

DEVELOPING AN INTERNET STRATEGY FOR YOUR CAPITAL CAMPAIGN

A CASE FOR INVESTING IN A
COMPREHENSIVE ONLINE PRESENCE
FOR YOUR CAMPAIGN

An mStoner white paper
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INTRODUCTION

Online communications are vital in a college or university's campaign strategy. Research shows that a majority of today's donors—even those who prefer a more personal relationship with development staff—will visit an institution's website to gather information before making a contribution.

In other words, you do research online. So do your donors, including major donors.

For many fundraisers, "website" equates with "online giving." While online donations are an important and growing tool in a nonprofit's Internet presence, online gift totals alone aren't a fair measure of a site's success or reach.

Every day, would-be donors visit your organization's website to gather information so they can make informed philanthropic decisions. In a large campaign, with far-reaching aspirations and fundraising goals, making the case online for new projects, buildings, scholarships, and endowed faculty positions is even more important than usual.

This white paper opens with research, looking at the rise of online giving and studies that explore how donors use the Internet.

Then we deliver on the promise of the title—providing suggestions for developing an effective campaign Internet strategy. We'll explore six decisions you'll need to make before building your campaign site, and then talk about how your site should evolve throughout your campaign.

**ONLINE GIFT TOTALS ALONE
AREN'T A FAIR MEASURE OF A
SITE'S SUCCESS OR REACH.**

Our goal here is threefold:

- ▶ To share information about how donors use the web.
- ▶ To help you make key decisions in launching your campaign site.
- ▶ To provide a roadmap that helps you maintain and grow your site through the lifecycle of your campaign.

Let's get to work.

MUCH ADO?

A quick review of the state of online fundraising

When the dot-com bubble burst in 2000 and the business world started reexamining business models for the web, many colleges and universities were just beginning to explore the possibilities of online fundraising.

In a March 2001 opinion piece published in *The Chronicle of Philanthropy*, a Harvard business professor urged fundraisers to ignore the bleak web news of the day: "The ePhilanthropy revolution is here to stay, and it will transform charitable giving in as profound a way as technology is changing the commercial world," James E. Austin wrote. In June 2001, a *Chronicle* survey reported that two universities raised more than \$100,000 online: Princeton and University of California, Berkeley.

Fast forward to the publication's 2007 survey, when the same schools reported online giving totals of \$2.3 million and \$1.8 million. While the online giving increases for these institutions were exponential, those annual totals comprise 0.8 and 0.5 percent, respectively, of those universities' total private support. So while these and so many other institutions have experienced tremendous growth in web fundraising, online dollars still represent a tiny fraction of overall giving.

It was Howard Dean's presidential campaign, which raised \$18 million online during nine months in 2003, that shocked fundraisers and drew attention to the vast potential of online fundraising. Joe Trippi, the architect of Dean's Internet strategy, stated in an October 2004 *CASE Currents* article that "the nature of fundraising has forever changed." And, he added, "there's no reason an education institution with alumni and standing in the community shouldn't be able to use the Internet very successfully *to double or even triple its current fundraising goals*" (emphasis added).

"THE NATURE OF
FUNDRAISING HAS
FOREVER CHANGED."

That hasn't happened. At least if you focus on gifts made online. For even Penn State, the top-ranked higher-education online giving program in the country, which reported \$8.6 million raised online in the 2007 *Chronicle* survey, Internet fundraising represents only 5 percent of total private support.

What's a fundraiser to think or do? You've heard lots of big promises, but so far, you're not seeing the anticipated returns. Why sink effort into online communications? Where's the return on investment?

Answer: The success of your web efforts can't be solely measured by dollars raised online.

That's the true message in Trippi's comment: Institutions should be able to leverage the Internet's communications and relationship-building capabilities to significantly grow their overall fundraising programs.

IT'S THE RELATIONSHIP, STUPID!

What research tells us about how donors use the Internet

"Every nonprofit must learn to regard the Internet as its most powerful direct marketing medium. Why? Because the Internet allows an organization to engage in a kind of dialog marketing that *creates opportunities to develop conversations with prospects and donors*. Engaging in conversations with people, over time, gives nonprofits the ability to make more and better friends, turn those friends into donors, and grow those donors into loyal donors."

