or the Grad House restaurant.

7. *Determine the appropriate timeframe for the event:* The committee must decide on the most appropriate timing for these events. It is recommended not to hold the event over exam time when students will be busy studying, and not to hold the event too near the winter holiday season when people will be saving for holiday gifts and/or trips. It is recommended to host the events when there are the highest number of students on campus, which are during the September-December and January-April semesters (UVic, n.d.). This is because the more students there are already on campus, the larger the turnout will likely be at the special event.

8. *Determine ticket pricing for the event:* The special events/volunteer coordinators will have to determine the pricing of tickets and event activities based on the perceived value of the event and activities.

Table 6 below outlines these special event aspects as well as some recommended items for the MACD committee to consider as they pertain to special events.

Table 6: Special Event Factors and Considerations for the MACD Strategic Fundraising Committee

Special Event Aspects	Recommended Considerations
1. Determine how to allocate the budget of the special event	• What event activities will the budget allow for?
2. Determine event activities	• What events are suitable to our target donor population? • What fundraising events are most successful at UVic (as of 2012 the most successful fundraising event is the United Way Book and Record sale) • What type of events will our resources allow for (budget, volunteers, staff & timeframe)
3. Determine how to maximize the return on investment from special events	• What relationships and resources are at the committee's disposal that can be used to reduce costs and maximize profits?
4. Explore various strategies of engaging donors, sponsors, and vendors	• The appendices provide lists of organizations who have donated to UVic in the past, and organizations to apply to for grant. • The committee can employ independent research to determine other people or organizations approach for support
5. Identify strategies to avoid staff and volunteer burnout	• Determine how to delegate roles and responsibilities so staff and volunteers are not overloaded, causing burnout
6. Determine the venue for the event	• Are there on-campus venues that can be rented on a budget (i.e. Felicitas pub or the Grad House restaurant)?
7. Determine the timing of the event	• Recommended not to hold events over exam period, nor near the holiday time when people are saving for gift and/or vacation trips • It is recommended to run the fundraising campaign from over the September-December semester, therefore the events should take place somewhere during this timeframe when there are the highest number of students on campus, preferably having the 1st event in September and the second event in December
8. Determine the pricing of the event (tickets, sale items etc.)	• The pricing of the tickets will depend on the perceived value of the event. The more valuable to prizes and activities, the higher more the committee can charge for participation

The special events committee is also responsible for cultivating donor relations through relationship fundraising, and developing the marketing communications. It is recommended that the special events committee diligently work through these aspects over a two week time period per event. After the event logistics are finalized, the next step will be for the special event committee members to enlist volunteers to assist in the mobilization of resources and coordination of the special event. The next section explores how the committee can attract special event volunteers.

4.5.9 Task 9: Organize Special Events Volunteers

If the committee decides to host a special event, a band of volunteers will also have to be assembled to assist in the coordination and implementation of the special event. The first recommendation in acquiring volunteers for a special event is to have the committee ask the Dean of the HSD to send out a communication to registered students in any of the HSD programs, as well as HSD staff, asking for volunteer support. Requests for support coming from people in a high ranking position often garners better results than requests from lower-ranking employees (United Way, 2012). The HSD students and the committee should then be encouraged to pass the information along to anyone they feel might be interested in volunteering. The second recommendation is to have the committee ask MACD students from the 2010 and 2011 cohort who live in Victoria if they could volunteer their time to help support this fundraising initiative. The third recommendation is to have the committee solicit staff members involved with the MACD program to volunteer their time for special events. The recommendation is to continuously solicit for these volunteers over a three week period. Right at the end of the three weeks there should be a meeting with all the volunteers and special event committee members to de-brief them on the special event ideas, logistics, and the roles of the volunteers need to fill. Then specific roles and tasks should be delegated to each volunteer, which will help the event stay organized and help the volunteers stay on task. The actual implementation of all of the volunteers' hard work, that is to say the event itself, should only last a few hours. When the volunteers are ready and the logistics are in place, the next task is to identify who to attract to the event.

4.5.10 Task 10: Identify Special Events Participants

While some events are tailored to exclusive crowds, since the MACD committee is attempting to raise as much money and awareness as possible, it is recommended that the committee gear their special events toward drawing in the largest crowd possible.

