



I N S T I T U T E F O R

Leaders **IN** Development

UNIVERSITY OF DENVER

Our Impact

A Survey of Alumni 2009 – 2012



Background

A 2004 survey conducted by Bonfils-Stanton Foundation confirmed what many fundraising and nonprofit professionals suspected and feared: The job of nonprofit and development leaders had become more complex, more demanding, and less predictable; resulting in heightened job stress and frequent job turnover. Development professionals in small to mid-size organizations were feeling a lack of support from their supervisors, board of directors or trustees, and disconnected from the profession. Some funders reported a diminishing quality of proposals, reports, and overall professionalism. The survey also raised concern about the aging out of current development leaders and the need to be intentional about creating a pipeline of future leaders.

To address these problems, Bonfils-Stanton Foundation spearheaded conversations with Denver's "Development Deans," a group of senior professionals who were: effective and happy in their jobs; knowledgeable and proud of the profession; concerned about the pipeline; and willing to invest time and talent with the goal of successful nurturing of their successors. Drawing from the best existing models of adult education, a group of community partners organized in 2006 and set out to develop a program that invests in mid-career development professionals.

Several themes guided their efforts:

- to build a solid support structure with a volunteer mentor pool;
- to offer both individual and group learning experiences;
- to provide a flexible, scalable, and sustainable structure; and
- to offer participants an experience recognized as an honor in the community.

The Program

The Institute for Leaders in Development (ILD) is a unique professional advancement opportunity aspiring to create a sustainable pipeline of nonprofit leaders. The program achieves this by providing continuing education experiences aimed at promoting longevity, excellence, and leadership in our field.

Currently celebrating its fifth year, ILD has reached a diverse selection of 70 nonprofit leaders representing a wide selection of organizations from throughout Colorado.

Milestones

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|-------------|--|
| 2007 | ★ Bonfils-Stanton Foundation committed lead support for the first year of the program and engaged other foundations to fund ILD. |
| 2009 | ★ The first class of participants graduated in 2009. |
| 2011 | ★ Emerging Leaders in Development became the Institute for Leaders in Development (ILD) in 2011. |
| 2012 | ★ ILD became a program of University of Denver University College in 2012. |
| 2013 | ★ ILD welcomes its fifth class in September 2012. |
| | ★ ILD celebrates its five year milestone. |

Key Findings

Program Satisfaction Our regular surveys indicate a very high level of satisfaction with the individual classes and the complete program experience. This was confirmed again in 2013 as 94% of respondents reported that the program met expectations. Ninety percent agree that their participation also benefitted their organization.

Increased Job Satisfaction Twenty-four percent strongly agrees and 52% agree that their participation in ILD increased their job satisfaction.

Inspiring Leadership Forty-one percent strongly agree and 34% agree that their participation in ILD inspired them to seek out leadership opportunities at work. Additionally, 24% strongly agree and 30% agree that their participation inspired them to seek out leadership opportunities within their community.

Committed to Nonprofits & Committed to Development Perhaps most importantly, 33% strongly agree that their participation “strengthened my commitment to the development field and to the nonprofit sector.” For further information, please see the chart on the following page.

Building Community ILD founders felt strongly that building a network of local development leaders was essential to ensuring excellence in the field. Fifty-eight percent of respondents noted that their peer network is the most valuable aspect of ILD today (after the program year). The response was the same when asked about the value of the mentor network (58% said it was important or very important).

According to the Chronicle of Philanthropy, the average amount of time a fundraiser stays in his/her job is 1.3 years. The average ILD alum has been at his/her current organization for 3.4 years—over two years longer!

