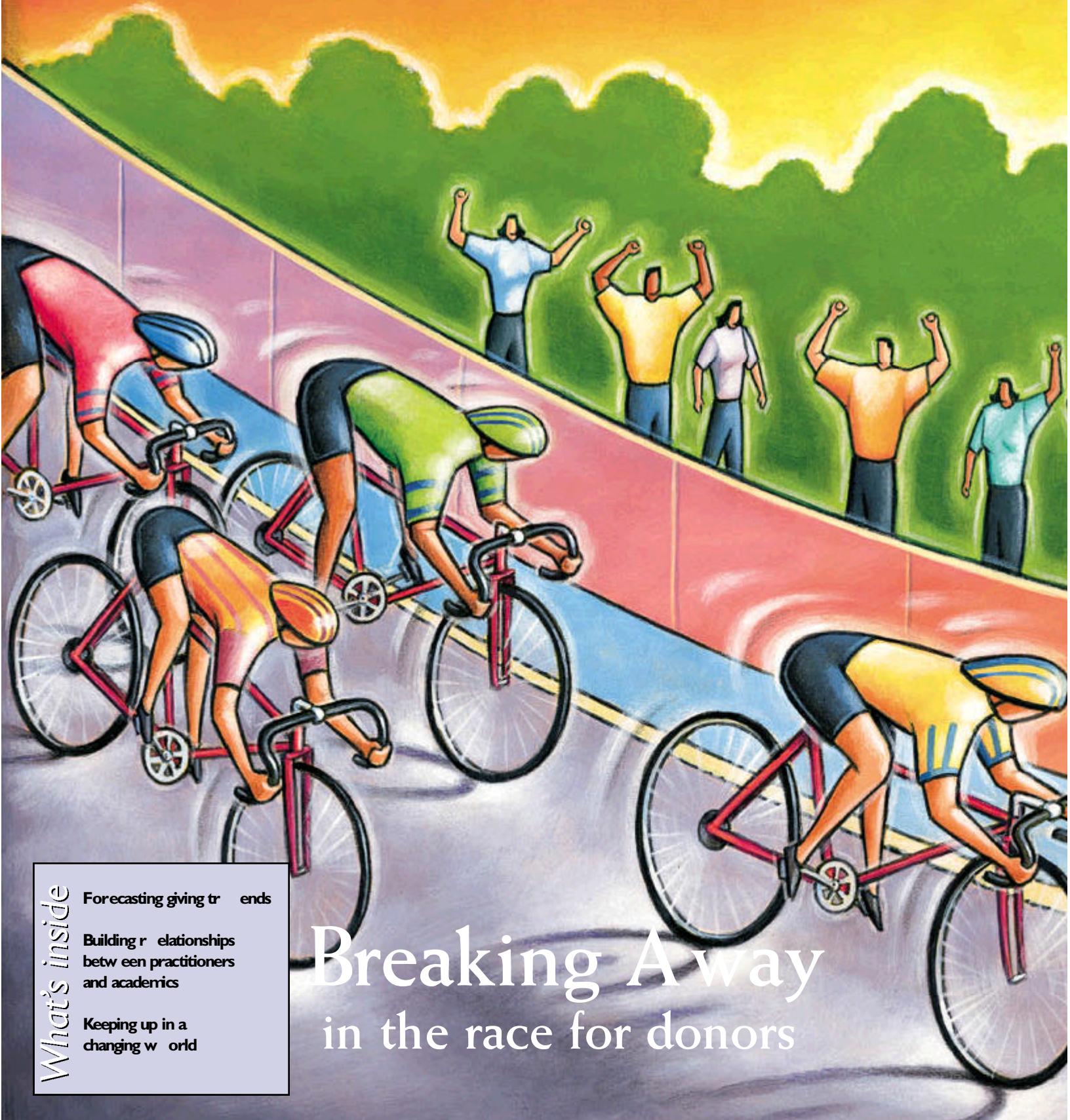


# PHILANTHROPY MATTERS

THE CENTER ON PHILANTHROPY AT INDIANA UNIVERSITY  
VOLUME 10 ISSUE 2 • FALL 2000



What's inside

Forecasting giving trends

Building relationships  
between practitioners  
and academics

Keeping up in a  
changing world

## Breaking Away in the race for donors

# PHILANTHROPY MATTERS

INCREASING UNDERSTANDING AND IMPROVING PRACTICE

Volume 10 Issue 2 • Fall 2000

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Tragan Miller, courtesy Research & Creative Activity

Fall is a time for reflection, a time for new crayons, new tools, new ideas, and new beginnings. Several articles in this issue offer fresh insight into issues that nonprofit leaders, volunteers, staff and scholars, and the nonprofit sector as a whole, grapple with daily.