[Source: "Nonprofit Websites: Cutting through the Emaze," Grizzard Communications Group, Inc., 2001, www.grizzard.com, emphasis added]

That early prognostication might have seemed a bit grandiose in 2001. The Internet? A nonprofit's most powerful direct marketing medium? Back in 2001, the power of the web to engage donors hadn't been proven or experienced.

"NONPROFIT WEBSITES ARE AN IMPORTANT DECISION-MAKING RESOURCE FOR THE WIRED WEALTHY, YET ONLY RECEIVE FAIR GRADES FROM THESE DONORS."

Research conducted during the intervening years, though, has validated that assessment. We know that you want to get to the meat of this paper—but we also want to assure you that **there's plenty of ongoing research that attests to the value of having a substantial web presence for a campaign and analyzes a web site's impact on donors.**

For more background, check out our blog, where we've aggregated links to relevant web resources: tinyurl.com/54zluz

Just consider this insight from a March 2008 study: "Nonprofit websites are an important decision-making resource for the wired wealthy, yet only receive fair grades from these donors."

[Source: "The Wired Wealthy: Using the Internet to Connect with Your Middle and Major Donors," March 2008; Convio, Sea Change Strategies, and Edge Research, www.convio.com, www.seachangestrategies.com, and www.edgeresearch.com]

The takeaways from these research findings?

- ▶ The Internet has become a top source for information, and that extends to donors seeking information on nonprofits.
- ▶ Online gifts aren't the best way to judge a website. After donors visit your site, they're more likely to make an offline donation or contact a development officer than make an online gift.
- ▶ The act of having made a gift online will help identify a donor as a future major gift prospect.
- ▶ Donors' use of the Internet to make philanthropic decisions is significant and will continue to grow.

GETTING STARTED

Six decisions to make as you envision your campaign site

Where to start? Perhaps a more appropriate question is where *not* to start. And that's with technology. Your campaign site is not about technology. Technology undergirds the site, and you won't have an effective site without the proper technology. But bottom line, technology is not what will drive your site. No, it's content.

And content is created by people. Typically a campaign communications plan is created by editors, writers, designers, and photographers. To that list, we suggest that you add your web people. Make sure that they're at the table and actively participating during brainstorming and planning sessions. That will strengthen the integration of your print and online campaign communications.

SIX DECISIONS TO MAKE ABOUT YOUR CAMPAIGN SITE:

- 1) Workflow: How will the site be produced?
- 2) Ownership: Who will maintain the site?
- 3) Separation or integration: Will your campaign site and development site merge or coexist?
- 4) URL: What address will you use?
- 5) Online giving: What campaign priorities may be supported with online gifts?
- 6) Metrics: How will you measure results?

To help you get started on your campaign communication plan, let's focus on six decisions you'll make as you develop a strategy for your campaign site.

DECISION #1: WORKFLOW

We're in the midst of a changing paradigm, moving from a periodical publication cycle to the expectation of constant news and updates. So workflow is a real issue.

In May 2007, I was a faculty member for the CASE Campaign Communications conference. In preparing my presentations, I interviewed four colleagues on campuses that recently had completed or were in the midst of \$1 billion-plus campaigns. Each talked about **the challenges of maintaining a cohesive message and up-to-date information online.**

One shared, "If someone really scrutinized the various sites about the campaign, they'd see we don't have our act together." On this institution's numerous campaign-related sites, a visitor could find differing gift totals, inconsistencies in naming opportunities, and differences in the donation amounts needed to establish endowed chairs and professorships. Some areas were rich with fresh content, while others hadn't been updated in several years.

YOUR JOB IS TO FIND FIGURE OUT A WEBSITE PLAN THAT PROVIDES DONORS AND THE PUBLIC WITH RELEVANCY, IMMEDIACY, AND TRANSPARENCY.