Once again, the number one reason Canadians donate is because they feel compassion for those in need (Imagine Canada, 2012), therefore it is recommended that this fundraising campaign highlight the fact that the MACD program gives students the expertise to help those in need. The vision statement should be a selling point of the special event. The third most popular reason why Canadians donate is to make a contribution to their own community, so it is recommended that the committee target Victoria community members by highlighting that the MACD program aims to build up communities, including the local Victoria community. Appealing directly to Victoria residents inside and outside of UVic will help draw in larger numbers of event participants. The committee should also target all students on campus through marketing strategies, which will be discussed in task twelve. This task should take place over the same three week period as task nine while the special events committee are seeking volunteers.

Simply getting participants to the events is not the end of the journey. If the committee wants event participants to attend the second event, to feel positive about their donations, and to donate more in another capacity, then the special event committee members must engage in relationship fundraising.

4.5.11 Task 11: Develop Relationship Fundraising Techniques

As illustrated in the literature review, positive donor relationships can be created by addressing donors' needs (Sargeant & Jay, 2004). These needs vary from population to population, but common traits donors share are their desire to have the autonomy to decide how much and how frequently to donate to the campaign, to have campaign staff and volunteers be knowledgeable sources of information about the campaign, and to be thanked for their financial support of the campaign.

When it comes to special events, giving donors the autonomy to decide how much to give and how frequently can be done in a variety of ways. For instance, there may be an entry fee to the event, but once inside, the participants may donate as much, or as little, to a variety of fundraising activities within the main event. A single event may have items for sale, an entry fees into a draw, games, and an auction. Charging for these small activities individually will likely prove to be more profitable than charging one large entry fee and having the activities be free because it allows donors with varying degrees of dispensable income to participate.

It is also recommended that the committee ensure every committee member and volunteer is knowledgeable about the fundraising campaign. This can be accomplished through regular meetings with the volunteers and committee members to ensure clarification of the vision, goals, and progress of the campaign.

Lastly, it is recommended that the committee thank event participants for their donation and support as a part of relationship fundraising. This can be done via an announcement during the event thanking donors, or if donors have shared their personal contact information, then thanking them can be done via e-mail, direct mail, or a phone call. However, please note that while the latter is more personal, it will require extra time and resources. This decisions on what technique to use should take place over the same three week period as task nine and ten.

4.5.12 Task 12: Market the Special Event & Fundraising Campaign

The committee will need to market their special event so their target participant population will be informed that the event is taking place. The most popular and cost-effective form of marketing for special events is social marketing. Since the MACD program does not have ample funding available for this campaign, social marketing is the recommended marketing method due to its cost-effectiveness. While the literature review emphasizes the importance of market research, this is neither necessary, nor

economical, in small-scale special events such as what is being recommended here to the MACD committee.

Social media marketing is a marketing tool that uses web-based technologies that increases and improves the sharing of information among organizations, communities, and individuals through interactive dialogue and other virtual tools (Social Media Defined, 2007). The recommendation is that the committee advertise all special fundraising events on UVic's website. It is recommended to advertise on UVic's homepage, as well as the MACD homepage. UVic is already registered with four different types of social media: Facebook, where MACD fundraising news and updates can be posted for everyone to see at http://www.facebook.com/universityofvictoria. Twitter (http://twitter.com/UVicnews), where information about the event can be posted for all those who follow UVic's Twitter feed. It is not recommended that the MACD committee create a separate Twitter account because acquiring followers takes time, and by the time a significant following has been attained the campaign may be over, so more followers will likely be reached by piggy-backing on UVic's existing Twitter account. Flickr (http://www.flickr.com/groups/UVic/pool/), where photos promoting the event and pictures of the event afterward can be posted, and a UVic channel on YouTube (http://www.youtube.com/UVic), where video promotions of the event can be advertised. It is also recommended that the committee reach out to MACD students and the MACD Steering Committee for support is promoting the fundraising event through their various networks, such as posting information about the special event on personal Facebook pages or promoting the special event through word of mouth to friends, family, and colleagues. The marketing of the campaign should also be discussed and implemented during the same three week period as tasks nine, ten, and eleven.

