

Running head: OFFICE OF ALUMNI RELATIONS RESEARCH REPORT



Quantitative and Qualitative Analysis of the Alumni Relations Office Organization, Operating, Budgeting, and Programming as Compared to Other Division 1 Institutions

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Abstract

This research takes an in-depth look at how UMass Lowell's move to Division 1 affects the Office of Alumni Relations' alumni programs and what are the necessary financial resources needed to properly and successfully implement programming, staffing and budgeting. The research will look at comparable universities to UMass Lowell in, alumni populations and student population, along with peer America East Conference institutions, in order to review and compare the outcomes of a move to Division 1.

Introduction

The University of Massachusetts Lowell has been called a “campus on the move” in recent years for good reason. As a result of the University’s *Strategic Plan for 2020* implemented in 2009, UMass Lowell has leapt forward in every important measure of higher education—academics, research, fundraising, globalization, recruitment, retention, diversity, campus life, engagement with the community, and new and renovated infrastructure.

With a new problem came new solutions, one of which was from long-time Athletic Director and head of the Committee of Athletic Visioning, Dana Skinner. His answer? Go NCAA Division 1 in athletics (Whitmer). Many other departments have been following suit—reevaluating their structure, mission, and goals to align more clearly with those laid out in the strategic plan. The Office of Alumni Relations is no exception.

The Office of Alumni Relations’ mission is to create a strong UMass Lowell alumni community all around the world with mutually beneficial programming (Office of Alumni Relations). A strong UMass Lowell alumni community elicits more visible pride, recognition, and positive communication about UMass Lowell. More pride, recognition, and positive feedback are vital to the continued growth of the school.

So, the new question for the Alumni Office is the same: how can the office—the Alumni team—effectively, efficiently, and resourcefully respond to the growth of the University while fulfilling the mission of building community?

To answer this question, there must be a full understanding of the occurring growth—what is causing this growth? How are other departments responding to the growth? Once there’s a clear picture of the environment of the change, an adequate response to the change can be planned.

One of the most notable change as mentioned above, is UMass Lowell transitioning to NCAA Division 1 (D1) in sports. The decision to make this transition came from the Committee of Athletic Visioning, which is an integral part of the University's *Strategic Plan for 2020*. In an interview with the Boston Globe, Skinner explained his reasoning to this D1 solution, saying "People have recognized what's happened on campus the last five years and they're thinking this is what's next. In terms of elevating the institution, we want to stay on that path. At many universities, Division 1 athletics is the front porch of the institution. Whether that's right, wrong, fair or unfair, it's the way people view an institution. Division 1 athletics can position our university, regionally and nationally, in a way that I'm not sure we could do otherwise. It's one of those transformational moments" (Whitmer).

So, if D1 athletics is the "front porch," then the Alumni Office could be said to be the "hosts in the living room"—the living room is where community is built, and the Alumni team is committed to facilitating that community building. How do the growth of these two departments, however, relate? If the transition to D1 has already been made, how does the Alumni team respond?

Central Research Questions

- (1) How does going D1 affect the Alumni Relations Programming?
- (2) What changes should be made to the Alumni Relations office structure and operation due to the changes the University is facing, primarily the D1 change?

It is important to realize that the D1 change was a result of the *Strategic Plan for 2020*. Based on testimonials from the researched schools, the only direct effect that D1 sports has on the Alumni Office is with Alumni programming. As stated by the director of Western Kentucky University, “I can tell you that with our transition to D1, we have started traveling to more away games to have alumni tailgates. I know that we have been able to push more towards student programming (mainly because that is a large portion of my job). We are a “suitcase campus” and many students leave on the weekends, so we do our best to have programs that keep them on campus or engage them with the university and the AA during the week. WKU has been the fastest growing university in the state of KY for just about the past 12 years so we understand your growing pains. I’d suggest trying to reach out to other departments on campus to help with alumni programming and reach out to their alumni they know or to begin with them as students.”

But, as stated by the Director of the University of North Florida, “Student life, relationships, and the overall experience affect alumni programming more than athletics. Unless you have a team that eventually makes it to a nationally televised competition, you will not see a need for any significant change – especially during the first five years. Only then will it be important to support and partner with athletics for a couple big competitions or events (ex., Homecoming, March Madness, etc.).”

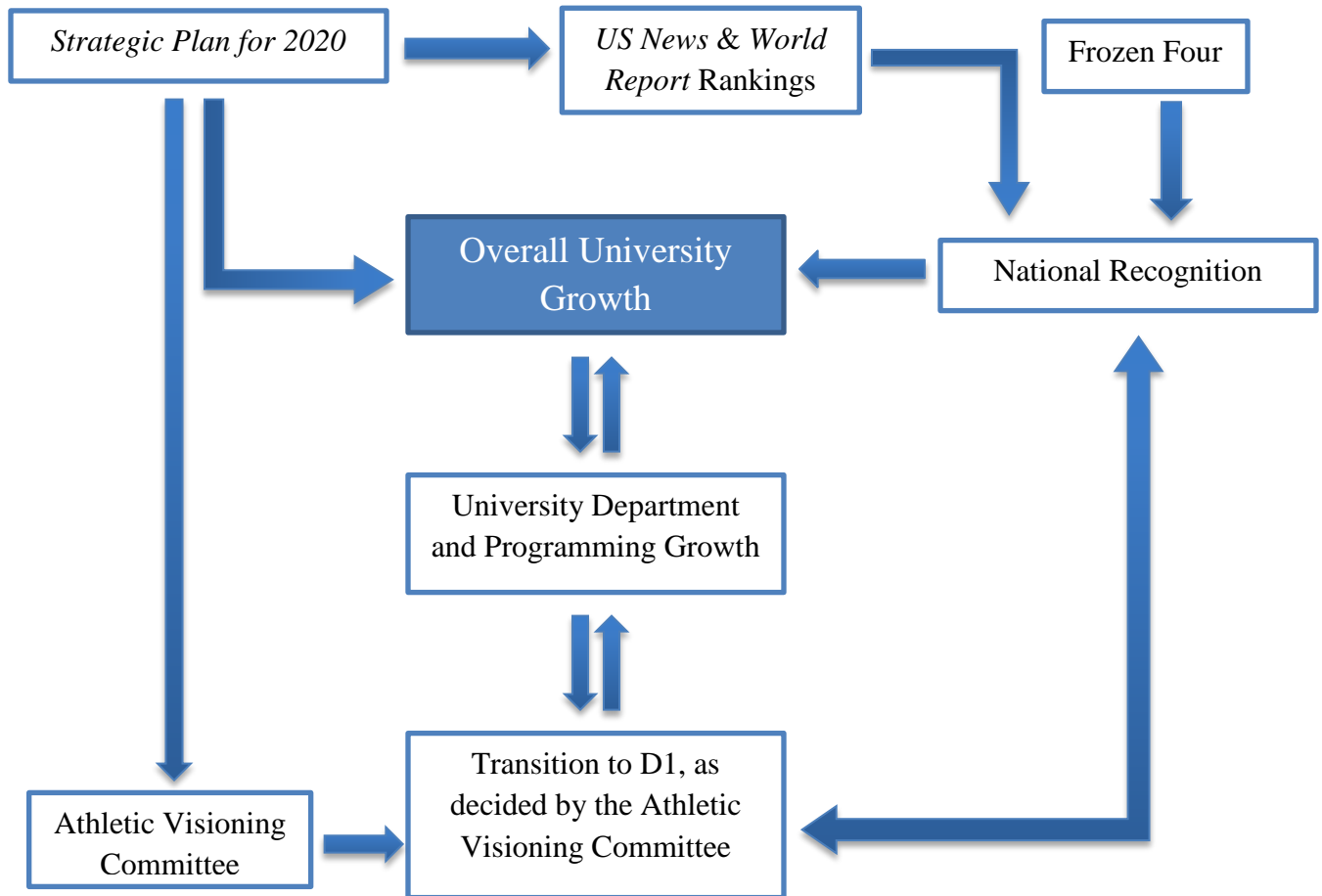
So in the latter opinion, D1 sports *only* affect the Alumni Office when they bring national attention to the school. This is true for Western Kentucky University as well. As stated on their athletics website, “The Hilltoppers basketball program is nationally recognized, and reached the Final Four in 1971. The program is 8th-winningest program in NCAA history. The program has over 1,600 victories, forty 20-win seasons, 34 Postseason Tournament Appearances and 28 All-Americans” (Western Kentucky University).

So, if being nationally recognized is the key for D1 athletic programming to affect the Alumni Programming, then we are a strangely unique case of being nationally recognized by our appearance in the Frozen Four during our first transition year, before we were even officially “going D1.”

Pertinent Facts

- (1) As a result of the *Strategic Plan for 2020*, the school’s programs and infrastructure are growing.
- (2) Going D1 is only one example of one growing program.
- (3) It was coincidence that our already D1 Hockey team made it to the national Frozen Four in the same year we announced our University-wide D1 transition.
- (4) The national recognition of the Frozen Four elevated our D1 transition announcement, as well as caused the UMass Lowell name to be more recognizable—more memorable.
- (5) The elevation of our name and the media hype of our growth in closing a feedback loop by causing the school to grow more.

