



**Thank You to Today's Annual
Governance Webinar Sponsor**



Spring Governance Workshop:

Part 1: Building Board Effectiveness

Part 2: Lessons from the Fundraising Trenches

March 7, 2025

Trustees, Heads, Administrators and Directors of Development



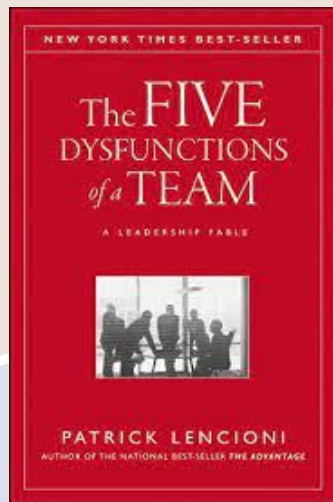
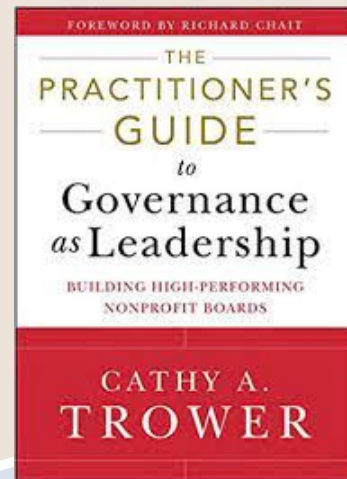
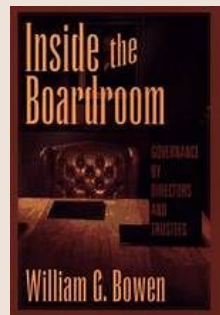
**ASSOCIATION *of* COLORADO
INDEPENDENT SCHOOLS**

Quick Poll: Who's here today?



- *Board Chair*
- *Committee Chair*
- *Trustee/First Year*
- *Trustee/Two or more years*
- *School Head*
- *Administrators*
- *Development Professionals*

Sources:



150+ Independent
Schools and other
nonprofit boards



Agenda for Today



Slides and recording available after the session.

9:05 Building Board Effectiveness

Presentation

Breakouts

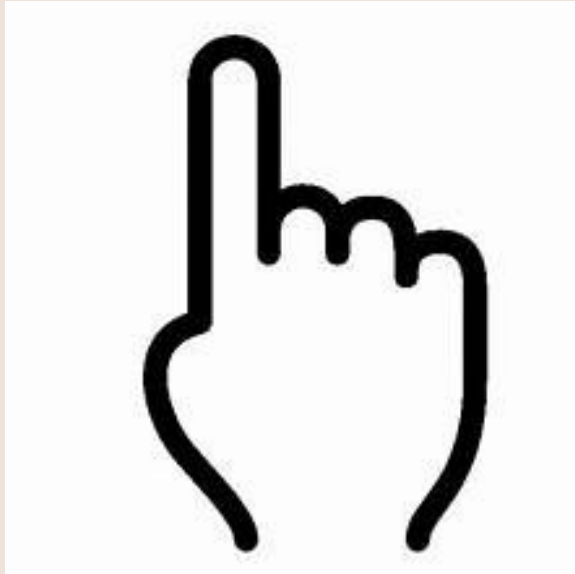
Full Group Discussion

10:15 **Break**

10:30 Lessons from the Fundraising Trenches

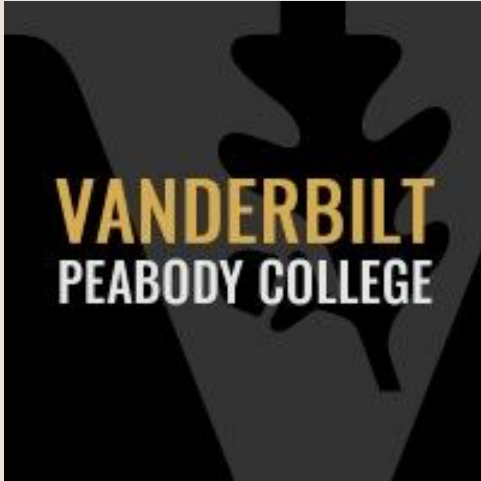
11:15 Adjourn

In the Chat:



One example of something your Board does that contributes to overall Board effectiveness.

What is the
“outcome” we are all
seeking?



**A strategically effective
board.**

*The degree to which school
leadership is successful in
identifying long-term or
overall aims and interests
while having the resources
and focus to achieve them.*

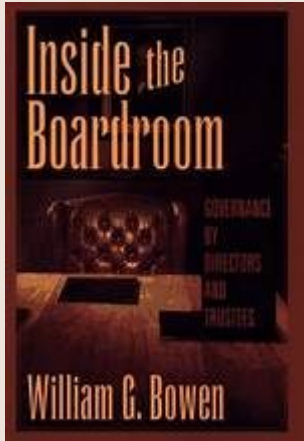
Definition of successful (Independent School) Board Process

“A way of interacting on important issues that brings the appropriate resources to bear while ensuring an efficient use of time.”

*Ted Hall, Former Senior Partner, McKinsey and Co.
Board Chair, Marin Country Day School, circa 1985*

Bill Bowen

Inside the Boardroom



“Governance is a means to an end, not a thing to be admired of itself. Ironically, it is the lack of attention to governance that is most likely to create situations in which debates about processes are time consuming, intense and distracting.”

Why bother with
structure and
process?

	Good outcome	Bad outcome
Good process	Deserved success	Bad luck
Bad process	Dumb luck	Deserved failure

The Role of the Board (*What*)

The board is the steward of the **mission**.

- ❑ Assures relevance
- ❑ Monitors outcomes
- ❑ Guides resource allocation and decision making

The board is the ultimate steward of the school's **resources** (people, plant, financial) now and for the future. Acts as fiduciaries, holding the school in trust for the future

The board (with the HOS) set the **strategic** direction and major, institutional policies.

The board (hires), supports and evaluates the **Head**.

Four words: **Mission, Resources, Strategy, Head**

The Role of the Board (*How*)

Understand individual limitations: **authority rests with board as a whole.**

Speak with **one voice.**

Function professionally. (*You are “unpaid professionals, not volunteers”*)

Keep Board **confidentiality.**

Be **reliable ambassadors...** all the time.

Refer **operational matters back to school.**

Know and follow **board process.**

Stay **strategic.**

Continue to **educate** yourselves about governance and **develop internal leadership.**

Strategically Effective Boards, Peabody College at Vanderbilt University

- *The percentage of trustees who are current parents has minimal influence on strategic effectiveness. **Intentional Trustee Recruitment matters more:***
 - ***Influence on culture of giving***
 - ***Expert skills that support strategic priorities***
 - ***Collegial disposition***
- *Strategically effective boards are intentional about **onboarding** new trustees.*
 - *Continuous education and attention to board practice and culture, over time.*
- *The **purposeful use of committees** is associated with increased strategic effectiveness.*
 - *Gov/Nom, Development, Executive, B&G, Strategic Planning, Diversity, Finance and HSE*
 - *Board = 30K; committees are on the mountain tops; head/staff are on the ground.*
- *Boards that rate highly on strategic effectiveness contribute positively to institutional effectiveness.*
 - *There is a relationship between boards that **think long-range and can consider short-term issues in a broader context** and positive institutional outcomes.*
- *The **relationship** between **Board Chair and HOS** is critical.*

Top 10 practices for effective boards (LW)

1. Thoughtful, deliberate, intentional trustee recruitment, onboarding and education
2. Clear expectations for Board members, i.e. a “Trustee Covenant”
3. Sound committee structure and effective committee chairs
4. An annual board calendar that provides time for “regular” board business AND strategic conversations
5. Annual Board goals
6. Well-planned Board meetings and appropriate documentation
7. Annual Evaluation processes for Board/individual board members and the Head.
8. Strong partnership between the Board Chair and the Head.
9. Regular executive sessions WITH THE HEAD PRESENT (just the Head and the Board)
10. Positive Board Culture; Board Norms; Board Traditions and Gatherings

Getting the right people on the bus.

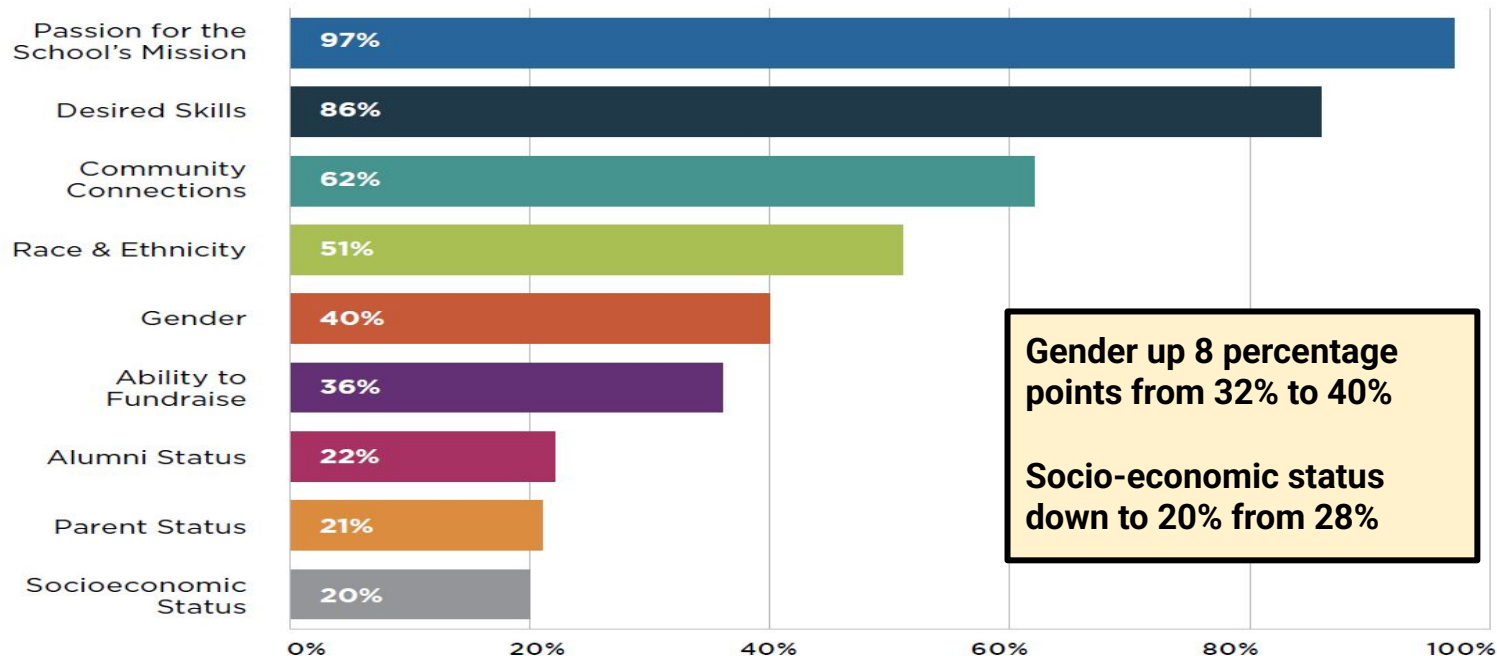
[illegible]

1. **Start with your Mission: Do your prospective candidates have mission passion?**
2. **Next, look at Strategic Plan or Strategic Priorities: Do we have the “right” people on the bus? If not, what are our highest trustee recruitment priorities?**
3. **Develop and keep an up-to-date Board matrix.**
4. **Develop/articulate a recruiting process.**
5. **As you get close to inviting a candidate to the Board, provide written expectations of Board members.**

NAIS: 2023-24

State of Independent School Governance

**What importance does the board assign
to the following items when recruiting board members?**
(Percentage who answered "very" or "extremely" important)



“The principles of governance have not changed, but the landscape is more complex. Trustees must be conversant on a wider range of topics than ever before.”



