



AGRON &
ASSOCIATES INC.

 FINDING FUNDS 

FOR A SMALL CHRISTIAN COLLEGE

★ *David J. Agron, Ph.D.* ★

Building the right future

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Growing and developing a college is expensive. While a school will not start at these expense levels, look at the typical salaries (including benefits) of various ABHE employees and professors. Developing a broad-based fundraising program becomes essential.

Staff and Administrator Salaries (including benefits) ¹		
	Fewer than 50 FTE ² Students	Between 51 & 100 FTE Students
President	\$56,367.46	\$72,642.03
Academic Dean (undergraduate)	\$39,164.23	\$46,842.00
Academic Dean (graduate)	\$69,378.17	\$79,152.00
Registrar	\$24,696.17	\$34,858.79
Librarian	\$26,559.06	\$40,948.89
Faculty Salaries (not including benefits) ³		
	Fewer than 200 FTE Students	Between 200-399 FTE Students
Professor	\$50,163	\$54,068
Associate Professor	\$46,549	\$61,892
Assistant Professor	\$45,007	\$63,096
Instructor	\$30,118	\$34,833
Adjunct (per credit hour)	\$616	\$629

Where Can We Get the Money?

Are you tired of the struggle? When Agron & Associates, Inc. first starts helping schools work toward accreditation, the schools typically have two main sources of income: tuition and support from a sponsoring church or denomination. To accreditation agencies, this indicates a problem. The school is vulnerable. Disaster is possible. If the sponsoring church develops financial problems, changes pastors, or splits, the college can disintegrate. Awarding accreditation to a school that goes out of business a few years later would embarrass an accrediting agency in front of the authorities to which accrediting agencies must answer (e.g., the US Department of Education). Therefore, we often show schools how to develop additional income streams. If a school does not have multiple streams of income, accrediting agencies are correct in judging it to lack stability necessary to certify adequate quality. Merely having two sources of income is inadequate.

Designing a System to Solicit Support

Professional fundraisers normally ask for donations that are a little larger than the present level of giving. It is not likely that some wonderful girl will agree to marry you on the first date. If you are lucky, she will agree to go out with you a second time. Maybe after a few dates she will agree to be your

¹ 2011 ABHE Compensation Survey: http://www.abhe-resources.com/pdfResources/2011_Compensation_Survey.pdf

² FTE (i.e., Full Time Equivalency) is calculated as follows: Calculate the total number of credits being taken by part time students. For bachelor students, divide this number by 12. For graduate students, divide the part time credits by nine. Add this number to the number of full-time students. Thus a school with 10 full time students and 30 part time students taking a total of 210 credits would be $10 + (210/12) = 10 + 17.5 =$ an FTE of 27.5.

³ 2010-11 Statistical Report: Educational / Instructional Staff Data

girlfriend. In the same way, a donor's first gift to your school will probably not be huge ... but if you cultivate his or her goodwill, you may get progressively larger gifts. Therefore, develop strategies for getting large numbers of small gifts (especially from new donors).

Appropriate methods for attracting these small donors include fundraising letters, phone-a-thons, and special events (e.g. dinners, silent auctions, concerts, special speakers, golf tournaments, class reunions, homecoming days, etc.). Once people have chosen to become donors, there are a variety of strategies that can be used to cultivate some of them to become progressively larger donors. Your school should develop a regular calendar of fundraising activities.

Tuition and Fees

It was a surprise. Indicating that only 15% of students at Harvard pay full price, a seminar leader asked us, "Does that mean Harvard charges too much?" His answer was, "No, it means that 15% of the students will just write a check without even considering the multitude of scholarships that Harvard offers." In his mind, the ideal was to charge a high tuition while offsetting it with lots of available scholarships and discounts. However, an emerging college like yours would not charge as much as Harvard, or even as much as the nearby state college.

How much tuition should you charge? It depends on your constituency. Perhaps you start with tuition that is comparable to a nearby community college. Perhaps you start with less. Either way, you will probably raise your tuition over time. Charging too little, or nothing, tends to result in less serious students. Do you want students to think of your school as a college, or as a Sunday school class? In order to lay a foundation for future development, at least a minimal amount of tuition needs to be required. Expenses will grow as the school grows and develops; using the fundraising strategies below, you might set a goal that within a couple of years the tuition would cover between 40% and 60% of expenses. So, from the beginning, definitely charge tuition.

In addition to tuition, fees are usual. Common fees include:

- Admission fee / application fee
- Registration fee
- Audit fee (perhaps half of regular tuition)
- Transcript fee
- SEVIS (student visa) fee
- Library fee
- Student activities fee
- Internship fee (perhaps to fund a lunch or gift certificate for pastors serving as fieldwork mentors)
- Graduation Fee
- Deferred payment fee (e.g., for a student who must make payments instead of paying full tuition when registering)

If allowing students to register with a partial payment, students should be required to sign a promissory note and receive a monthly bill. It is appropriate to tack on a small fee for this convenience and to charge a late fee for missing payments. I have seen a number of schools that end up with an unintended and shameful number of students owing a great deal of money. A policy that does not allow students to register for a new semester until old charges are paid could avoid this situation. Accepting credit cards could also be helpful (but do all you can to keep students from acquiring a great deal of debt). If you can advertise that 90% of your students graduate debt free, this could be a selling point for recruiting students. Students should not be allowed to reach graduation with a massive unpaid tuition balance.

In non-profit colleges, tuition does not cover the cost of educating a student. Merely relying on tuition and a sponsoring church does not provide your school with adequate stability. College leaders must launch out into the wide-ranging world of fundraising.

Unraveling the Mystery of Fundraising

Finding Donors

You may dream of a mysterious stranger stopping his luxury automobile in front of your school to fling a bag of hundred-dollar bills in your lap. But your best donor prospects are seldom a mystery. Identify direct beneficiaries; they are most likely to donate. Indirect beneficiaries are also good prospects. Although more distantly related to your school, you may also find people who share a passion for what you do. The best prospects of all are those who have made previous donations. Once someone has made a donation, there is a 60% chance that he or she will donate again. If they have made two donations, there is an 80% chance of another donation. Keep careful records of who donated when, to what, and why. This donor list is a crucial tool for growing your donor base. If you are just initiating a fundraising program, list the types of people are most likely to be donors. Finding donors is not a mystery. As the following table reveals, it is possible to identify people who might want to donate money to your school.