Figure 1. University Growth Feedback

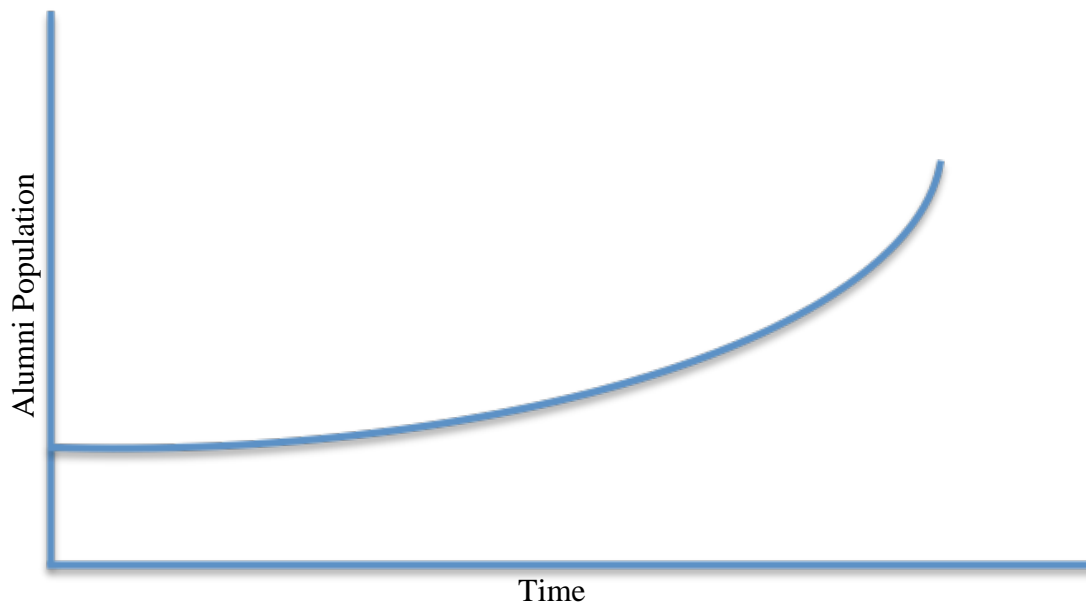


As shown in Figure 1, putting the observational facts together, the University's growth was caused by two things: the *Strategic Plan for 2020* and national recognition. Both the televised Frozen Four and the jump in national rankings given by *US News and World Report* are causing the national recognition of the University.

The effects of the University's growth, on the other hand, are also due to department and programming growth. This includes every entity on and off campus, including the Office of Alumni Relations.

How can this growth be directly related to the Alumni Office, though? The growth and recognition, overall, causes our name to carry more weight and credibility. The weight and credibility increases demand from all parties (from parents to prospective students to guidance counselors to minor and major league sports recruiters). The increasing demand increases undergraduate enrollment and residency. Increased enrollment results in a lower acceptance rate. A lower acceptance rate increases the talent of the incoming classes, which in turn will result in a higher graduation rate. A higher rate of residency will improve each student's overall UMass Lowell experience, which will also result in a higher graduation rate as students stay all four years and more transfers come in. A larger pool of enrollment juxtaposed with a higher graduation rate will result in an exponential growth trend in the UMass Lowell Alumni population. Assuming the school will accommodate all growth in the next five years (no limits), then there is no carrying capacity to stop this Alumni population growth. See Figure 2.

Figure 2. Theoretical Exponential Growth of Alumni Population



Hypothesis

If undergraduate enrollment and graduation rate increase, then the Alumni population will grow. The growth of the Alumni population will require the Alumni office to reallocate resources (budget, staff, and number of events) to meet a growing demand.

Method

To test this hypothesis, qualitative and quantitative data was collected on every D1 school (see **Appendix 1: Data Set 1**). The data was pulled from each school's Wikipedia.com page.

Due to unregulated updates, the data may be slightly inaccurate. The categories of data collected on each school can be seen in Table 1.

Table 1. Categories of Data Set 1

Data Categories
1. City
2. State
3. Urban or Suburban
4. Private or Public
5. Year Established
6. Approximate Endowment (in dollars)
7. Approximate Undergraduate Enrollment (in number of students)
8. Graduation Rate
9. Primary Division 1 Conference
10. Number of Varsity Teams

Appendix 1's graph's columns (e.g. the categories listed above) are labeled School, City, State, Urban/Suburban, Public/Private, Established, Endowment, Enrollment, Graduation Rate, Primary Conference, and Number of Varsity Teams.

The rows, aside from the title row, include all 343 NCAA D1 schools. Some rows are highlighted to distinguish categories. Yellow is for the schools with *US News* ranked highest annual giving rates. Only two schools from the *US News* ranking were D1 schools. Green is for schools in Hockey East. Red is for schools in America East Conference. Blue is for schools transitioning to D1 currently.

All data aside from the Average Amount Spent per Degree, Graduation Rate, and SAT Median were taken from Wikipedia.com:

http://en.wikipedia.org/wiki/List_of_NCAA_Division_I_institutions. Please note that not all data are completely accurate, nor are they of the same fiscal year (all numbers are from 2009-2012). They are, however, accurate enough to use as predictors for D1 schools similar to UMass Lowell.

The Average Amount Spent per Degree, Graduation Rate, and SAT Median data were taken from <http://collegecompletion.chronicle.com/table/>. The College Completion Project was produced by *The Chronicle of Higher Education* with the support from the Bill & Melinda Gates Foundation.

Data Set 1 was arranged from largest undergraduate enrollment to smallest undergraduate enrollment. Currently, UMass Lowell's undergraduate enrollment is approximately 9,500 students (University of Massachusetts Lowell). Random sections of schools with similar or higher undergraduate enrollment numbers were then chosen to collect further data.

The next data set collected (Data Set 2) was based on each school's respective Office of Alumni Relations (See [Appendix 2: Data Set 2](#)). The categories of data collected on each school's Office of Alumni Relations can be seen in Table 2. This data is strictly quantitative.

*Table 2. Categories of Data Set 2 (Alumni Office Data)***Data Categories**

1. Dollar amount of Alumni donations/gifts for the last fiscal year
2. Number of contactable, living Alumni
3. Number of total Alumni events coordinated every year
4. Number of staff employed
5. Dollar amount of the operating budget for the last fiscal year

This data was collected by emailing or calling each Alumni Office and personally requesting it. Further qualitative data was collected from each conversation and the school's respective website, and data sheets were created for each school with the data from Data Set 1, Data Set 2, and this further qualitative data. It can be seen in [Appendix 3: School Data Sheets](#).

Then, to test the hypothesis, scatter plots were made to compare the relationship between the data categories. Regression lines and formulas were added to the graphs. Strong relationships between the data categories are represented by R^2 -values that are closest to 1. If the R^2 -value is much less than 1, then there is no relationship between the data sets. If the hypothesis is correct, there will be strong positive relation between Undergraduate Enrollment and Active Alumni Population, where higher enrollment means a larger alumni population, and between Graduation Rate and Active Alumni Population, where higher graduation rates means larger alumni populations. Larger alumni populations should indicate a reallocation of resources in the alumni office.

Several graphs were made in the categories seen in Table 3.

Table 3. Categories of Graphs

Data Categories

1. Number of Staff
2. Number of Alumni Events
3. Active Alumni Population
4. Size of Operating Budget
5. Annual Giving Amount

These graphs, in conjunction with their regression lines and other qualitative information collected on staff organization, budget allocation, and Alumni programming, should give a clear idea of what the Alumni Office should do in response to the growth of the school.

Results: Quantitative Data

1. Number of Staff

Figure 3. Number of Staff, Endowment

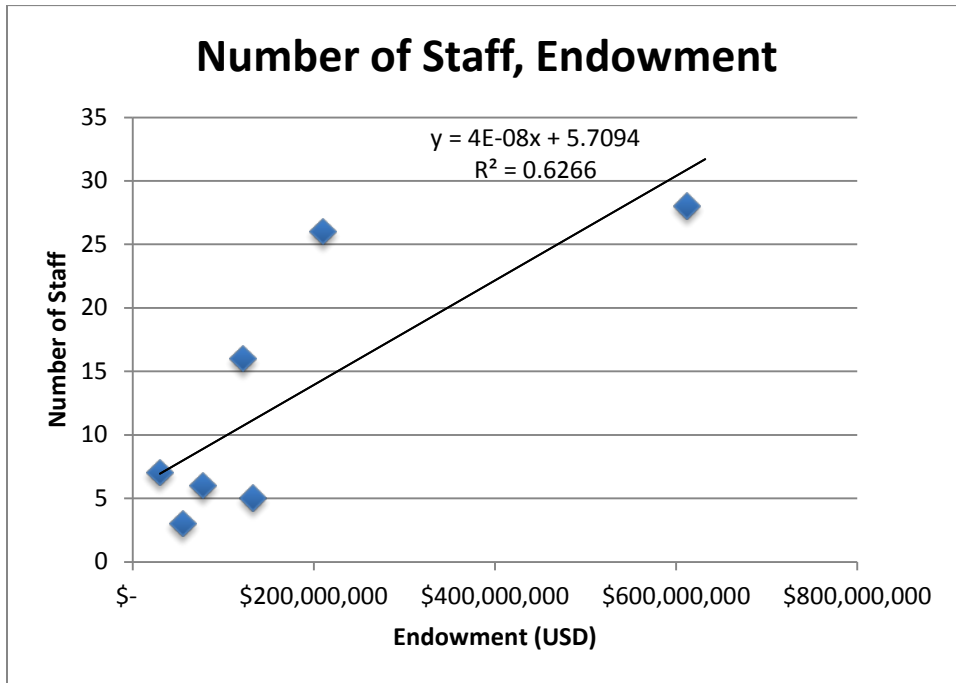
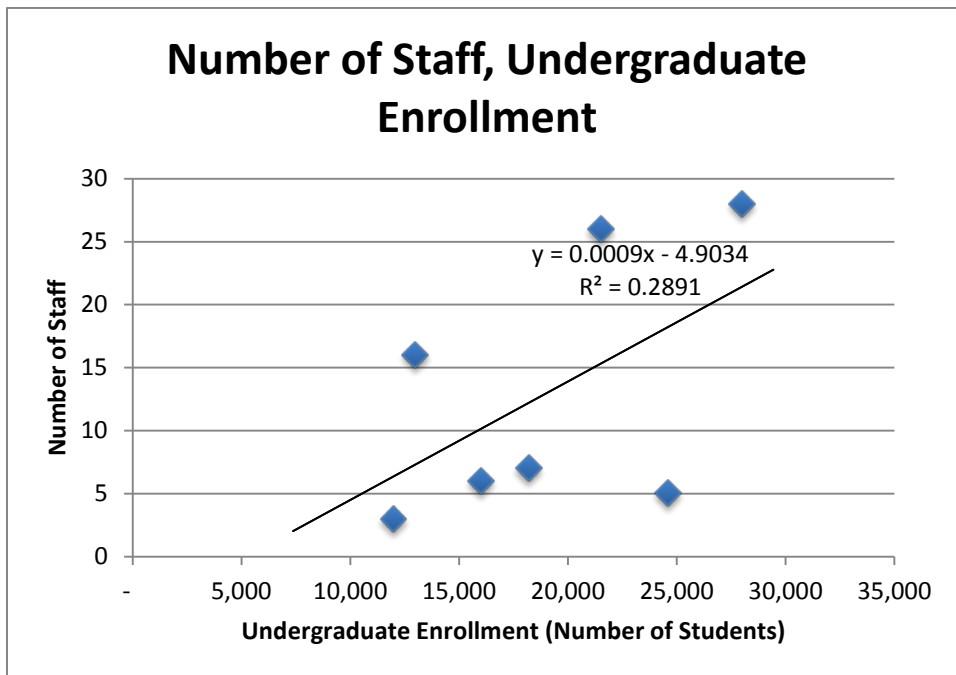