*Donald Austin, HOS Newark Academy
Independent School Magazine
Summer, 2023*

- Time, Talent, Treasure.
 - Work, Wealth, Wisdom
 - *Raising Image, Raising Students, Raising Money*
-
- Technological skills
 - Social-emotional skills
 - High-level cognitive functioning
 - Communication Skills
 - Comfort with ambiguity
-
- Sustainability
 - AI
 - Student health and well-being
 - DEIB
 - Human Resources
 - Data-security
 - Risk Management

NAIS Tips and Tools: **Develop Candidate Criteria**

What do we have? What do we need?

1. What diversity of perspective, race, socioeconomics and the like do we need to govern effectively and to reach our goals?
2. What general attributes are desirable in all of our board members ?
3. What specific attributes are helpful to have represented in one or more members of the Board contributing to an overall balance of skills?
4. Do we have the **future leadership** we need on our board?
5. How will prospective trustees fulfill the three R/s of trusteeship: *Raising Image, Raising Students, and Raising Money*

NAIS Tips and Tools: **Identifying** Potential Trustees

1. Ensure **ALL board members** understand what you are looking for and **ALL board members** are actively engaged in the process. Trustees need to be ever-vigilant in this responsibility.
2. Ask nominators for specific information about prospective board members:
 - a. Do they meet our basic criteria?
 - b. Have they been effective trustees elsewhere?
 - c. Are they strategic thinkers?
 - d. Are they team players?
 - e. What strengths would they bring to the board?
 - f. Are they willing to contribute financial support, commensurate with their means?
 - g. Can they commit the necessary time?
 - h. Do they support the mission? How do we know?
 - i. Why do the nominators think these candidates will be effective trustees?
3. Consider internal (connected to the school) and external candidates (not connected to the school).
4. Keep track of who-has-spoken to whom, when and the outcome of the conversation (CRM for trustees)

NAIS Tips and Tools: Recruiting Tips

1. Start early in the year.
2. Encourage board members to mine their grades, friends, acquaintances, business associates for prospects and to communicate with the COT
3. Create a general cultivation plan for each candidate:
 - a. Initial conversation/coffee: How do you see yourself becoming involved with the school?
 - b. Who else will the candidate meet? *Board Chair, other Board members?*
 - c. Review of strong candidates with the Head of School
 - d. Provide information to the candidates: Strategic Plan, Board's Role, Master Campus Plan, Current Issues + and -)
 - e. Determine who will extend the invitation to join the Board
 - f. Have a *written set of Board Member Expectations (a covenant) and review it with the candidate before the candidate joins*
4. Be prepared for alternative responses:
 - a. *Not now.*
 - b. *Hmm...I can't do it. How about my spouse/partner?*
 - c. *I will consider serving on the Board IF _____.*
 - d. *I travel a lot and won't make even half the meetings.*
 - e. *I am not rich. I can't be on this Board.*
5. Find ways to welcome new Board members in the Spring; be sure they have Board Orientation dates on their calendars.

Onboarding Tips

- **Campus Tour**
- **Meetings with Key Administrators**
- **Deep Dives: Advancement, Admissions, Finance & Facilities**
- **Briefing on key strategic issues facing school**
- **Going through a full year on the Board**
- ***Understanding of Roles and Responsibilities as an Independent School Trustee; Governance Training***

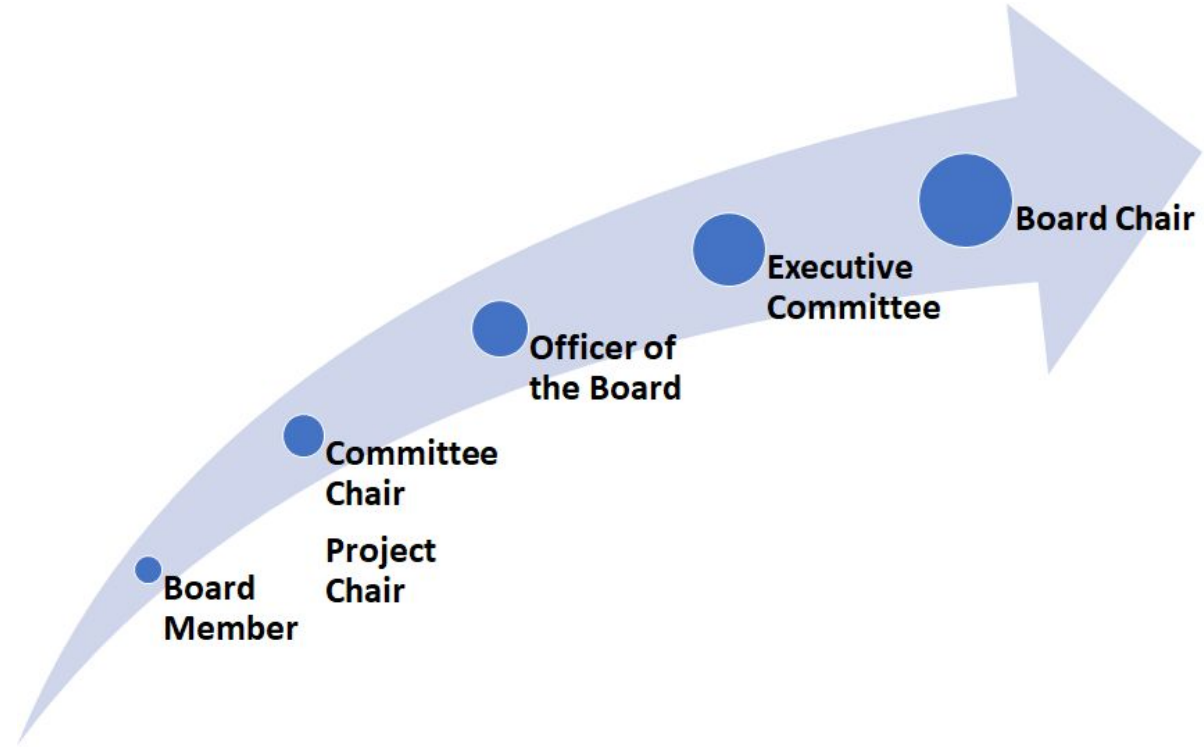
NAIS Tips and Tools: *Sustaining* Board Engagement

1. *Annual check-ins* with Board members by Board Chair or COT Chair. *What's working? What's not?*
2. Annual Board *self-assessment... and paying attention to the results.*
3. Use term renewal moments to have a more *formal discussion about serving the next term: Where would you like to contribute? Are we using your skills well? What would make your Board experience more effective or fulfilling for you?*
4. Build Board leadership by having an intentional plan for *providing leadership opportunities* to Board members. Provide opportunity for feedback to the Chair and other Board leaders.
5. Pay attention to and nurture *Board culture: This is how we will behave as a Board.*
 - a. Board Norms
 - b. Opportunities for multiple voices to be heard
 - c. Culture of Inquiry (Trower)
 - d. Lencioni's Model (How to work effectively as a team)
 - e. Compass Exercise (understanding each other's work styles)
 - f. Annual Opportunities for *Board Education*
6. Have *fun* together. *Honor Board traditions.*

Your Trustee Experience Arc

*From governance
“table stakes” to
efficacy and impact.*

*Every Board member
should be willing to
take on a leadership
role at some point in
your tenure.*

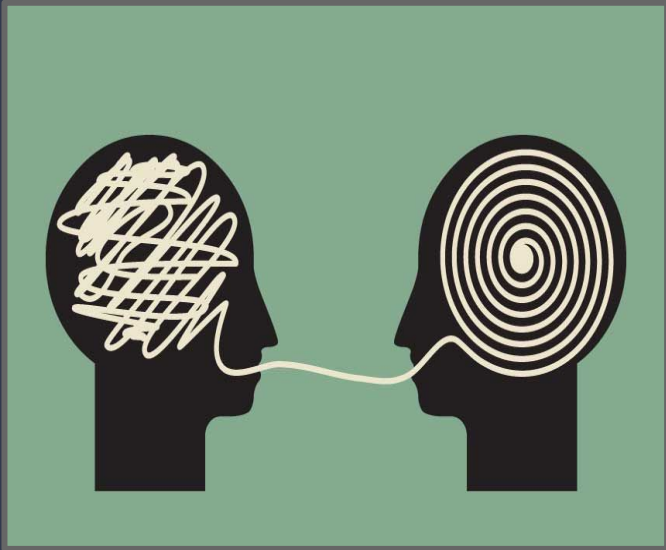


Committees and Committee Chairs: *The Linchpins of Effective Boards*



1. Take a fresh look at Committee Structure every year. What do we need *this* year?
2. Develop written committee charges.
3. Be ever-vigilant to board leadership development; committee chair succession.
4. Create process and time for Committee Chair and administrative staff partnership development, i.e. Committee Chair Training
5. Set standards for Board Committees, e.g. minutes, board reports.
6. Continue to strive for appropriate balance between respect for committee work and full board discussion.
7. Have an **annual training session** for Committee Chairs and Admin Team members

Useful Analogy



**Board Chair: Board ::
Committee Chair: Committee**

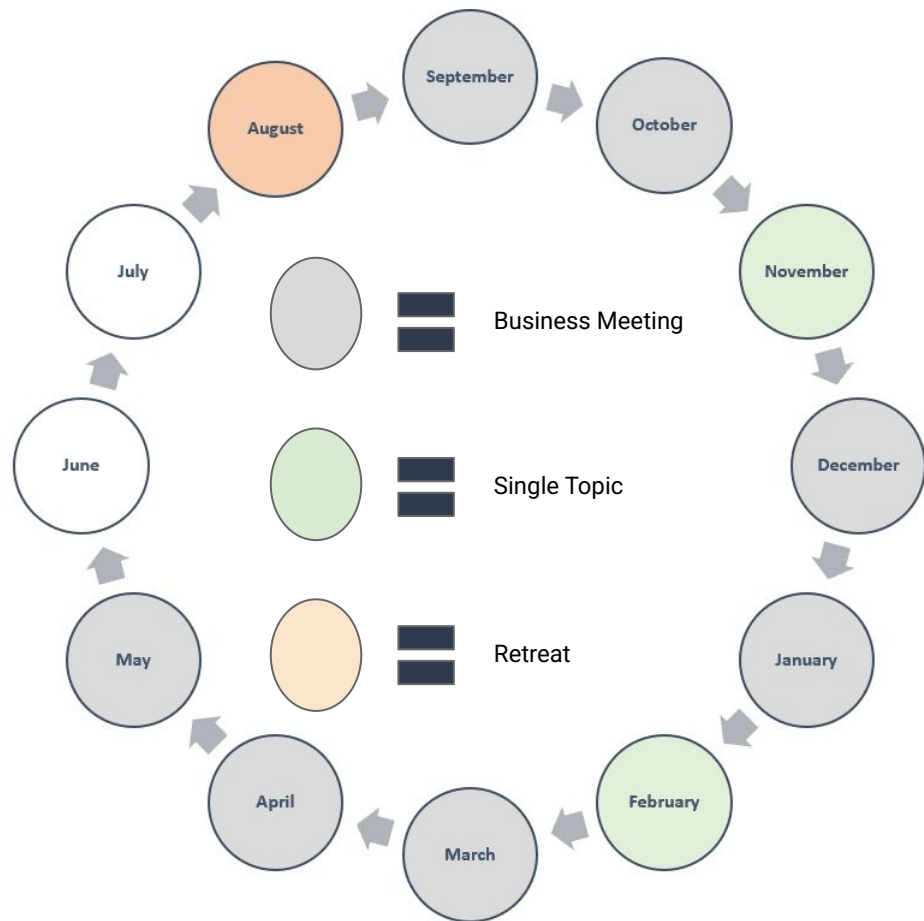
- **Committee Chair as leader.**
- **Committee Chair as planner.**
- **Committee Chair as partner and supporter.**
- **Committee Chair as standard bearer.**
- **Committee Chair as communicator.**
- **Committee Chair as facilitator.**
- **Committee Chair as motivator (for engagement)**
- **Committee Chair as disciplinarian.**

Annual Board Goals



1. Annual Goals come from Strategic Plan, prior year evaluations, other matters of importance.
2. “Goal Setting” starts the prior spring with the board self-assessment: *What 2-3 issues should occupy the Board’s time and attention next year?*
3. Annual Board Goals and Head’s Goals are aligned.
4. BC and Executive Committee draft goals and review with full Board during fall retreat.
5. Annual goals are approved by full Board at first Board meeting.

