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# Determining the Critical Elements of Evaluation for University Advancement Staff: Quantifiable and Nonquantifiable Variables Associated with Fundraising Success

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by

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ABSTRACT

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As funds dwindle and costs rise university advancement staff have been given higher fundraising goals to meet the needs. In addition, university advancement staff have received pressure to review and lower the costs of fundraising to become more efficient (Drezner, 2011). To enable university advancement staff to attain goals, advocate for resources, or enhance processes, university advancement staff are challenged to measure their effectiveness. However, the process of measuring university fundraising success is unclear as there are many variables to consider and several ways to determine success. For this study the Delphi Technique (Hsu & Sanford, 2007) was used with 3 rounds of questionnaires. Seventeen experts of fundraising analytics were asked to identify both quantifiable and nonquantifiable variables that should be included in a comprehensive model to determine success in university fundraising. Findings include quantifiable measures such as return on investment, growth in giving reports, new and recaptured donors, and fundraiser performance and activity metrics. In addition, findings include nonquantifiable measures such as institutional and environmental forces were identified by the participants as critical components to comprise in a comprehensive model. Further findings include a variety of other metrics, both quantifiable and nonquantifiable, that were identified by the participants as critical components to comprise in a comprehensive evaluation model.

# DEDICATION

*To my daughter*, may you understand that the lifelong journey of knowledge is of no value unless it is put into practice.

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TABLE OF CONTENTS

LIST OF FIGURES

Figure Page

# CHAPTER 1

## INTRODUCTION

> Universities are one of the glories of civilization…To solicit funds is not to go, cap-in-hand, begging support for some marginal activity. It is, instead, to invite a friend to share in the privilege of the greatest partnership of all—the quest for knowledge, on which our present existence and our future well-being depend (Rhodes, 1997, p. xxiv)

Public universities are continuing to experience budget cuts, and the likelihood of any improvement is doubtful, at least for any time soon. "States cut funding deeply after the recession. The average state is spending $2,026 or 23 percent less per student than before the recession" (Mitchell, Palacious, & Leachman, 2014, p. 1). If and when state funding will return to its prior levels is uncertain. The American Association of State Colleges and Universities (2013) suggested that public universities will continue to be fiscally-challenged,

> While state revenues are likely to continue rebounding from the recession, state budgets will continue to face short- and long-term structural imbalances due to growing Medicaid costs, underfunded state pension programs, federal deficit reduction efforts, narrowing tax bases, and a host of other demands on state revenues. (p. 3)

Due to the decrease in state funds, universities may become more reliant on other sources of funding such as tuition. The National Center for Education Statistics (2013) reported that "Between 2001–02 and 2011–12, prices for undergraduate tuition, room, and board at public institutions rose 40 percent" (para. 24). However, increasing tuition to remedy the decreasing state funding has its implications, as continuing to increase tuition could lead to a degree being unaffordable or even inaccessible for students. As Stuart (2013) noted, "colleges can't depend too much on tuition increases with price-sensitive parents and students alike questioning the value of a degree" (p. 20). Furthermore, because of the decreasing state funds and rising tuition

costs, the public university funding model appears to be changing. The previous model included state and federal support, tuition, and endowments; as those sources have decreased while costs have increased, universities must determine how to attain the needed funds (Speck, 2010).

> Most institutions of higher education are in the do-more-with-less mode. Faculty and staff have not had raises, and some have been furloughed. Yet the costs of higher education continue to rise, including fixed costs for expenses like health insurance, salaries, and the physical plant. So where is this money supposed to come from? For many institutions, the answer is from private donors. (Drezner, 2011, p. xi)

Therefore, universities may rely more on university advancement staff to raise the money needed to offset the decrease in state funding and rising operational costs. "Donor dollars can reduce tuition dependency, enhance fiscal security, provide funding for programs that enhance campus life and even transform a campus" (Proper, Caboni, Hartley, & Willmer, 2008, p. 35-36). With a reliance on donations as a source of funding, university advancement staff are challenged to measure efforts and fundraising effectiveness, to determine ways to increase fundraising success. "More and more, an institution of higher education's ability to achieve its vision and goals is dependent on the state of its endowment, yearly grants (research or otherwise), annual fund donations, and other development income" (Iarrobino, 2006, p. 141). However, university advancement offices experience consistent turnover of staff, which causes universities to lose "resources, not only in costs associated with personnel turnover, but also the loss of valuable donor-professional relationships and ultimately, in the loss of gifts" (Iarrobino, 2006, p. 141).