Figure 4. Number of Staff, Undergraduate Enrollment



2. Number of Alumni Events

Figure 5. Number of Alumni Events, Number of Staff

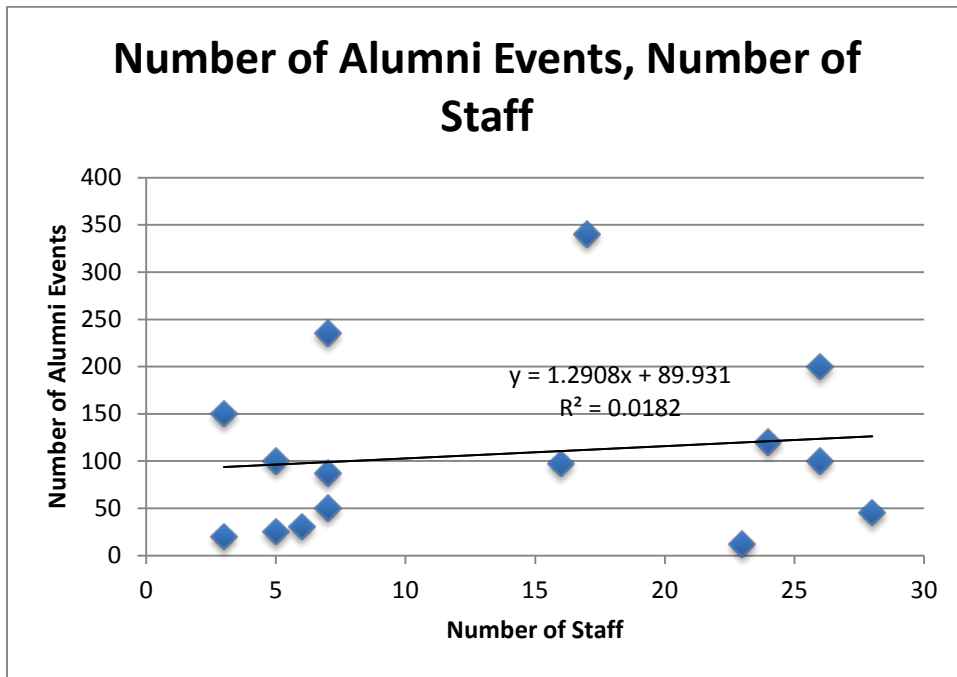
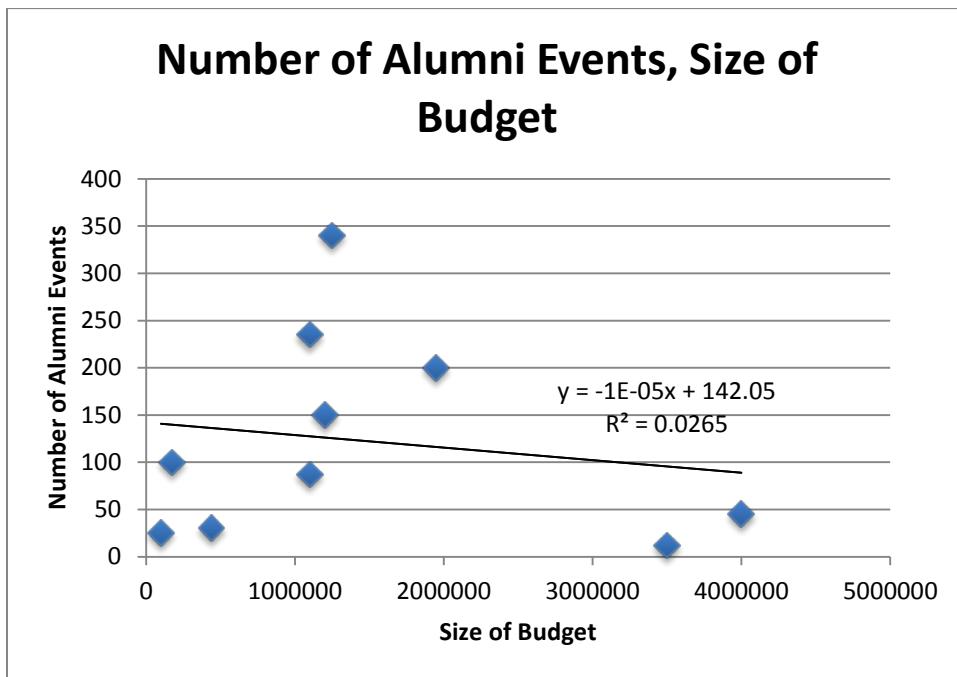