Annual Board Calendar: Balancing Near-term and Long-Term Issues



Annual Board Calendar: Balancing Near-term and Long-Term Issues

Set the Board Calendar in the Summer

Board Meeting Dates

Committee Meeting Dates

Important Events for Board Members

Well-planned Board meetings



1. Board Chair drafts Board meeting agenda with advice from Head and Executive Committee.
2. Agenda provides time allotted for each topic as well as guidance: *For information, For discussion, For vote.*
3. Consider use of consent agenda. Distribute in advance so Board members can indicate if they want to pull at item out for discussion.
4. Be sure guest presenters honor time requirements.
5. Board Chair may assign a timekeeper for help.
6. Find ways to hear all voices: *Small groups; around the room.*
7. Robert's Rules Influence: Time and space for opposing views. Mechanisms for moving an item forward. Voting procedures.

Sample Agenda Monthly Board Meeting *Dinner at 6:00 PM*

6:30 PM–8:30 PM
Board Meeting

8:30 PM–8:45 PM
*Executive Session with
the Head*

- 6:00 Dinner available in dining room
- 6:30 Call to Order, *Board Chair*
- 6:35 Community Commitments/Board Norms. *COT Chair*
- 6:40 Approval of Minutes: *Board Secretary, vote*
Approval of Consent Agenda: *Board Secretary, vote*
- 6:50 **2025-26 Budget Discussion**
CFO, Chair of Finance Committee
Presentation, Small Group/Full Group Discussions
Determine additional information/analysis needed
- 7:40 **AI Policy: Vote**
Approval of AI Policies
Director of Technology, Director of Teaching and Learning
- 8:10 **College Counseling Office Presentation**
Director and Assistant Director of College Counseling
Informational presentation and Q&A
- 8:30 Adjourn to Executive Session

Evaluation Process for Board and Individual Trustees



1. Evaluation process is run by COT.
2. Takes place in the spring.
3. NAIS has a survey tool. Many schools create their own.
4. 100% board participation is encouraged.
5. *The value is in the analysis: What did we learn? How can we improve?*
6. Two “best” questions:
 - a. What should occupy the Board’s time and attention?
 - b. What 1-2 process improvements should we consider?
7. Results help most when delivered in time to affect board goals and operations for following year.

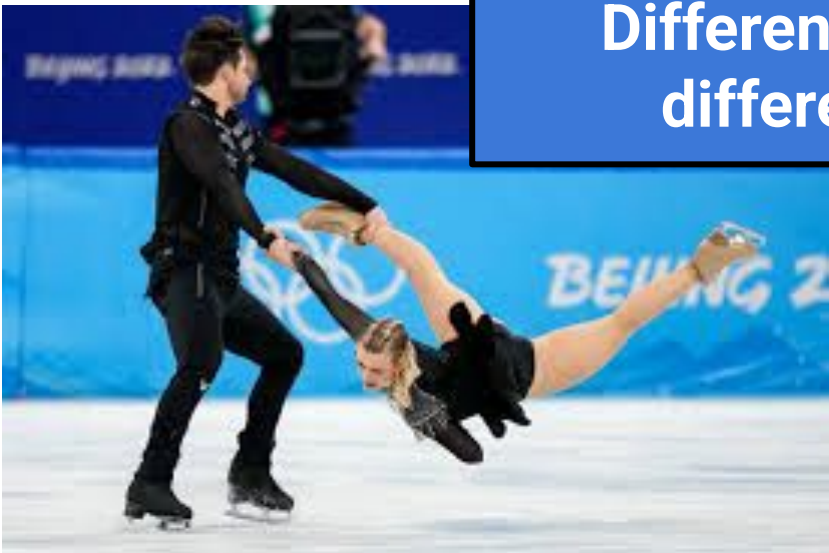
Strong Partnership between Head and Board Chair

What does the partnership look like?





**Different moments;
different needs**



What makes a strong partnership?

- Knowing your partner's (*preferred leadership*) style
- Helping your partner play to his/her strengths
- Encouraging your partner, especially when they struggle
- Not being overly critical of your partner, or yourself
- Communicating matters: More “we”; less “you.”
- Recognizing you have the same goal, but different roles

Consciously help
each other achieve
your
responsibilities



- **Chair to Head: “What do you need from me to be successful as our Head of School?”**
- **Head to Chair: “What do you need from me to be successful as our Board Chair?”**
- **What will each of you offer each other to meet those needs?**

The Chair and the Head Roles as Governance Partners

THE CHAIR	THE HEAD
Cannot officially act alone	Is an individual
Changes often in many schools	Typically, has a multi-year contract/employment agreement
Is part-time and has little or no staff	Is full-time and has staff support.
Holds ultimate responsibility for the school, along with the full board	Responsibility for operations
Typically not an expert in education	Typically is an expert in education (Is this changing?)
Volunteer who speaks for the Board.	Main employee who speaks for the school.
Needs to be able to see the Big Picture	Is intimately involved in everything from the day-to-day details to the strategic direction

The power of a frank conversation.



“Can you give me an example of when I was especially helpful and one in which I could have been more helpful?”

“I think the greatest challenge to working with me is _____. Do you agree?”

“What can I do to improve our working relationship?”

“What keeps you up at night? How can I help?”

”What steps can we take together to improve governance and build the board as a team?”

Source: Trower, “Governance as Leadership”

Tips for Building the Chair/Head Relationship

- Meet regularly to have candid, meaningful discussions about your relationship and about issues facing the school to ensure “no surprises.”
- Keep track of any concerns about your relationship or about the board; set goals and develop an action plan to achieve them.
- Seek clarity about each other’s point of view by asking questions and being open to learning/sense-making together.
- Be realistic about what you can accomplish, and discuss more than one avenue to success on any given issue
- Establish a process for measuring progress and set markers for success
- Avoid becoming a “two-person” board; avoid creating a dynamic in which the Head and the Chair so dominate that no one else has input. *Trower, Governance as Leadership*

Regular Executive Sessions WITH THE HEAD

Executive Session WITH THE HEAD:

- **Routine part of every board meeting.**
- **All staff/administrators leave**
- **Opportunity for direct questions/comments in both directions**
 - **Head to Board**
 - **Board to Head**

Executive Session WITHOUT THE HEAD:

- **Once a year for the purposes of the Head Evaluation**

Board Culture and Norms. What are yours?

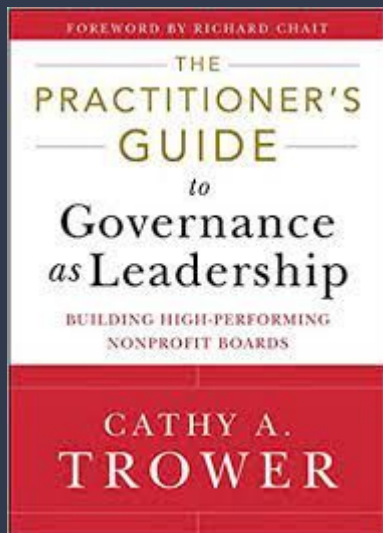


- Degree of transparency
- Level of “democracy”
- Balance of reporting and discussion
- Frequency and tenor of debate
- Degree of formality (e.g. adherence to Robert’s Rules)
- Palpable spirit of partnership, or “gotcha” ethos
- Board room set up (formal, informal)
- Location/Duration of meetings
- Food, Attire
- Virtual or in-person meetings
- Rituals, traditions and celebrations

Positive Board Culture

The Practitioner's Guide to Governance as Leadership

Cathy Trower



- *A culture of “maybe”*
 - Analysis paralysis
- *A culture of “no”*
 - Loudest voice wins
- *A culture of “yes”*
 - Go along; get along
 - Little discernment, or discernment goes underground
- ***A culture of “inquiry”***
 - **Dialogue, candor, dissent are all part of group dynamics**
 - **Learning and information gathering are important ingredients.**
 - **Vigilance is part of the culture; board members are aware that decisions require deliberation, even when they are difficult**

Board Culture on Display (AGB)

Where does our Board fall on the spectrum?

■ Team players	versus	Huddle of quarterbacks
■ Distributed influence	versus	Dominant inner circle
■ Collective wisdom	versus	Individual convictions
■ Charismatic listeners	versus	Opinionated speakers
■ Constructive dissent	versus	Back channel complaints
■ Confidentiality	versus	Seepage
■ Open dialogue	versus	Parking lot conversations
■ Collective governance	versus	Coalition building

Board Norms



We will step up and step back as we monitor our own participation.

We will come to meetings prepared and be on time.

We will monitor our use of technology.

We will assume good intentions.

We will listen with our hearts and minds.

We will encourage a range of perspectives.

We will wear our trustee hats.

What is the right question to ask?



Question for Boards:

- What aspects of our culture and our norms **enhance** our effectiveness as a Board?
- Do any aspects of our culture or norms **get in the way** of our effectiveness?
- How might we shift our culture and norms in a more positive direction?

Breakout



In your breakout, talk about which aspects of Board effectiveness are most challenging for your Board.

Offer suggestions/ideas to each other.

1. Move to randomly assigned breakout rooms of 4-5 participants.
2. Quick introductions: Name, School, Position
3. The person whose birthday falls first in the calendar year is your facilitator
4. Facilitators:
 - a. Make sure everyone has a turn to speak.
 - b. Be prepared to comment for your group in the Chat when we return. What were some of the challenges your group mentioned? Were there any good suggestions?
5. You will have 12 minutes, plus one countdown minute.
6. Return to meeting room when breakout session ends.

Time for a Break!
15 minutes

Lessons from the fundraising trenches. (Or, how I got comfortable with my fundraising role.)

Getting to “Yes”!



What comes to mind when you think about fundraising?

In the Chat:

ONE word or short phrase that describes your reaction to fundraising for your school.





- Chair, Annual Fund
- Chair, Development Committee
- Co-Chair: Town 2000



THE HAMLIN SCHOOL
EXCELLENCE IN EDUCATION FOR GIRLS

- Chair, Development Committee (1990s)



**SAN FRANCISCO
UNIVERSITY
HIGH SCHOOL**
S I N C E 1 9 7 5

- Board Chair (~1999-2006)
- Chair, Development Committee
- Chair or Co-Chair: Technology Campaign (>\$1.0M); Securing the Future (\$10.0M) Fulfilling Promise (\$15M) (~1995 - 2012)



- Co-Chair of Annual Parents Fund Cal, Dartmouth, Williams (2004-2012)

KIPP:Public Schools
NORTHERN CALIFORNIA

- Development Committee Member (~2010-15)



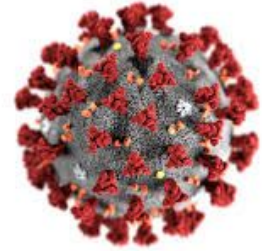
- Chair, Development Committee (2006-2024)
- Committee Member: Golden Gate National Parks Tunnel Tops Campaign (\$100M)

Why this topic? Why now?

The COVID Years

2020-21

2021-22



Back to Strategic Planning

2022-23

2023-24



Fundraising to Meet Strategic Goals

2024-25

2025 and beyond...



Annual Funds did well.

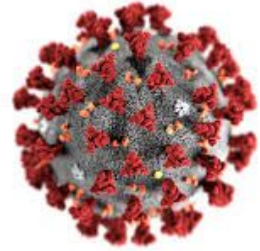
Capital Campaigns paused,
or did not start.

Institutional memory
about capital giving
declined.

The COVID Years

2020-21

2021-22



Back to Strategic Planning

2022-23

2023-24



Fundraising to Meet Strategic Goals

2024-25

2025 and beyond...