TABLE VI-1

WHO MIGHT MAKE DONATIONS

Best Prospects: Direct Beneficiaries	Very Good Prospects: Indirect Beneficiaries	Good Prospects: Sharing Local or Cause
<ul style="list-style-type: none"> • Former Donors • Students • Alumni • Faculty • Administration, & Staff (employees) • Vendors • Businesses that want 	<ul style="list-style-type: none"> • Parents/Family • Churches • Former Faculty, Administration, & Staff (employees) • Donors or Volunteers to similar organizations 	<ul style="list-style-type: none"> • Local Businesses • Foundations • Politicians • Service Clubs • People who Attended a School Event (e.g. banquet, golf tournament, silent

relationships with you, your students, your sponsoring church or your constituency <ul style="list-style-type: none"> • Board Members • Volunteers • Former Volunteers 		auction)
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Those who directly benefit from your school, such as those listed in the first column of Table VI-1, are especially good prospects. Consider some of these groups. Students are your most obvious beneficiaries and don't be afraid to invite financial participation from students. Probably, some of them drive nicer cars than your professors. While you would not want employees to feel pressured, you would also not want to have employees who did not have a passion for the ministry of your school. Didn't someone important say, "Where your treasure is, there will your heart be also" (Mt. 6:21 KJV). Businesses may have their own reasons for making donations. When they make a donation to become an event sponsor, they may get their name or even an advertisement in your program. If a business donates an item to your silent auction, they are publically identified as the donor. Thus, businesses may donate in order to garner good will from your friends and to advertise their services. Especially promising is to multiply volunteers. Volunteering time and effort tends to cultivate warm feelings toward an organization. These warm fuzzies are enhanced by our finding ways to recognize and thank the volunteers. For this reason, volunteers tend to give twice as much as non-volunteers. In churches, volunteers give four times as much. Board members, who are volunteers on steroids, should always be expected to make donations.

Create and promote volunteer opportunities. Ask each employee to list short-term and long-term tasks that could be carried out by a volunteer. Periodically, list a few of these opportunities in a newsletter, email blast, on a website, or on the program of an event. Easily identified are tasks related to maintenance, cleaning, and grounds keeping. Preparing food for a new student orientation or graduation party is possible. Be more creative. Perhaps seniors in a sponsoring church would be happy to find meaningful ministries to theological students. Older couples often have more discretionary income than young families. Recruit two or three seniors as prayer partners for each student. Have the prayer partners lay hands on their student during a chapel service. During that service, perhaps the prayer partners would give the student a theological book or even set of commentaries. Alternatively, recruit church families to adopt a traditional-age student by feeding the student one meal per month and praying for him or her weekly. Perhaps these host families would be required to make a \$100 donation to the school or the student's tuition. By creating and promoting volunteer opportunities, a school will enlarge its donor list.

Don't merely dream of some imaginary beneficiaries. Find them. Identify good prospects for donations. Once you identify potential donors, consider how to ask for money without losing friends.

The Wide-Ranging World of Fundraising

Options abound. Consider a few examples from the astounding variety of methods through which colleges raise money:

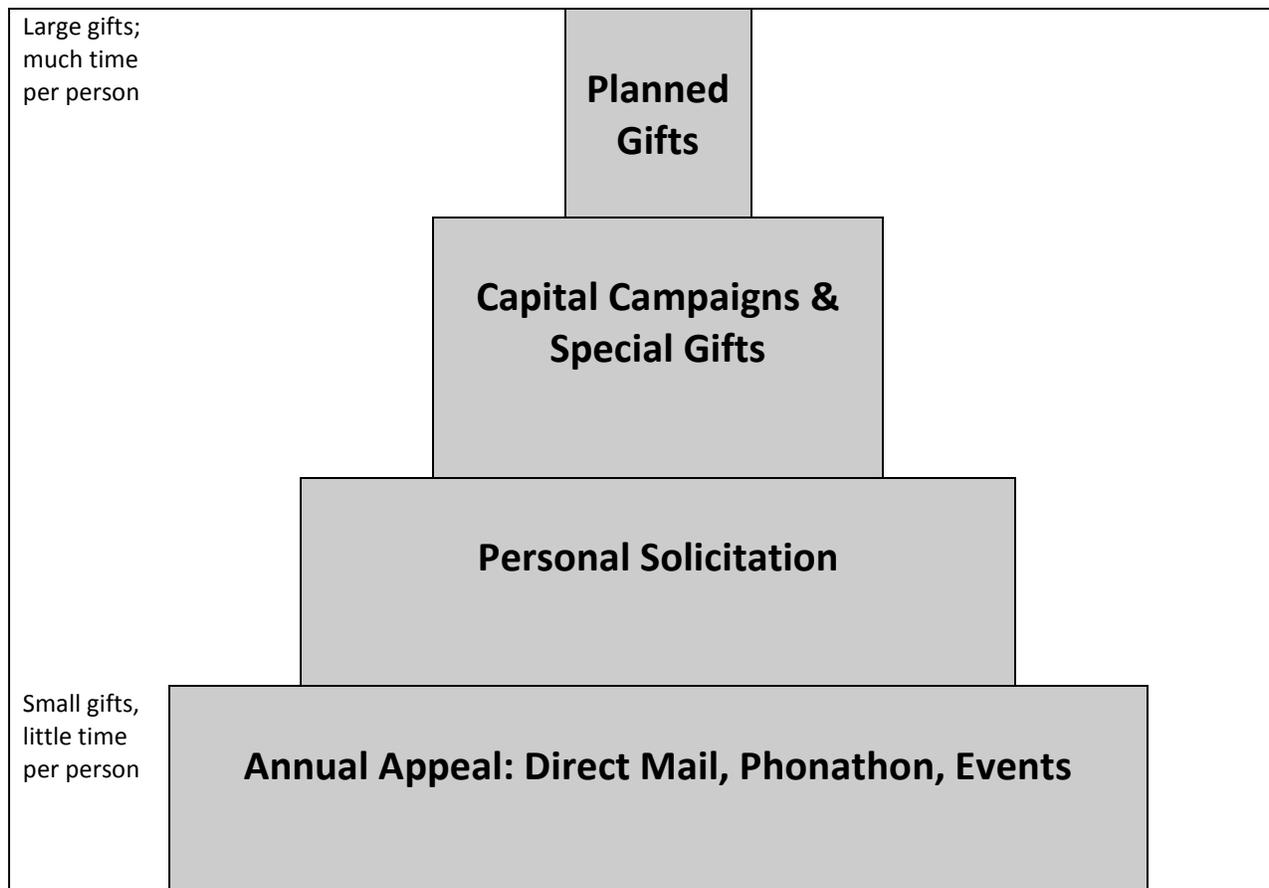
- golf tournaments
- banquets
- fundraising letters
- capital campaigns
- bequests
- charitable annuities
- phonations
- auctions
- concerts
- supporting churches, alumni associations or other organizations
- foundations
- personal solicitations
- giving clubs (with prestigious sounding names)
- and so many more.

What fundraising methods would be most appropriate for your school? How can you choose? To answer such questions, professional fundraisers organize fundraising methods into a “donor pyramid.” Choosing methods should not be randomly. While some methods are best suited to small gifts from many donors, other methods are suited to large gifts from a few carefully cultivated donors. The base of this donor pyramid includes methods well-suited to recruiting a large number of small donations. Very little time is spent per prospect when sending out a mass mailing or inviting a prospect to a fundraising banquet. As you move up the donor pyramid, expect to spend more time with each donor. Spending a great deal of time cultivating specially selected donors can result in increasingly larger gifts from each of them. More income normally comes from a few large gifts than from a great number of small gifts. However, the importance of the small donors should not be overlooked. If your school has three large donors and one of them goes bankrupt, dies, or gets mad, the school can be in a major trouble. Accrediting agencies are correct in judging a school to be vulnerable to tragedy when it is too dependent on too few sources. With a large number of small donors, losing a few does not get the college in trouble. Furthermore, the pool from which large donors can be cultivated is normally the pool of small donors. Review the donor pyramid; consider the current development of your fundraising program and choose accordingly.