Figure 6. Number of Alumni Events, Size of Budget



3. Active Alumni Population

Figure 7. Active Alumni Population, Size of Budget

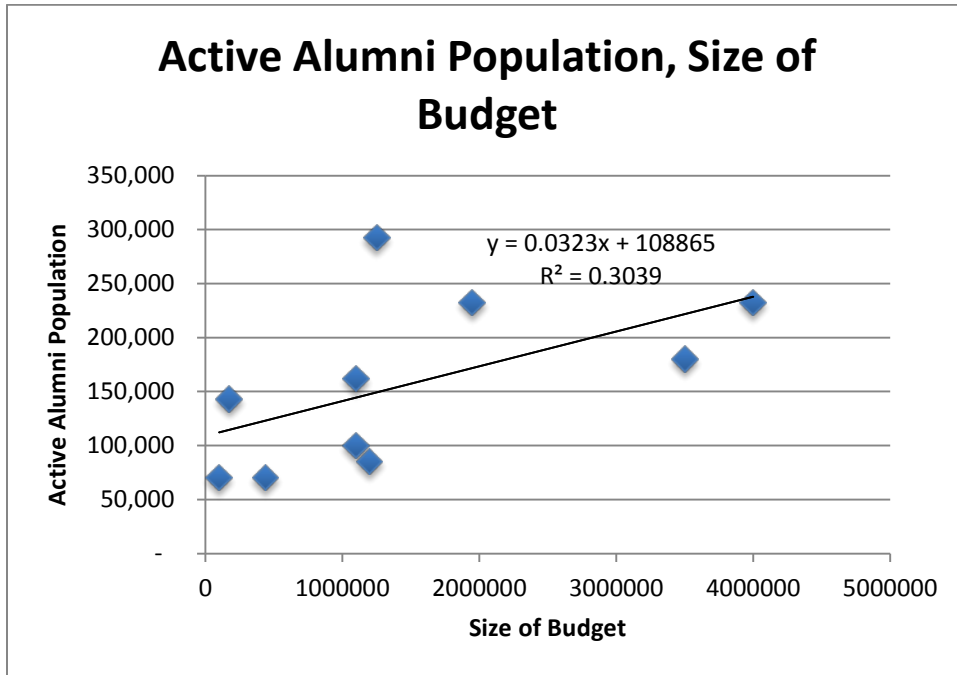


Figure 8. Active Alumni Population, Number of Staff

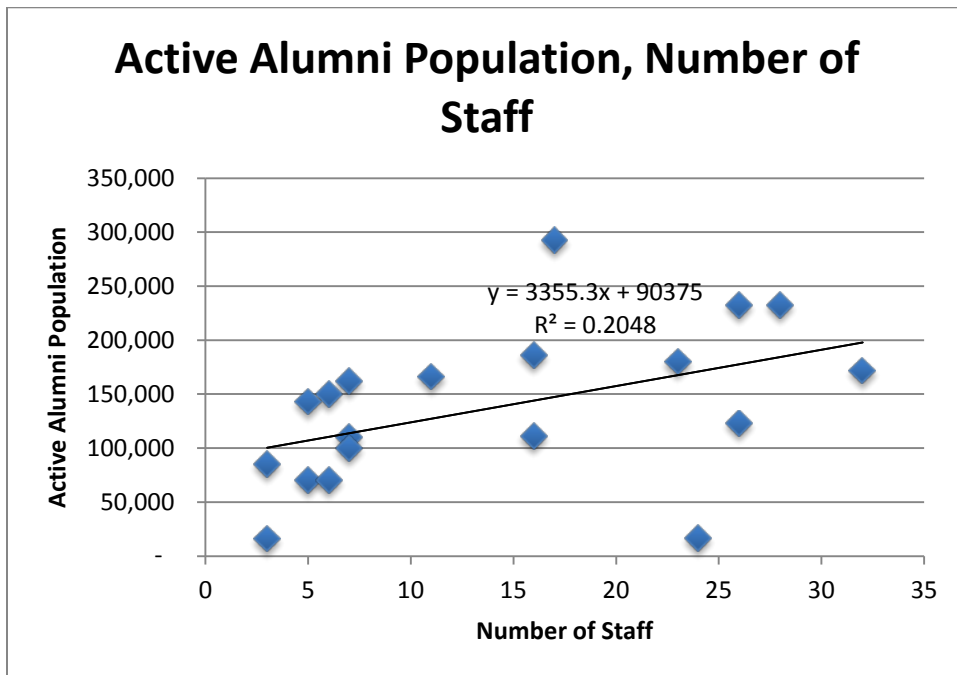


Figure 9. Active Alumni Population, Undergraduate Enrollment

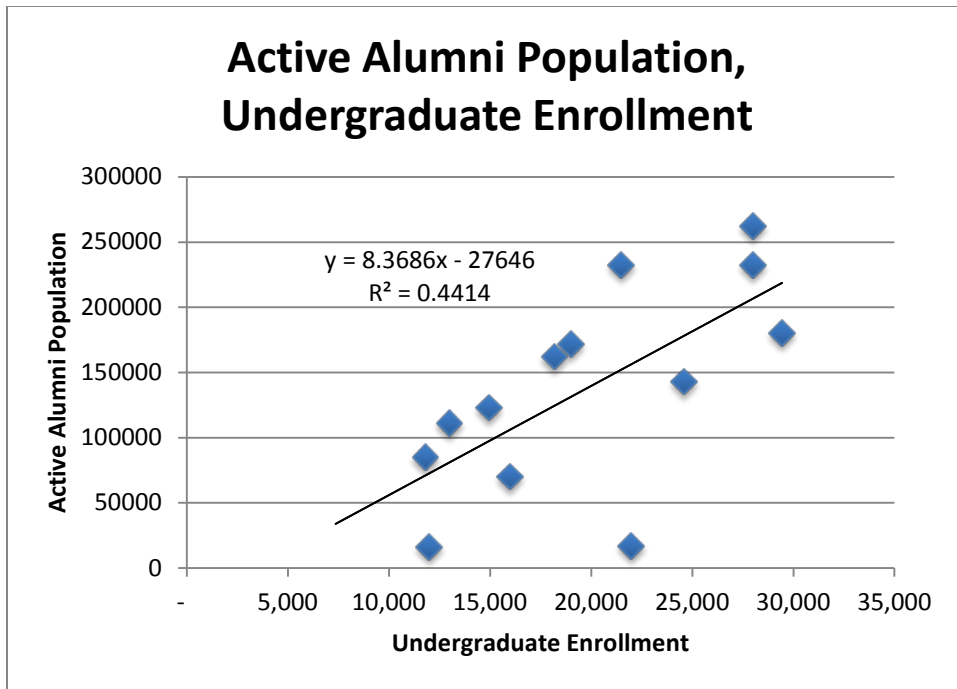
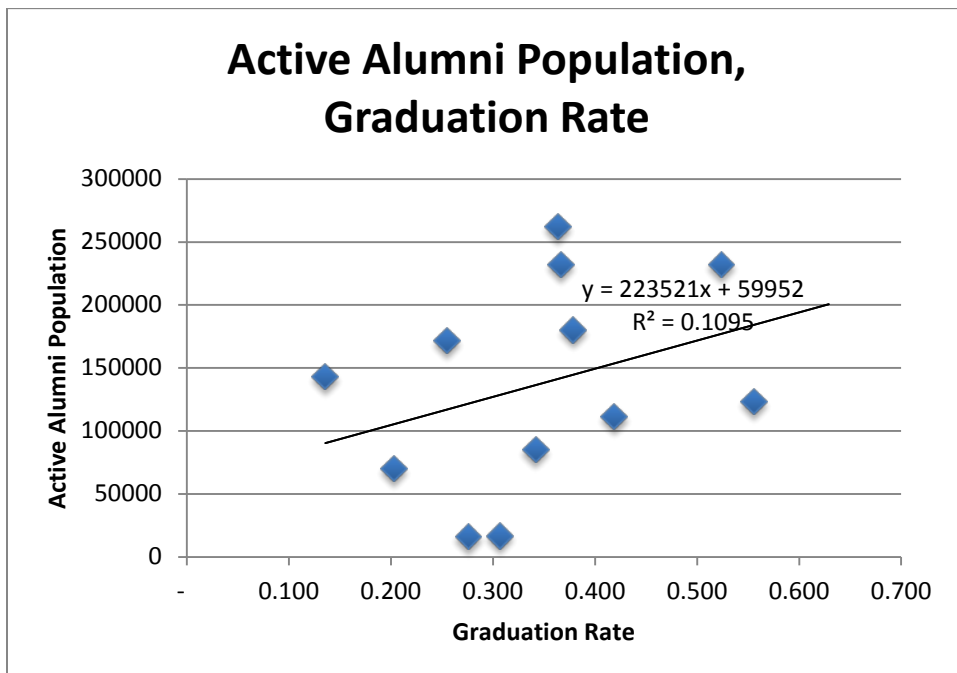


Figure 10. Active Alumni Population, Graduation Rate



4. Size of Operating Budget

Figure 11. Size of Budget, Number of Staff

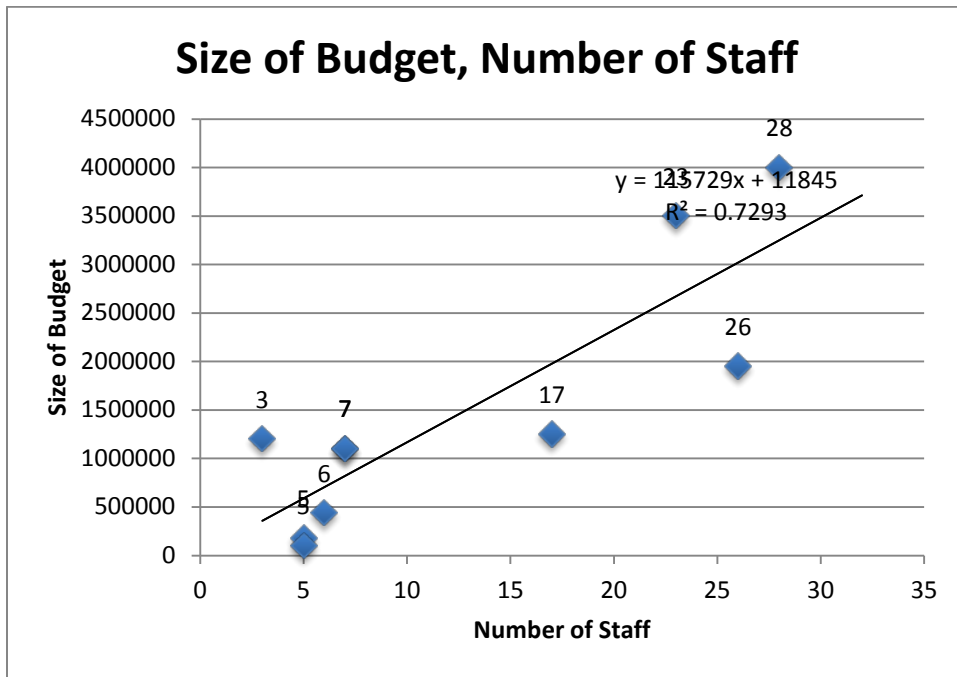


Figure 12. Size of Budget, Endowment

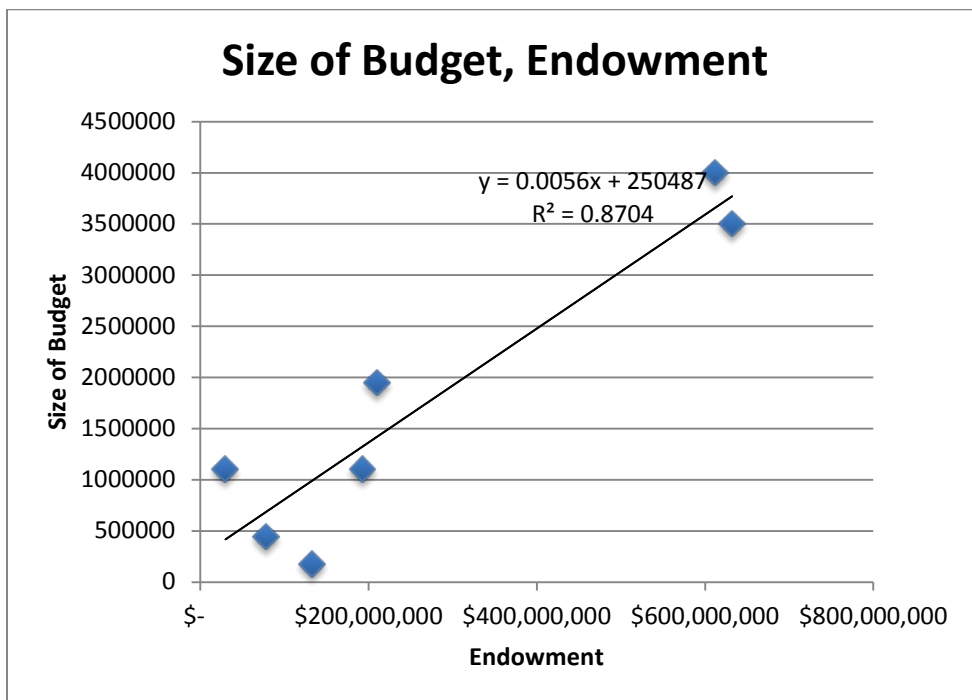
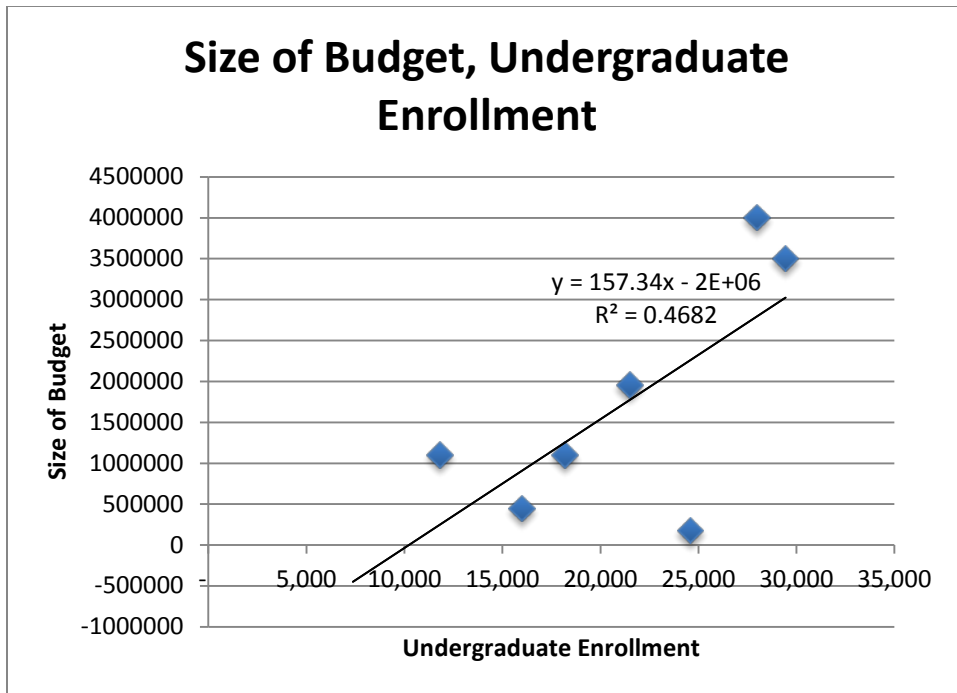