Alumni Snapshot March 2013

Leadership

52% | supervise staff

45% | received a promotion since participating in ILD

52% | play a more significant leadership role at work

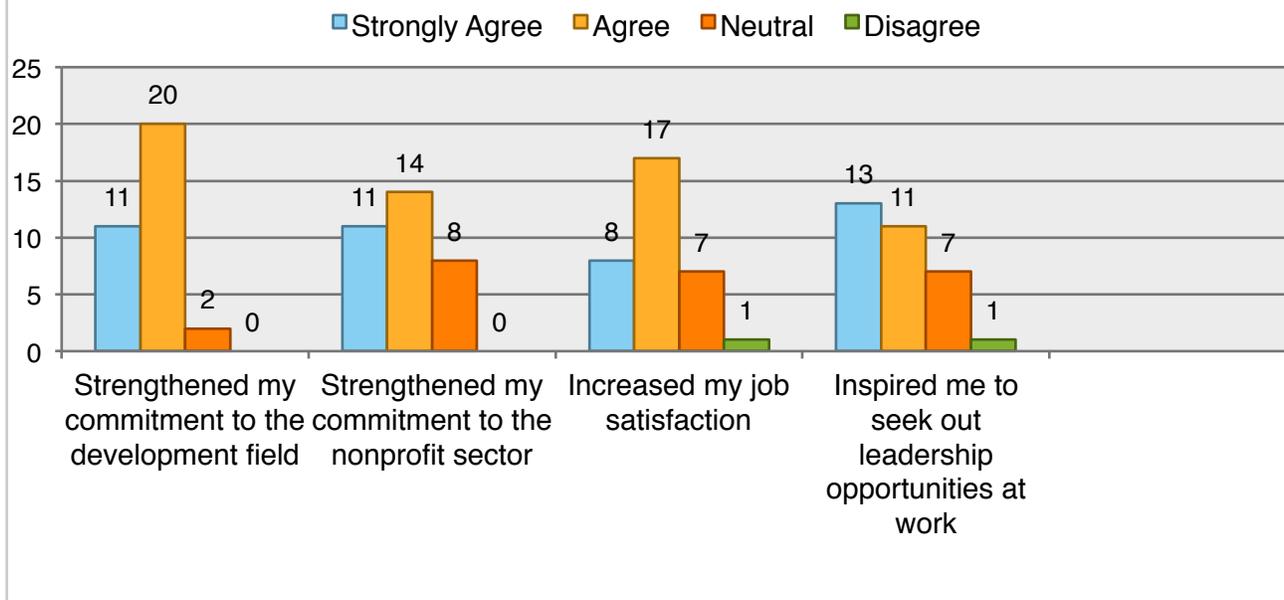
How long have you?

... been working in nonprofit development? **Nearly 8 years**

... been working for your current organization? **3.5 years**

... been in your current position? **2.2 years**

Committed to Nonprofits Committed to Development



Survey Results Elements of the Program

Core Curriculum: Each year, seven classes are held from early September through April. Teaching methods include lectures, case studies, breakout groups, and guest panels. Topics include: Leadership, The Development Plan, Finance for Nonprofits, Board/CEO Relationships, Major Gifts, Planned Giving, and Ethics. The speakers, their expertise and relevant life stories are clearly valued by the class members. Participants rave about the speaker presentations, as well as the opportunity to meet and network with such exceptional leaders in Colorado's nonprofit community. Seventy percent ranked monthly classes as the most valuable part of the program year.

Which classes have proven most helpful?

1. Major Gifts (73%)
2. The Board/CEO/Development Officer Relationship (70%)
3. Leadership (55%)
The Development Plan (tied)

Capstone Projects: Added in 2009, this is an opportunity to apply lessons learned in classes and mentoring sessions in order to address a need within their organization. Capstone projects culminate in a formal presentation to a panel of local experts who offer questions, comments and suggestions. Capstone topics are diverse, and have included major gifts plans, demonstrating program impact, improving board engagement, fund development through social media plans, endowment growth plans, planned giving plans, a moves-management program, and a study of females and philanthropy.

“... I used my capstone to create a corporate giving program...along with donor recognition packages. From the capstone meetings with fundraising experts, I learned so much about this role. I do not know how long it would have taken me to get to this point without ILD.”

Mentor Program: A key component of ILD, mentors play an active role. They meet one-on-one with their mentees monthly to discuss issues in professional development, problem solve, and explore other items relevant to the field or the participant’s specific work experience. Participants also work with their mentors throughout the Capstone process. Considerable time is devoted to recruiting, matching and training mentors each year.

78% | “The mentor network was important or very important during my ILD Year.”

58% | “The mentor network is important or very important to me today.”

18% - The mentor relationship is the most valuable aspect of the ILD program for me today.

Survey Results Professional Growth and Job Satisfaction

We asked alumni to share how their jobs have changed since participating in the program.