The donor pyramid was not handed down on two stone tablets. Special considerations for colleges, and specifically for Christian colleges, are not obviously apparent on the donor pyramid. In some cases, the donor pyramid is not even appropriate. As a college, an alumni association can be an outstanding source of donations and volunteers. As a Christian college, churches can be a dependable and major source of regular donations. Giving patterns and solicitation methods vary in various cultures. For

example, starting with a large number of small donors is not the usual way that Korean or Korean-American schools are funded. In Korean culture, most of the giving to colleges is from large donors. It is common for Korean colleges to expect huge gifts from board members, who are elevated with a special title of honor as a member of a board. Other major donors may be honored in other ways. Banquets, golf tournaments, concerts, and other events are also appropriate in Korean culture. As with various other East Asian cultures however, asking someone to include your college in their will is regarded as exceptionally rude. Consider how to adjust your fundraising strategies based on being a Christian college in your own social and cultural context.

What about rich foundations, generous corporations and that mysterious stranger stopping his luxury car in front of your school to fling a bag of money in your lap? Don't hold your breath. Few major foundations will donate to a small, unaccredited college, but if you have a relationship with a member of a foundation's board, talk to him or her about your school. By far, the majority of money donated to your college will come not from foundations, corporations, or strangers, but from predictable types of individuals and churches. Develop a wide-ranging set of fundraising strategies that target the most likely donors.



Small Commitments and First Dates

Did you propose marriage on a first date? Probably not. Probably, you did not even ask the lucky girl to go steady. The first commitment a suitor solicits might be as small as suggesting a stop together at the snack bar after class. If things go well, a deeper relationship can be built and a more serious commitments can be solicited. Similarly, the first donation you receive from a new donor will probably be small. Asking a stranger for a million dollars is like submitting your freshman composition essay for a Pulitzer Prize. Such gall seldom gets a serious look.

Several strategies are appropriate for soliciting that first small donation. With as much emphasis on finding new donors as on raising money, an annual calendar of fundraising initiatives might include a

- Fall concert
- Thanksgiving appeal in the mail
- Valentine's day banquet
- Phonathon around the time people get their tax refunds
- Homecoming rally around graduation time
- and a letter boasting about this year's graduates (with a response card and envelope).

With these strategies, little time is spent soliciting each individual. Perhaps the two most common methods involve mail (including email) and events (e.g., banquets, golf tournaments, auctions, carnivals, concerts, rallies). Also, it is a good idea to have a prominent link for donations on your website. These are a few of the many ways of asking possible donors for the first date that just might turn into an ongoing and growing relationship.

The Magic of Mail

From Thanksgiving through Christmas, your mailbox overflows with solicitation letters. Why then? Experience has taught retailers, as well as professional fundraisers, that while people are spending, they are most likely to spend or give more. Although your next mailing may not be the next time a supporter will make a contribution, this is a promising time to approach former donors. As previously noted, there is a 60% to 80% chance that a person who has contributed before will make a future contribution... sometime. Perhaps even more importantly, this is an easy way to look for new donors. However, before stuffing mailboxes for the holidays, consider the reality of mail to people with whom you have no history.

Finding new donors is a long-term investment which is not likely to yield short term profit. Appeal letters to people who have not yet contributed to your school are considered successful if an organization receives a 1% response rate. More than one donation out of a hundred letters is considered highly successful. Alumni and other direct beneficiaries are popular targets of college fundraisers. Even when sending letters to the most appropriate constituencies, it is rare that a response rate is above 2%. If the beloved pastor of a sponsoring church were to make an appeal to an on-fire congregation, that could

help. Still, expect to invest between \$1.25 and \$1.50 for each dollar raised from a list of possible new donors.

All solicitations should include a response device. For fundraising letters and newsletters, include a response card and perhaps an envelope. As explained below, these cards should invite contacts to participate in a variety of very specific ways. A response device makes opportunities for involvement easy and clear.

Mailing a request for money feels less threatening to the fundraiser than a more personal contact. Is that an advantage? It allows the fundraiser to approach large numbers of prospects with little stress. Although a handwritten note on each letter makes letters a little more personal and effective, ignoring appeal letters is beyond easy. The prospect does not even need to look you in the face and say “no”. An overflowing mailbox easily becomes an overflowing garbage can. However, there is a magic method of making newsletters so personal that they will be read like a special note from a close friend.

Explosive Results from Dynamite Newsletters: Really

A newsletter *can* be an exceptional tool for recruiting donors and students – really. True, explosive results are unusual. Normally, newsletters are as eagerly welcomed as intrusive and impersonal clutter, which is about how your prospects will view their daily supply of junk mail. E-newsletters, such as those facilitated by companies like Constant Contact, may not always be eagerly read. But at least professional-looking e-newsletters are cheap to send. Snail-mail newsletters have the advantage of being the perfect place to smuggle in a donation card and return envelope. Are such newsletters really worth the effort?

A perfect newsletter would be as eagerly snatched from the mailbox as a friend’s personal letter. A more-than-perfect newsletter would be part of a dynamite program that brings unknown prospects into a warm relationship with your school, which is key to recruiting donors and students. If the following paragraphs showed you how to construct such newsletters, newsletters that were readily read by a new population of prospective donors or students, wouldn’t those paragraphs be worth the price of this book? Read on.

The magic of cultivating prospects through newsletters is the involvement of your students. Actually, faculty can play too! In the application for admission to your school, require students to recruit three prayer partners from three different addresses. Suggest recruiting family (e.g., potential donors) and friends (e.g., potential students). With a newsletter that is the size of a legal sheet of paper, make two folds. Folding it in half and then folding it in half again will result in a sheet that is the size of letters placed in envelopes. Do *not* use envelopes. The folds give you four sections on each side of the paper. The two outside panels are important. One panel is where you will place the address and stamp. The other outside panel is where a student is to hand-write a note about something he or she is learning at school. Presto! Your newsletter will no longer be identified as junk mail. Another key panel is the bottom quarter of the page. It should be on the inside. On one side are prayer requests from the school.

On the other side of this panel are the hand-written prayer requests from the student. Making this a perforated tear-off bookmark, include instructions to place this panel in their bibles. The rest of the newsletter is produced by the school. Include such material as school news, president's message, nuggets from a class, why we need Christian higher education, descriptions or quotes of inappropriate teaching at secular schools, or anything that shows why we need to attend or support a school like yours. Now invite your new prospects to fundraising events. Send them fundraising letters. Your students have found and cultivated strangers who have been magically turned into warm prospects. (Their prayer doesn't hurt either!)

The newsletter can be promoted as a "Student Prayer Journal." Below are benefits, sample segments, and useful forms.

Benefits of the Student Prayer Journal:

- Prayer for the student and the school (leading to spiritual resources)
- The newsletter is not perceived as junk-mail from a stranger. It is personal from a friend.
- PR for the school
- Students add prospects to our lists of potential donors and students (i.e., their prayer partners)
- Praying for our student and school helps prayer partners grow in their positive feelings for the school – thus helping to further cultivate friends for the school.
- Students help cultivate prospects
- Keeping students connected to relationships also has emotional and spiritual formation benefits. Interacting with people who pray for the student's theological education can help a student keep the vision that brought him or her to pursue theological education. Students have their identity of being a theological student reinforced because they are known as a serious student of the Bible, theology and ministry skills.