University advancement offices need support from university leaders. Instead, nonprofits often face discrimination in their fundraising success, such as an obsession with low overhead (Pallotta, 2013). According to Stuart (2013), "trustees and institutional leaders require

development departments to employ more businesslike thinking as they help generate much-needed revenue" (p. 20). WealthEngine (2013) found that fundraising stakeholders want to measure the return on investment (ROI) of fundraising, given that "transparency is critical to the cost side of the equation while return serves as a performance measuring stick" (p. 16). To better communicate results and advocate for university advancement, Collins (2013) suggested using a return on investment (ROI) report, as ROI reports can "translate fundraising performance data into a format that many business leaders can readily understand. While they might have difficulty grasping the nuances between "soft credit" and "solicitor credit," they are quite comfortable with information presented in such a fashion" (p. 1). If university leaders do not understand the variables and results of fundraising, that lack of understanding may cause university leaders to have unrealistic expectations for university advancement (Gerrity, 2003). Thus, it is critical for university advancement staff to demonstrate effectiveness to advocate for resources, funds, or achieve increasing fundraising goals.

The process of measuring fundraising effectiveness is more than ROI, as there are more benefits in fundraising than the dollars raised (Hiles, 2010). John W. Welty, associate vice president for advancement at Pennsylvania's Lehigh University, suggested a more holistic approach to measure fundraising success using "internal and peer-group performance comparisons, tracking movement toward multiple targets, and monitoring gift officer progress along the solicitation process" (as cited in Stuart, 2013, p. 21). Furthermore, according to Levis and Williams (2011) the Association of Fundraising Professionals developed growth in giving reports to review the amount of new gifts acquired from new donors, amount of new gifts recaptured from lapsed donors, and amount of gifts renewed from last year's donors to determine fundraising success. "To understand what is really happening in your organization, it is

necessary to analyze both the fundraising gains and the fundraising losses from one year to the next so that you and your organization's leadership can make growth-oriented decisions about both fundraising budgets and strategies" (Levis & Williams, 2011, p. 36-37). In addition, to evaluate fundraising effectiveness and efficiency some institutions such as Johns Hopkins University use many metrics including ROI (Stuart, 2013). To determine fundraising effectiveness, there are many variables to consider and a lack of comparable data; therefore, clarity is needed (Kroll, 2012).

## Problem Statement

Public universities continue to see reductions in state support, and the question of when state funding will return to prior levels of support remains uncertain. Thus, university leaders depend on other sources of funding such as tuition. Increasing tuition to remedy the decrease in state funds could lead to a degree becoming more unaffordable or inaccessible for students. Therefore, universities may be reliant on university advancement to procure charitable donations for the university to preserve and improve its mission. As funds dwindle and costs rise university advancement staff may be given higher fundraising goals to meet the needs. In addition, university advancement staff may receive pressure to review costs and efforts as well as pressure to lower the costs of fundraising to be more efficient. In order to enable university advancement staff to attain goals, advocate for resources, or to enhance processes, university advancement staff are challenged to measure effectiveness. However, the process of measuring university fundraising success is unclear with multiple variables to consider and several ways to determine success. With several metrics to choose from and the uncertainty regarding which metrics are the most relevant, university advancement staff may struggle to capture a complete or accurate picture of fundraising effectiveness.

The purpose of this qualitative study was to determine the critical quantifiable and nonquantifiable metrics to measure effectiveness of university fundraising and understand how expert fundraising analysts implement, analyze, and prioritize those metrics. For the purpose of this study the quantifiable metrics of university fundraising success were defined as return on investment (WealthEngine, 2013), growth in giving reports (Levis & Williams, 2011), fundraiser activity and performance (Collins, 2013), number of new and recaptured donors (WealthEngine, 2013), number of annual fund donors transitioned to major gift donors (Stuart, 2013), and alumni participation rate (Stuart, 2013). Nonquantifiable metrics of university fundraising success were defined as the four types of intervening variable forces in fundraising: personal forces, institutional forces, role forces, and environmental forces (Cook & Lasher, 1996). This study may provide direction for university advancement staff to measure success and consequently advocate, strategize, and improve processes.

## Conceptual Framework

In this study the variables and the process of how expert fundraising analysts implement, analyze, and prioritize the quantifiable and nonquantifiable metrics of university fundraising success were explored. For this study the quantifiable metrics were defined as return on investment (WealthEngine, 2013), growth in giving reports (Levis & Williams, 2011), fundraiser activity and performance (Collins, 2013), number of new and recaptured donors (WealthEngine, 2013), number of annual fund donors transitioned to major gift donors (Stuart, 2013), and alumni participation rate (Stuart, 2013). The quantifiable metrics are outlined in Chapter 2 of this study with the review of literature.