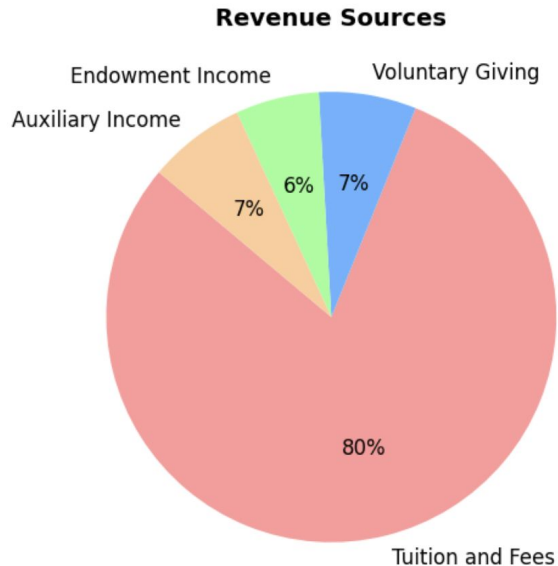
My experiences as a trustee fundraiser.



1. *Concepts* that gave me confidence.
2. *Practices* that gave me competence.
3. *Realities* I have accepted.
4. *Frameworks* that helped me understand more about giving, especially in independent schools.

Understanding the independent school financial model.

Independent School Financial Model *(sample)*



The Board's Role

Mission

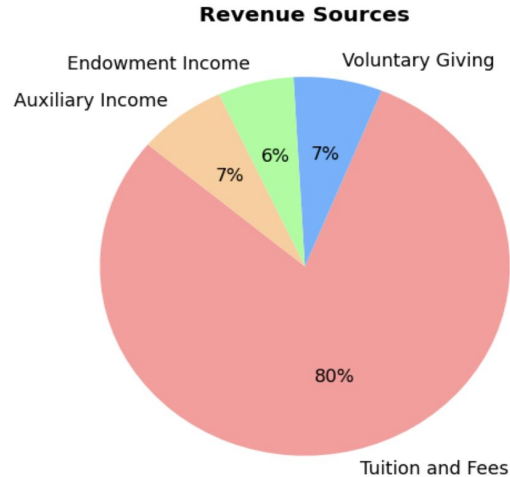
Strategy

Resources

Head

Fundraising is a key part of the model.

Independent School Financial Model



The Board's Role

Mission

Strategy

Resources

Head

Major Gift Programs, Capital Projects and Endowments (generally) require special fundraising efforts.

Annual Funds and Capital Campaigns

Annual Giving: How schools *live*

- Annual Fund
- Annual Events

Capital Campaigns/Major Gifts: How schools *grow*

- Building projects
- Endowment campaigns
- Special programs
- Bequests

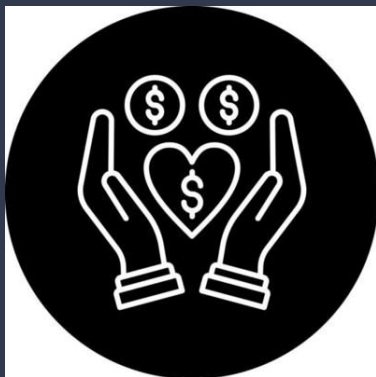
Board Role in Development

- The ultimate steward of the school's resources (people, plant, funds)
- Oversees and participates in the school's development program
 - Ensures that the school has a secure, diversified funding base.
 - Funding sources can include: annual funds, capital campaigns, events, grants, bequests, in-kind donations of goods and service
- ***Takes a visible, leadership role in educating and cultivating the community***
- Is 100% committed to the development program

Individual Trustee Role in Development

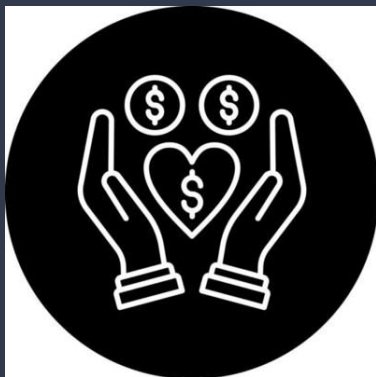
- Contributes to all school fundraising efforts.
 - 100% board participation is key for both foundations and individuals
- Makes significant gifts, according to ability; the school should be a philanthropic priority.
- Gives early and leads
- Assists the school's development effort, including writing or speaking about the importance of development efforts
- Can always articulate the "case"

What is a culture of Philanthropy?



In the Chat, please indicate one marker or metric you would use to provide evidence of a “culture of philanthropy” at your school.

What is a culture of Philanthropy?



Definition:

*Underdeveloped Study, Haas Jr. Fund
2013*

Most people in the organization (across positions) act as ambassadors and engage in relationship-building.

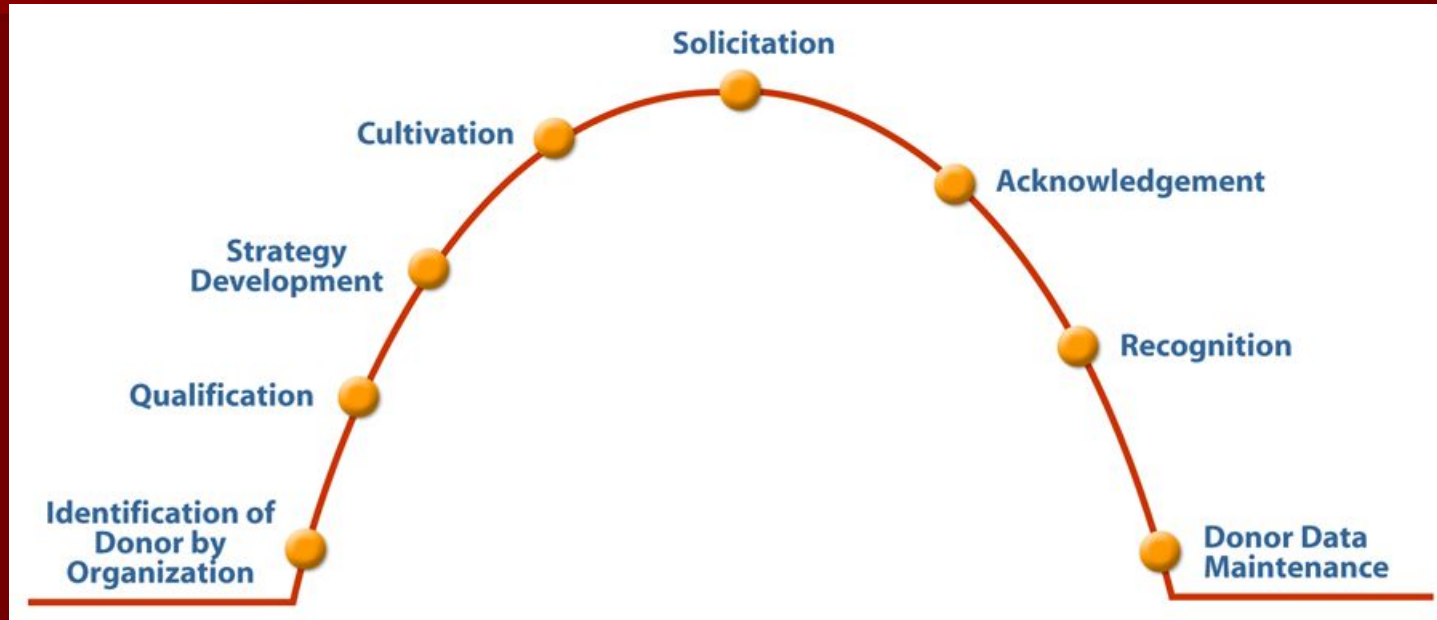
Everyone promotes philanthropy and can articulate a case for giving.

Fund development is viewed and valued as a mission aligned program of the organization.

Organizational systems are established to support donors.

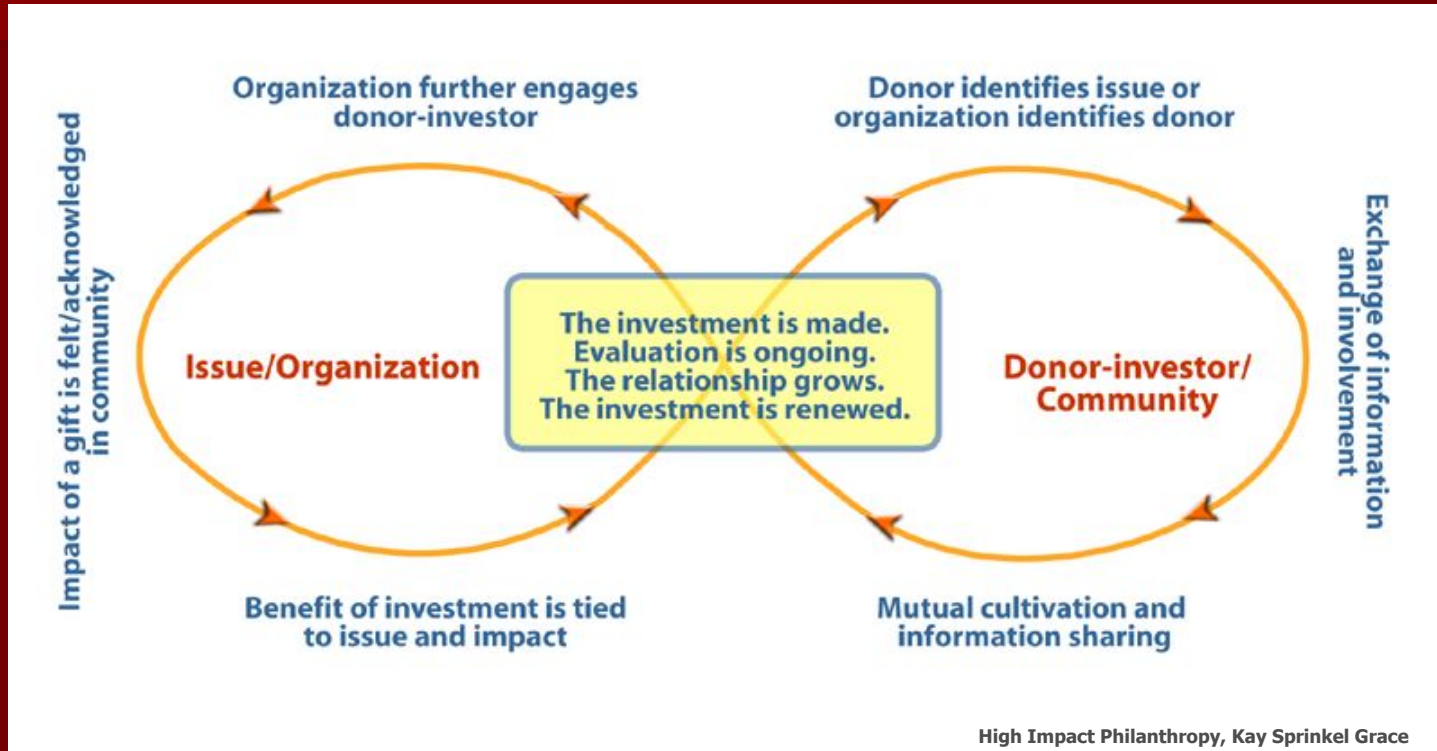
The executive director (HOS) is committed to and personally involved in fundraising.