A campaign website doesn't cause these communication problems; it just exposes them in a way that's more apparent than within the strictures of other media. Your job is to find figure out a website plan that provides donors and the public with relevancy, immediacy, and transparency.

Begin by talking about workflow. You'll be publishing newsletters, case statements, proposals, presentations, direct mail pieces, and more. Ensuring that the information included in all those

communications vehicles is accurately portrayed on the web—and indeed directs people to additional web resources—is doable, but requires planning, preparation, and perspiration. So your first task is to build workflows and include redundancies.

You're aiming for a consistent message that encourages integration between print, web, and in-person presentations.

The upside of all this is that **the web's content needs will make other communication tasks easier**. The immediacy of your web articles and updates will provide fodder for campaign progress news releases, newsletters, e-newsletters, annual reports, and more.

DECISION #2: SITE OWNERSHIP

Will the entire campaign site be maintained by the development office? Or do constituent areas update their own content? Or some combination of both? Your life will be easier if you decide early on who does what ... and when.

YOUR LIFE WILL BE EASIER IF YOU DECIDE EARLY ON WHO DOES WHAT ... AND WHEN.

Models vary greatly and include:

- ▶ A centralized campaign site and all associated mini-sites being updated and maintained by the central development office.
- ▶ A central site, plus collegiate sites coordinated by college communicators.
- ▶ A combination of the two, where the central development office maintains some collegiate campaign sites, while larger colleges update their own.

Each of the four schools queried in May 2007 had a different solution for site ownership. One that was ending a campaign had started with a centralized site, where authorship privileges for unit-specific mini-sites were granted to collegiate external relations directors. The university found that this structure resulted in orphaned content. So it ended its campaign with a centralized site that housed one page of information detailing each college's priorities and progress, then redirected visitors to associated information on collegiate sites. When the campaign content was housed in the college's web infrastructure, it received more staff attention, resulting in more accurate information.

Your institution's structure will impact your decisions. Create a plan, then work it. Have your central development staff regularly scan unit-specific content. If your plan isn't resulting in accurate, timely information, then it's time to revisit this issue.

DECISION #3: SEPARATION VS. INTEGRATION

Is your campaign site separate from your development site? Or does your main giving site evolve into the campaign site? Each institution answers this question differently. As you deliberate, consider these pros and cons.

A separate site can be easier to plan and launch, since the regular development site remains largely untouched, excepting the addition of many campaign references and links. On some campuses, a separate site is more politically neutral and gives the campaign the appearance of being “owned” by the entire community, rather than the development office. A separate site means that the campaign site’s infrastructure focuses solely on the campaign, and not other development-related content (e.g., mission, history, statistics, job opportunities).

ON SOME CAMPUSES, A SEPARATE CAMPAIGN SITE IS MORE POLITICALLY NEUTRAL.

But a separate site will need to be well integrated with the existing development content (or you’ll end up with redundant information about topics like giving methods, for example), and moving from pages with campaign-related branding to those that have the visual appearance of regular development pages can be jarring to visitors. Also, it means two URLs are being promoted for giving to the institution—one for the campaign, one for the regular development site. If you opt for separate sites, obviously the two should be well-integrated, and you can still point to standing development content (e.g., planned giving options) from your campaign site.

Transforming the development site into your campaign site means that standing “giving” links on campus sites now also direct visitors to campaign content, so there’s immediately more integration between the campaign and existing institutional sites. Although it will take time and resources to add campaign branding and imagery to the existing development site (and to quickly launch when the campaign is publicly announced), the end result is one site for staff to maintain and promote. Once the campaign ends, though, there’s also the work of stripping all the campaign references (links, images, language) to return the the site to its regular development focus.

DECISION #4: URL

Your web address will be (or at least it should be!) on every piece of campaign literature you print. Some institutions register new domain names that reference the campaign’s name or theme. Whatever you choose, **make it easy to read, and easy to say**. Some examples:

www.dartmouthexperience.org
www.tuckcampaign.org
www.forloveandhonor.org
www.GoodBetterBestIowa.org

www.boldly.brown.edu
www.one.caltech.edu
[www.stonybrook.edu/sb/emergence/
supporting.nd.edu/spirit-of-nd/](http://www.stonybrook.edu/sb/emergence/supporting.nd.edu/spirit-of-nd/)

Yes, you may use capital letters in the domain name when you promote your URL, if that makes it more readable.