Possible Prayer Journal Segments

Side One of the Unfolded Legal Sheet

Address Panel (which after folding becomes the front of the newsletter)

- Label, return address, postage

Dear Prayer Partner Panel (which after folding becomes the back of the newsletter)

- This is handwritten by the student and is the back flap of the mail-out. Thus, the letter is immediately identified as not being junk mail. In this section, the student should write about something he is learning at school.

Not at Our School!

- Provide quotes from professors and descriptions of incidents at secular schools. Professors who are anti-Christian, anti-conservative, anti-marriage, anti-men, anti-American ... and pro-moral

relativism, pro-liberal politics, pro-ACLU... provide the reasons why the Church needs schools like yours.

My Prayer Requests

- The student further personalizes this letter by hand writing a few prayer requests. This perforated section is for placing in a prayer partner's Bible. Note that the other side contains the school's prayer requests.

Side Two of the Unfolded Legal Sheet

From the President

- The president writes an article that helps cultivate future students or donors. It is especially appropriate to share vision of something you hope to accomplish, a story of a student or alumnus, or a victory you can celebrate.

Competent Christian Scholarship

- This could be a nugget from one of the course being taught this semester, thoughts on academic excellence at Christian colleges, why it is better to learn through the lens of a Christian worldview, the life and ministry of a faculty member or ways faculty build personal mentoring relationships with students.

School Prayer Requests

- The school cultivates the goodwill of the student's friends and family by providing a few prayer requests. This perforated section is for placing in a prayer partner's Bible. Note that the other side contains the student's prayer requests.

Useful Forms (samples)

As Part of the Student Application for Enrollment

Dear Student or Staff Member,

We depend on God. We depend on Him to empower us to witness. We depend on Him to empower us to preach. We similarly depend on Him to empower us to learn or teach us how to minister effectively. This dependence makes prayer indispensable.

Each student or full-time employee must recruit three or more prayer partners. You will call or meet them every month to tell them what God is doing in your life and to ask what to pray for them. Pray together. Periodically, you will write a paragraph in a prayer journal newsletter that they will receive. Note the qualifications for prayer partners:

- Prayer partners must be dedicated believers who want to see God do great things in and through you.
- They must agree to pray for you weekly.
- They must agree to pray for the school weekly.
- Two prayer partners at the same address will count as one prayer partner (e.g. mom and dad, a husband and wife). Thus, your three prayer partners must come from three addresses.
- You may not enlist a prayer partner who is already someone else’s prayer partner.

After enlisting people to minister as your prayer partners, complete the following:

1st Partner

Name	
Address	
City, State, Zip	
Phone Number	
E-mail Address	

2nd Partner

Name	
Address	
City, State, Zip	

Phone Number	
E-mail Address	

3rd Partner

Name	
Address	
City, State, Zip	
Phone Number	
E-mail Address	

The following pages are for you to give to your new prayer partners.

Dear _____,

I need your help. Since spiritual resources are essential in preparing for a life of ministry, our school believes that equipping students is more than an academic exercise. Whether the graduates become ministers or active laymen, they need prayer. Therefore, every student, full-time faculty member and administrator must recruit prayer partners who agree to pray weekly for them and the school. I would like to send you a prayer letter with my prayer requests (as well as articles from the school). I would also like to ask you to share your prayer requests with me. We will pray together (possibly over the phone) every month. Would you be willing to be one of my prayer partners? If so, please return this note to me.

Sincerely in Christ,

___ Yes, I would enthusiastically serve God as your prayer partner

Name		
Street Address		
City, State, Zip		
Phone Number		
E-mail Address		Do you like to be contacted by e-mail: ___ Yes ___ No

Dear Prayer Partner,

We depend on God. We depend on Him to empower us to witness. We depend on Him to empower us to preach. Similarly, we depend on Him to empower us to teach and to learn how to minister effectively. This dependence makes prayer indispensable. Thank you for being one of our indispensable prayer partners.

We will keep you updated on prayer needs for our school and the person with whom you have partnered. The person with whom you partner will call or meet you every month. This should be a time to pray together about the school, the student or staff member, and your own prayer needs. We will also send you a prayer journal (i.e. newsletter with prayer requests and other information). There may even be an invitation to attend a class session with your partner during an open house.

Again, thank you. The ministry of preparing for ministry (or preparing others for ministry) is not something we can do alone.

Warmly,

President _____

Phone-a-thons

Why go to the trouble? Organizing callers to contact large numbers of alumni, past supporters, and other potential donors is a lot of work. Logistics include arranging lists, scheduling callers, finding a place with multiple phone lines, preparing scripts, preparing record sheets, keeping callers motivated.... Is it worth the trouble? It can be. The more personal the form of communication, the better the result. It is too easy to toss out a letter. Saying no to a friendly voice is a little harder. A phone-a-thon might easily bring in three or four times as much money as a fundraising letter to the same list.

Events

For many donors, their first introduction to your college would be when they attend a banquet, concert, lecture, auction, or other event. Like a blind date, this introduction could grow into a more meaningful relationship. Alternatively, a poorly planned and poorly executed event could lead an attendee to decide to never see you (or your school) again. Plan well. Recruit enough event staff (including volunteers), and train them. By doing everything possible to assure fun for all, your new acquaintances can become new friends.

Moreover, different types of events attract different groups of people with different types of interests. Cast a wide net. While some people may be attracted to a golf tournament, others would be more likely to attend a concert, lecture, craft boutique or classic car show. While banquets are most common, they do not have to always be the same type event. Consider a progressive dinner in the homes of board members and faculty members. Along with the food, a student testimony could be served in each house. With a promise to highlight your benefactors, ask businesses to donate items to a silent auction. The auction can be a separate event or can piggyback onto your banquet, caravel, or concert. To attract a variety of interests, schedule a variety of fundraising events each year.

Carrying out events cost money, so organizers need to plan how they will use their event to raise funds. Although money may come immediately, expenses may eat up half of the funds raised. It might be possible to underwrite expenses by asking businesses to sponsor the event in exchange for their name in the program and publicly “thanking of our friends who helped make this possible.” You would probably take an offering. You could sell tickets to an event (e.g., \$50 a plate), as well as take an offering. But people who paid for a ticket may be less generous during the offering. If selling tickets to an event, consider having premium tickets and regular tickets. The higher cost of premium tickets may privilege the guest with grommet hors d’oeuvres, better seats, a small group meeting with the performer or speaker, their name in the program, or other benefits. Another option is to ask board members and other friends to buy a table of tickets and fill the seats at their table with guests whom they invite. On the other hand, a fundraiser could plan a cultivation event for gathering names instead of making immediate solicitations. This could even be a thank-you “VIP event” for your major donors. Among the multitude of plans to be made for a fundraising event, organizers need to choose the method they will use to generate the funds.

If the purpose of the event is to provide an expanding the list of donors, one needs to plan ahead to ensure that:

- Contact information for each guest is acquired at the event, or before
- Event quality and personnel interaction leave attendees feeling warmly toward your college
- Follow up is facilitated
- Guests are invited to give.