Figure 13. Size of Budget, Undergraduate Enrollment



5. Annual Giving Amount

Figure 14. Annual Giving Amount, Number of Staff

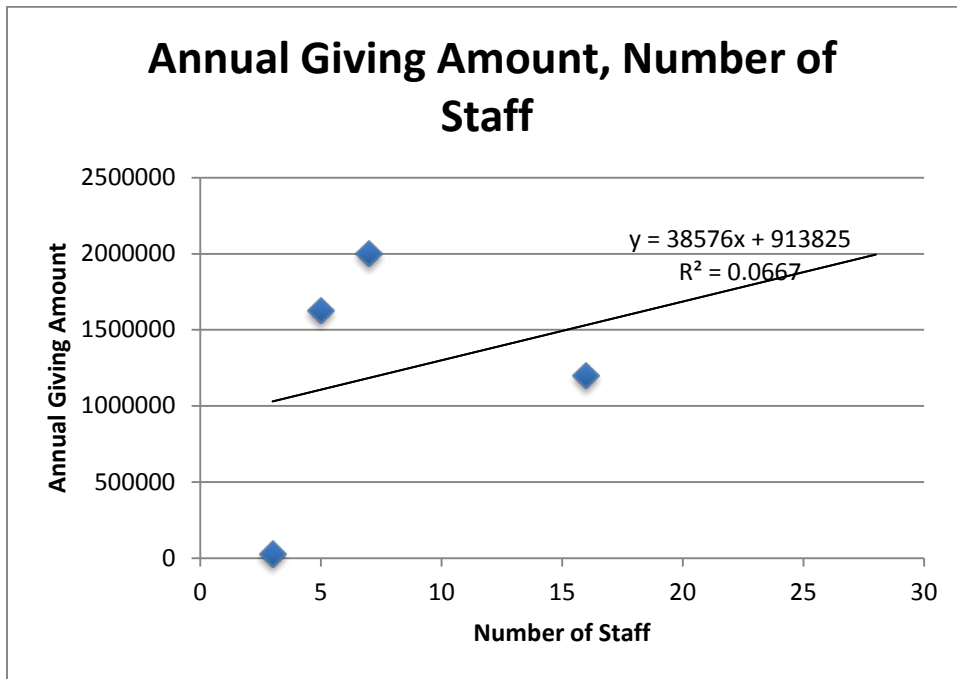


Figure 15. Annual Giving Amount, Size of Budget

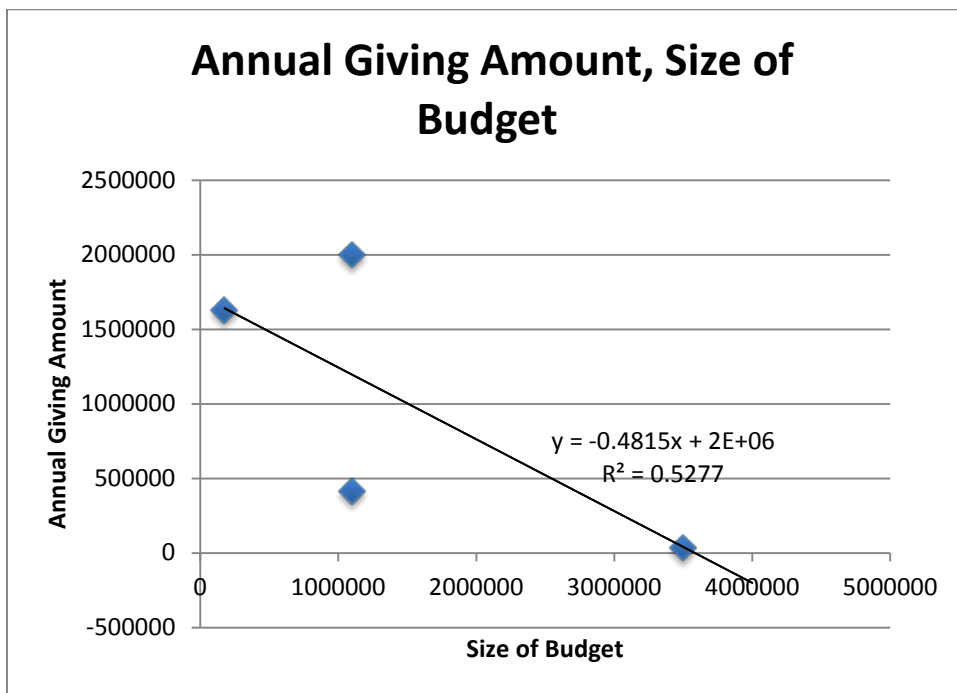


Figure 16. Annual Giving Amount, Number of Alumni Events

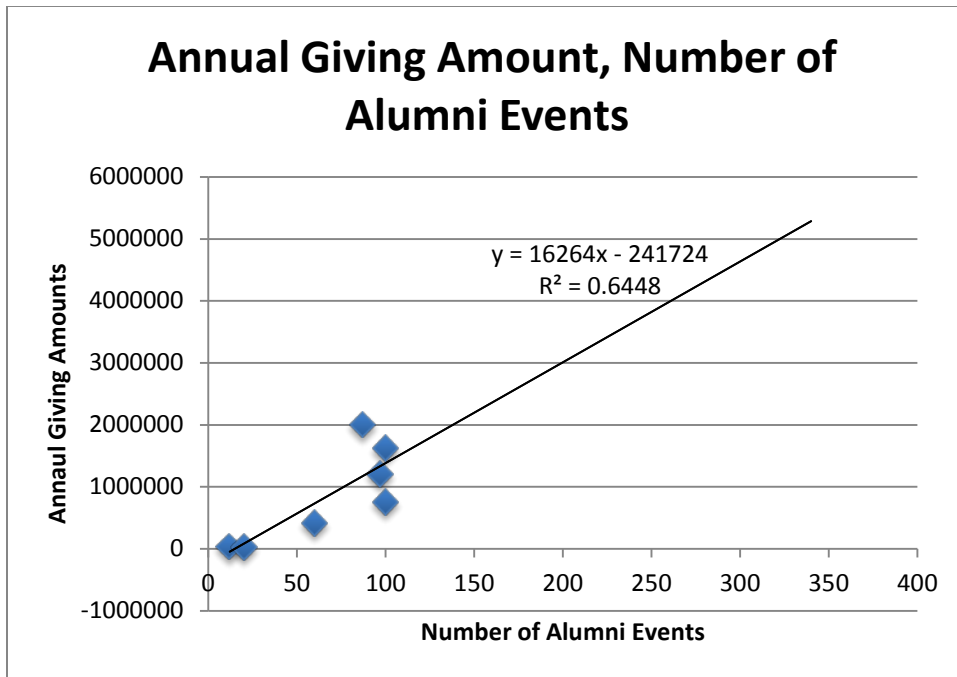


Figure 17. Annual Giving Amount, Active Alumni Population

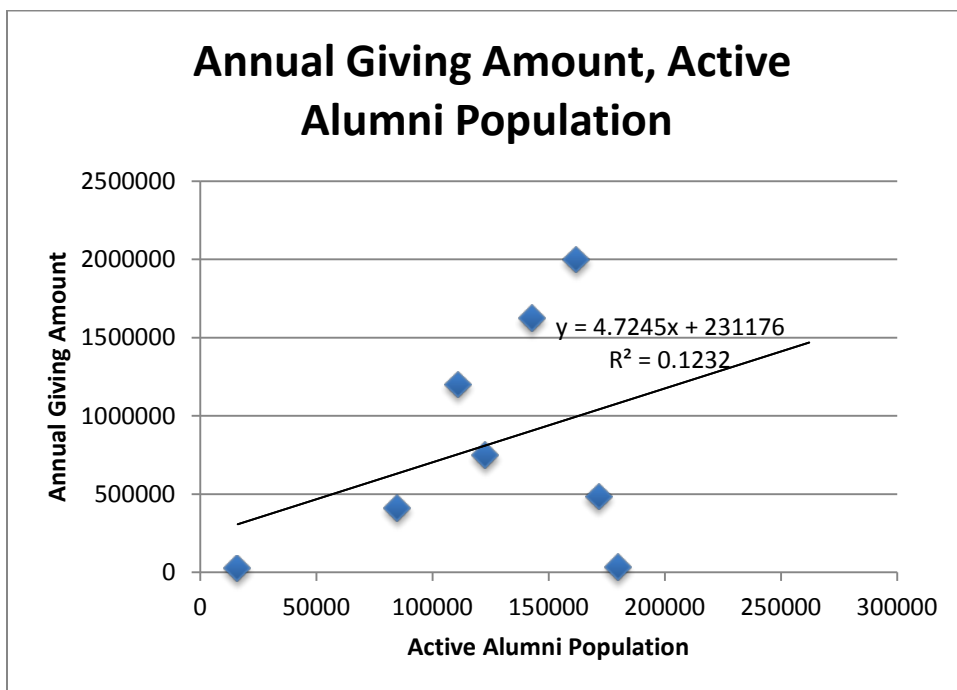
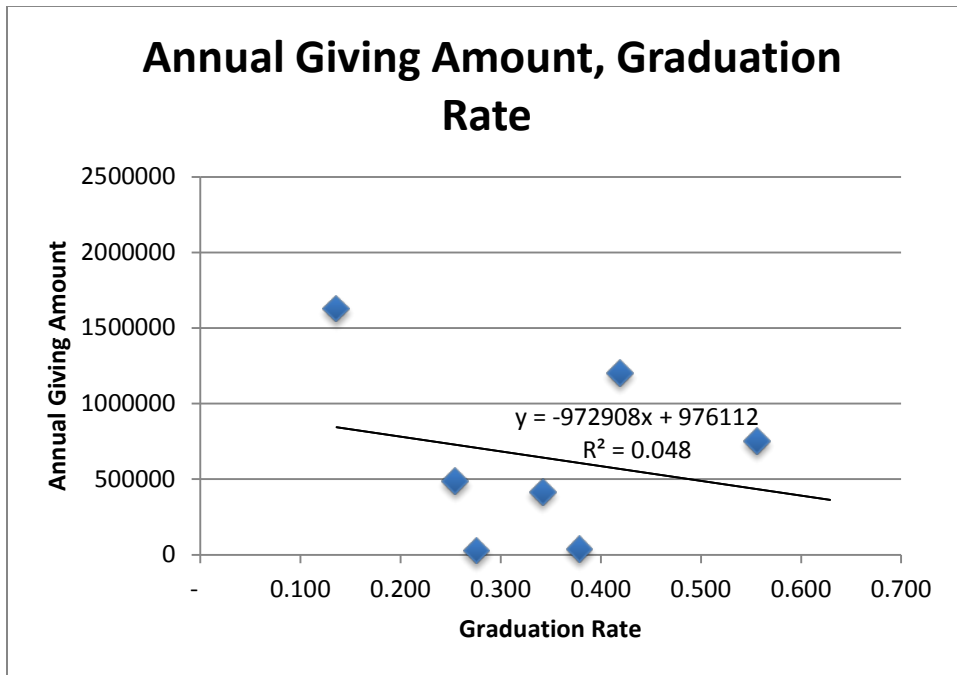