The nonquantifiable metrics of university fundraising success were defined as the four types of intervening variable forces in fundraising: personal forces, institutional forces, role

forces, and environmental forces (Cook & Lasher, 1996). The strengths of these forces, identified by Cook and Lasher (1996) may change over time, and one of the forces usually dominates the others that will vary from situation to situation. According to Cook and Lasher (1996) each force is defined as follows,

- Personal: the established habits, leadership styles, personality traits, administrative and educational experiences, needs, attitudes, values, beliefs, interpersonal skills, among other things
- Role: self-imposed or self-created role expectations, and external expectations
- Institutional: the established traditions, history, culture, norms, sanctions, taboos, rituals, rewards, wealth, constituencies, capabilities, strengths and weaknesses, market position, size, maturity, prestige, and quality of the governing board, students, faculty, and alumni
- Environmental: the capacity of the donor base; wealth and philanthropic tradition of the local community, region and state; proclivity of the surrounding area to natural disasters; unemployment rate; inflation rate; state of the economy; federal tax policy; competition from other nonprofits; public opinion toward higher education, etc. (p. 20)

Each of the aforementioned forces could impact and determine the nonquantifiable variables of university fundraising success, thus may provide a holistic understanding and determination of university fundraising success.

## Research Questions

1. Which quantifiable measures (return on investment, growth in giving reports, fundraiser activity and performance, number of new and recaptured donors, number of annual fund

donors transitioned to major gift donors, and alumni participation rate) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

2. What other quantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?
3. Which nonquantifiable measures (personal forces, role forces, institutional forces, environmental forces) do expert fundraising analysts suggest to include in comprehensive model to determine success in university fundraising?
4. What other nonquantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?
5. How do expert fundraising analysts suggest a comprehensive model to determine success in university fundraising be organized or segmented?
6. What further implications do expert fundraising analysts suggest for a comprehensive model to determine university fundraising success?

## Significance of the Study

This study is significant to university advancement staff and university leaders because the results of this study may clarify the currently uncertain evaluation process of university fundraising success. Furthermore, the participants in this study were asked to identify the metrics, both quantifiable and nonquantifiable, to include in a comprehensive model to measure university fundraising success. A comprehensive model may increase success of university advancement staff by enabling a broader review of strengths and weaknesses to determine and execute efforts to support or improve processes. WealthEngine (2013) noted that measuring fundraising effectiveness can help those involved identify progress and weakness and explained

that by doing so it "makes it easier to make course corrections in a timely manner so that the organization can maximize its fundraising success" (p. 6).

## Definition of Terms

The following definitions were used for the purpose of this study:

1. Campaign: "an organized effort to raise a specific amount of money for a particular purpose(s) in a specific amount of time" (Association of Fundraising Professionals, 2003, p. 18)
2. Capacity: "the amount a prospect can give over a five-year pledge" (Grabau, 2012, p. 40).
3. Capital campaign: "an intensive fundraising effort to meet a specific financial goal within a specified period of time for one or more major projects that are out of the ordinary, such as the construction of a facility, the purchase of equipment, or the acquisition of endowment" (Association of Fundraising Professionals, 2003, p. 20).
4. Comprehensive campaign: "integrates capital, annual, and planned gifts"… "and donors are solicited for support of campaign objectives coinciding with their interests and capabilities" (Worth, 2010, pg. 6).
5. Cost per dollar raised: "fundraising expenses divided by total contributions" (Association of Fundraising Professionals, 2008, p. 8)
6. Fundraising Return on Investment: "total contributions divided by fundraising expenses, multiplied by 100 for the percentage" (Association of Fundraising Professionals, 2008, p. 9).
7. Lapsed donor: "a donor who has given in a prior year, but not in the current year" (WealthEngine, 2013, p. 19).

8. Net revenue: “sum of cash gifts and commitments, minus the amount spent on fundraising” (WealthEngine, 2010, p. 15).
9. Planned giving: “a way for a donor to give an asset (cash, stock, bonds, real estate, family business, antiques, etc.) by using a method (unitrust, bequest, deed, contract, etc.) that will provide benefits to both the donor (in the form of charitable fulfillment, tax savings, income, asset management, family protection, etc.) and to the institution (in the form of funds now or in the future)” (Worth, 1993, p. 117).
10. Prospect: “any potential donor whose linkages, giving ability, and interests have been confirmed” (Association of Fundraising Professionals, 2003, p. 100)
11. Recaptured donor: “a previously lapsed donor who gives again in the current year” (WealthEngine, 2013, p. 19).
12. Restricted gifts: donations given to “where the donor indicates, usually through a legal document called a “gift agreement,” how the gifts should be used” (Drezner, 2011, p. 6).
13. Return on investment: a performance measure to evaluate the benefit from an investment. The formula typically used is

    “ $ROI = \frac{\text{Net Revenue}}{\text{Expense of Investment}}$ ” (WealthEngine, 2010, p. 14).
14. Unrestricted gifts: donations given to “where funds can be used at the university’s discretion” (Drezner, 2011, p. 5).