Absolutely, gather the contact information. Like asking a girl's phone number so that future dates can be arranged, the contact information is essential for building mutually profitable relationships. If guests preregister, gathering contact information is easy. If not, create reasons for a registration table at the door. Have name tags. Have a raffle. Take people's pictures with a promise to mail or email the pictures to the guests. Other options are possible. At the Accreditation 101 workshops that I organize, I trade gift cards for the evaluation and feedback forms. Do not miss the opportunity to gather, names, phone numbers, addresses, email addresses, ... and everything but blood type.

Furthermore, create friendly feelings by creatively planning enjoyment and interaction. Food, freebies and fun are always well received. With ice breakers or games, attendees can meet the people at their table. Consider presenting door prizes throughout the program. Send everyone home with a handshake, a smile, and a free gift. This leaves a great taste in peoples' mouths. Assure personal contact; Assign greeters. By training board members or students to work the room, no one will leave without having had some type of meaningful interaction with a school representative. Connect people to each other. "You should get to know John." Carefully planning activities and interaction can get your relationships with new guests off to a great start.

In order to build on that great start to a new relationship, choose how you will follow up on all those new prospects. Of course, you will not neglect previous donors who fortunately attended. You could put your new contacts on a mailing list for class schedules, newsletters, and invitations to future events. But, junk mail is impersonal. At least, scribble a note on the letter. Yet, something more personal could have so much more of an impact. How about hand-written thank you notes? How about personal phone calls? Furthermore, following up within a couple of days builds so much more warmth than a card or call two weeks later. When you finish cleaning up from your event, the work has just begun. Conscientiously carry out your plans for following up all those wonderful guests.

An overworked president with a tiny staff may feel that all those wonderful guests are too much of a good thing. Can he or she really handwrite or call 150 guests within three days? First get in touch with the new contacts, whether or not they made donations, and those who gave large contributions. Recruit help. Thanking guests for attending or donating is a perfect task for board members. Faculty members can help. Even students can be involved. Needs-based scholarship recipients could be required to volunteer a few hours to the school. Assuring follow up for all guests lets the event be a launch pad for ongoing relationships.

“Thank you” is a great start, but more can be said to build rapport. On the phone, encourage the guest to talk. Why did he or she attend? Does he or she know anyone related to our school? Take notes. Perhaps invite them on a campus tour, to chapel services, or to the next event. By mail, or email, send an article by the distinguished lecturer. Send a recipe for that scrumptious desert. After a concert, email a link to the artist’s website. The way you asked for money at the event can be useful in avoiding an awkward conversation after a mere “thank you.”

Asking for money can be more awkward than asking for a blind date, or can be the natural culmination of a well-planned event. Throughout the event, short testimonies by students and alumni can plant the idea that your school is doing something significant. Slides from mission trips, local outreaches, chapels, classes, and other school activities reinforce the message that Christian higher education is a worthy ministry. A video clip of a respected bigwig endorsing the impact of your school could add to the credibility of your calling. Intersperse these short clues to your school’s God-given mission between fun, food, and freebees. All this comes before the natural-feeling request for what is in peoples’ wallets.

As you approach the request for a donation, it is good to have one or two people briefly tell why they give money to your school. Perhaps one of them should be prepared to invite guests to join him in supporting this worthy enterprise. Alternatively, the president or a board member can make the request. During refreshments, or during desert at a banquet, is an ideal time to make this appeal. Whoever is requesting the donations needs a response card for your guests.

Response Cards

A good response card should be a multi-tool. In addition to asking for monthly pledges and immediate cash, use the cards to initiate a further relationship; Let guests use the card to indicate a possible interest in getting to better know your school. Offer course schedules, enrollment information, campus tours or invitations to participate in chapel, mission trips, or other school activities. Perhaps offer information about obtaining library cards. Since volunteering is such a fruitful method of building relationships with your network of contacts, there should be an option to mark an interest in volunteering. Offer options for more personal contact. Hopefully, some guests are ready to write checks. Include three levels of monthly gifts as well as a “one time gift of \$_____.” Fishing with several hooks on one line, and with different types of bait, can reel in more than one fish.

The response card could be introduced as follows: “We are looking for new friends. Actually, we are looking for friends, prayer partners, volunteers, supporters and students. Let’s all take the blue guest cards being passed out by table hosts and see what interests each of us. We are going to read the cards together....”

Calvary College: A Vision Worth Accomplishing

I want to know more about Calvary College:

- Please send me information about upcoming classes
- Please send me information about enrolling in Calvary College
- Please send me information about obtaining a library card for non-students
- Please send me information about upcoming events
- Please send me information about attending chapel services, school activities, mission trips...
- Please send me the school newsletter
- Please contact me pertaining to a personal campus tour
- Please contact me pertaining to: _____

I believe in the mission of Calvary College. I want to help:

- Please send me information about volunteer opportunities
- Please send me information about being a weekly prayer partner for a theology student
- Please send me information about being a friendship partner for an international student

Enclosed is a gift of \$_____.

I would like to make a monthly pledge of ___ \$25 ___ \$50 ___ \$100

- Please send me a convenient monthly reminder.
- Please bill my credit card each month. (type card, number, expiration date)
Card Type:
Card Number:
Expiration Date:
Name on Card:

Please send me information about supporting Calvary College (and probably saving myself money) by switching utilities, phone service, cable, or other services I already use.

Thank you for helping us (state mission). It is a job worth doing.

Make checks payable to: Calvary College, 777 Jerusalem Ave., San Diego, CA 99777

Name: _____

Address: _____

Phone: _____ Email: _____

Among the suitable methods of obtaining new donors are mail and events. Little time is spent reaching out to each potential donor and the norm is that new donors start their "friendship" with a small donation. Although these methods may not start with significant personal contact, work to initiate a more personal relationship. Handwrite notes on letters. If an event is your first date with a new donor, impress your new friend. For mail or events, facilitate personal contact through follow up. The mail and events are ideal for finding friends and garnering goodwill so that some of the small donors can be cultivated into larger supporters.

Going Steady: Cultivating Larger Gifts

Like a teenage boy who tries to attract a girlfriend by his using clever pickup lines, college fundraisers will find little success without investments of time growing relationships. In the midst of growing those relationships, the fundraiser must communicate a compelling vision. New gifts become larger as the donor internalizes the vision and feels a deeper bond with the school.

Understanding Who Might Bestow A Large Donation

A major donor must have two characteristics: capacity to give large gifts and a passion for the cause. People with the capacity to give must be identified. While people with a passion for your ministry can be identified, peoples' passion for your cause can sometimes be cultivated. Of course, this implies that you have a cause worth supporting. Part of strategic planning is considering what we can do for the Kingdom of God that will make a significant difference. Vision attracts donors.

How do you find prospects for major gifts? You could simply look for wealthy people. Who's Who books have plenty of them. But, you do not have a relationship with rich strangers. Instead, look for people of means that have a connection to your school. Wealthy board members or current donors could introduce the school's president to their wealthy friends. The two of you could take such a friend to lunch. Even better prospects are those who have already made donations to your school. Often, the best prospect for next major gift is the last major donor. Take note of donors who, as time goes on, are giving larger gifts than before. The fact that they continue to give over time shows they have a warm feeling toward your school. The fact that they are increasing their giving level suggests there may be more capacity. Make a list of good prospects for major gifts.