Figure 18. Annual Giving Amount, Graduation Rate



Projections based on Results: Quantitative Data

Table 4. Collected R2 values:

Graph	R ² Value
Figure 12. Size of Budget, Endowment	0.87043
Figure 11. Size of Budget, Number of Staff	0.72931
Figure 16. Annual Giving Amount, Number of Alumni Events	0.64479
Figure 3. Number of Staff, Endowment	0.62663
Figure 15. Annual Giving Amount, Size of Budget	0.5277
Figure 13. Size of Budget, Undergraduate Enrollment	0.46819
Figure 9. Active Alumni Population, Undergraduate Enrollment	0.4414
Figure 7. Active Alumni Population, Size of Budget	0.30394
Figure 4. Number of Staff, Undergraduate Enrollment	0.28908
Figure 17. Annual Giving Amount, Active Alumni Population	0.20555
Figure 8. Active Alumni Population, Number of Staff	0.20421
Figure 10. Active Alumni Population, Graduation Rate	0.10953
Figure 14. Annual Giving Amount, Number of Staff	0.06675
Figure 18. Annual Giving Amount, Graduation Rate	0.04797
Figure 6. Number of Alumni Events, Size of Budget	0.02645
Figure 5. Number of Alumni Events, Number of Staff	0.01817

Table 5: Given the R2 values of each relationship between the variables, the following correlations were found:

Strong Correlation (R ² > 0.5)	Weak Correlation (0.1 < R ² < 0.5)	No Correlation (R ² < 0.1)
Figure 12. Size of Budget, Endowment	Figure 13. Size of Budget, Undergraduate Enrollment	Figure 14. Annual Giving Amount, Number of Staff
Figure 11. Size of Budget, Number of Staff	Figure 9. Active Alumni Population, Undergraduate Enrollment	Figure 18. Annual Giving Amount, Graduation Rate

Figure 16. Annual Giving Amount, Number of Alumni Events	Figure 7. Active Alumni Population, Size of Budget	Figure 6. Number of Alumni Events, Size of Budget
Figure 3. Number of Staff, Endowment	Figure 4. Number of Staff, Undergraduate Enrollment	Figure 5. Number of Alumni Events, Number of Staff
Figure 15. Annual Giving Amount, Size of Budget	Figure 17. Annual Giving Amount, Active Alumni Population	
	Figure 8. Active Alumni Population, Number of Staff	
	Figure 10. Active Alumni Population, Graduation Rate	

It is important to note that the order in which the variable appear in the titles of the figures is Dependent Variable (y), Independent Variable (x). This is necessary when plugging in numbers to each respective regression equation. For example, Figure 12. Size of Budget, Endowment is read “size of budget given endowment.”

We will focus on the variables with strong correlation only:

Table 6: Strong Correlation Only and their Regression Equations

Strong Correlation ($R^2 > 0.5$)	Respective Regression Equation
Figure 12. Size of Budget, Endowment	$y = 0.0056x + 250487$
Figure 11. Size of Budget, Number of Staff	$y = 115729x + 11845$
Figure 16. Annual Giving Amount, Number of Alumni Events	$y = 16264x - 241724$
Figure 3. Number of Staff, Endowment	$y = 4E-08x + 5.7094$
Figure 15. Annual Giving Amount, Size of Budget	$y = -0.4815x + 2E+06$

The Regression equations are used for projecting further numbers.

Comparing Actuals and Projections using Equations		2012		
Variables	x (2012 Actuals)	y (Projections using Equation)	y (Actuals)	
Size of Budget (y) Given Endowment (x)	\$60,100,000.00	\$587,047		
Size of Budget (y) Given Number of Staff (x)	3	\$359,032		
Annual Giving Amount (y) Given Number of Alumni Events (x)		-241724		
Number of Staff (y) Given Endowment (x)	\$60,100,000.00	8	3	
Annual Giving Amount (y) Given Size of Budget (x)		2000000		

Table 8: Current UMass Lowell Projections based on Endowment Growth Multiplier (averaged from the 2013 Report Card (University of Massachusetts Lowell))

Projections based on Actual Endowment Growth				
Year	Size of Budget given Endowment	Staff given Budget	Annual Giving Amt given Size of Budget	Number of Alumni Events given Annual Giving Amount
2013	\$633,054.75	5.3419	\$1,695,184.14	116.6
2014	\$639,344.01	5.3960	\$1,692,155.86	116.4
2015	\$640,203.75	5.4034	\$1,691,741.89	116.4
2016	\$640,321.28	5.4044	\$1,691,685.30	116.4
2017	\$640,337.35	5.4045	\$1,691,677.57	116.4
2018	\$640,339.54	5.4046	\$1,691,676.51	116.4
2019	\$640,339.84	5.4046	\$1,691,676.37	116.4

This is assuming the growth rate of the Endowment Fund is a steady 13.67%.

Results: Qualitative Data

Type and Frequency of Staff Titles

Management versus Support Staff Average Ratio

Frequency of Staff Titles

Administration	
Director/VP/CEO of Alumni Affairs/Relations	28
Assistant/Associate Director/VP/COO	25
Executive/Administrative Assistant	21
Director of Administration/Office Coordinator	7
Associate Director of Data Projects/Analyst/Data Processing	5
Associate Director of Alumni Relations	4
Executive Coordinator/Secretary to Directors	4
Student Office Assistant	4
Assistant Director of the Alumni Association	
Director, External Relations	
Associate Director, External Relations	
Assistant Director, Alumni Special Projects	
IT	
Web Developer	2
IT Specialist/Information System Programmer	3
Scholarships	
Manager/Director, Alumni Scholarships	2
Scholarship Specialist	2
Assistant Manager, Scholarships & Endowments	
Scholarship Program Assistant/Receptionist	
Programming	
Alumni Events Coordinator, General	18 UVM*

	UMaine*
Coordinator/advisor/Director of Student Outreach & Young Graduate Programs	13
Manager/VP/Director of Events/Programs/Engagement	12
Assistant Director, Programming	8
Director, Alumni Career Services	4
Associate Director of Volunteer/Alumni Engagement	4
Alumni Program Coordinator/Outreach	4
Director/Program Assistant for Reunions and Awards	4
Assistant Director of Alumni Engagement	3
Assistant Director of Parent Engagement and Discovery Programs	3
Director of Reunions and Affinity Programs	3
Clubs Coordinator/Clubs	3
Alumni Networks Coordinator	2
Chapter Program Assistant	2
Regional Program Director	2
College/Campus Relations Coordinator	2
Assistant Director for Athletics-Related Events	Iowa State
Director of Special Events	
Alumni Programs Coordinator/Membership	
Alumni Chapter Representative	
Graduate Assistant, Student Alumni Association	
Staff Assistant for Student Programs & Travel	
Regional Network Director	

Alumni Fund	
Director of Alumni Funds/Accounting/Annual Giving	6
Accountant	4
Assistant Director for Membership and Revenue Enhancement	2
Assistant Manager/Director Alumni Fund	2
Alumni Fund Accounting Assistant	2
Accounts Payable Specialist/Bookkeeping	2
Assistant Director, Finance	
Director of Internal Operations	
Alumni Fund Program Assistant	

Communications	
Director, Alumni Communications & Marketing	13

Associate Director/Assistant of Communications	9
Design Specialist/Graphic Designer	7
Director, New Media	4
Editor, <i>Alumni Magazine</i>	4
Communications Assistant	4
Senior Communications/Web/Print Editor	3
Media/Marketing Assistant	3
Chief Communications Officer	2
Manager of Alumni Publications	2
Communications/Marketing Specialist	2
Associate Executive Director (Finance, Marketing and Affinity Programs)	
Assistant Director of New Media	
Student Design Assistant	

Discussion

Since the size of the school's endowment had the strongest correlation to the size of the budget, it was used to project numbers from now until 2019. Each relationship thereafter was based on the school's endowment and extrapolated to find each variable.

Staff

Van de Ven and Poole's (1995) definition, however generic, that change is the observation of difference over time in one or more dimensions of an entity.

Bolman and Deal (2003) provide work on understanding institutions - what they call making sense of organizations - in advance of change efforts. They offer four frames through which leaders can understand organizations: the structural frame, the human resource frame, the political frame, and the symbolic frame. They contend that assessing an organization through one of these frames can aid a leader in his or her change effort and help him or her "negotiate a particular territory" (Bolman & Deal, 2003, p. 12).

Most effective: Change admin structure and organizational culture strong presidential leadership needs to create the right environment for grassroots participation.

Collaboration: Change must originate from the top, and the environment must be right for members of any institution to accept this change. A 1997 report featured eleven case studies of effective partnership fundraising at various institutions (Rhodes, 1997), demonstrating the potential that exists when the president and the advancement office collaborate, mutually supporting each other.