Transactional Bell Curve: The Old Approach to Donors



High Impact Philanthropy
Kay Sprinkel Grace, Alan Wendroff

Transformational Infinity Loop: Creating Relationships



Donor Pyramid

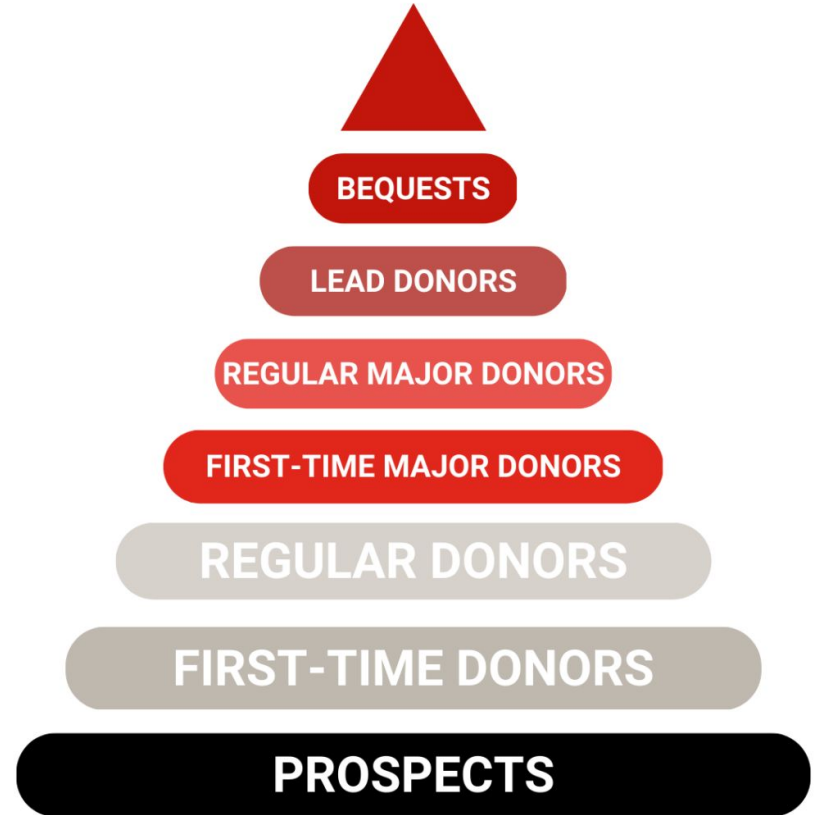
Our “first gifts” are usually to the Annual Fund.

Ideally, donors repeat or grow their AF gift.

For many in our schools, their “first-ever” Major Gift is to our schools.

Donors will decide where they “fit.”

As trustees, we can help to influence that decision.



A difference of opinion...

The National Association of Independent Schools (NAIS) views an annual fund as essential for both providing operational financial support to mitigate tuition increases and fostering a culture of philanthropy, laying the groundwork for future major and capital gift initiatives. In contrast, Independent School Management (ISM) advocates that 98% or more of a school's operating budget should be funded through "hard income" sources like tuition and endowment, asserting that fundraising should focus exclusively on non-operational needs, such as capital projects or special initiatives.



Capital Campaigns: Long-term sustainability

Capital Campaigns: Every 8-10 years.

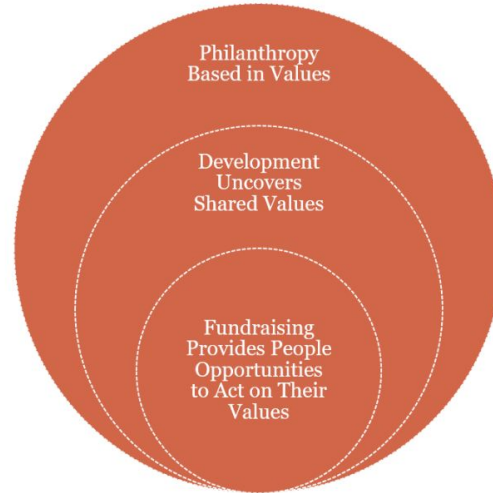
Major Gift Programs in between.

Planned Giving: The Future, Funded

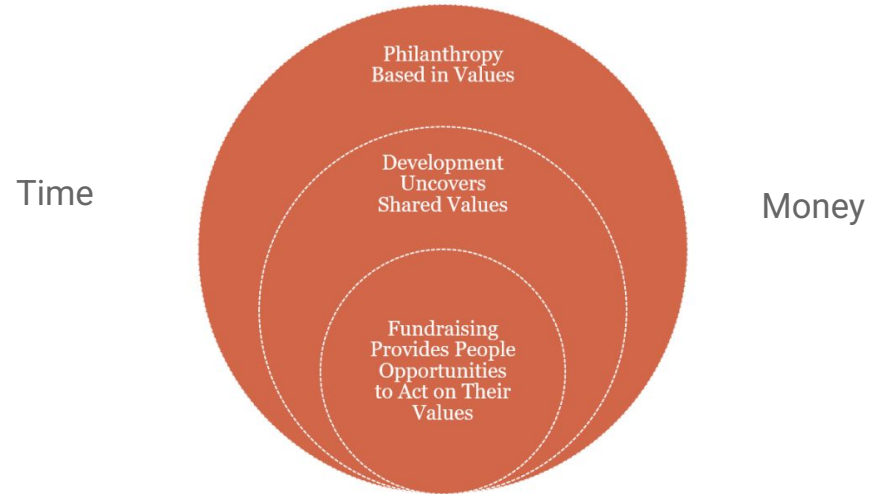
“No family capable of making a major gift should leave the school without being asked, whether we are in a capital campaign, or not.”

*Former Board Chair, SF University HS
9-12, Co-ed*

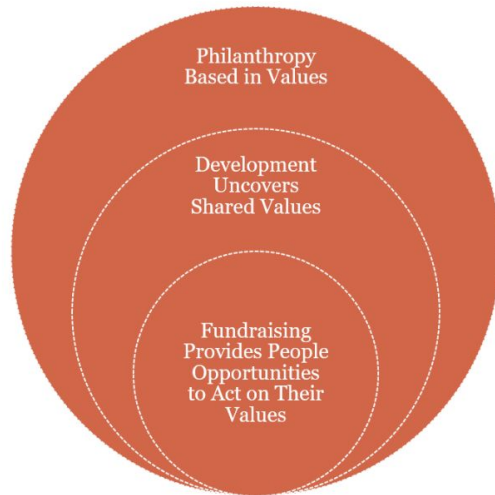
Interrelationship of Values-Based Philanthropy, Development and Fundraising



Interrelationship of Values-Based Philanthropy, Development and Fundraising

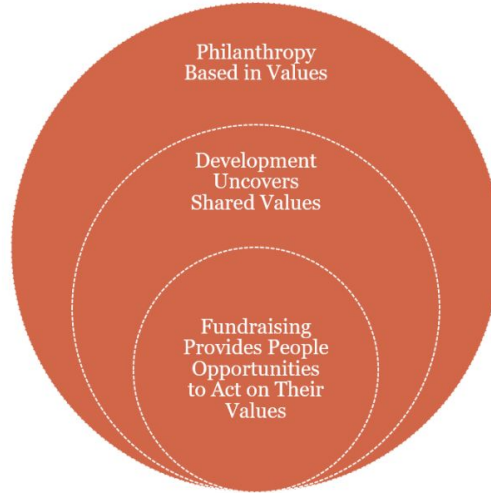


Interrelationship of Values-Based Philanthropy, Development and Fundraising



Your school's mission,
vision and values.

Interrelationship of Values-Based Philanthropy, Development and Fundraising



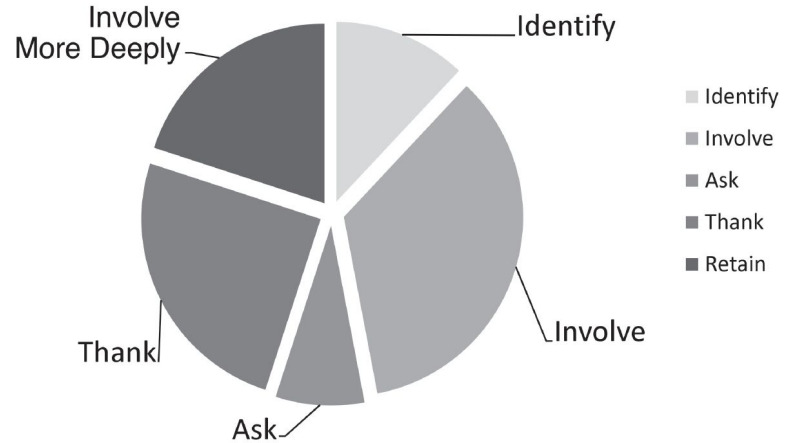
Don't skip the middle step!
These are the cultivation opportunities.

Examples: Host gatherings.
Take a walk with the prospect.
Have coffee. Find out what interests the donor prospect!

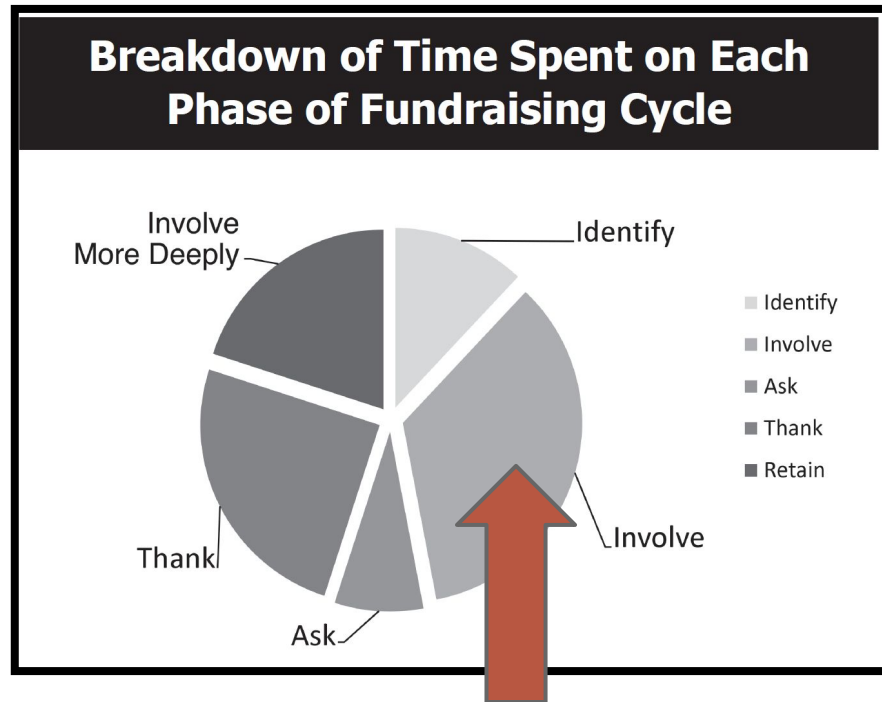
Your school's mission,
vision and values.

Before asking for money, you need to spend a lot of time in conversation, cultivation, engagement to uncover shared values.

Breakdown of Time Spent on Each Phase of Fundraising Cycle



Before asking for money, you need to spend a lot of time in conversation, cultivation, engagement to uncover shared values.



Development (Cultivation): Uncovers Shared Values

- A series of actions and activities through which organizations involve and keep funders in a relationship.
- Characterized by patience and focused on initializing, nurturing and maintaining relationships.
- At its best, creates funders who *seek and receive a lasting relationship* with an organization.
- Is based on the premise that ALL giving is a community investment.
- Strategic development (cultivation) is the prelude to successful fundraising and donor retention.



PEOPLE in PARKS FUND

Event	Description	Capacity (# of people)	Timing	Location	Lead Time Needed	Target Audience	Essential Costs/Needs	Calendar
(1) All-Hands Campaign Event	Similar to the PIP Kickoff held in May. Full committee to attend. Short presentation; catered happy hour.	75-200	Weekday Afternoon/ Evening	Crissy Field Courtyard	2 months	All prospects	Beer/wine + appetizer catering; staff time; design and invitations	Spring 2023
(2) House Party	An evening cocktail event hosted by one or multiple committee members.	25-75	Weekday Evening	Committee member's home	6 weeks	Older, more traditional funders; friends/connections of hosts	Catering; staff time	
(3) Rise and Hike	Meet in the Presidio for coffee/pastries and go for a group walk or hike.	5-25	Weekday Morning	Presidio Visitor's Center	2 weeks	Able-bodied prospects	Light breakfast catering; staff time	
(4) Family Friendly Fundraiser	An afternoon of family-friendly fun at the Presidio Outpost	200+	Weekend Afternoon	Presidio Outpost	2-5 months	Prospects with children/grandchildren	Kid-friendly food, beer/wine catering; staff time; design and invitations	Early Summer or Fall 2023
(5) Tunnel Tops Tour	Meet in the Presidio for a staff-guided behind-the-scenes tour of Presidio Tunnel Tops. Opportunity to engage with programmatic staff at CFC.	2-10	Weekday Morning/ Afternoon	Tunnel Tops	2 weeks	Tier 1 + 2 prospects	Staff time	As Needed
(6) North Bay Park Tour	Meet at a park location in Marin (Bothin Marsh, Hawk Hill, etc.) for a staff-guided tour and a meet + greet with program staff, e.g. a GGRO intern.	2-10	Weekday Morning/ Afternoon	Selected North Bay Park Site	1 month	Small group of connected prospects	Staff time	As Needed

Why do people give?