4.6 Task 13: Monitor and Evaluate the Fundraising Campaign

In the essence of time, it is recommended that while the special event committee members are organizing event logistics, the rest of the MACD committee discuss methods of monitoring and evaluating the campaign that can be shared with the special

event committee members afterward. However, the enactment of the monitoring and evaluations technique should be applied throughout the lifespan of the campaign. It is recommended that the committee employ Sargeant and Jay's (2004) recommended control mechanisms and methods of analysis. To reiterate, Sargeant and Jay (2004) maintain that these control mechanisms must be in place to enable a fundraising campaign to be monitored and evaluated effectively:

1. the actual donations achieved against the budget
2. the actual costs incurred against those budgeted
3. the performance of specific forms of fundraising, and
4. the appropriateness of the strategy/tactics adopted (p.91).

These calculations can be achieved through analysis of:

- *Percentage response* – the response rate received to the original communication
- *Cost per response* – the total cost of the campaign divided by the number of respondents
- *Percentage conversion* – if the purpose of the original communication was merely to solicit enquiries it will also be necessary to examine the percentage of enquirers that ultimately offered a donation
- *Cost per donor* – total cost of the campaign divided by the number of donors attracted
- *Revenue per donor* – total value of donations divided by the number of donors attracted
- *Profit per donor* – total profit from a campaign (if any) divided by the number of donors attracted
- *Lifetime value per donor* – mean projected lifetime value for each donor recruited by a particular campaign
- *Return on investment* (*ROI*) – either calculated as an immediate return (i.e. ROI for the recruitment campaign itself) or a projected return given the forecast lifetime value of the donors recruited (Sargeant & Jay, 2004, p.142).

It is further recommended that these calculations take place throughout the lifespan of the initiative, with an official recorded mid-point and end-point evaluation of the monitored results, in order to give the committee the opportunity to build on their experiences along the way (Brady et al., 2011; Sargeant & Jay, 2004; Seltzer, 2012). When the committee is reviewing various successful and non-successful efforts or activities, it is recommended that they consider:

- Was the appropriate amount of staff and/or volunteers used in this activity?
- Were the resources invested worth the returns?
- Was the effort effectively publicized?
- What should be done differently the next time in order to increase success?
- What should be done the same?
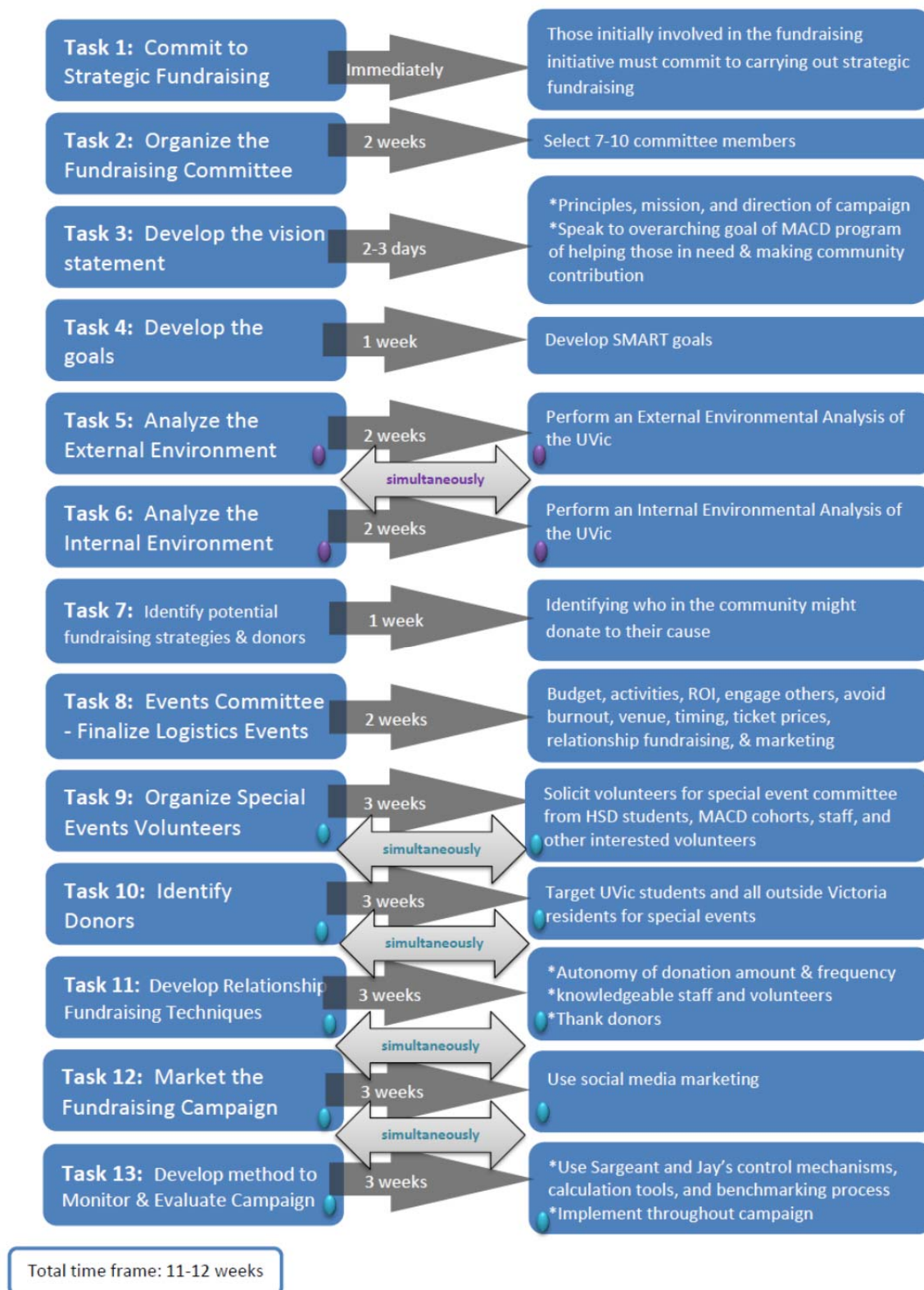- What can be taken away from this experience for the future?