Our cover story, "Breaking Away in the Race for Donors," examines how one university's student foundation prepares student volunteers to become more generous alumni donors, and offers other nonprofits suggestions for creating a lifelong bond with future donors. "Forecasting Philanthropic Trends" describes a unique giving index that can assist fund raisers in planning development efforts.

"Creating Capacity" explains the need for regular self-assessment and planning for all nonprofits, and provides a step-by-step guide. Ways to bring down the barriers to closer collaboration between nonprofit scholars and practitioners are explored in "Building Bridges Together."

We hope you will find the research-based information provided here both useful and thought-provoking. The response to our first issue released in April 2000 indicates that we may be on the right track.

"I believe this must be a first in this area of endeavor and certainly much needed and long overdue. Congratulations on breaking the ice," wrote Reverend Theodore M. Hesburgh, C.S.C., president emeritus of the University of Notre Dame.

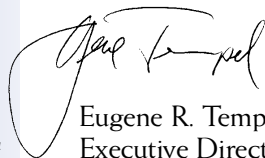
"I found myself doing a great deal of underlining and passing to members of the staff. I think several of them probably receive the magazine, but I'm not going to take any chances," said Lt. Colonel Jack C. Getz, divisional commander of The Salvation Army.

"The articles are pertinent to the field and well-written. I think it is important to point out the significance of research and its application by the practitioner. This you do well," said veteran fund raising consultant John Leslie.

"A great idea—this is informative, concise, thoughtful, and in an attractive format," said Douglas Bakken, executive director of the Ball Brothers Foundation. David Spilman, president and CEO of Datafund Services, Inc., said, "Well put together and an easy read."

Thank you to all of you who have provided comments, critiques, and suggestions. We invite you to continue to share your ideas to help us make *Philanthropy Matters* an important tool for you and your colleagues.

Cordially,



Eugene R. Tempel  
Executive Director and Publisher

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Cover art and page 6 illustration by Garry Nichols

# Breaking Away

## in the Race for Donors

**A student foundation creates more generous university donors**

**L**IKE THE LEGENDARY “CUTTERS” bicycle team from the Academy Award-winning film *Breaking Away*, the Indiana University Student Foundation (IUSF) is a winner. During its 50-year history, the student-run organization has awarded more than \$800,000 in undergraduate scholarships to more than 3,800 students. Student foundation members raise funds for these scholarships by organizing major campus events like the Little 500 bicycle race, the focus of the classic film. Given the IUSF’s leader-of-the-pack success, an Indiana University doctoral student set out to test the commonly-held assumption that students’ membership in the organization leads to greater giving to the university when they become alumni.

Aaron Conley recently studied the student organization with the help of his dissertation director Gene Tempel, executive director of the Center on Philanthropy at Indiana University. Conley is now a major gifts officer for the School of Electrical and Computer Engineering at Purdue University in West Lafayette, Indiana.

“Because it’s so important to rely on research instead of popular beliefs when creating strong development programs, we saw a perfect opportunity in testing the assumptions surrounding the IU Student Foundation,” says Conley. The researchers also hoped to discover donor base research strategies other organizations could adopt.

“A lot of fund raising decisions are based on anecdotal information and habit,” Tempel says. “Organizations should test their traditional assumptions and make their fund raising decisions based on good data.”

Conley surveyed IUSF member alumni and non-member alumni populations to analyze their respective levels of giving and learn whether student foundation alumni behaved differently as donors than other university alumni givers.