DECISION #5: ONLINE GIVING TO THE CAMPAIGN

Will site users be able to donate directly to campaign priorities? Or are you funneling online gifts strictly to the Annual Fund?

**SOME OF THE LATEST TRENDS—
SHOPPING-CART GIVING
APPLICATIONS AND CAMPAIGN GIFT
BROWSERS—WILL TAKE TIME TO PLAN
AND IMPLEMENT.**

Your answer to that question—as well as the way you promote online giving—might change over time.

Consider the role of online giving in the entire lifespan of the campaign. **Likely you'll want people to be able to support the campaign priorities with online gifts during the campaign's last year or months.**

Then start planning and preparing. Some of the latest trends—shopping-cart giving applications and campaign gift browsers—will take time to plan and implement.

DECISION #6: METRICS

What will your baseline reports for the site include? Page views? Referrals? Dollars raised online? Emails received at campaign address? Who tracks those? How often? How is that information disseminated? And to whom?

We could do an entire white paper on this topic alone (and probably will, stay tuned!). Talk about this, make decisions, and **start tracking from day one**. If you pay attention to the stories that your log files and related statistics are capable of telling you, you'll know how people are using your site, and you'll be much better equipped to make—and defend—content decisions and strategies.

OUR THEORY OF EVOLUTION: THE FIVE PHASES OF YOUR CAMPAIGN SITE

PHASE #1: THE SILENT PHASE

Although you might be doing a little prep work on your existing website—incorporating key phrases and beefing up gift planning or recognition content—any websites for your campaign’s silent phase will have a limited audience.

Some institutions create a password-protected site for key volunteers that serves as the “reference library” for your campaign. Some schools maintain these private sites only during the silent phase and discontinue updates after the campaign’s public kickoff. Others continue to host that information throughout the campaign’s duration. Whatever you choose, remember that not all of your volunteers are online. A website should exist in addition to, not instead of, traditional communication methods.

THE FIVE PHASES OF YOUR CAMPAIGN SITE:

- 1) The Silent Phase
- 2) The Public Launch
- 3) Keeping it Fresh
- 4) Wrapping it Up
- 5) The Final Report

Intranets for development staffers and/or extranets for campus leaders are other popular options, especially on large campuses. These can help keep people on the same page and continue the “reference library” concept mentioned above. If you choose to create either of these private sites, you’ll begin to understand potential workflow snags (version control, for example) before the public gets involved.

PHASE #2: THE PUBLIC LAUNCH

This is the public debut for your campaign and campaign website. Your site must quickly, easily, and repeatedly answer two primary questions:

- ▶ What difference will the campaign make? What difference has it already made?
- ▶ Why give? And how?

Your campaign site will convey the messages embedded in all your campaign materials, all in a web-friendly format that’s optimized for scanning. It also will keep people abreast of news about the campaign and progress toward goals, as well as sharing stories of the outcomes of private support.

So how do you end up with the site of your dreams? You can start by observing how your peers are handling the task. Find the two or three sites you admire and would want to emulate, then visit them often. Set a calendar reminder. See how they change. Print out pages. Watch and learn. A good resource for identifying peer sites is a list of schools in the midst of campaigns that’s maintained by *The Chronicle of Higher Education* (<http://chronicle.com/money/campaigns.php>).

One of the first tasks in creating your campaign site is mapping out your information architecture. You're looking for a sustainable structure that will work through the life of the campaign. Think creatively and give people multiple ways to access the information (e.g., campaign priorities, constituent areas, facilities/people/faculty, gift amounts).

Likely you want to provide a variety of navigation options for people to learn about your campaign's priorities and goals. On the web, people come in through your front, back, side, and basement doors, not just the formal entrance that's your homepage. **Give them their choice of entry points to understanding the campaign.**

The heart of this task should focus on visitor-centric design: the idea that websites should be structured according to the needs and expectations of visitors, rather than by institutional boundary lines or corporate governance. Your goal in creating the information architecture should be to deliver information and services to would-be donors "their way," using terms that are clear to them and structures that require as little thought as possible to deduce.