Considering the answers to these questions will improve the campaign's likelihood of success (Brady et al., 2011; Sargeant & Jay, 2004; Seltzer, 2012).

Finally, it is recommended that the committee use Sargeant and Jay's (2004) Benchmarking Process to measure success. The committee should take the findings from the calculations of their control mechanisms (the actual donations achieved against the budget; the actual costs incurred against those budgeted; the performance of specific forms of fundraising; the appropriateness of the strategy/tactics adopted), and compare this data to other UVic fundraising campaigns of similar calibre. This is a cost-effective method of monitoring evaluating the fundraising effort. To maintain transparency, and because donors are reportedly interested in how the organization they support uses their donations, it is recommended that the final evaluation of the fundraising campaign be disclosed to the public through annual reports.

4.7 Diagram of Recommendations

The recommended thirteen tasks that the fundraising committee should fulfill over an eleven to twelve week period are organized into the diagram shown below in *Diagram 6*.

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Diagram 6: Recommendations: Tasks for the MACD Strategic Fundraising Committee to Accomplish

Task	Timing	Detail
Task 1: Commit to Strategic Fundraising	Immediately	Those initially involved in the fundraising initiative must commit to carrying out strategic fundraising
Task 2: Organize the Fundraising Committee	2 weeks	Select 7-10 committee members
Task 3: Develop the vision statement	2-3 days	*Principles, mission, and direction of campaign *Speak to overarching goal of MACD program of helping those in need & making community contribution
Task 4: Develop the goals	1 week	Develop SMART goals
Task 5: Analyze the External Environment	2 weeks	Perform an External Environmental Analysis of the UVic
	simultaneously	
Task 6: Analyze the Internal Environment	2 weeks	Perform an Internal Environmental Analysis of the UVic
Task 7: Identify potential fundraising strategies & donors	1 week	Identifying who in the community might donate to their cause
Task 8: Events Committee - Finalize Logistics Events	2 weeks	Budget, activities, ROI, engage others, avoid burnout, venue, timing, ticket prices, relationship fundraising, & marketing
Task 9: Organize Special Events Volunteers	3 weeks	Solicit volunteers for special event committee from HSD students, MACD cohorts, staff, and other interested volunteers
	simultaneously	
Task 10: Identify Donors	3 weeks	Target UVic students and all outside Victoria residents for special events
	simultaneously	
Task 11: Develop Relationship Fundraising Techniques	3 weeks	*Autonomy of donation amount & frequency *knowledgeable staff and volunteers *Thank donors
	simultaneously	
Task 12: Market the Fundraising Campaign	3 weeks	Use social media marketing
	simultaneously	
Task 13: Develop method to Monitor & Evaluate Campaign	3 weeks	*Use Sargeant and Jay's control mechanisms, calculation tools, and benchmarking process *Implement throughout campaign

Total time frame: 11-12 weeks

5. CONCLUSION

This report has sought to provide a strategic fundraising plan to support SPA's efforts in raising $50,000 to use toward scholarships for students entering their second year of the MACD program. As the MACD program was only recently launched in 2010, to date there have been no strategic fundraising initiatives aimed at delivering financial support to these graduate students. This report provides a recommended strategic fundraising plan that outlines key goals, strategies, and activities for the MACD fundraising committee.