One piece from the Council for Advancement and Support of Education (CASE) focuses specifically on organizational charts and the various ways to organize an advancement office (Phair & King, 1998). Seventeen advancement organizations are featured. To me, the ideal structure remains inconclusive. There are sound arguments for incorporating development into a broader advancement structure in order to imbed fundraising into institutional branding and communication, and there are sound arguments for keeping development a separate and focused function on campus.

Stephen D. Grunig (1995) conducted research on centralized versus decentralized development office structures and concluded that centralized operations offer no discernible efficiency in fundraising performance. However, he does suggest that decentralized development operations seem to grow at a faster rate. If staff growth is linearly correlated to increased gift revenue, then decentralized staff may offer greater opportunities to improve fundraising performance. This makes sense to me. As fundraising staff is added, there does seem to be a direct correlation to increased gift revenue, though fundraising efficiency might decrease in the short-run as expenses increase. However, I believe that efficiency is not the most important measure of fundraising performance.

Work has focused on professionalizing the advancement services function by bringing all support functions under one manager (Hardy, 1991). This move enables better co-ordination and greater productivity from these important support functions. Like other administrative components of the academy, advancement offices are utilizing environmental scanning as a way to improve their own planning efforts (Gibbs, 1996).

Annual Giving Correlated to Student Experience

Brittingham and Pezzullo argue in *The Campus Green* (1990) that "both sophisticated and unsophisticated methods demonstrate very little link between athletic success and alumni giving" (Brittingham & Pezzullo, 1990, p. 47). I was not entirely surprised to see this. Big-time athletics can do a great deal to enhance the reputation of an institution, but is it the reputation that leads to big-time philanthropy?

The Ivy League easily raises more money than any other athletic conference in the country, but not because of its athletic programs. Brittingham and Pezzullo did not investigate the cost of building and maintaining big-time athletics programs. It would take a substantial amount of annual, incremental philanthropy to offset the costs of Division I athletic spending, though I recognize that successful athletic teams, like successful capital campaigns, contribute many non-financial benefits to a university community.

A quantitative study could map the linear relationship between improvement in a university's perceived quality and performance in its fundraising area. Researchers have tried to correlate athletics success to fundraising success, but the results seem mixed, as I mentioned in the literature review. Perhaps athletics is too narrow a variable. Further research could look at how the academic reputation improvement of certain institutions over time has influenced fundraising performance at those schools.

Additional research delved more deeply into the student experience and how that experience, whether recent or not-so-recent, can influence subsequent donor participation. This is particularly important research, since it can suggest that donor inclinations are essentially set at

graduation, making it either easier or more difficult for institutions to influence alumni giving behavior later on.

All highest ratios of endowment are from the private schools. The University of Michigan has the highest ratio of the Public schools, and they have the highest ratio because of an extraordinary student experience and extremely high school pride. They call themselves “the Blue” and “the Elite.”

https://www.google.com/search?q=university+of+michigan+reviews&oq=university+of+michigan+reviews&aqs=chrome..69i57j0l5.7123j0j4&sourceid=chrome&espv=210&es_sm=122&ie=UTF-8#lrd=lrld

“Our undergraduate experience is really the first stage of a lifetime relationship with the university,” he says. “When I consider my closest relationships today and then think about the impact UC has had on those relationships, I’m compelled to be involved and give back.”

<http://magazine.uc.edu/issues/1013/alumni.html>

Fundraising:

Capital Campaigns: Why do they work?

Tom Farrell produced research on the non-financial elements associated with major campaigns (2005). He discovered that non-financial factors were, indeed, both important and intentional aspects of Harvard's recently completed \$2.6 billion fundraising campaign. It is clear that capital campaigns do more for institutions than simply raise money. Campaigns build brands, energize volunteers and staff, and improve cross-campus collaboration. This, in fact, may be the most

valuable part of conducting a capital campaign, which begs the questions: Are campaigns a necessary part of development activity? Or, can institutions build the benefits of a campaign into their regular activity, enabling them to increase philanthropy at all times?

Why is this important with organizational change?

The organizational change, at least to some degree, must precede the capital campaign project, though I admit that the specter of a major campaign can be impetus for these organizational changes. Whether they precede or follow change efforts, capital campaigns are an effective tool for organizational renewal.

What made Drexel so successful?

Administrators at Drexel University have put a focused strategy in place to take its fundraising capabilities to a higher level of achievement. The establishment of an ambitious \$500 million campaign goal is enough to focus an institution's efforts. University administrators made the necessary investment of new resources in this function, growing the advancement budget by 50% in one year, followed by 25% the next. They successfully recruited and hired experienced advancement professionals, in large part due to a more innovative human resources strategy that pays market prices for top talent. They instituted very clear performance metrics for advancement staff and have supported these metrics with merit pay. They involved other administrators and faculty from around the University into fundraising, mandating involvement, where possible, and building partnerships, where necessary. These, of course, are not silver bullets; they are sound business practices applied to higher education fundraising.

Former President and Chief Operating for a major corporation, Greenawalt offered insight into his perceptions of higher education fundraising. During our conversation, he explained:

“Fundraising is really just like anything else in the world. It's knowing what to do conceptually. Having a well-thought out strategy. It's having a plan to get at it. Then, it is basically having the foot soldiers that can actually execute the plan. Then, measure how well you are doing against those things and take corrective action.”

Recommendations for future practice:

Drexel proves the importance of involving other administrators and faculty members throughout the campus in the development function. While this can be imperfect and at times contentious, involving others enables institutions to grow the number of people thinking about resources.

Drexel has selected a specific model, but there are many others to consider, from creating a development committee of administrators and faculty members to decentralizing the development function to the individual schools and colleges. Each institution should consider its own size, culture, and donor pool before selecting a model of engagement that works for it.

Second, Drexel demonstrates the importance of developing a strong partnership with the human resources staff. Recruiting, hiring, and training experienced development staff is the greatest constraint to improving fundraising performance for many institutions. Colleges and universities that are serious about growing their resources through private philanthropy need to be willing to pay market prices for talent. While this can threaten internal equity within departments and around campus, it is a risk that must be taken in order to recruit talented professionals in the field.

Third, college and university funding mechanisms should require very clear return-on-investment metrics for new investments in advancement operations, particularly development operations. As long as the payback period is not too short, this can be good for both parties.

Finance areas know that University resources are being spent in a responsible way, and development areas know that money is available, even in challenging economic times, so long as multiples of that investment are returned.

And fourth, development offices through the higher education industry should institute both activity and results metrics for its field development staff. As I mentioned earlier, it is important to measure activity (i.e. visits, completed calls, call attempts, letters, etc.) in order to track touches with constituents and officer motivation, as well as results (i.e. gifts solicited, gifts pending, gifts pledged, gifts received, etc.) in order to measure return on officer investment. One of these two is insufficient in measuring the total output of a development professional.

Messaging and Programming:

You want to create “pull, not push.” You don’t want alumni pushed to go to events and pushed to donate. Rather, you want to create an environment and a relationship with them that pulls them in, and the rest is done on its own.

- (1) Give alumni what they need and want.
 - a. Have very visible benefits. Use the credibility of others’ names to bring credibility to your own. i.e. Vineyard Vines—flaunt it! All of a sudden it’s not a “UMass Lowell” tie, it’s a UMass Lowell tie endorsed by Vineyard Vines. Woah.
 - b. Find out more through survey questions.

- (2) Make them feel important.

- a. Reward system based on accomplishments and involvement.
- b. Marketing messaging (see St John's below).
- c. Mentoring programming
 - i. "Universities should see alumni as a talent pool not a money pot."
<http://www.theguardian.com/higher-education-network/blog/2013/feb/19/university-alumni-careers-coaching-networks>
 - ii. Learn from Canadian Universities: <http://www.theguardian.com/higher-education-network/blog/2013/may/20/higher-education-fundraising-canadian-universities>
- d. Use survey questions to find out what kind of messaging brings what kind of a response.

(3) Operate like a business.

- a. Independence from the University is key.
- b. Corporate partnerships with direct support.
- c. Affinity programs.
- d. Business partnerships with indirect support.
- e. Large scale Campaigns

- (4) Partner with nationally recognized events happening on campus.
 - a. Offer alumni exclusive insider information on these events, discounts on shows/games, and other exclusive packages.
 - i. Have to be deft—know what’s going on around campus as soon as it’s being planned and work with the offices planning said events ahead of time to work out specific exclusive deals.

Marketing and Mentoring

St. John’s University

“St. John’s alumni volunteer as career mentors to current students and recent graduates. They also act as advisors to the University by serving on committees headed by deans, administrators and faculty.

Your guidance and expertise in the areas of fund raising, curriculum development, communications, professional development, recruiting and marketing helps ensure that future generations will aspire to the highest level of academic excellence and professional acumen.”

“Getting the most out of your time at St. John’s means taking advantage of everything that the University has to offer. We want you to succeed, and we’ve got the programs and resources to make it happen. Our alumni are an important part of your St. John’s family, and like an older brother or sister, they’re ready to tell you what it was like for them and give you information you just can’t get anywhere else.

Their guidance will help you turn the challenges of your undergraduate years into opportunities that will lay the groundwork for your future success. You'll learn how to pick a major that's right for you, how to manage your time effectively and even learn about the various careers and professions to which each major may lead.

Before you know it you'll be looking to begin your professional career, and our AIV programs will help you hit the ground running. Our alumni will teach you how important it is to network with the right people, how to make a great impression during an interview and how to create an attention-grabbing resume. You'll also have the opportunity to experience firsthand what takes place behind the scenes of various professions and careers... something you just can't get anywhere else!"

Conclusion

Use the Endowment as *the* indicating measure for size of operating budget, number of staff, and number of events held each year. There is a greater need for additional research to be held to come to a definitive conclusion on staffing needs, alumni programming and support for an institution transitioning to D1. Research will continue to properly develop a concise proposal for staffing and budgeting needs.