In a large university, the development office will be staffed with several people. At least one, and probably a few, will be "major gifts officers." They may each have a list of perhaps 25 donors. Perhaps one officer has a list of donors who have given \$10,000 to \$25,000 in a single year. Perhaps another has a list of donors who have given \$25,000 to \$100,000. The entire job of these major gifts officers is to cultivate relationships with their list of donors. A major gift for a new school may be only \$500 or \$1000. Although the size of these gifts tend to be smaller in a new, developing college, there are principles small schools should also adopt. Make a list of at least 25 of the people who have made the largest gifts to your school. Include largest single gifts as well as cumulative giving over one or two years.

A list of prospects with capacity is a crucial first step. Friends of people connected with your school and former donors might be the first people you identify. Do not overlook people who can influence major donors. People on a committee at one of your constituent churches may not have significant income, but may help make a decision pertaining to what their committee funds. If you can identify them, consider major donors to similar organizations. They may have a passion for your type of cause. Once you have that list, you can begin to prayerfully research and cultivate these donors while you strategize your next steps.

Doing Your Homework

So, you have a list of people who might make large donations. What next? Gather information that will enable you to develop a plan of how to approach the prospective donor. Start by verifying the likelihood that he or she might have disposable income. While it is easy to notice the impressive car she drives or an estimate of a home's value (e.g., try www.zillow.com), you cannot be sure of how much debt the person carries. If they are a friend of a board member, you might have access to more reliable information. Consider whether this might be an especially favorable time to ask for donations. Have they recently had a financial windfall? Might some of their assets have reached a peak value? As tax time approaches, might they consider donating some stock and thus avoid some capital gains taxes? Have family responsibilities eased (e.g., children graduate from college, gotten married, or moved out on their own)? Such information might help you determine whether they can give a substantial gift, but would they want to give to your school?

Godly people are zealous for good works. Some are generous with money. Some even have a spiritual gift of giving. What would make them interested in directing some of those gifts to your educational ministry? Anything you can learn about causes they support will be useful. If you learn he supports several missionaries, you might ask him to help you develop your missions training program. If they have been giving to your institution, identify the types of things they have been giving too. A donor who tends to respond to appeals for the library should be approached differently than one that tends to give to scholarship funds. Other clues to their passions could be gathered by the books on her shelf, the volunteer work he has done, committees on which she has served or what the prospect enjoys talking about.

Another area of research is their relationship with your institution. What do they know about your school? A campus event or personal campus tour could be a great way to start showing a new prospect what your school is doing, but for an alumni, lunch with the president and a favorite professor might be more appropriate. So, who do they know, like or respect at your school? For some meetings with the prospect, you might bring along a board member from the same industry or a student from the same church.

Other information to note might include their skills, training and career. If they are well suited to advise you in such an area, they might feel great satisfaction offering their expertise to your ministry. If possible, observe their decision-making process. Do they discuss their giving with their wife, their accountant, their grown children, ...? While you will probably not be able to learn all you would want about a prospect, any of this information could help you plan how to cultivate a relationship with someone who might partner with you in your good works.

Steps to Cultivating Large Contributions

Small gifts help cultivate larger ones. We are always looking for new donors. At first, they do not tend to give large gifts. However, some new donors will become repeat donors. Some repeat donors can become larger donors. Some of the larger donors will become major givers. The fundraiser's job is to

encourage donors to grow in their relationship with the school and in their passion for what the school is accomplishing.

Recognition Prepares the Field for the Next Harvest

You have received a larger gift than normal. What should you do? A former president of International Students Inc. had a plan. If they received a gift of \$500, he would stop what he was doing and immediately write a personal thank-you note. For a gift of \$1,000, he would immediately make a personal phone call. Realize that a large gift is not an end in itself. The gift shows the donor's interest. It is a seed for more and even larger future gifts. Plan ahead how you will thank all donors. For large gifts, more elaborate ways of thanking are more fitting.

You do not want to ask for money every time you contact a major donor. In fact, you should have plans for six or seven ways to thank and cultivate a donor before asking for another gift. A basic expectation is a thank-you note. To start with, a staff member or volunteer should be charged with the duty of sending a receipt and thank you note within 24 hours of having received any gift. These form letters may be enough for small donors. Printed thank-you notes with the school logo could be conveniently used for a next step: a personal note from the president or a board member. Perhaps students could send a postcard thanking donors. Beyond the mail, what else is appropriate.

Obviously, phone calls are more personal than notes in the mail. My wife was impressed with a preacher she saw on television. She mailed in a donation. Imagine how surprised and honored she felt when he called our home. She had been noticed.

Small gifts with the school logo are helpful. A vast variety of such items is available (e.g., coffee cups, pens, tee shirts, hats, portfolios). Even more personal is a plaque or framed award honoring the donor by name for his or her partnership in accomplishing _____. The blank could be a phrase from your mission statement or something about the way the gift was used. Tickets to campus events are also nice. Small gifts are a good investment in goodwill.

While some gifts may be considered large, other gifts are so major that they transform an institution. Consider the impact of building an elaborate student center, funding a computer lab, endowing a chair of theology, or purchasing a library collection. For such gifts, several things are appropriate. Consider inviting the donor to a grand opening, as well as to a smaller and more intimate reception. He or she would be in a seat of honor, and perhaps would say a few words. Imagine honoring the donor in front of their family and friends (as well as school dignitaries such as board members and selected faculty members). The celebration could include an elaborate dinner, presentation of a plaque, and lots of pictures. You would also want to send an occasional note about what their gift is accomplishing. Perhaps include pictures. "I wanted you to see how the professors are using the new equipment to develop our online program. You have enabled us to already add students in India, the Philippines, Thailand, and Indonesia. How could we ever have done this without friends like you?"

Depending on what the donor feels comfortable with, some form of public recognition for a major donor may be in order. Some donors will prefer to "not let the right hand know what the left hand is doing." Some donors would be embarrassed to have a building named after them, but would be thrilled to name a building after their parents or someone else that impacted their lives. However, honoring a donor is not the only reason to put their name on a plaque or to write an article about their gift for the newsletter. Such recognition can influence others to support the college. Thus, it might be good to explain that you would like to recognize them for their gift as a way of reminding others what financially partnering with us can accomplish.

By spending time cultivating those who have made large gifts, you will have prepared a storehouse of potential major donors for future projects. Whether by writing notes, making phone calls, giving gifts or interacting personally, thanking and recognizing the donor in several ways is one part of cultivation. The larger the gift, the more personal the methods of thanks should be.

Relationships Build Big Bonds

While all donors go on the mailing list, some get extra attention. Repeat donors may get a periodic phone call. People giving larger gifts may get regular visits, invitations to lunch, private campus tours or VIP receptions. Continue relationship building until you think the donor will be receptive to the next gift request.