The first key deliverable of this report is a literature review which demonstrates a strategic approach to fundraising by breaking down the process of planning a strategic fundraising campaign into four sequential stages. These four stages include articulating the vision and goals of the campaign, performing an environmental analysis, engaging supporters and marketing the campaign, the determining fundraising strategies, and identifying evaluation methods. The second key deliverables are a set of recommendations outlined in the discussion and recommendation section of the report. The recommendations include a time-table of chronological tasks the MACD fundraising committee need to accomplish to achieve their fundraising goal.

By employing the recommendations in this report, those individuals involved with UVic's MACD fundraising initiative can approach fundraising from a strategic perspective. The strategic fundraising plan will help ensure that the MACD fundraising campaign has a competitive advantage over non-strategically planned fundraising efforts, it will help the strategic fundraising committee and volunteers stay on track, and it will increase the likelihood of getting other volunteers, staff, and donors involved in the fundraising effort (Allison & Kaye, 2005; Young & Wyman, 1996; Policy, Planning, and Evaluation in Fundraising, 2010). Finally, following the stages of strategic fundraising and considering the recommendations of this report will help the MACD fundraising committee to meet their $50,000 goal academic merit-based scholarship funds for MACD students entering their second year of the program.

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7. APPENDICES

Appendix 1: Table of Organizations Aligned with MACD's Vision for Grant Applications

Name	Type	Purpose	Relevant Funding Interests	Total Grants to Universities in previous year	Average Grant
1. Chan Better World Foundation	Family Foundation	General charitable purposes	Education Institutions; International Social Services	Education: $65,000 $1,000	$33,000
2. Fernwood Foundation	Special-purpose foundation	General charitable purposes	International Development; Family Services; Community Development & Improvement	Education: $500,000	$500,000
3. Koerner Foundation	Family foundation	General charitable purposes	Academia; Scholarships, Grants, Awards and Bursaries	Education: $1,035,000	$1,035,000
4. Mindset Social Innovation Foundation	Special-purpose foundation	Support initiatives aimed to realize the emergent possibilities in sharing.	International Education; International Youth	Education: $95,000	$95,000
5. The Victoria Foundation	Community foundation	Provide leadership by inspiring giving, investing in people, ideas, and activities that strengthen communities	Organizational Development and Management; Volunteer and Board Development; Capacity Building; Education; Adult and Continuing Education; Education Institutions; Scholarships, Grants, Awards and Bursaries; Universities; Community Economic Development	n/a (total Education grants in 2009: $8,924,932)	$8,924,932
6. Charles E. Fipke Foundation	Family foundation	General charitable purposes	Education Institutions; International Social Services	Education: $2,000,000 $10,000	$1,005,000
7. Face The World Foundation	Special-purpose foundation	Helping Vancouver's less fortunate.	Poverty Relief; Social Services; Social Issues; Education; Adult and Continuing Education; Scholarships, Grants, Awards and Bursaries; Universities	n/a (total educational grants in 2009: $777,100)	$777,100
8. Hearts of Gold Foundation	Family foundation	General charitable purposes	Education; Scholarships, Grants, Awards and Bursaries	Education: $10,000 $3,590 $1,000	$4,863
9. Columbia Foundation	Corporate foundation	Develop and fund new scholarships, and to promote the collaborative and inclusive involvement of citizens in decision-making and community building.	Education; Scholarships, Grants, Awards and Bursaries; Community Development and Improvement; Social Sciences Research; Sustainable Communities	Education: $1,116,000	$1,116,000
10. Dave Lede Family	Family	General charitable	Universities; Education;	Education:	$200,561