## Delimitations and Limitations

This study was delimited to the subset of national experts identified as expert fundraising analysts for the purpose of this study. The expert fundraising analysts in this study were recognized as experts based on criteria such as:

- Possessed national recognition for work such as published books within the last 10 years or authored articles in related professional journals such as CURRENTS, Connections, Philanthropy Journal or available through websites for the Council for Advancement and Support of Education or the Association of Fundraising Professionals;
- Presented at international and national association conferences (Association of Prospect Researchers for Advancement, Association of Fundraising Professionals, DRIVE); or,
- Received awards from international or national associations for work in fundraising analytics.

This study was limited by the extent of expert knowledge represented by the expert fundraising analysts who participated in this study.

In addition, this study was limited by the reliance on self-reported data from the expert fundraising analysts. Nonetheless, educational research often uses self-reported data (Gonyea, 2005).

Furthermore, this study was limited by the nature of the Delphi Technique and the ability to establish reliability. No studies have been conducted to compare if two or more expert panels with the same criteria would develop the same consensus or result (Williams & Webb, 1994).

## Overview

Chapter 1 includes an introduction to the study with an explanation of the importance of measuring success in university fundraising and highlights the idea that there is more to measuring success in university fundraising than looking at costs and total amount raised. This chapter also contains the problem statement, significance of the study, research questions, a list of defined terms, and delimitations and limitations.

In Chapter 2 a review of research is provided on the topics of university funding, university fundraising, the costs, the return, and measuring success of university fundraising.

Chapter 3 contains a description of the Delphi Technique, as well as explanation for its applicability to this study. Also, chapter 3 comprises the research questions, instrumentation, sampling, data collecting and recording, data presentation, and how validity was established.

Chapter 4 contains the analysis of the study, and Chapter 5 includes the findings, conclusions, and recommendations of the study.

# CHAPTER 2

# LITERATURE REVIEW

## University Funding

Public universities are funded by state appropriations, tuition and fees, grants, and charitable donations (Speck, 2010). Endowment income is also an alternative source of funding even though public universities may have modest endowments (Barr & McClellan, 2011). Furthermore, Barr and McClellan (2011) suggested that public universities' endowments may increase as state support decreases. Also, with the decline of state funding, tuition and fees have increased, which may prove to be counterproductive. Speck (2010) noted, "the higher the tuition and fees, the greater the probability that enrollment will decrease" (p. 9). Nevertheless, tuition is a primary of funding for many public universities and, therefore, continues to rise. However, the rise of tuition may be affected as some states have statutory restrictions on the price of tuition to in-state residents (Barr & McClellan, 2011). In addition, negative trends such as inability to raise the price of tuition, declining enrollments, and increasing regulatory and political pressure to maintain or lower tuition are becoming stronger (Moody's Investor Service, 2013).

Grants are an additional fund source for universities, which may also be limited as well as competitive. Grants are an example of restricted revenue as they are to be used for a specific purpose that is determined by the source of the funds (Barr & McClellan, 2011). Grants can be a considerable source of income for research universities and "nonresearch grants… can benefit all colleges and universities, but for the most part federal grants based on research productivity are designed for institutions that produce doctoral students in the sciences" (Speck, 2010, p. 10).

Additionally, universities may use endowment income as an alternative revenue source. Endowments derive from donations, bequests, investment returns, and invested surpluses from a university's operating budget (Johnson, 2010). As Lapovsky (2007) noted, "An endowment

offers a hedge against the volatility of other revenue sources and supplies a steady stream of income to support the college or university" (p. 99). However, many public universities have modest endowments, and some do not have an endowment at all (Barr & McClellan, 2011). For those institutions that have endowments, most of them have conservative policies on the percentage of revenue from their endowment to use toward funding the operating budget (Ernst & Young, 2009).

Another source of funding is charitable donations, which can be given as unrestricted or restricted gifts. Unrestricted gifts may be allotted at the discretion of the university, and restricted gifts are for a certain area, program, or fund determined by the donor (Drezner, 2011). Primarily, universities use three types of fundraising: annual giving, focused giving for a particular project, and long-term campaigns for comprehensive university priorities and projects (Barr & McClellan, 2011). Annual fund gifts are "unspecified gifts to be applied to the area of most need at the institution" (Berry, 2014, p. 6). Major gifts are gifts of a significant amount that can make a transforming impact on the organization (Sargeant & Jay, 2014). The comprehensive campaign should include annual fundraising goals in addition to major gifts for capital projects (Scales, 2008). Universities can use these gifts to conduct needed building maintenance, construct new facilities, or overall sustain the mission of the university; all of which the university might have had to place on hold or rescind due to the decrease in state appropriations (Drezner, 2011).