Why do people give to independent schools?

Seven Faces of Philanthropy

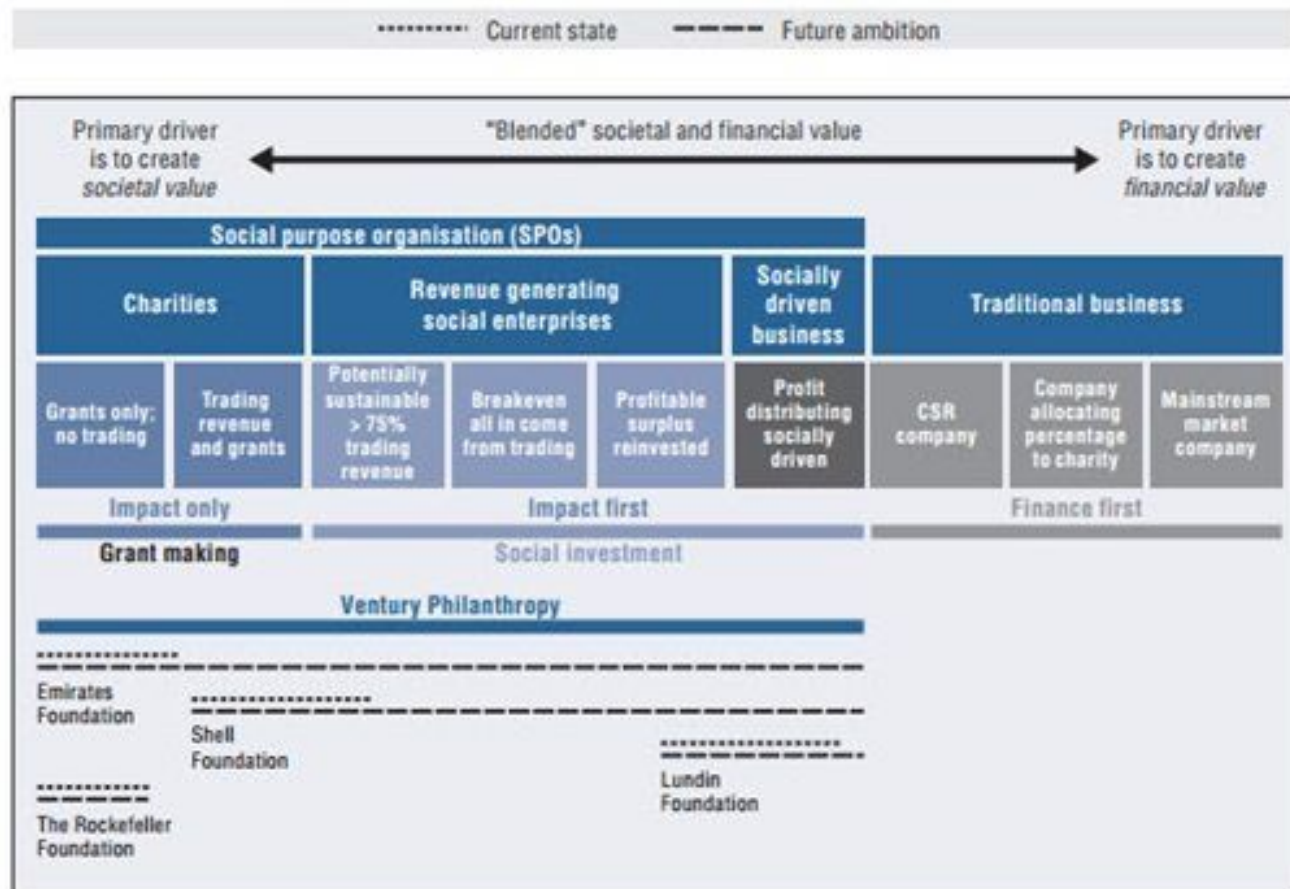
- **The Communitarian:** Doing good makes sense; strong communities benefit all (26%)
- **The Devout:** Doing good is God's will (21%)
- **The Investor:** Doing good is good business; expects measurable returns and impact (15%)
- **The Socialite:** Doing good is a way to build social connections (11%)
- **Altruists:** Doing good feels like the right and generous thing to do (9%)
- **The Repayers:** Doing good to express gratitude (10%)
- **The Dynast:** Doing good is a family tradition (8%)

Seven Faces of Philanthropy

Update

- The Communitarian: Doing good makes sense; strong communities benefit all (26%)
 - *It is easier to support communities beyond immediate due to global giving platforms*
- The Devout: Doing good is God's will (21%)
 - *Still a dominant force in philanthropy in the US*
- The Investor: Doing good is good business; expects measurable returns and impact (15%)
 - *Expanded due to popularity of impact investing, venture philanthropy, and ESG giving*
- The Socialite: Doing good is a way to build social connections (11%)
 - *Many socialites now leverage social media and crowdfunding platforms; influencer philanthropy has grown*
- Altruists: Doing good feels like the right and generous thing to do (9%)
 - *Rise of online giving platforms makes it easy to respond to natural disasters; Millennials and Gen Z donors prioritize social justice, climate action and equity*
- The Repayers: Doing good to express gratitude (10%)
 - *Grateful patient donations to medical centers; GoFundMe initiatives for individual medical needs.*
- The Dynast: Doing good is a family tradition (8%)
 - *Increase in family foundations, family offices, and multi-generational giving; younger family members sometimes have different priorities*

Figure 3. Venture philanthropy in context



Source: EVPA, 2013.

Why do people give to independent schools?

"PEOPLE GIVE NOT SO MUCH BECAUSE
YOU HAVE NEEDS...

BUT RATHER BECAUSE THERE IS A
DEFINITE RECOGNITION THAT THE
SCHOOL MEETS NEEDS."

HEALTHY BOARDS

SUCCESSFUL SCHOOLS

DR. WILLIAM R. MOTT

Why do people give?

"PEOPLE GIVE NOT SO MUCH BECAUSE
YOU HAVE NEEDS...

BUT RATHER BECAUSE THERE IS A
DEFINITE RECOGNITION THAT THE
SCHOOL MEETS NEEDS."

HEALTHY BOARDS
— ♦ —
SUCCESSFUL SCHOOLS
DR. WILLIAM R. MOTT

What if our
school did not
exist?

Fundraising Truisms

William Mott: Healthy Boards Successful Schools

1. People **want** to give to independent schools because such schools have in their DNA a desire to change the world for the better recognizing that the ***educational experience being provided is building those traits that will serve our society and culture well.***
2. People **give** ***when the request is made by a peer or friend or colleague who is respected*** and when there is **shared vision**. The **better a donor is known, the more likely** he or she is willing to make a contribution to the school.
3. With the occasional exception, ***generally speaking you don't get what you don't ask for.*** Gifts are made as the result of a strategic effort to map the donor's wishes with the school's needs and priorities.

Fundraising Truisms

William Mott: Healthy Boards Successful Schools

1. People **want** to give to independent schools because such schools have in their DNA a desire to change the world for the better recognizing that the ***educational experience being provided is building those traits that will serve our society and culture well.***
2. People ***give when the request is made by a peer or friend or colleague who is respected*** and when there is **shared vision**. The better a donor is known, the more likely he or she is willing to make a contribution to the school.
3. With the occasional exception, ***generally speaking you don't get what you don't ask for.*** Gifts are made as the result of a strategic effort to map the donor's wishes with the school's needs and priorities.

Sports Analogy: If you don't shoot, you won't score.

Jobs to Be Done

Why Do Families Choose Independent Schools?



Job 1

Help me help my child overcome obstacles



Job 2

Help me fulfill my child's potential in a values-aligned community



Job 3

Help me develop a well-rounded person who will impact the world



Job 4

Help me realize my plan for my talented child

Why do families GIVE to independent schools?		
Job 1 An opportunity to give back. Comes from gratitude for the school. <i>Not interested in changing the student experience. It worked for them (or their students), and it is viewed as good.</i> <i>Want to express gratitude and continue to feel connected to a school that played a pivotal role in their or their family's life.</i>	Job 2 A desire to improve. Interested in seeing quick changes. Need to improve the experience. <i>Care where donation will be allocated. Want change in a <u>specific</u> way.</i> <i>Generally, not interested in unrestricted giving. Less willing to give to physical improvement unless it will impact student experience.</i> <i>Willing to contribute more (time, effort, money) to make sure the school can follow through on improvements.</i>	Job 3 A duty to give. Comes more from “guilt” than gratitude. <i>More about shoring up the school's immediate financial situation than about longevity.</i> <i>Not interested in donating to areas that do not support the school's short-term viability, such as capital campaigns or endowment drives.</i> <i>Would feel guilty if they did not contribute. May be concerned that other people will not think they are doing their part.</i>

The Board and Administration As Fundraising *Partners*

*What will the partnership look
at our school during this
campaign?*



Understand
boundaries and
lanes –
management
(day-to-day,
operations) v.
governance
(long-term;
direction)

Governance

Sets policy
Mission and purpose
Hires, supports Head
Financial oversight, due diligence
Board functioning

Board Decisions

**Head
Advice**

Partnership

Strategy; strategic plan
Fundraising plan
Preparing for board meetings
Identifying potential board members

Shared

**Board
Advice**

Develops and proposes policy questions
Develops and proposes strategic plan
Hires, supports staff (HR)
Develops and implements programs

Management

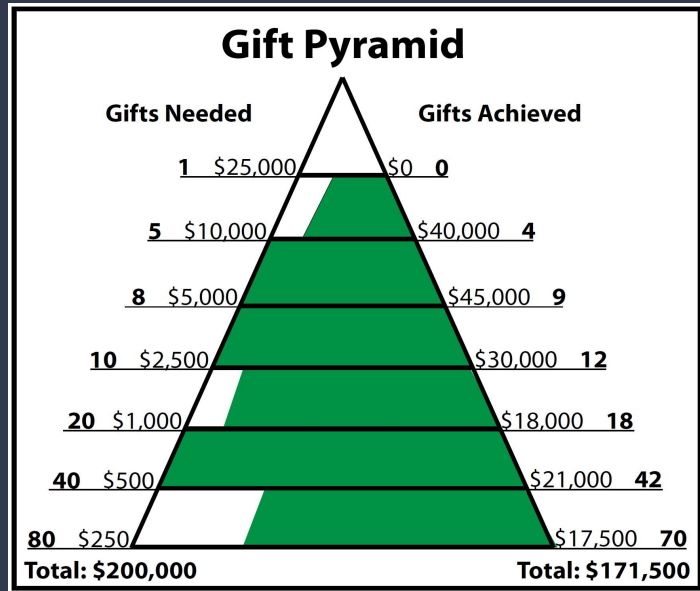
Head Decisions

Adapted from NAIS *Trustee Handbook*

What will *your* partnership look like?

Administration	Shared	Board
Keep excellent records of all development activities and donor contacts. (CRM) Prepare agendas for Development Committee meetings Create and provide support materials. Support all cultivation activities. Participate actively in major asks.	Clearly state the case for giving. Identify prospects Co-create a cultivation plan. Actively participate in cultivation plan. Design individual strategies for each major donor prospect. Take part in the asks. THANK!	Approve goals, and thereby agree to support achieving them. 100% Board participation. Give a stretch gift. Take part in events. Steward Donors: THANK THEM!

Important questions for the partnership...



What constitutes a Major Gift in our school?

What is our case for giving?

What will our campaign structure look like?

What does our giving pyramid look like? How many gifts are needed at each level?

How will we engage our donor prospects? *Cultivation Plan*

How will we create an individual strategy for each of our major donors?

Who will make the ask?

What preparation/materials are needed?

Who will steward the donor?

How will we recognize gifts and celebrate results?