THE HEART OF THIS TASK SHOULD
FOCUS ON VISITOR-CENTRIC DESIGN.

So what content should your campaign site include?

Here's a laundry list from which to pick and choose:

- ▶ Campaign priorities—organized in a number of ways, for example, by "bucket" (e.g., scholarships, faculty, programs, endowment), constituent area, gift amount, or audience.
- ▶ Press releases, including audio, video, photos, background information, donor biographies, etc. Aggregate these in one section of your campaign site so it's easy to find what's new.
- ▶ Reports from the kickoff events—recreate the festivities for those who aren't able to return to campus.
- ▶ Reports from outreach events, including photos and/or video.
- ▶ Campaign newsletters—recreated in web pages? Hopefully more than a PDF.
- ▶ Current and archived editions of the campaign e-newsletter. Not sure about spending the time and resources to create one? Consider this: A 2008 Nielsen Norman Group study found that email newsletters remain the best way to drive people back to websites.
- ▶ Progress charts, which come in a huge variety of shapes. Some schools provide quite a bit of granular content for specific initiatives.
- ▶ Videos (you likely created one for the kickoff) and other multimedia content.
- ▶ Leadership message—updated monthly? Quarterly?
- ▶ Mini-sites for facility projects.
- ▶ Student, faculty, and grateful patient profiles, the folks who will benefit and already are benefiting from the campaign.
- ▶ Donor profiles.
- ▶ Naming opportunities.
- ▶ Ways of giving.

- ▶ Online giving—during a campaign, many institutions are upgrading their giving sites to provide “shopping carts” or “gift browsers” that highlight the breadth of giving opportunities.
- ▶ Other giving mechanisms (e.g., EFT, payroll withholding, pledge forms, matching gifts).
- ▶ Honor rolls—a comprehensive list? Or breakouts for specific campaign initiatives?
- ▶ Campaign FAQs.
- ▶ Campaign leadership listing.
- ▶ Contact information.
- ▶ And don’t forget fun stuff—for one university, a page that provided campaign wallpaper, audio, and video was the number-one entry page for the entire campaign site!
- ▶ Web 2.0 content (more on that later).

Another important task is working with folks across campus to **establish links to the campaign site**. Optimally, there will be a graphical image on the main .edu homepage, plus links from collegiate and departmental sites that have campaign initiatives. If your institution utilizes templates with standard column widths, consider offering customizable graphics that mention the unit’s specific initiative (e.g., “Learn more about the campaign for West Science renovations” or “Help build a new Biological Sciences Center.”)

Lastly, here are **two to-do items for news releases**. First, make sure to append to the end of each and every campaign-related press release a standard “elevator speech” paragraph that summarizes your fundraising initiatives and offers a link to your campaign site. Second, work with your news office to include a campaign graphic, which links to the campaign site, on every campaign news release they post online.

APPEND TO THE END OF EVERY CAMPAIGN-RELATED PRESS RELEASE A STANDARD “ELEVATOR SPEECH” PARAGRAPH THAT SUMMARIZES YOUR FUNDRAISING INITIATIVES AND OFFERS A LINK TO YOUR CAMPAIGN SITE.

PHASE #3: KEEPING IT FRESH

Now comes the hard part! You’ve launched your campaign site to great acclaim, and folks across campus and beyond are excited about the big news. Now what do you do?

For many institutions, this point in a campaign can be a stumbling block. You’ve got your campaign site up, so it’s time to move on to other projects. Wrong! **Now comes the hard work of continuing to flesh out and freshen up content.**

News releases and gift announcements will offer regular updates for your site. You also could repurpose profiles and articles from other publications, adding more specifics about that campaign initiative, if necessary. Tell the story of what the campaign already is accomplishing in the lives of students and faculty on campus.