## University Fundraising

Philanthropy is an essential piece in funding the university. In the colonial period many donations were given to colleges as "in kind" or what sometimes was called "country pay—goods and services—simply because there was a lack of hard currency" (Thelin & Trollinger,

2014, p. 12). In addition, during this time period notable gifts were given for endowing professorships such as Thomas Hollis's endowed chair in divinity at Harvard University (Drezner, 2011). In 1641 William Hibbens, Hugh Peter, and Thomas Weld journeyed from Boston to England to raise money for Harvard College, and since then no university has survived without raising money (Bernstein, 2014). "Philanthropy became increasingly important after the colonial and revolutionary period because new political allegiances signaled an end to customary government support from England" (Drezner, 2011, p. 16).

In 1861 Matthew Vassar founded Vassar College, a women's college, and gave the financial support to construct the first building (Bernstein, 2014). After the Civil War philanthropy continued to impact higher education as other all-female colleges were established such as Spelman College for African American women, and Bennett College, a coeducational teachers' college that later became all-female (Bernstein, 2014).

In the late 19th and early 20th centuries new industries formed and brought prosperity to some individuals and families (Thelin & Trollinger, 2014). The largest gifts to higher education during that time included:

> $20 million from Leland and Jane Stanford in 1885, $3.5 million from Johns Hopkins in 1873, $34.7 million that John D. Rockefeller gave to the University of Chicago, the Sterling bequest to Yale for $15 million in 1918, and Henry C. Frick's bequest of $15 million to Princeton in 1919. (p. 20)

In addition, John D. Rockefeller founded the General Education Board in 1902 to support southern private black colleges, and it became one of the most significant philanthropies in the beginning of the 20th century (Bernstein, 2014). During this time, "philanthropy reinforced the

status quo of racial exclusion, while at the same time providing critical funds to institutions that would educate new generations to challenge that status quo" (p. 36).

However, in 1917 the burden of federal income taxes began, and by 1920 large individual gifts dwindled which led to financial challenges for many prominent colleges and universities which could not meet their fundraising goals (Thelin & Trollinger, 2014). In 1919 Harvard led in the era of professional fundraising as the institution hired a firm to administer the $15 million endowment campaign, and then slowly organized fundraising was used in many other institutions (Drezner, 2011).

Between the two World Wars philanthropy had a vital role as it enabled a selective number of large private colleges and universities to become premier institutions that taught leaders for business and government (Bernstein, 2014). For example, from 1923 to 1940, "out of more than $100 million, approximately 75 percent of all philanthropic dollars went to only thirty-six colleges and universities" (p. 62). In addition, business corporations began to contribute to higher education, which was beneficial for all institutions (Thelin & Trollinger, 2014).

After World War II private philanthropy supported scientific and defense-related research (Thelin & Trollinger, 2014). Furthermore, in 1949 The Rockefeller Foundation funded a program to study different cultures in an effort to better understand one another and included universities in the United States, France, Great Britain, Turkey, Canada, Germany, India, and Japan (The Rockefeller Foundation, 2014). In the 1950s Henry Ford and Andrew Carnegie gave through their foundations to colleges and universities to improve business and legal education (Bernstein, 2014). "The 35 million the Ford Foundation invested in reforming business schools and education between 1956 and 1966 and the findings of the Carnegie report were pivotal in

shifting business education toward rationalistic, quantitative research and training for managers" (Bernstein, 2014, p. 46). In the 1960s and 1970s the Carnegie Corporation funded many academic studies through the Carnegie Commission on the Future of Higher Education (Gose, 2013). During this "golden era" of higher education philanthropy, "Ford, Carnegie, the U.S. Department's Fund for the Improvement of Postsecondary Education, and others typically threw out a general concept and looked for an accomplished institution or researcher to run with it" (Gose, 2013, para. 6).

In the 1980s changes in state support led to the spread of large fundraising campaigns at institutions such as The University of Virginia, which launched its first capital campaign in 1991 (Thelin & Trollinger, 2014). Over the course of the 1970s to the 2000s as needs and opportunities for higher education expanded, the capital campaign also expanded to become the comprehensive campaign that includes annual, capital, and planned gifts (Worth, 2010). In addition, as the 2000s brought a recession, and "increased emphasis on development and private fund-raising frequently was the favorite solution invoked by presidents and boards of trustees in such situations where colleges sought to balance budgets, tend to shortfalls, and provide for future growth" (Thelin & Trollinger, 2014, p. 33). The occurrence and scale of comprehensive campaigns increased to ease the financial challenges (Worth, 2010). For example, in 2006 Cornell University and Columbia University each announced $4-billion goal for their campaigns; similarly, University of Virginia announced a $3 billion goal for their campaign (Strout, 2006). By the end of 2007, 11 public institutions were in campaigns of $1 billion or more (Breslow, 2007).