Participants were divided into four subsets based on graduation year: 1950–59, 1960–69, 1970–79, and 1980–89. Information on selected



Courtesy IU Foundation

alumni was drawn from the IU Foundation’s database and a questionnaire that participants completed.

### Leading the Pack

The results confirmed the assumption that the IU Student Foundation has a significant impact on creating more generous alumni donors. Overall, IUSF member alumni have donated significantly higher average amounts to Indiana University than non-member alumni. In some cases, member alumni gave six times the amount non-members gave.

“Through their participation in the student foundation, students become aware of the importance of philanthropic support to the university early on. Because they engage in fund raising while they are ‘clients’ of the organization, they develop a strong emotional bond to the group and its goals,” says Tempel, who is also professor of higher education, public affairs, and philanthropic studies at Indiana University–Purdue University Indianapolis. “And the more involved you are, the more likely you are to give and to give more.”

continued on page 10



# Forecasting Philanthropic Trends

**W**ITH PROFESSIONAL FUND RAISERS as their barometers and a survey as their Doppler radar, twice a year Center on Philanthropy researchers Kathy Keirouz and Patrick Rooney forecast philanthropy's climate in the United States. Their forecast, the Philanthropic Giving Index (PGI), offers an important study and planning tool for nonprofit practitioners and researchers.

Launched in 1997 by the Center on Philanthropy, the PGI is much like the Consumer Confidence Index (CCI), in that every six months, it measures the confidence fund raisers have in the current and future giving climates.

Nonprofit professionals find the PGI helpful because it assesses and compares the success level of various fund raising techniques, from direct mail and telephones to special events and planned giving. "Fund raisers can use the PGI to help them make better, more informed decisions," says Rooney, chief operating officer and director of research for the Center, and associate professor of economics and philanthropic studies at Indiana University–Purdue University Indianapolis.

## Putting the PGI to Use

By making the data publicly available, the Center on Philanthropy continues to encourage practitioners and researchers to explore different ways to put the PGI "barometer" to use.

"Practitioners are mainly interested in how the fund raising picture looks for their organizations, what techniques they should use, and how they should time their plans," says Keirouz, who as assistant director of research for the Center on Philanthropy responds to most PGI inquiries. "I can look at the results that apply to their industry, revenue group, and region and tell them whether the

panel's responses indicate that it seems to be a good time to look at major gifts or special events."

For example, the PGI has found over time that pursuing corporate gifts continues to be far less successful than cultivating major gifts as fund raising techniques. Yet, in the latest results, arts, culture, and humanities fund raisers were more optimistic than their peers about the success of corporate gifts. And while major gifts continue to be successful for most organizations, human services nonprofits were not as hopeful about major gifts as other groups.

"Usually, practitioners want to know how their organizations compare to their peers'," says Rooney. "As an illustration, we have found that telephone solicitation is not a successful tool for small advocacy groups. If I am running a struggling small nonprofit, I might want to take that into consideration and develop new strategies."

The PGI can also be useful in cases where nonprofits want to determine whether internal or external factors are responsible for their successes or failures. With the PGI, capable development directors working in tough times will be able to offer evidence that they have done well relative to the current fund raising climate.

The Center was prompted to develop the PGI because other major sources of information on giving focused on past donations and involved significant time lags, says Rooney. Its timeliness makes the PGI uniquely valuable.

"The information that is available out there is based on one- or two-year-old data at best. We saw a need for more relevant, timely data," says Rooney. "So now, for example, if you are trying to decide whether to hire additional development staff, one factor you can look at is the PGI's predicted philanthropic climate for the next six months."

The PGI is based on a survey of a national panel of more than 300 development professionals who serve as the senior development officials in their organizations and have five or

## "Fund raisers can use the Philanthropic Giving Index to help them make better, more informed decisions."

Patrick Rooney,  
chief operating officer and director of research  
for the Center on Philanthropy at Indiana University

more years' experience in fund raising. The panel represents a cross-section of the nonprofit sector by industry, revenue size, and geographic location. Rooney and Timothy L. Seiler, director of public service and The Fund Raising School and assistant professor of philanthropic studies, serve as co-directors of the PGI project, ensuring that both research and practice considerations are addressed.