The critical few determine campaign success

GIFT RANGE CHART SAMPLE

\$2,500,000 WORKING GOAL

NUMBER OF GIFTS	\$ AMOUNT OF EACH GIFT	\$ amount from level	cumulative amount	% of total	Prospect multiplier	Prospects needed
1	\$500,000	\$500,000	\$500,000	20%	X2	2
2	250,000	500,000	1,000,000	40%	X2	4
4	100,000	400,000	1,400,000	56%	X3	12
8	50,000	400,000	1,800,000	72%	X3	24
10	25,000	250,000	2,050,000	82%	X3	30
15	10,000	150,000	2,200,000	88%	X3	45
20	5,000	100,000	2,300,000	92%	X2	60
30						120
many						many

15 donors contribute 75% of total
Assume 140 total donors
15 is ~10% of the donors

According to the 2022 CASE (Council for Advancement and Support of Education) Insights Report on Philanthropy in Independent Schools, less than 2.2% of donors accounted for over 75% of the total funds received.

This indicates that a very small fraction of donors are responsible for the majority of contributions.

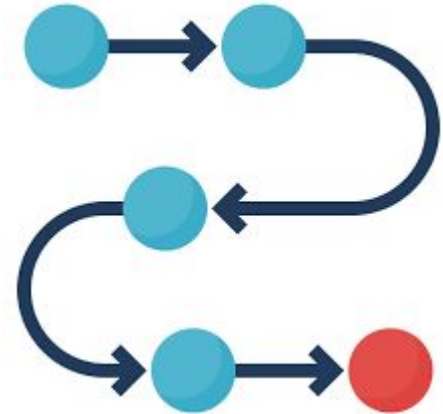
The Four Planning Steps...

- **Know the Case**
 - Not just “How much money?” but the needs it will meet
 - Why SHS. Why now.
- **Make your own gift first.**
 - Lends credibility “Please join me...”
 - Your questions are their questions.
 - It is MUCH easier to ask, when you have given.
- **Know your prospect, as much as you can.**
 - Giving history
 - Shared values
 - Quirky things
- **Set a target (or use the gift table)**



The Eight Steps of Making an ask...

- Know the Case
- Make your own gift first.
- Know your prospect, as much as you can.
- Set a target (or use the gift table)
- Arrange the meeting
- Have the meeting
- MAKE THE ASK!
- Follow-up



The Three Solicitation Steps

1. Arrange the meeting.

- a. F2F is proven to elicit the best outcomes. Will you bring a partner?
- b. Be flexible. Try to accommodate your prospects preferences (TOD, location)
- c. Start with the prospect you feel best about!
- d. F2F > ZOOM> Phone > email > text > NOT DOING IT!
- e. Be persistent. Try not to be annoying.

2. Have the meeting

- a. Plan ahead! Have a strategy.
- b. If you have a partner, have a specific strategy session:
 - i. How much time will we have for chit-chat?
 - ii. What do we know about this prospect?
 - iii. Do we have a target, or will we use the Gift Table?
 - iv. If we have other materials, how will we use them?
 - v. Who will open? Who will present the case? Who will make the ask? Who will close?
- c. Be attentive in the meeting; be flexible, as needed.
 - i. Do they seem excited? Nervous? Unsure? Angry?
 - ii. Did they say anything that helped you understand their priorities? If so, PIVOT!
- d. Adjust to fit the situation.
 - i. If they ask a lot of questions and you don't know the answers, STAY CLAM. Jot some notes if needed, so you can follow up.
- e. **MAKE THE ASK!**

Making the Ask.

What phrases work?



“Would you and ____ consider a gift of ____ to the Campaign for ABC?”

“Would you join Pete and me at the \$100,000 level?”

“Looking at this chart, and hoping you will be a leader in this campaign, where do you see yourself?”

“Could you consider a gift of \$100,000 per year over three years in support of this campaign?”

You can't fail.



If you are prepared, there is no such thing as a failed ask.

The only failed ask is the one you don't make.

You told the story; you made the case.

You represented the school professionally, respectfully, passionately.

You probably learned something that can be helpful later in building a relationship.

You left a door open for a future connection.

After the ask is made...

SILENCE.

Do. Not. Speak.

Allow the prospect time to
react.



Wrapping up...



- If donor has made a gift, repeat out loud what **you think** you heard and say what will happen next.
 - Report result immediately to school.
 - Follow up with thank you and acknowledgement.
 - If appropriate, indicate the school will follow up very soon.
- If donor does not make a firm commitment, listen to what he/she says and follow up as needed, but you keep the initiative:
 - More information needed?
 - More time needed?
 - Concern that needs to be addressed?
 - May I get back to you in a few weeks?

Interpreting Concerns...

Misunderstanding: We are a full-pay family. Surely some of our tuition will help to pay for this project?

Confusion: “Wait, I already gave to the Annual Fund. Didn’t that count?”

Major Drawback: “Our giving priorities have shifted to environmental issues right now.”

Temporary Distress: “You know, we are fully committed in terms of our giving this year.”

It's **all** about stewardship of donors...

"Donors are not ATMs."

"What gets thanked, gets repeated."

"Fundraising is about relationships, not transactions."

"You have to love your donors before they will love you back."

"The gift is just the beginning."

"Donors should feel better AFTER they make the gift than they do before..."

"People give to people, not organizations. "

"It's not about the money, its about the mission."



How will we know when we are ready?

A Campaign Checklist *Gonser Gerber, Illinois*

- **Mission, Vision, Values statements are authentic, clear, timely and inspirational.**
- **Campaign initiatives that are properly aligned with your M/V/V and strategic plan.**
- **A dedicated Board committed to the success of the campaign.**
- **An engaged group of key volunteers.**
- **Major donors who are well informed and have a positive perception of the direction of your school.**
- **Recent, successful fundraising efforts. (Annual Fund?)**
- **An optimized advancement office. (Policies/procedures; donor research capability; donor relations)**
- **Effective marketing and communications efforts that reflect the school's brand.**
- **A strong partnership between the development office and the Head of School.**
- **A campaign goal that aligns with the interest, enthusiasm, and philanthropic capacity of your donors.**

It's important to stretch, but your eyes and your stomach need to match...



Questions?

Warm-up:

- *Think about a time when you were thanked, or appreciated for something.*
- *What was it? What were you thanked for? How were you thanked?*
- *How did it make you feel?*
- *Think. Write. Pair. Share.*

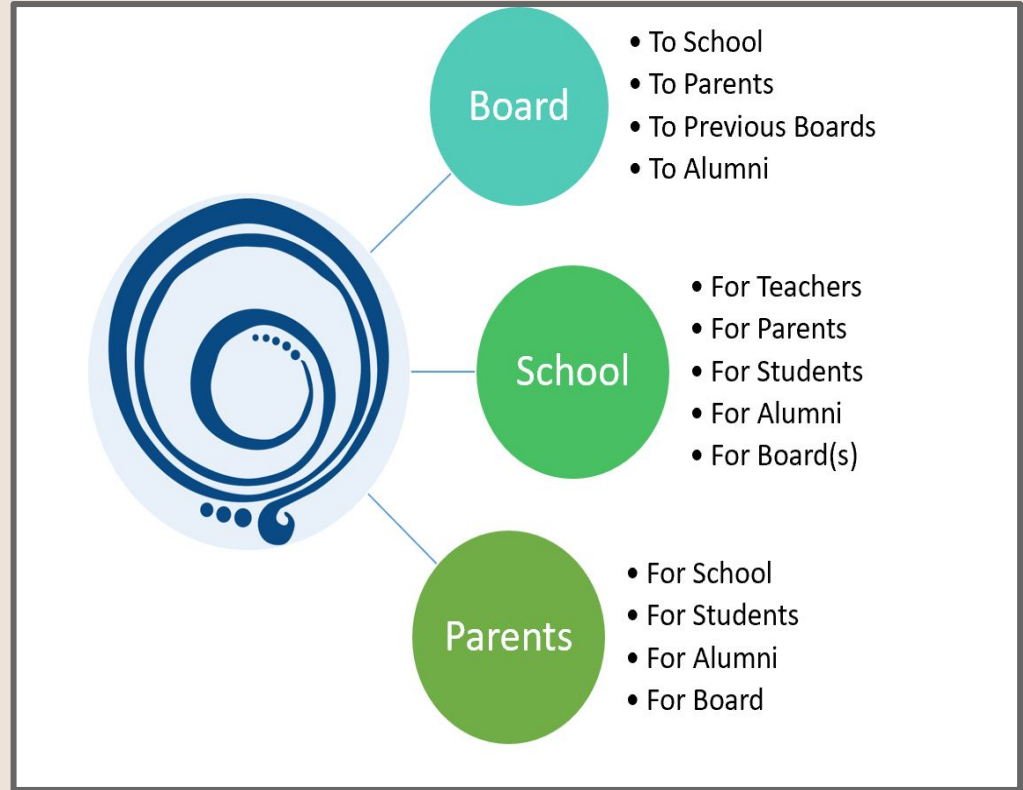


Benefits of Gratitude:

“It’s not joy that makes us grateful, it’s gratitude that makes us joyful.”

Jesuit Priest, Brene Brown

At its best,
gratitude flows
in multiple
directions.

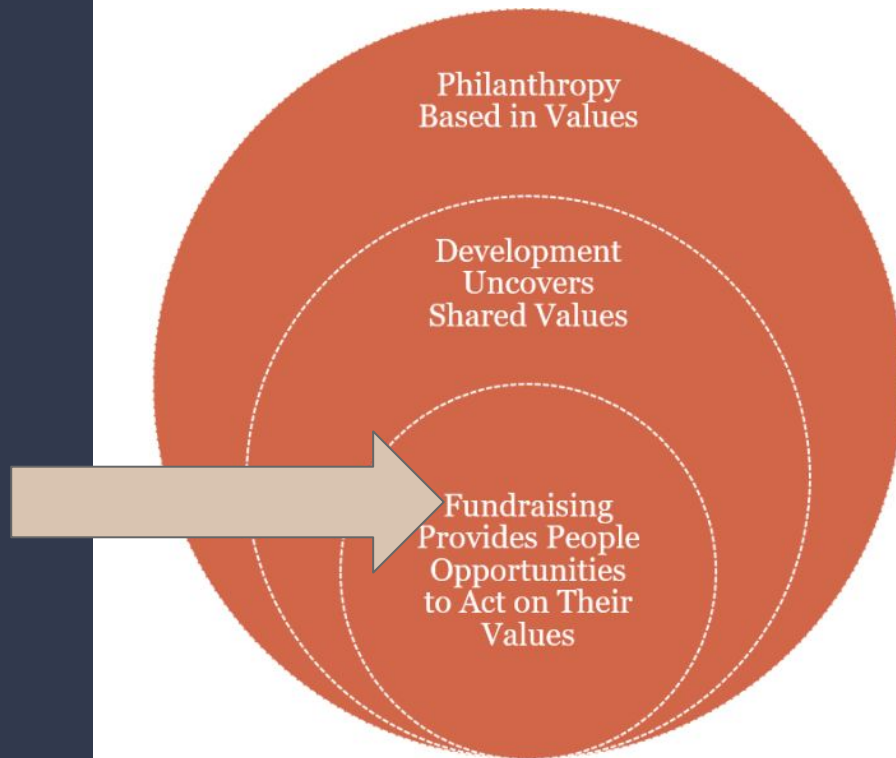


Creating a Culture of Gratitude

1. Say “thank you” in a timely manner.
2. Make your expression of gratitude authentic and personal.
3. Explain the impact of someone’s action or gift.
4. Celebrate the donor, volunteer, teacher, staff member, HOS.
5. Express gratitude regularly. *Board meetings, faculty/staff meetings, parent meetings*

1. Thank you notes....HANDWRITTEN!
2. Phone calls.
3. Organize a tour; invite to an event.
4. Highlight donors on social media and website.
5. Send small gifts: school logos everywhere!
6. Welcome new families well.
7. Send birthday/anniversary cards (Birthday book donations to library?)
8. Thank you videos.
9. Find ways for donors to meet the “team.”
10. Ask for input.

Today's focus...



Making the Ask: Why Do We Resist?