In 2009 the Obama administration announced strategic policy plans for college completion, and foundations such as The Bill and Melinda Gates Foundation and The Lumina

Foundation emerged as "dominant philanthropic policy player[s] in higher education" with focus on the process of higher education (Parry, Field, & Supiano, 2013). According to Strickland (2009) the venture philanthropists are transforming higher education as they transformed the business world, and "demand for measurable results, efficiency, and transparency" (p. 21). For example, since 2006 The Bill and Melinda Gates Foundation has invested $472 million to remake higher education, with goals to graduate more students in a smaller amount of time and at lower costs (Parry et al., 2013). However, Frederick Hass, director of education policy studies at the American Enterprise Institute, declared,

> But the reality is that these things won't change without philanthropy. The problems are too complicated and the politics are too dogmatic at this point. We can't solve it without outside intervention. We'll need smart people to invest in solutions that can help illuminate the path forward. At its best, that's what philanthropy can do. (New York Magazine, 2008, p. 6)

The structure of philanthropy in higher education has evolved over the last century. University fundraising is often administered in the division of university advancement, and many universities have established institutionally related foundations to guide the process. Hedgespeth (2000) identified the five shared purposes of college or university foundations as:

- To secure private gifts as a resource distinct from state and institutional resources;
- To enlist and use key volunteers in philanthropic endeavors on behalf of the institution;
- To engage prospective donors in the institution's dream and aspirations, and steward their investments of time and money;

- To provide a vehicle for important college or university activities, ventures, and services, such as acquiring real estate by gift or purchase that the institution itself cannot pursue (at least not on a timely basis) because of statutory or regulatory restrictions; and
- To strengthen the institution's public image and create an environment conducive to philanthropic support. (p. 3)

Furthermore, universities use institutionally related foundations "to facilitate the process of acquiring, receiving, and processing gifts, and managing and investing those charitable resources" (Holmes, 2010, p. 27). While some foundations operate as a component of the institution, others operate autonomously (Holmes, 2010).

The name of the unit within the institution that is focused on university fundraising varies from institution to institution and is often called university advancement, institutional advancement, or development. Fundraising is to solicit gifts; however, in the 1920s the process of fundraising became an on-going practice inclusive of the institution's strategic goals and development, thus coined the term development (Worth, 2010). In 1974 the Council for Advancement Support of Education (CASE) was founded, and "institutional advancement" or "advancement" was adopted as the accepted name of the university fundraising unit and included communications and marketing, alumni relations, and other external relations jobs (p. 5). In this study the term used is university advancement. Additionally, the office of university advancement may vary at each university in its organizational structure, as some may be centralized in one division or may be decentralized among each college, school, or program (Drezner, 2011). University advancement offices may include alumni relations, communications, cultural affairs, or other areas deemed appropriate by that particular institution.

Drezner (2011) concluded that no matter how university advancement is organized, the fundraising principles remain the same.

University advancement and its foundation may also vary by university in their sources of funding, as they cannot rely solely on institutional funding. Therefore, to fund and enable university advancement offices and foundations, one or a combination of the following sources may be used: gift taxes, management fees, unrestricted giving, revenues from real estate, and earnings on cash holdings (Holmes, 2010). Each university advancement office, along with its foundation, should determine the most beneficial sources to fund the costs of fundraising, considering each office and foundation may have different needs and types of potential support (Worth, 2010).

An important piece of university fundraising is the 'campaign', which is "an organized, intensive fundraising effort…to secure extraordinary gifts and pledges… for a specific purpose or programs…during a specific period of time" (Dove, 2000, p. 5). The formal period of a campaign is 7 to 8 years (Worth, 2010). Capital campaigns were used before the 1970s and typically, conducted to raise money for the construction of a new building (Worth, 2010). However, in the 1970s universities "expanded the definition of the campaign to integrate capital, annual, and planned gifts under one umbrella—the comprehensive campaign" (p. 6). Comprehensive campaigns include university-wide priorities and often incorporate goals related to the university's image (Worth, 2010).

**The Costs**

In the current economy nonprofits, colleges, and universities are faced with an increased pressure to improve fundraising operations in efficiency, value, and productivity. Greenfield (2003) suggested that the costs per dollar raised varied by fundraising technique and vary from

$.05 to $1.00 per dollar raised. Furthermore, he recommended that each fundraising method varies by cost and should be measured against the results it achieved for a more complete review (2003).

"Organizations must be cognizant of the relationship between their investment in fundraising and the return on that investment" (WealthEngine, 2010, p. 4). In order to measure fundraising effectiveness the "investment", or costs, must be included (WealthEngine, 2010). However, the costs of fundraising are unclear due to "a lack of consensus around definitions of which expenditures to include and a lack of comparable data" (Kroll, 2012, p. 10). A clear structure must be established to track and report expenses (WealthEngine, 2010).

In order to identify fundraising costs Sargeant and Shang (2010) suggested categorizing fundraising activity expenses as capacity-building and net-income producing. Capacity-building activities are activities defined as "activities not intended to produce net income" (p. 210). Examples of capacity-building activities include support activities, donor acquisition, special events and public relations. In addition, Sargeant and Shang defined net-income activities as activities intended generate net contributions.