Answers to the survey's 32 questions are used to compute the overall PGI and two subindexes—the Present Situation Index and the Expectations Index—which are reported for each industry and revenue group. The fifth PGI survey's findings were released in Summer 2000 and for the first time included questions regarding Internet-based fund raising.

"With more and more organizations experimenting with e-philanthropy in augmenting and starting fund raising programs, there's a growing interest in finding out what the trends are in this area," says Keirouz.

In the Summer 2000 survey, 47 percent of the fund raisers reported that their organizations have set up Web pages for accepting gifts, while 20 percent reported using e-mail for fund raising.

In the future, when enough data has been compiled over time to establish a baseline, the Center on Philanthropy will be able to create long-term forecasts by tracking fluctuations in the philanthropic climate and comparing those results with general economic indicators. It also will be possible to test whether the development officers accurately predict the fund raising

climate by assessing whether and how frequently the panel's predictions come true over time.



For the Summer 2000 PGI report, go to [www.philanthropy.iupui.edu/PGI-5ExecutiveSummary.pdf](http://www.philanthropy.iupui.edu/PGI-5ExecutiveSummary.pdf). For more information about the *Philanthropic Giving Index*, contact Kathy Keirouz at (317) 684-8957 or [kkeirouz@iupui.edu](mailto:kkeirouz@iupui.edu).

### Confidence in Philanthropic Giving Remains High

	Summer 1998	December 1998	Summer 1999	December 1999	Summer 2000
<b>Present Situation Index</b> current climate	87.2	86.2	85.5	93.6	93.7
<b>Expectations Index</b> climate for next six months	90.4	87.9	88.0	95.6	95.3
<b>Philanthropic Giving Index</b> overall climate	88.8	87.1	86.8	94.6	94.5

Based on a scale of 0.0 to 100.0, with the higher rating indicating a more optimistic attitude about philanthropic giving.

**On the whole,** confidence in the climate for philanthropy has increased over the last two years. Specifically, fund raisers around the country are more optimistic about the current climate than they were one year ago. Today's fund raisers also perceive that the climate for fund raising is about the same as it was six months ago, and will remain the same six months from now.

# How Are We Doing?

Keeping Up in a Changing World



## IN TODAY'S RAPIDLY CHANGING ENVIRONMENT

, nonprofits are increasingly challenged to develop the capacity and know-how to keep up. Many are not reaching the people they want to reach or providing the services they want to deliver. And virtually all have to meet an ever-increasing demand for accountability.

To improve nonprofits' chances of long-term sustainability, researcher Carol J. De Vita offers a way to help them reevaluate, restructure and revive their organizations—a process some people term “building capacity.”

“This is not a one-size-fits-all exercise. We’ve designed a broad-based model to help nonprofits develop individual plans,” says De Vita, senior research associate at the Urban Institute’s Center on Nonprofits and Philanthropy in

Washington, D.C. With funding from the Knight Foundation, De Vita developed the model with co-authors Urban Institute center coordinator Cory

Fleming and research associate Eric C. Twombly.

De Vita hopes that nonprofits will develop their capacity-building strategies before a crisis hits. “Usually, the only time a nonprofit thinks about reviewing its capabilities is during a crisis,” says De Vita. “But reassessment shouldn’t occur only in an emergency. Nonprofits should periodically ask themselves ‘How are we doing?’ and decide which areas need attention.”

To build capacity in today’s world, a nonprofit needs a strong mix of five interrelated factors: vision and mission, leadership, resources, outreach, and products and services. In a monograph to be published in January 2001, De Vita discusses how these factors influence a nonprofit’s ability to build capacity.

**Vision and Mission.** Clear vision and mission statements articulate what is distinctive about a nonprofit and serve as long-range planning tools. They clarify the programs and services an organization offers and provide a starting point for self-assessment.

**Leadership.** To build leadership capacity, organizations can enhance existing leadership through review of administrative policies, staff and volunteer training, and board development strategies. Mentoring of the next generation by current leaders and bringing in new people with fresh ideas can help develop new leadership.

**Resources.** Providing more money, staff, and equipment is not the only way to address new challenges. Effective use of available resources is important to long-term success. The Internet and improved technology, for example, have enabled organizations to use their resources in new and more effective ways.