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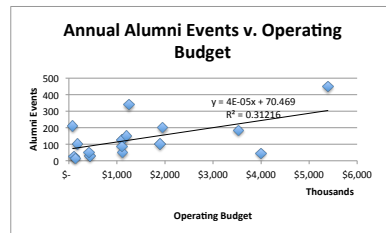
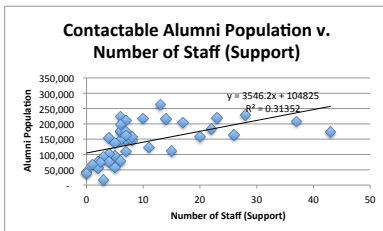
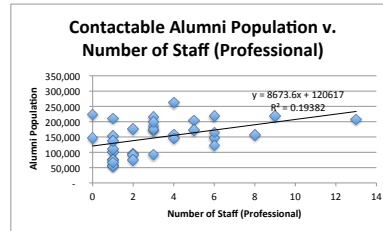
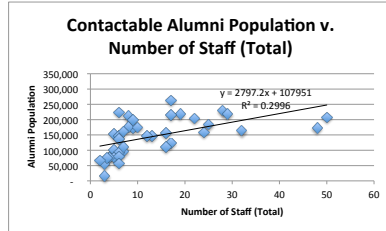
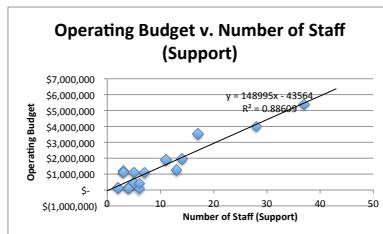
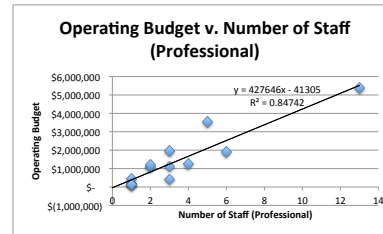
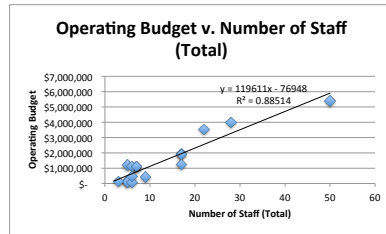
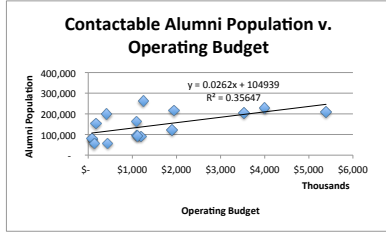
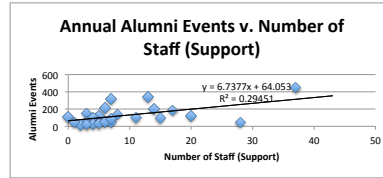
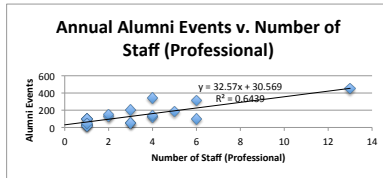
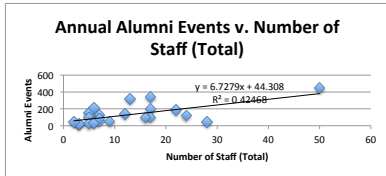
Appendices

Appendix 1: Data Set 1

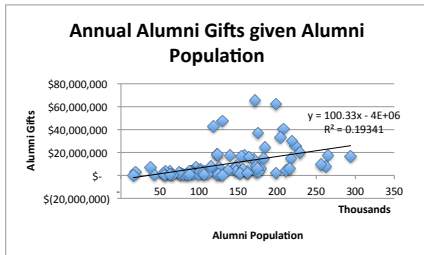
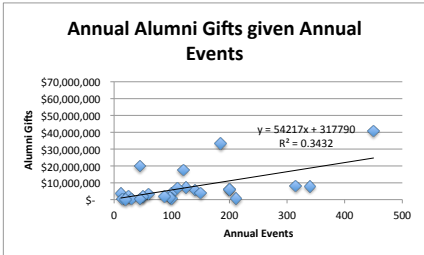
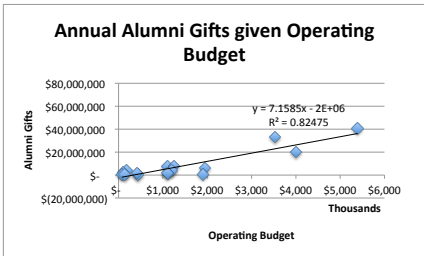
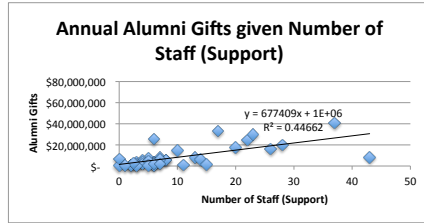
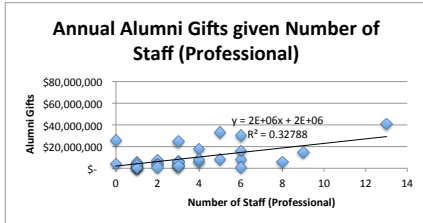
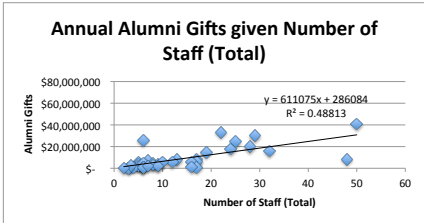
Appendix 2: Data Set 2

Appendix 3: Projection Calculations

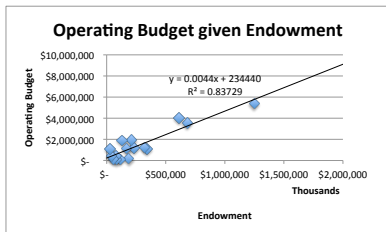
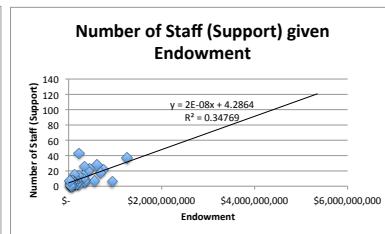
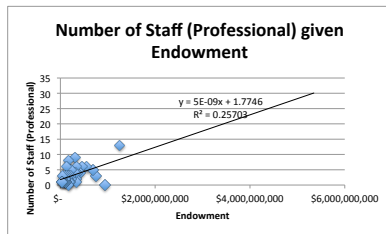
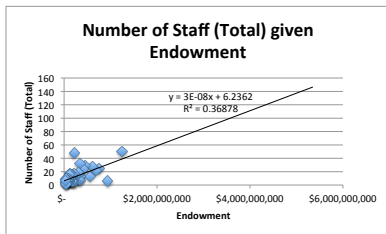
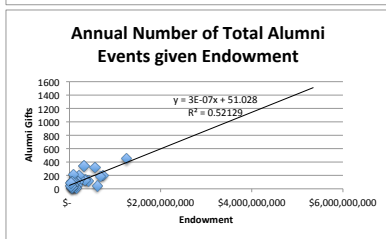
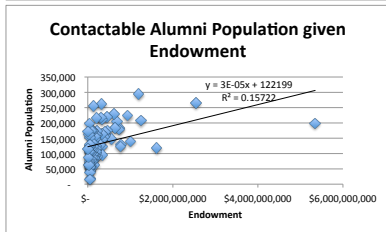
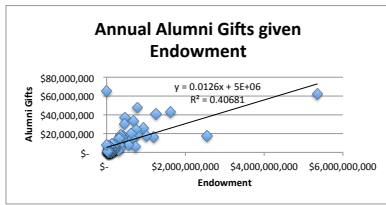
Staff Correlation Graphs



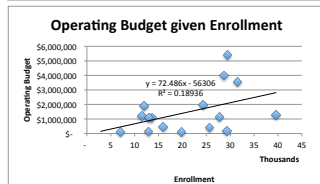
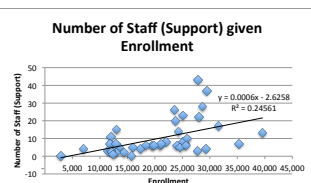
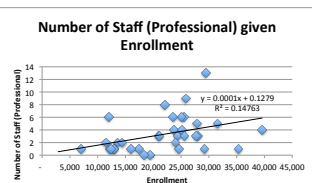
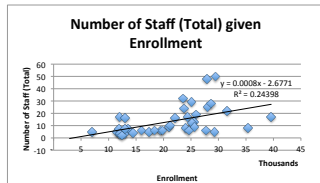
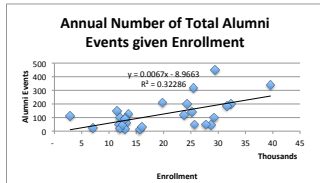
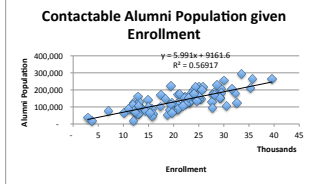
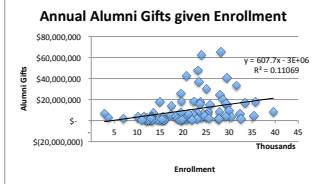
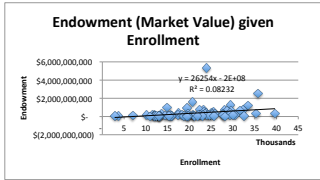
Giving Correlation Graphs



Endowment Correlation Graphs

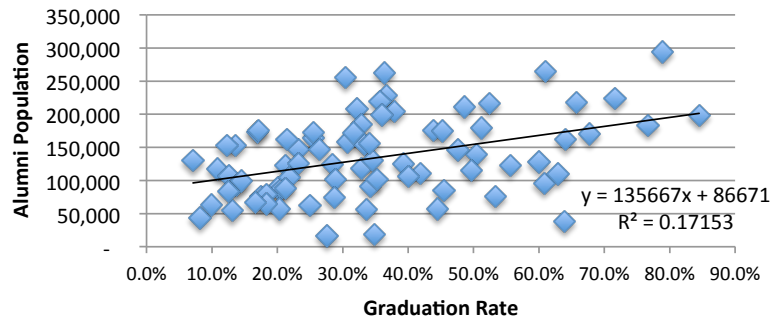


Enrollment Correlation Graphs



Graduation Rate Correlation Graphs

Contactable Alumni Population given Graduation Rate



Annual Alumni Gifts given Graduation Rate