However, the above categories may not account for the operational costs of fundraising. In 2011 The Council for Advancement and Support of Education (CASE) launched a study, "Advancement Investment Metrics Study", to measure fundraising expenses (Kroll, 2012). They surveyed CASE members, and 144 colleges and universities completed the survey. According to Kroll (2012) the purpose of the Advancement Investment Metrics Study was to provide "a practical survey tool that gives members common definitions for what to count and the ability to select their own variables to compare their expenditures and results—anonymously—with those of peer institutions at similar stages of development" (p. 10). Institutional variables were type

and size of the institution, campaign status, staffing, and state of fundraising program maturity. This study suggested that all disciplines of advancement should be included as expenditures, such as fundraising or development, alumni relations or affairs, communications and marketing, advancement services, institutionally related foundations, and advancement leadership or management. In addition, "secondary benefits from these activities may also occur, but the allocation of expenditure to a category should generally be based on the primary purpose" (p. 45). Kroll (2012) outlined expenditures to include and exclude in general and specifically for each discipline of advancement. For example, general expenditures include all expenditures that affect the fundraising process. In addition, general expenditures to exclude were defined as

- the salaries of the president and heads of academic units (provosts, deans, department chairs) EVEN IF fundraising, alumni relations, and communications and marketing are responsibilities included in their job descriptions and they spend significant portions of their work time on such activities.
- overhead costs, such as office space, utilities, insurance, janitorial services, accounting services, payroll services, audit services, and general institution information technology support EVEN IF these costs are related to an off-site location. (Kroll, 2012, p. 45)

WealthEngine (2013) also noted that direct expenses, overhead, and other expenses that affect fundraising should be included as fundraising costs.

Collins (2013) also suggested that operational expenses should be included as fundraising costs; however, her study is specific to fundraisers and does not include the other disciplines of advancement. Furthermore, she suggested to segment fundraisers' costs and benefits by type: major gifts, corporate and foundation relations, and annual gifts. She concluded that it is important to review the costs and return by fundraiser type because the variance in the return

may depend on the type and its requirements or structure. Similarly, WealthEngine (2013) segmented costs and benefits by type; however, WealthEngine (2013) also included planned giving in addition to annual gifts, major gifts, and corporate and foundation relations.

Furthermore, the Council for Advancement and Support of Education (2014) maintains guidelines on reporting costs and donations. These guidelines are detailed and a summary of the guidelines is beyond the scope of this study; therefore, refer to the Council for Advancement and Support of Education's website (www.case.org) to purchase the guidelines.

**The Return**

On the surface the total amount of contributions may seem to be the way to determine fundraising effectiveness (Hiles, 2010). He stated, "at times, organizations stop asking questions about productivity if the amount of dollars raised continues going up. That is a mistake" (p. 56). Rather, the costs of fundraising and the total amount of contributions should be compared in order to understand the true benefit (WealthEngine, 2010). This type of comparison involves subtracting the costs from the total amount of contributions and is known as the return or net revenue in fundraising (Association of Fundraising Professionals, 2008).

The return in fundraising can be unclear as certain types of donations may require special considerations to determine their value (WealthEngine, 2013). Examples of these types of donations are in-kind, planned, or deferred gifts. In-kind donations are items such as art, furniture, or construction materials, should be included at fair market value as a benefit (Ciconte, 2007). Fair market value can be determined through an appraisal. "Any gift of property worth more than $5,000 in the United States requires an authorized appraisal, which should be paid for by the donor" (Ciconte, 2007, p. 14).

Another type of gift that may require special consideration in regards to its value is a planned or deferred gift, as the value of the gift when it is received could be greater or lower than at the time of the commitment (Rooney, 1999). According to Rooney's (1999) work on the costs and benefits of university fundraising, universities should use "the changes in pledges and changes in bequest expectancies to more accurately correlate the time periods of effort and dollars invested" (p. 55). Furthermore, Greenfield (2005) recommended the net present value calculation based on the donor age(s) and life expectancy in order to estimate the value of a planned or deferred gift. Likewise, Sargeant and Shang (2010) suggested the use of net present value. In order to assess the planned gift, the time-value of money must be taken into consideration, and thus, review the value of the gift at current prices (Sargeant & Shang, 2010).

WealthEngine (2013) also noted that the costs accumulated during the cultivation and solicitation process of the planned gift may occur years before the gift is received. Further, they found that "the average time from inception to maturity for a planned gift is 7-10 years" (p. 41). Therefore, they proposed that the Guidelines for Counting Charitable Gifts and Valuation Standards for Charitable Planned Gifts from The Partnership for Philanthropic Planning be used to approximate the value of a planned gift and how it should be reported. However, these guidelines are only available to members of the association and encompass various types of nonprofit organizations.