**Outreach.** Unless it is known in the community, a nonprofit's impact will be limited. Outreach through marketing, public relations, community education and advocacy, collaborations, alliances, partnerships, and networking is the way to build a base of support. Without supportive networks and effective outreach, organizations may limit their access to resources and fail to establish a positive image.

**Products and Services.** The persistent call for accountability reinforces the need to measure and evaluate products and services. Funders and community leaders want to know how well a program works and what it has accomplished. Poorly delivered products or services may result in fewer resources coming in or signal the need to change

## Keeping Up in Your Community

*Having examined key organizational factors, nonprofits need to place their work into a broader community context. This should involve a regular review of a community's needs and whether nonprofits are meeting them. The following steps will help nonprofits determine how they can build their capacity with respect to their local communities.*

1. **Determine the community's needs and assets.** Through surveys, focus groups, town meetings, individual interviews, and community indicators, organizations will learn from a variety of perspectives. More importantly, this process can generate local support.

2. **Map out the community's nonprofit organizations.** Determining nonprofits' prevalence and geographic distribution within a community provides a framework for identifying potential gaps in service or a mismatch between needs and resources.

3. **Identify capacity-building infrastructure.** Is there a regional association of nonprofits that can help nonprofit groups access information and resources? Are there management support organizations that can provide technical assistance?

Determining the presence, scope, capacity, and quality of such groups can be helpful in targeting and leveraging resources.

4. **Select appropriate strategies.** Some groups may benefit from technical assistance, such as help with fund raising, accounting systems, or marketing activities. Others may require help in building networks and collaborations with other organizations in the local area or across the region.

5. **Monitor and assess progress.** Building nonprofit capacity shouldn't be seen as a one-time fix but as a repeated cycle that can address current needs while setting the stage for future generations. As strategies are implemented and environmental conditions change, periodic assessments will be needed to guide the process.

leadership. High quality can increase access to resources, create greater networks, give more visibility, and strengthen leadership.

"Nonprofits need to realize there is no right or wrong answer to the question, 'build capacity for what?'. The best answer rests on a nonprofit's willingness to revisit and redefine the question," says De Vita. "If you stay in the same place, the rest of the world will pass you by. Building capacity simply helps

you keep up with the constantly changing world."



The white paper, *Building Nonprofit Capacity: A Framework for Analysis* will be available in a monograph in January 2001. For ordering information, please contact Cory Fleming at [CFleming@ui.urban.org](mailto:CFleming@ui.urban.org). For additional information, please contact Carol J. DeVita at [CDevita@ui.urban.org](mailto:CDevita@ui.urban.org).



Sam Scott

# Building Bridges Together

Nonprofit professional Gwendolyn Perry and scholar Dwight Burlingame are involved in a program that is working to bring their two professions together.

There are times when Gwendolyn Perry wonders whether people who work in nonprofits and those who study them really speak the same language.

"Though it seems the relationship between practitioners and academics should be seamless, it isn't," says Perry, project director for Indiana Dollars for Scholars. "Each group has developed its own language for its work." A nonprofit professional herself, Perry continues to find such differences alternately frustrating and enlightening in her experience as a team member for the W.K. Kellogg Foundation's Building Bridges Initiative, which was launched in 1998.

Language is just one of the barriers that the initiative has identified and is working to overcome by bringing nonprofit practitioners and scholars together to improve nonprofit management education.

"The goal of the Building Bridges Initiative is to establish successful methods of linking higher education and nonprofit management practice to create a two-way flow of learning and teaching so that education is more directly informed by practice, and practice is informed by education," says Robert Long, the Kellogg Foundation program director for the initiative. "The W.K. Kellogg Foundation's aim is to support a range of creative approaches to this purpose while raising the profile of nonprofit management education across the nonprofit sector and within the higher education community."

The Building Bridges Initiative funds the work of 28 separate programs across the United States and in Latin America, including the Center on Philanthropy at Indiana University. Though their individual goals differ, each follows these guiding principles:

- Making educational programs in nonprofit management more accessible to a broader range of students. Factors influencing access include program cost, length, location, and students' career stages.