If a relationship glues a donor to the college, multiple relationships are superglue. Involve other school personnel in relating to the donor. For instance, take along a popular professor when taking the donor to lunch. But, do not limit such helpers to staff, board members or even students. Donors can help other donors feel warmly to the school. Having a VIP reception after graduation can let donors rub shoulders with peers who would be appropriate friends. The rich need social contact with people to whom they can relate. Offering a barbecue for all donors who gave over \$5000 in the past year can introduce donors to community leaders or other valuable contacts. Seeing these VIPs can also become a seal of approval for your school's reputation. The force of your donor cultivation is multiplied by multiplying the number of people from your school who have warm relationships with a donor.

A good way to use a multitude of relationships and to cultivate larger gifts is to organize giving clubs. You would never call them "giving clubs." Prestigious names are appropriate: Presidents Advisory Board, Dean's Roundtable, Members of the University Cabinet, etc. There could be a University Women group or a Business Friends of Calvary College. Consider having a bronze, silver and gold level for the giving club. At the end of the year, someone from the silver level calls all the bronze-level members. He or she would say, "I want to invite you to join me at the silver level next year." Someone at the gold level would call everyone at the silver level. Someone at the bronze level would call a few potential new members.

Relationships deepen when donors are able to give their opinions. Ask them for input on what the school is doing well and what it could do better. Ask why people do and do not donate to the school. Ask them to publically promote the value of the school. A testimony at a meeting or a quote in a

newsletter nails down someone's commitment to the school. Ask a donor to express why the school is important to him, why the project is a worthy cause for her to support, or the importance the work being done. Publically promoting the value of the school will influence others some and influence the speaker (or writer) even more. Furthermore, they will develop the reasons that make the most sense to themselves. Guiding discussions can help cultivate donors' enthusiasm for what they are supporting.

Vision Stirs Up Passion

Relationships are important, but we are not merely asking people to join a social group or to buy friends. We must be good at expressing the importance of what donors are asked to support. Communicate an exciting vision. Tell of the work being done and the vision for the future. "Look what your gifts can accomplish." "See what we are doing." "This project is exciting because...." "We are not giving to a budget. We are providing the supplies for the work of the Kingdom." Student testimonies in a newsletter or speech can be helpful. Do not plead for help because you are in dire need. Asking for money because your school is desperate can be like asking someone to buy their dishwasher from your brother's store because he will go out of business if he does not start getting customers. People want to join something successful, not throw good money after bad at something that is going to fail.

Harvest: The Ask

Ask and you will receive. Fail to ask, and most likely fail to receive. Learn how to ask by considering who should ask, what and how much to ask for, and when and where to ask.

Who should ask. In the early stages, the school is not likely to have a professional fundraiser (e.g. director of development, advancement officer). The president or a volunteer can ask for a large contribution. Different personnel have different advantages. But, being asked for a major gift by a stranger is like being asked to drop off one's children in a strange place. It makes people feel uncomfortable. If the person to make the ask has not cultivated a relationship with the donor, the solicitor should bring along someone the donor knows, likes and respects. Also, having two people visit with the prospect communicates the importance of the meeting. Going as a pair makes the pair more comfortable and more influential.

In a school's early stages, the president (or director) will probably be the main fundraiser. He or she has distinct advantages. The president knows the school well and can articulate its mission effectively. He is the face of the institution. As it grows, he is perceived as an important person who would be a peer (at least socially, if not economically) with people of financial means.

Volunteers such as other major donors or board members can also ask for major support from people capable of major gifts. A major donor has the advantage of being in a similar socio-economic strata of another wealthy person. Having no direct self interest makes him or her appear as an advocate instead of a sales person.

Ask a major donor to give to a specific purpose. A president of a college in Oklahoma would travel with a folder of proposals. After talking with a prospect to discover his or her interest, the president would

pull out the proposal that best fit. Normally, you would have spent enough time cultivating a potential major donor to know whether his or her passion was for buildings, technology, mission trips, an endowment for a chair of theology, or some other cause. Write a tentative proposal before the visit. (Do not leave it with the donor yet. Modify it after the visit and then send it.) With the project in mind, and after assessing the potential donor's capability, ask for a specific amount. Keep in mind that the amount can be asked as a onetime gift, or a set of contributions according to a designated schedule.

There are favorable times and circumstances for asking for support. Of course, any knowledge of when a prospect has had an increase in income or a financial windfall is a good time to ask. However, organizational opportunities also make the timing to ask favorable. "The building we rent is going to be up for sale. Let's get it before someone else does." "We just heard that another theological school is closing. We can buy their entire library cheaply if we can raise the money."

In addition to knowing when to ask, where to ask for a gift should be considered. This is not something to be done over the phone. Of course, a strong personal relationship is a prerequisite to asking for a major gift. Inviting them to campus or a board member's home can set a warm atmosphere. It also enables us to screen out interruptions. Being in their home or office has potential for us to lose control of the situation.

You cannot avoid asking for financial contributions. You can plan the best ways to ask.

Special Donor Groups

Board of Directors

Appropriately selected board members will be among your best supporters as well as helping you raise money from other sources. A board member who does not make contributions is not very interested in the progress of your school. In addition to giving, they should also be helpful in bringing contributions. Thus, with tongue in cheek, college presidents might like to say, "get, give, or get off" (i.e., get money, give money, or get off the board). Work to staff your board with the right kinds of people.

Board Member Contribute – Really!

Board members normally exemplify the Apostle Paul's admonition to not only excel in faith, speech, knowledge, zeal and love, but also in the grace of giving (cf. 2 Corinthians 8:7). They excel by giving their time, effort, talent, wisdom and money. This is as it should be. How could they possibly be making decisions for an organization to which they do not donate money? Jesus tells us that where our treasure is, there our hearts will be also (cf. Matthew 6:19-21, Luke 12:33-34). It would be disgraceful for them to think they should be making decisions for an organization that they do not even care enough about to help support.

Their commitment to give inspires (or discourages) other people's commitment to give. Grant proposals normally include a declaration that "the board is fully committed to this project and each member has

contributed to it.” This is because foundations assess the board’s commitment to a project by their giving. Other donors may also ask about board giving. It would be disgraceful for them to ask others to sacrifice their treasure for a cause that they do not support themselves.

Might your board members need to be nudged into generously supporting your school? Gift size tends to increase after joining people the board. These individuals are participating in making decisions, so they take ownership. However, if your board is not making significant contributions to your school, there are several things that can be done. An outsider can be engaged to train your board. He or she should not at all limit the training to finances, but the topic would certainly need to be included. Add a requirement to your bylaws that every board member be a donor of record each year. By including this requirement on a list of expectations for membership, potential new members will understand this expectation before joining. The list can be part of a packet to give to a prospect while he or she prays about joining the board. Especially useful, have a board giving report at every board meeting. A well-respected member, perhaps the chairman of the board, should announce the total amount given so far this year by board members, and the number of members who have contributed so far. Imagine this little speech:

We have all committed to support the school with our finances. So far this year, we have contributed \$16,896.45. Five members have made contributions by the time of this meeting. I am sure the other three will make a contribution before the next meeting. Do you think we might reach \$25,000 by then?