Charitable Foundation	foundation	purposes	Poverty Relief; Community Services	$505,000, $350,000; $333,470; $250,000; $105,578; $105,000; $52,000; $52,000; $52,000	
11. Fung and Duen Au-Yeung Foundation	Family foundation	General charitable purposes	Education; Universities	Education: $3,000; $1,500; $500	$1,667
12. Goel Family Charitable Foundation	Family foundation	General charitable purposes	Universities; Education; International Activities; Poverty Relief	Education: $6,800; $850; $650; $600	$2,225
13. Golden and District Community Foundation	Community foundation	Provide leadership and administration that helps in addressing significant community needs; and help donors fulfill their philanthropic interests.	Education; Scholarships, Grants, Awards and Bursaries; Social Services	Education: $4,778; $500	$2,639
14. Heronbrook Foundation	Family foundation	General charitable purposes	Universities; Poverty Relief; Community Services; Youth	Educations: $1,500	$1,500
15. Hsu & Hsieh Foundation	Family foundation	General charitable purposes	Scholarships, Grants, Awards and Bursaries; Universities; Youth	Education: $34,500; $6,750	$20,625
16. Koerner Foundation	Family foundation	General charitable purposes	Arts and Culture; Arts; Performing Arts; Visual Arts; Academic and Research Libraries; Scholarships, Grants, Awards and Bursaries	Education: $1,035,000	$1,035,000
17. Leading Edge Endowment Fund (LEEF)	Special-purpose foundation	Promote economic growth and job creation; Promote the unique roles that our universities and colleges play in innovation for BC	Universities; Social Sciences Research	Education: $2,275,000; $2,260,000; $2,250,000	$2,261,667
18. M K Family Foundation	Family foundation	General charitable purposes	Universities	Education: $10,000; $1,250	$5,625
19. Minerva Foundation for BC Women	Special-purpose foundation	Inspiring and empowering women and girls to reach their full potential. Creates opportunities in the way of grants, awards and programs in the areas of education, leadership	Universities; Education Institutions; Women; Domestic Violence; Violence; Safety	Education: $6,000; $5,000; $5,000; $4,000; $2,500; $2,500; $2,500; $500	$3,500

			development, & economic security and safety			
20.	The 1988 Foundation	Family foundation	General charitable purposes	Universities; Youth; Social Services	Education: $25,000; $21,670; $13,000	$19,890
21.	The Donna and Mickey Hajash Foundation	Family foundation	General charitable purposes	Education; Scholarships, Grants, Awards and Bursaries; Universities; Vocational Training; Environment	Education: $7,500; $2,500	$5,000
22.	The Highbury Foundation	Family foundation	General charitable purposes	Universities; Community Development and Improvement; Poverty Relief; Community Services	Education: $15,000; $10,000; $10,000	$11,667
23.	The London Drugs Foundation	Corporate foundation	General charitable purposes	Social Services; Universities; At-Risk Youth	Education: $33,000; $30,000; $12,000; $5,000; $5,000; $5,000	$15,000
24.	The McLean McCuaig Foundation	Family foundation	Promotes education and encourages charitable organizations, especially those oriented toward children who do not normally receive support from governments or other sources of public funding	Universities	Education: $20,000; $13,500; $5,000	$12,833
25.	The Rix Family Foundation	Family foundation	General charitable purposes	Universities; Community Development and Improvement; Community Services	Education: $100,000; $50,000; $18,000	$56,000
26.	The Stollery Charitable Foundation	Family foundation	Improve the health and vitality of the local communities it serves while building the capacity of charitable agencies.	Community Economic Development; Community Services; Social Services; Poverty Relief; Housing and Shelter; Homelessness; Food Banks; Education; Scholarships, Grants, Awards and Bursaries; Human Rights; Charitable and Voluntary-Sector Development	Education: $5,000	$5,000

Appendix 2: Organizations that Donated to UVic in 2011

Always August Tanning	Intrepid Theatre
Bambinos	John's Place
Barb's	Logan's Pub
I Heart Hot Bikram Yoga Studio	Lye's Place
The Black Olive	Market on Yates
Blue Fox Café	Miniature World
Brün Body Bar	Imax Theatre
Café Brio	Peacock Billiards
Cinecenta	The Royal & McPherson Theatres Society
Craigdarroch Castle	Russell Books
Curious Comics	Smiths Pub
Discovery Coffee	Spinnakers Brewpub & Guesthouse
5th Street Bar and Woodfired Grill	Sunshine Tanning
Fish Hair Salon	Tattoo Zoo
Fairway Market	Union Studio Tattoos
Floyd's Diner	The Butchart Gardens
Foo Food	Urge Tattoo
Fort Café and Picnic	Victoria Symphony
Fujiya	Zap Copy