## Nonprofit professionals and educators work to strengthen nonprofit management education

- Increasing leadership diversity. Leaders and managers of nonprofit organizations and faculty and students who study nonprofit management should be more representative of the communities they serve.
- Developing more responsive higher education programs. Academics need to develop curricula relevant to real-world management issues, while practitioners need to help research best practices.

The strengthened relationships that result from this exchange are necessary for the success of educational programs, says Dwight Burlingame, associate executive director of the Center on Philanthropy at Indiana University and a Building Bridges Initiative team member.

"It is important for us to recognize who our customers are. If we don't deliver what they want, our students will go elsewhere," he adds. "Today's scholars must move beyond the ivory tower. Otherwise, they'll find themselves alone in that tower."

It is a practitioner's duty to communicate with scholars through the Building Bridges Initiative to ensure the success of nonprofit management education, says Perry.

"If we don't tell them what we want and need, how can they enrich our education?" she asks. "Most of us tend to be too focused on day-to-day work. It's equally important to think about the future of our industry."

## Recognizing Obstacles

Through their involvement in two separate Building Bridges Initiative programs, Perry and Burlingame have identified barriers between practitioners and scholars. Burlingame participated in the project that explored curricular approaches to nonprofit management education, which was convened by Robert Ashcraft of Arizona State University. As the leader of her workshop, Perry guided her group in studying ways for nonprofit professionals to develop mutually beneficial relationships with scholars and higher education programs.

The divergent working cultures of scholars and practitioners can create obstacles to collaboration, however. One such cultural divide is the publish-or-perish university reward structure. "In order to get tenured, scholars must publish in journals that are read mainly, if not only, by other academics. That is not what practitioners want," says Burlingame. "They want information made available to them in practical, easy-to-apply formats."

Perry found that incompatible time schedules pose an additional challenge. "Both groups have to recognize that each is operating at different speeds. In most cases, nonprofit managers are rushed and they need things to be done now," says Perry. "At universities, it is important to take time to reflect and question concepts."

The size and scope of the education system is also an issue that must be reckoned with. In her discussions with practitioners, Perry found that they are often intimidated by colleges and universities. "Most schools are such

massive organizations, it's hard for practitioners to know where to go within the university for the education, training, and services they need," she says.

*"If we don't tell them what we want and need, how can they enrich our education?"*

*Gwendolyn Perry, project director,  
Indiana Dollars for Scholars*

Another challenge, says Burlingame, is helping nonprofit professionals earn degrees by building a more cohesive system for transferring credit among institutions. "Should we move the barrier of institutional walls so that if a student takes courses at one school, credit for them will be given at another?" he asks.

## Meeting in the Middle

The groups in which Perry and Burlingame participated each developed goals for practitioners and scholars to pursue as they work to improve nonprofit management education.

## Practitioners

- Explore ways to get involved with local universities' or colleges' nonprofit management programs by volunteering to serve on research committees or to mentor students.
- Work to build a stronger collective voice by bringing fellow practitioners together on issues of education.
- Talk to local professional organizations about providing financial support for visiting researchers who will expand practitioners' educational opportunities.

- Accept language and cultural differences with scholars and recognize the integrity and value of their work.

## Scholars

- Review university and college reward systems to encourage more effective communication with practitioners rather than only with other academics.
- Develop Web-based curricula and other alternatives to the traditional classroom.
- Create a widely published matrix of university programs to help practitioners evaluate and compare the strengths and offerings of different schools.
- Accept language and cultural differences with practitioners and recognize the integrity and value of their work.



Contact Gwendolyn Perry at (317) 931-0136 or [gwendolynperry@hotmail.com](mailto:gwendolynperry@hotmail.com), or Dwight Burlingame at (317) 684-8926 or [dburling@iupui.edu](mailto:dburling@iupui.edu). For information on the Building Bridges Initiative, go to [www.centerpointinstitute.org](http://www.centerpointinstitute.org).