Professional Growth

68% | spend more time on major donor relationships

50% | play a more significant leadership role

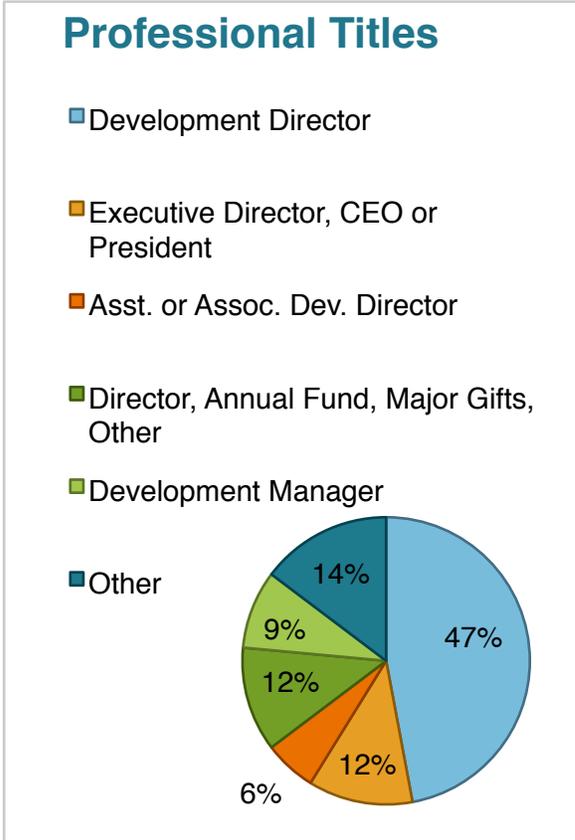
47% | received a promotion

21% | moved into a supervisory role

Transitions

While transitions are commonplace in nonprofit development, our alumni stay with their organizations a full two years longer than the national average. Today, 39% of alumni work for a different organization than they did when they participated in ILD. When asked about why they changed positions, the most common responses were:

- a move to a larger and/or national organization,
- a move into a more specialized role (typically major gifts),
- promotion, or
- to be a part of a larger development team.



We were pleased to find that 97% of respondents currently work for a nonprofit organization. The chart on the previous page shows the range of professional titles. Development Director is most common. Three are now serving as Executive Directors.

After completing ILD, in what ways do you view your position differently?

"I believe ILD helped me to gain the confidence needed to carve a career path at my current organization that maximizes [my] skill set and interests in the field of development. ILD is not just a professional development program that prepares fundraisers to become major gifts officers; instead it prepares development professionals to be the best leaders they can be and promotes skills and a network that inspires emerging leaders to stay in this field longer."

"After completing ILD, I view my position differently in that I know what within my scope of work is important--what needs and deserves my time and attention. This has caused my work to be more focused, precise, and in the end, more financially beneficial for my organization. Furthermore, with this discernment, I'm a happier development professional."

Survey Results Benefits to Your Employer

Ninety-one percent of respondents believe that their participation in ILD benefitted their organization. In many cases, participant's capstone projects were used to improve operations, shape campaigns or otherwise assist with ongoing development efforts. Alumni also noted that they were more knowledgeable and more confident, which made them more successful fundraisers for their organizations.

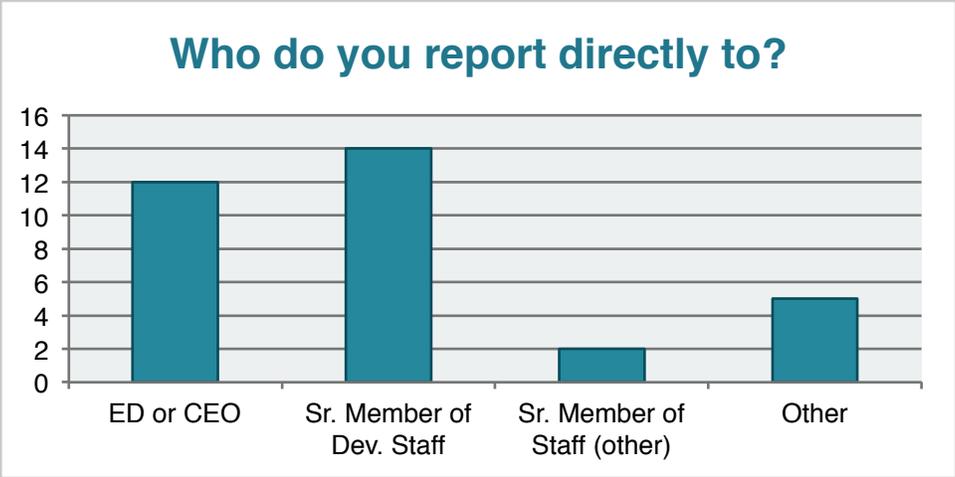
In what ways did your participation in ILD change the way your employer views your position?

"I think there is a greater opportunity for my input to be considered in organizational decisions and donor strategies. My employer respects the knowledge I gained in the program and has asked me to take on leadership roles."

"... Because ILD is an official program, my employer seems to recognize that fundraising is an actual profession to be respected (rather than a random set of activities that anyone could do)."

Opportunity for Further Research

In our next phase, we will focus on employers. We will further examine the impact of ILD within the organization as well as their general impressions of development in our community.