Finding Ways for Members to Help Raise Money without Fainting from Fright

If a board member and his or her friends have a passion for God’s work, it should not be difficult for a board member to ask his or her friends to participate in this ministry financially. However, different board members have different personalities. Not every board member can be as courageous and persistent as a salesman in asking for donations. But every board member can participate in raising funds in some manner. Consider the variety of possibilities. A board member might:

- Intentionally pray for God to “open the windows of heaven” and draw donors to partner in this work. Ask God how he or she might encourage others to give to the school and who they might cultivate as a future donor
- Help the president build a relationship with a business colleague by arranging a lunch for the donor, the president and the board member
- Help "link" the school or the president with denominational leaders, community leaders, alumni groups, etc.
- Open the board member's home for a traveling dinner or to host a breakfast. The school might invite potential friends, provide the food ...and even provide student workers to prepare the meal and clean up afterwards
- Invite a friend to a fundraising event (e.g., a dinner, or special speaker)
- Invite a friend to visit a class, tour the campus, and meet the president
- Buy a table of seats at a testimony dinner and invite their colleagues to come for a free dinner
- Ask churches to let our president speak

- Ask businesses to help sponsor an event (which also helps generate goodwill and publicity for the business)
- Ask a business to donate an item for a silent auction (which also helps generate goodwill and publicity for the business)
- Sell tickets to a \$100 per plate dinner
- Give potential donors a free tickets to a school event (e.g., concert, sports event)
- Write thank you notes to people who have recently given a donation
- Make phone calls to thank new donors
- Improve relationships with major donors by inviting them to share some form of recreation with them
- Ask a friend for a donation
- ... and many more good options

Each year, the board should make a plan for how they will be involved in fundraising. This could be a group activity (e.g., the board might make all arrangements for a fundraising dinner) or planning could involve how to help each member find an way to help. With such a variety of options, any board member can find some methods to help raise money without fainting from fright.

Warm Church Relations

The former president of Pacific Christian College (now Hope International University) illustrated the importance of church relations in a paper that he circulated among school personnel: "The College God Wouldn't Let Die: 30 years of perspective by Medford Jones." In 1969, as Dr. Jones began his tenure as president, the college was having a near-death experience. Enrollment was quite low. Contributions were even lower. With assets pledged beyond legal limits, the volunteer business manager pledged his own personal assets to keep the school out of bankruptcy. Would their constituent churches help? Most of those in their family of churches were dumping unopened school mail into the trash.

What should the president do to win church support? Arranging 11 dinners in Southern California and Arizona, he urged preachers and at least one lay leader from each constituent church to attend. What did he say to win support? Nothing! He came alone and asked the guests to speak to him. What Jones learned about perceptions of the college was eye-opening. In their comments, he found niches the college could meet. He realized that some of the school's personnel should stop blaming the churches for their lack of support and start focusing on service and accountability to their churches. As church leaders began to suspect the new president might listen to their ideas and even sometimes implement them, attitudes began to thaw. A sign that support might be offered came when one of the leaders suggested that the churches would either need to make this college work or start a new college. Church leaders were starting to take ownership.

The school found ways to serve the churches. The state convention was in need of leadership which the school was able to provide. Regional gatherings, conferences, seminars, and sending faculty members and students to churches and events broadened the familiarity with and appeal of the school. Night

classes were offered in several churches. With stronger ties to the churches, the school then had the foundation necessary to ask for donations.

A new fundraising event was a smashing success. First, a dinner was held for the purpose of recruiting people to bring guests to a fundraiser. To communicate the importance of the college, the fundraiser was held at a prestigious location. Now, the college had many friends. Now, people has some familiarity with the college. Now, people would give.

There are a multitude of ways that a college can cultivate relationships with churches. An administrative assistant from a small college in Virginia use to call churches to say that the college president would like to schedule a date when he might come present an award to the pastor during their Sunday morning service. The president would thus be invited to preach that morning. A number of school give scholarship certificates that the pastor can give to a deserving member of their congregation. Empowering the pastor to dispense favors to people in his congregation is likely to engender warm feelings toward the school from the pastor. Highlighting accomplishments of churches and their leaders in school newsletters or at school events is good for church cultivation. Students have ties to their home church. Broadcast a student's progress back home. Take the student along if treating the pastor to lunch. Ask the student to request the church invite the president to speak to the church or to the youth. If a pastor is an alumnus, you already have the beginnings of a warm relationship with his church.

Planting warm relationships with churches can yield long lasting and dependable donations. If a church budgets a monthly amount to give to a college, this is likely to stay in the budget unless a major event forces a change (e.g., dire financial circumstances, controversy, a new pastor graduated from a different Christian college).

Conventional and Creative Sources of Auxiliary Income

What sources of auxiliary income might you develop? When I was the academic dean of Bethesda Christian University, we bought a large, three-story, office building. It had renters. Moving all those offices to the third floor, we happily applied their rent to our mortgage. As the school grew, these offices were moved out so we could use their space. If you do not have space to rent as offices or dorm rooms, common sources of auxiliary income include bookstores, cafeterias, snack bars, and items sold with the school logo. Even a snack machine and a book table could be the beginning of new income sources. To develop multiple streams of income, consider what you can do to add auxiliary income.

Consider less conventional possibilities, which can bring in significantly more money. As mentioned in our discussion on how to start a college, a summer tourist program can generate a great deal of money. Students from other countries could study for half a day and tour for the rest of the day. Similarly, special study and tour programs for senior adults could be developed.

It is Not Just About Money

He had an attitude. Confidently, the smart-alecky young man introduced his circle of peers to the deep and hidden “truth” about colleges. “It is all about money, so it is all about us. We are the most important

staff members of our schools.” Being a workshop for colleges applying to distribute Federal Student Financial Aid (FSFA), he was pontificating to future financial aid officers. Maybe his “truth” was true for some of them. Distributing FSFA is a financial boon for emerging colleges. These financial aid personnel would bring a great deal of money to their colleges. However, it is not all about money; not for us. Money is essential, but more essential to us is an attitude that expresses confidence in the guidance and provision of the one who told us to seek first the Kingdom of God and His righteousness and all these things would be added to us.

A very different type of person was raising money for a mission trip to Russia. She came to my house. Being her uncle, I was certainly a good prospect. I offered \$300 along with my “brilliant” ideas on how to raise the rest of the money. After all, I had 26.25 credits in fundraising from UCLA. Unknown to me, she later told her father, “I don’t want to do any of that stuff.” The naive kid wanted to just depend on God.

Around that time, she got in trouble at school. The school was having “tolerance day,” and this is the Peoples Republic of California. For this stately occasion, she made her own tee-shirt. One side had the words, “Tolerance is the Virtue of Those who Believe Nothing.” The other side said “Homosexuality is Wrong.” Called into the office, she was given the choice of changing her shirt or going home suspended. She decided to take the rest of the day off. Dad called the Pacific Justice Institute, which “educated” the school officials as to the law. After that, she was interviewed on Christian radio and invited to give her testimony at church. When her pastor told people that she was raising money to go on a mission trip, she ended up with so much money that she helped support some of the other kids on the trip. With a similar attitude of confidence in God, we can prayerfully balance fundraising strategies with dependence on the one who told us to seek first the Kingdom of God and His righteousness and all these things would be added to us. With His help, we can find funds for a small, Christian college.