## “The stronger and longer you can keep a connection with a donor, the higher the level of support.”

This particular finding is supported by the model of “philanthropic identification,” developed by Boston College researcher Paul Schervish. The model suggests that serious philanthropy results from a process through which a donor identifies with an organization and its cause. Individuals identify with the cause by becoming involved in an organization whose benefits can be learned and internalized and where they can interact with others who share similar values.

IUSF members develop their philanthropic identification through an organization that requires them to make a strong connection with Indiana University. “Not only are these students immersed in philanthropy, but they also have to articulate to others the good qualities of this institution,” says Conley. “The more they talk about the university, the more they and the institution become one.” Students develop their identification through their participation in several IUSF programs, including campus tours for prospective students and visitors and alumni events.

“It is clear that these enduring identifications with IUSF and the university cause more generous giving,” Tempel says.

### Finishing Strong

Another finding from the study was that student foundation member alumni from the '50s and '60s gave more than four times what non-member alumni gave. Keeping members involved in the organization after graduation—through an alumni board and other activities—is a key factor in long-term development, say Conley and Tempel.

“The involvement shouldn’t stop when the students graduate,” says Tempel. “You want to keep them

involved and emotionally attached.” Conley agrees: “The stronger and longer you can keep a connection with a donor, the higher the level of support.”

### Winning Your Own Race

Conley and Tempel believe their findings should be encouraging for nonprofit development programs, especially youth organizations. “If you look at the returns the IU Student Foundation has had, it more than justifies the investment involved in creating the program,” says Conley. “As students, they have raised several hundred thousand dollars, benefiting almost 4,000 students—and that doesn’t even include what they give as alumni after graduation.”

Nonprofits with a student or youth base can help their members become tomorrow’s donors with the following strategies:

- Develop a structure for involving young people in fund raising for your organization so that they learn the importance of philanthropy.
- Involve young people in the workings of your organization and help them understand its philanthropic needs.
- Give young people access to a key person involved in the nonprofit’s mission. This mentor should be someone who is passionate about the organization and its members and can spend personal time with

the young people. Such interaction fosters stronger emotional ties to the organization.

- Maintain opportunities for alumni involvement after they graduate or leave the program.
- Create deliberate alumni identification with the organization and its purposes and needs through ongoing communication and involvement.

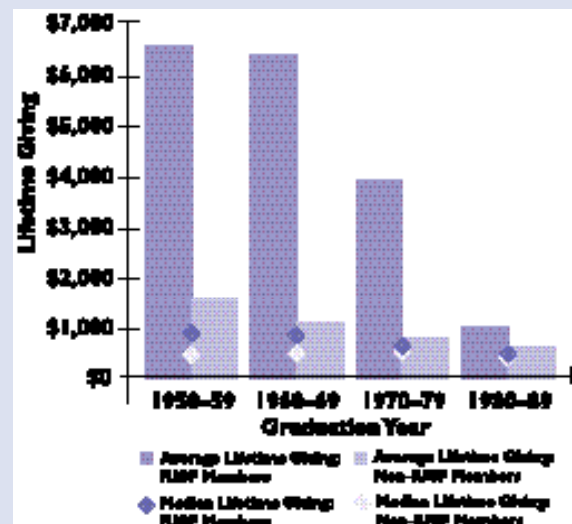


Contact Aaron Conley at [conleya@purdue.edu](mailto:conleya@purdue.edu). For the report:

*The Student Foundation as a Community of Participation: A Study of Its Impact on Alumni Giving*, visit Proquest Digital Dissertations at [www.umi.com](http://www.umi.com). Conley and Tempel also co-authored a research article based on this report that will appear in the next issue of the *CASE International Journal of Educational Advancement*.

### Involvement Increases Giving Over Time

Indiana University alumni who were members of the IU Student Foundation have donated significantly higher average amounts over their lifetimes to the university than non-members.