Likely your campaign will go on the road, with outreach events in far-flung cities. Cover those as news stories and tell participants that photos and/or video will be posted online—that's likely to drive them to your site, where they'll once again hear the campaign message. Plus, it's good content for those unable to attend these events.

Facility projects present many opportunities for continuing updates, with construction webcams, photos, and more. Documenting the growth of a building with photos, video, and short articles is a wonderful journalism class project or a great job for a student intern.

And if you're planning to "up" your campaign goal, be prepared for it online. The hours following the press conference announcing the new goal is a great time to email alumni and friends and explain the new fundraising priorities, as well as the impact the campaign already is having on campus. Make sure your site is sharing details about all of the new goals the minute your press conference begins.

THE STUDY'S
CONCLUSIONS
RECOMMEND
THAT NONPROFITS
"PAY SPECIAL
ATTENTION TO
VIDEO."

Other options to consider are "Web 2.0" activities, like blogging, social networking, and photo and video sharing.

In a December 2007 study titled " Blogging for the Heart of Donors," the Center for Market Research at the University of Massachusetts, Dartmouth, found that three-quarters of nonprofits reported using social media in their marketing portfolios, and nearly half said those endeavors were "very important" to fundraising efforts. The UMass report shows online video (41 percent) and blogs (34 percent) as the top two activities.

The March 2008 "Wired Wealthy" report reports similar involvement: More than half of the wired wealthy respondents use YouTube, and a quarter at least occasionally reads blogs. The study's conclusions recommend that nonprofits "pay special attention to video."

Take some risks, try some new things, experiment with new communication channel or two. If the experiences of other nonprofits serve as guides, that content will aid your fundraising efforts. Plus, you can mention in your printed publications or mailings that this value-added content is available on the site.

PHASE #4: WRAPPING UP

When you're sounding the cry of "all hands on deck," **it's time for a simpler, more streamlined site** focusing on:

- ▶ The significant importance of participation.
- ▶ Remaining, unfunded priorities.
- ▶ Stories of what the campaign's already doing on campus.
- ▶ How easy it is to support the campaign with an online gift.

Likely your direct mail solicitations and phonathon callers are going to be making the case that every gift counts for the campaign. Your site should do the same, with online giving highlighted on each and every page of your campaign site.

This is also a good time for a final e-solicitation, especially if your campaign is wrapping in December, the busy season for online gifts. If you're looking for inspiration, the Supporting Advancement website (www.supportingadvancement.com) provides links to many email solicitations from colleges and universities.

PHASE #5: THE FINAL REPORT

You've been telling the story of the campaign for years. Now it's time to write the final chapter. What did the campaign accomplish?

A number of printed publications eventually will tell that story. But your campaign site should be the first channel to share the good news. Have it up and running when you send the press release or host the press conference announcing the campaign's final results. This is one time when the web definitely should lead printed newsletters or brochures.

**YOU'VE BEEN TELLING THE STORY
OF THE CAMPAIGN FOR YEARS.
NOW IT'S TIME TO WRITE THE
FINAL CHAPTER. WHAT DID THE
CAMPAIGN ACCOMPLISH?**

Your site should provide strong and extensive statistics. Send the media to your site for all the numbers you didn't have room to include in your news release.

And it's still a great time to tell the real stories of the campaign: the lives changed by private donations, the legacy those contributions leave. And remember, as some schools do very well, to provide links for "continuing opportunities for support" throughout this version of the site. Never make it difficult for a would-be donor to satisfy a charitable impulse!

Send a mass email to faculty and staff, directing them to this reworked website. Do the same in a thank-you email to donors. Don't wait for the campaign victory celebration to share the good news and express your appreciation.

In Conclusion

Bottom line: Your campaign website matters. **Investing in a detailed and dynamic website will impact donor cultivation and stewardship, annual and major giving.** Not investing in your site ... not an option.

"Really?" you ask.

In the spirit of "show, don't tell," let me share three stories from my years at The University of Iowa Foundation in Iowa City.