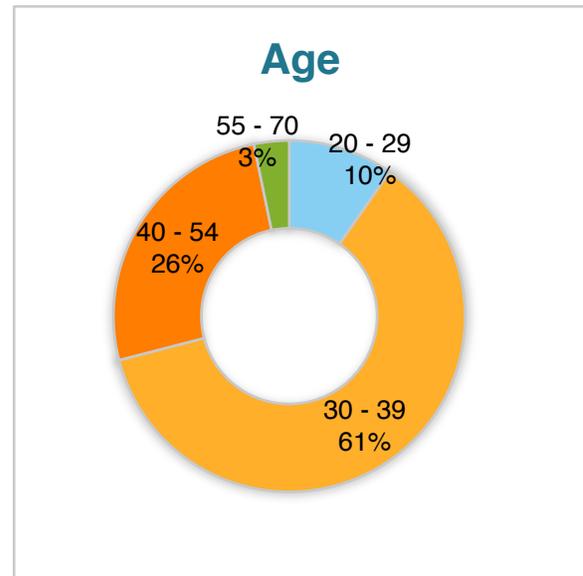


Survey Results Demographics

ILD surveyed its first four graduating classes (2009 – 2012) in February of 2013. The response rate was 60%. Forty-one percent of respondents are from Class of 2012, 26% from 2011, 15% from 2010 and 18% from 2009. Twenty-six are female and 4 are male. Ninety-seven percent are white.

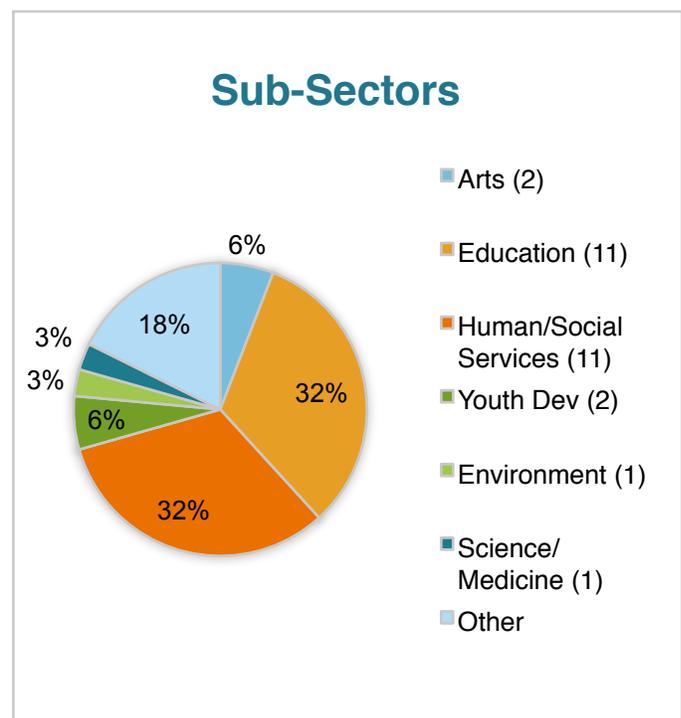
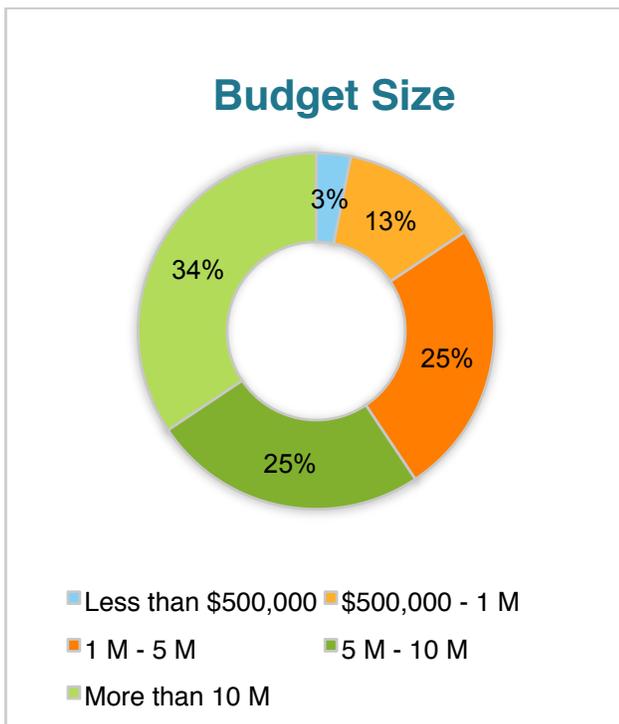
Diversity

ILD seeks to include all faces of the community while representing the various sizes and missions of our region's nonprofit sector. From a profession primarily female and white, ILD strives to identify participants representing diversity of background, gender, ethnicity and experience. Over the years, the classes have become incrementally more diverse in terms of both gender and race/ethnicity. This remains a challenge and one that ILD will continue to address.



Organizations Represented

Respondents were divided fairly evenly between the top three budget categories (see chart). Given the number of respondents who reported moving to larger organizations, this is not surprising. The average number of development staff at organizations with budgets of five million dollars or more is thirty. In contrast, fourteen smaller organizations reported that they had a development staff of five or fewer.





Authors and Acknowledgements

Jen Darling, Steering Committee Chair and Sarah Platt Stockton, Program Director

Thanks to the following individuals for their advice and assistance:

Londell Jackson, Director of Programs, Colorado Nonprofit Association; and

Bonnie Downing, ILD Steering Committee Member.

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