Revising **THE Nonprofit Research Handbook**  
**WORK IN PROGRESS**

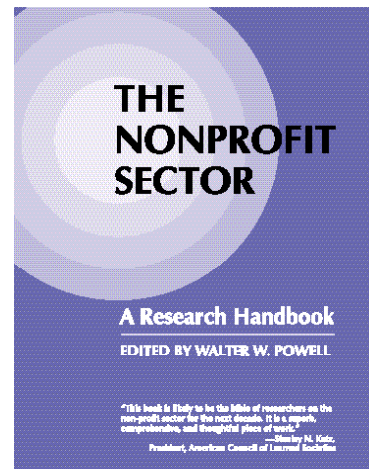
When Walter Powell and a multidisciplinary group of 30 authors published the first edition of *The Nonprofit Sector: A Research Handbook* in 1987, it was predicted that it would be **THE** handbook of researchers on the nonprofit sector for the next decade. That prediction has held true.

Thirteen years later, people are not only interested, they're clamoring for more. To meet that demand, Powell, professor of education and sociology at Stanford University, and Richard Steinberg, professor of economics and philanthropic studies at Indiana University–Purdue University Indianapolis, have teamed up to edit the second edition of the best-selling handbook. The new edition will include a comprehensive set of essays from 30 of the most authoritative and promising authors in the field of nonprofit study.

In April 2000, the Center on Philanthropy and the Robert R. McCormick Tribune Foundation convened a meeting of authors who will contribute to the handbook's second edition. The meeting was part of the Foundation's nationally renowned Cantigny Conference Series.

"The meeting was enormously productive," says Steinberg. "Each author discussed the intended scope of his or her chapter. We learned much that will advance understanding of the nonprofit sector."

Yale University Press plans to publish the second edition in 2002. The new effort will include both new and significantly reworked essays, running the gamut of disciplines from sociology, public affairs, and history, to religious studies, law, and medicine. "The variety and treatment of subjects demonstrates how much the field is maturing," says Powell.



The new edition will address such questions as:

- What does studying the nonprofit sector teach that is of broader applicability in the traditional disciplines?
- How do nonprofit organizations differ from government and for-profit firms?
- What can be learned from differences in the role and functioning of nonprofit organizations in various societies and historical periods?



Contact Adriene Davis at (317) 236-4912 or [adrdavi@iupui.edu](mailto:adrdavi@iupui.edu)

# PROFESSIONAL DEVELOPMENT MATTERS

## Planned Giving: Getting the Proper Start, Course 103



As the likely source of the largest gifts your organization will receive, a planned giving program is a must for the future health

of your organization. This course will introduce you to planned giving and prepare your nonprofit for an ongoing planned giving program.

### Learn how to:

- Determine if your organization is ready for a planned giving program
- Understand the benefits to donors who make planned gifts

- Recognize which planned gifts are best for certain donor situations
- Match donor needs to your nonprofit's needs

### Who should attend

We recommend that students complete either the *Principles and Techniques of Fund Raising* or *Fund Raising for Small Nonprofits* course before enrolling in *Planned Giving: Getting the Proper Start*. This course offers an introduction to planned giving as it fits into the overall fund raising plan and does not focus on the technical aspects of planned giving.

### Locations & Dates

Register early. Class space is limited.

- Chicago: November 26–28, 2001
- Indianapolis: February 14–16, 2001, March 26–28, 2001, July 25–27, 2001, October 3–5, 2001
- San Francisco: May 30–June 1, 2001

### The Fund Raising School

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# Bookmarks

## ***New Directions for Philanthropic Fundraising 'Fundraising Think Tank'***

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*Edited by Paul P. Pribbenow, sponsored by the Center on Philanthropy at Indiana University, \$25*

Formerly the domain of volunteers, shepherded by a small group of enterprising consultants, fund raising has evolved during the past 40 years into a profession characterized by increasingly sophisticated methods and purposes. A complex set of issues has arisen with this professional

evolution. For example, how do institutions, individual citizens, and the government perceive the current practice of philanthropy? And where do professional fund raisers fit into the fabric of our civil society?

This collection of essays offers insight regarding the questions our global society must consider as it seeks a healthier public discourse about how philanthropy and philanthropic fund raising help us serve our common needs. The chapters in this volume were originally written for the 1999 Think Tank on Fund Raising Research,

which was organized by the Research Council of the National Society of Fund Raising Executives (NSFRE) and several other associations. The papers presented during the Think Tank are grounded in experience and offer a rich set of perspectives and findings that will have significant implications for strengthening the role of philanthropy in the twenty-first century.

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