- Fear of failure.
- It's awkward to talk about money.
- We don't want to be asked to give in return.
- We don't think we know enough about the need or the prospect.
- We don't know any rich people.
- We just aren't good at it.



You can't fail.



If you are prepared, there is no such thing as a failed ask.

The only failed ask is the one you don't make.

Sports fans: If you don't shoot, you won't score.

- You told the story; you made the case.
- You represented the school professionally, respectfully, passionately.
- You probably learned something that can be helpful later in building a relationship.
- You left a door open for a future connection

Ok.

So.

How...exactly...do you
make an ask?



There are seven basic
steps:

- Four planning steps
- Three solicitation steps
- Skip no steps, but procedures alone will not guarantee success

The Four Planning Steps...

- **Know the Case**
 - Not just “How much money?” but the needs it will meet
 - Why Trinity? Why now?
- **Make your own gift first.**
 - Lends credibility “Please join me...”
 - Your questions are their questions.
 - It is MUCH easier to ask, when you have given.
- **Know your prospect, as much as you can.**
 - Giving history
 - Shared values
 - Quirky things
- **Set a target (or use the gift table)**



Trustee's Personal Job Description

Individual Trustee Name: David Johnson

Date: August, 2021

Understanding that in my “generative role” I bring specific skills, expertise, and resources to my service as a trustee of this school, I am willing, if needed to participate in the following ways:

Committee Assignments:

1. I will serve as Chair of the Finance Committee.
2. I will serve as a member of the Executive Committee.
3. I will serve on the Development Committee.

Specific Skills I am willing to employ:

1. I have professional experience as an investment banker.
2. I have raised money for other nonprofits.

Areas of Expertise:

1. I have chaired committees on other nonprofit boards; I continue to raise funds for my college, Carleton.

Resources I can offer the school and the board.

1. I can host cultivation events in my home.
2. I can solicit in-kind donations on behalf of the school (e.g. printing).
3. I can continue on the financial implementation steps of our Strategic Plan.

The Three Solicitation Steps

1. Arrange the meeting.

- a. F2F is proven to elicit the best outcomes. Will you bring a partner?
- b. Be flexible. Try to accommodate your prospects preferences (TOD, location)
- c. Start with the prospect you feel best about!
- d. F2F > ZOOM> Phone > email > text > NOT DOING IT!
- e. Be persistent. Try not to be annoying.

2. Have the meeting

- a. Plan ahead! Have a strategy.
- b. If you have a partner, have a specific strategy session:
 - i. How much time will we have for chit-chat?
 - ii. What do we know about this prospect?
 - iii. Do we have a target, or will we use the Gift Table?
 - iv. If we have other materials, how will we use them?
 - v. Who will open? Who will present the case? Who will make the ask? Who will close?
- c. Be attentive in the meeting; be flexible, as needed.
 - i. Do they seem excited? Nervous? Unsure? Angry?
 - ii. Did they say anything that helped you understand their priorities? If so, PIVOT!
- d. Adjust to fit the situation.
 - i. If they ask a lot of questions and you don't know the answers, STAY CLAM. Jot some notes if needed, so you can follow up.
- e. MAKE THE ASK!

Making the Ask.



What words or phrases work?

Who will make the ask?

What do we do AFTER the words are spoken?

“Would you and ____ consider a gift of ____ to the Campaign for Trinity?”

“Would you join Pete and me at the \$100,000 level?”

“Looking at this chart, and hoping you will be a leader in this campaign, where do you see yourself?”

“Could you consider a gift of \$100,000 per year over three years in support of this campaign?”

After the ask is made...

SILENCE.

Do. Not. Speak.

Allow the prospect time to
react.



Wrapping up...



- If donor has made a gift, repeat out loud what **you think** you heard and say what will happen next.
 - Report result immediately to school.
 - Follow up with thank you and acknowledgement.
 - If appropriate, indicate the school will follow up very soon.
- If donor does not make a firm commitment, listen to what he/she says and follow up as needed, but you keep the initiative:
 - More information needed?
 - More time needed?
 - Concern that needs to be addressed?
 - May I get back to you in a few weeks?

Interpreting Concerns...

Misunderstanding: We are a full-pay family. Surely some of our tuition will help to pay for this project?

Confusion: “Wait, I already gave to the Annual Fund. Didn’t that count?”

Major Drawback: “Our giving priorities have shifted to environmental issues right now.”

Temporary Distress: “You know, we are fully committed in terms of our giving this year.”

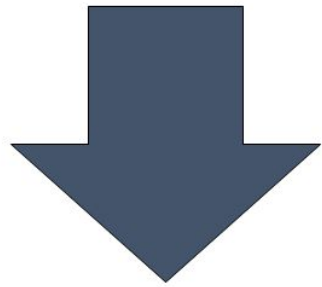
Extra slide: Seven Faces of Philanthropy

- The Communitarian: Doing good makes sense (26%)
- The Devout: Doing good is God's will (21%)
- ***All these reasons are good reasons to give! Our job is to find out what motivates our donors!***
- The Sociable: Doing good is fun (11%)
- Altruists: Doing good feels right (9%)
- The Repayers: Doing good in return (10%)
- The Dynast: Doing good is a family tradition (8%)

Board Process: Decision Making

- **Boards vote on major decisions:**
 - Hiring a HOS
 - Beginning a Capital Campaign
 - Taking on debt
 - Approving a Strategic Plan
 - Purchasing a property
 - Other
- **Annually, the Board votes to approve the operating budget, including tuition increases and increase to overall salary pool.**
- **Annually, the Board votes to add new trustees and to elect Board officers.**
- **Committees bring recommendations to the Board for discussion and (ultimately) a vote.**
- **It is a good practice not to ask Board members to vote on a matter the same day they hear about it for the first time, whenever possible.**
- **It is okay if votes are not unanimous, but consider a pause if the majority is slim.**
- **Try not to abstain; voting is hard, but it is your responsibility.**
- **Many, many “lesser” decisions are made by consensus, e.g. nodding heads.**

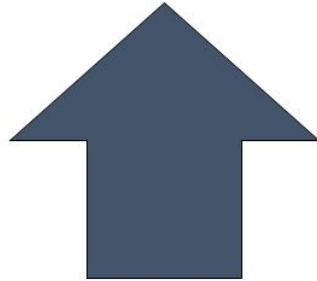
Effective Committee/Board Relationship



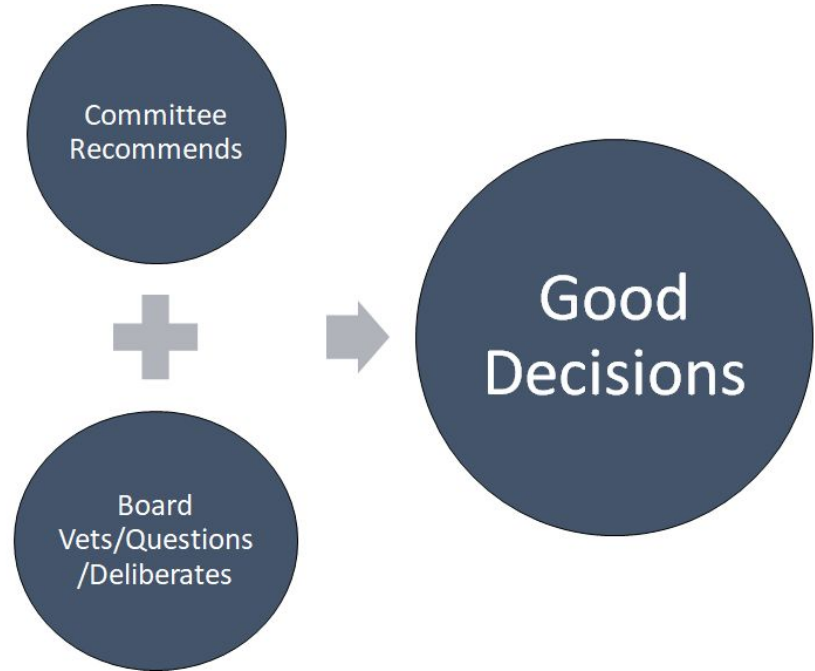
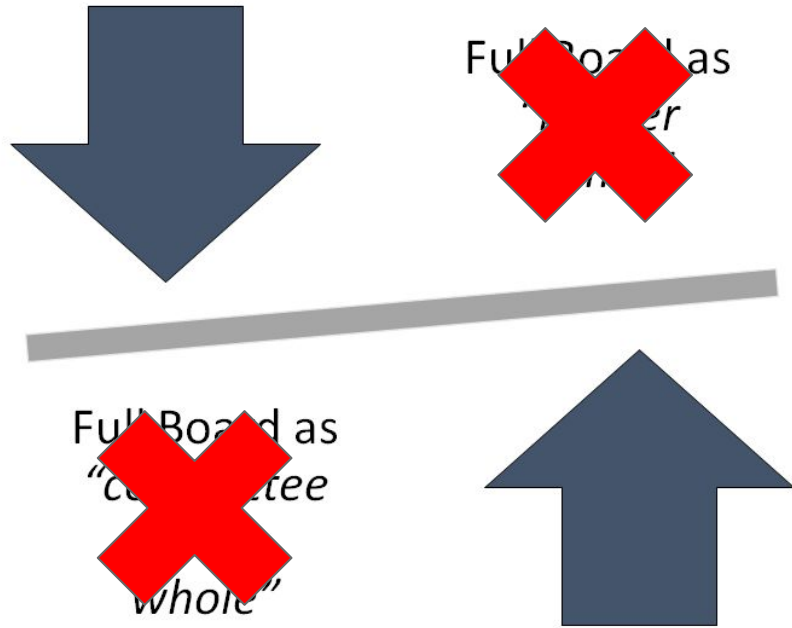
Full Board as
*“rubber
stamp”*



Full Board as
*“committee
of the
whole”*

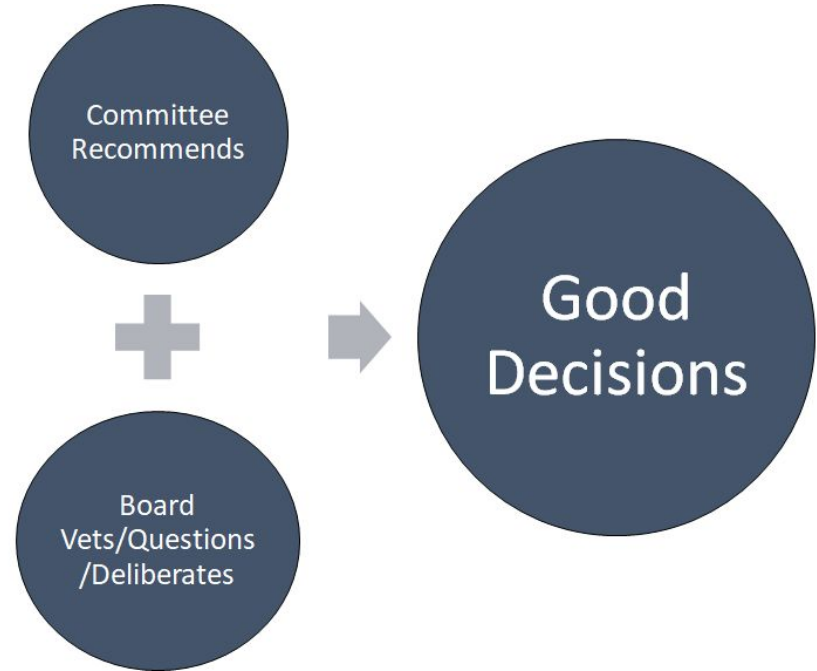


Effective Committee/Board Relationship



Effective Committee/Board Relationship

Try not to vote on a matter the first time the full board hears about it.



Reflection:



What is ONE intention you will
bring to your board work this year?

Onboarding is not “once and done”

- **“Roles and Responsibilities”**
- **Campus Tour**
- **Meetings with Key Administrators**
- **One Hour Deep Dives: Finance, Development, Strategic Enrollment**
- **Board Buddies**
- **Briefing on key strategic issues facing the school**
- **Annual, verbal check-ins with Board Chair**