My first story begins with an email sent to the Foundation by the father of an Iowa alumnus who recently had passed away. The father had found some information about scholarships on the Foundation's website and wanted to speak with someone about Iowa's scholarship program. One of our development officers called him the same day the email arrived. The outcome? A five-figure endowed scholarship. The father eventually shared that we weren't the first school he'd contacted. An email to the son's private high school had gone unanswered. Oh, the cost of an email ignored.

A different email, this one with multiple misspellings and grammatical errors, begins our second story. That email looked like SPAM, but it referenced specific information gleaned from our website. I decided it might be legitimate and involved a development officer. Ends up the author was an international alumnus who'd come to Iowa to study, then returned home. Although he apologized to us for his poor English, he had no need to feel sorry about the six-figure endowed faculty position he wanted to establish.

My last story begins with an Iowa City merchant who'd gathered donations from his shoppers for breast cancer awareness month. He visited the Foundation's website to make an online gift in support of cancer research, and shared in the comments field the story of his customers' generous support. A development officer followed up with the merchant to inquire about sending gift receipts directly to donors of some of the more sizable contributions. Numerous conversations and interactions later, one of those customers committed \$2.3 million to fund cancer research at the UI.

The common theme? The philanthropic process began online. While none of these gifts was processed through a web-based giving form, or included in Iowa's online giving statistics, they all started with a visit to the Foundation's website

That's why your website simply, unequivocally, and indisputably matters. Now, get to work!

Want to share your stories about online success? Visit our blog at www.mStonerblog.com and share your comments. Need help envisioning, planning for, or building your campaign site? Call us at 773.305.0537, ext. 21, or email us at mstoner@mStoner.com. We'd be happy to help.

ABOUT mSTONER

Equity partners Michael Stoner, Voltaire Santos Miran, and Rob Cima launched mStoner in 2001. Michael Stoner is an acknowledged thought leader in the area of new media. Other team members have resumes and portfolios packed with print publications, radio and television work, fundraising campaigns, software development, and books. (We also could tell you that we're smart, creative, tech-savvy, and relatively cool, or you could just take a look at our work by visiting mStoner.com.)

With our decades of experience in nonprofit leadership, marketing, and new media strategy, we offer considerable knowledge capital in linking offline marketing, communications, fundraising, and publication initiatives with online initiatives. Our individual backgrounds in higher education make us especially qualified to provide guidance, build consensus, and manage "the process."

Our team has completed Internet strategy, web development, publication, and video projects for hundreds of private liberal arts colleges; public and private universities; professional schools; independent schools; and national associations. Our client portfolio includes MIT, Columbia University, Northwestern's Kellogg School of Management, Claremont McKenna College, Ball State University, Cornell College, Concordia College Moorhead, Widener University School of Law, Loyola Marymount University, Bates College, Hamilton College, Mount Holyoke College, Princeton University, Dartmouth's Tuck School of Business, the University of Virginia, and Yale Law School.

We believe strongly in communication, collaboration, co-management, and mutual success. We create smart, sustainable strategies and solutions for our clients ... and we get results.

ABOUT HILERY LIVENGOOD

As part of the mStoner team, Senior Consultant Hilery Livengood develops communications strategies and spearheads client engagements. Hilery's passion for Internet projects began in 1995, when, armed with an HTML book and text editor, she was hired to create websites for an Iowa media company. Four years and two Newspaper Association of America national awards later, her team also had built and was maintaining the original websites for the local chamber of commerce, CVB, and the University of Iowa Department of Athletics. All this in the days before content management systems.

In 1999 she moved to The University of Iowa Foundation to lead its web team, revamp its website, establish online giving, and create the web presence for the university's \$1 billion campaign. During her seven-year tenure at the Foundation, Hilery and her team earned CASE awards and high rankings from *The Chronicle of Philanthropy* for their work, and Iowa's online giving site raised nearly \$5 million.

Hilery has spoken about online fundraising at many professional conferences, both in the U.S. and abroad. She's worked with numerous nonprofits as a communicator and web consultant, and is an active community volunteer. Hilery holds a bachelor's in journalism and German from The University of Iowa and a master's degree from Northwestern University's Medill School of Journalism.