## Measuring Success

On the surface fundraising may be considered successful by increase in the total amount given from year to year, however, for a better understanding of fundraising effectiveness more analysis is needed (Levis & Williams, 2011). Reviewing dollars raised is a key way to measure effectiveness; however, "the major drawback is that a university, college, or unit may receive a

huge windfall through an estate gift, as an example. The current major gifts team may have done nothing to make this happen" (Hiles, 2010, p. 51). Metrics such as fundraising gains and losses, return on investment, fundraiser performance, and numbers of new and recaptured donors, new donor renewals, repeat donors, and others may show fundraising success. For example, Levis and Williams (2011) proposed growth-in-giving reports that focus on fundraising gains and losses to enable leaders to review the areas to improve and can further augment fundraising effectiveness.

In addition, several researchers, have supported the use of return on investment (ROI) to determine success in fundraising, such as: Kroll (2012), Collins (2013), and WealthEngine (2013). However, Collins (2013) and WealthEngine (2013) recommended other methods or variables in addition to ROI. Collins (2013) supported ROI specific to fundraisers and suggested fundraiser activities that should be included to measure fundraising success. Also, WealthEngine (2013) expanded beyond ROI with the inclusion of Collins's (2013) fundraiser performance ROI report and further suggested other variables such as new and recaptured donors, total amount of contributions from new donors, total amount of contributions from repeat donors, as well as donors who upgraded and downgraded their contributions.

**Gains and Losses**

Levis and Williams (2011) recommended determining success with a growth in giving report. The growth in giving report resulted from a study named The Fundraising Effectiveness Project, which was sponsored by the Association of Fundraising Professionals (Levis & Williams, 2011). "Suppose your organization realized funding gains of $594,000 last year"… "is this an accurate picture of your fundraising efforts? It turns out that your organization also had losses of $503,000. Consequently, your organization achieved a net growth-in-giving of

$91,000" (p. 36). Furthermore, gains in giving are gifts by new donors and recaptured lapsed donors and increases in gift amounts by upgraded donors. Losses are the decreases in gift amounts by downgraded donors and lost gifts from lapsed new and lapsed repeat donors. "The net increase (or decrease) is the net of total gains minus total losses" (p. 37). In addition, it may be useful to track gains and losses for the number of donors to gauge acquisition and outreach. Levis and Williams (2011) concluded

> To understand what is really happening in your organization, it is necessary to analyze both the fundraising gains and the fundraising losses from one year to the next so that you and your organization's leadership can make growth-oriented decisions about both fundraising budgets and strategies. (p. 36-37)

**Return on Investment**

Return on investment (ROI) is a measurement tool that has been adapted in many professions and applications as a way to determine success. ROI is commonly used in business practices and has been defined as "earnings divided by investment or net benefits divided by costs" (Phillips & Phillips, 2004, p. 4). According to Avolio, Avey, and Quisenberry (2010), ROI enables organizations to review which investments are worthy to continue and thus make informed decisions. For the profession of fundraising the Association of Fundraising Professionals defined fundraising ROI as "contributions divided by fundraising expenses, multiplied by 100 for percentage" (2008, p. 9). According to the Association of Fundraising Professionals (2008) fundraising expenses, number of gifts, and amount of gifts by fundraising activity should be tracked, then calculate ROI for each activity each year (p. 1). However, WealthEngine (2013) defined ROI as the net revenue (total amount of contributions – fundraising expenses) divided by the fundraising expense.

According to Kroll (2012) the use of ROI was supported in the Council for Advancement and Support of Education's inaugural Advancement Investment Metrics Study (AIMS) to provide members of the Council for Advancement and Support of Education (CASE) with a survey tool to anonymously report their expenditures and results. The purpose of this study was to develop standardized guidelines and a methodology to gather expenditure data. One hundred forty-four colleges and universities in the United States completed the survey, and the participants were able to select their type of institution by degree level and if private or public; the stage of their advancement program by years in existence; and whether or not they were in a campaign. This allowed participants to identify peers and the ability to benchmark. Because, as Kroll (2012) noted, a single or correct figure for how much institutions should spend on fundraising does not exist, the report provided the results in ranges as well as the mean and median, "in order to allow institutions to benchmark themselves within the range rather than on a single, absolute figure" (p. 16).

**ROI and Fundraiser Performance**

Hiles (2010) suggested measuring variables of fundraiser performance such as the number of calls, moves or contacts, and proposals submitted in order to determine success of fundraising programs. "If your organization concentrates on proactively building relationships and engaging donors in conversation about the mutual interests of your organization and theirs, the dollars given to your organization will grow" (p. 52). Hiles (2010) also recommended to measure quality solicitations and quality visits. To measure quality solicitations track the number of solicitations (proposals) by development officer and determine the number that they close (Hiles, 2010). "Strive for at least a 50 percent success rate on proposal submissions. Data shows that productive programs average at least a 50 percent closure rate" (p. 56). To measure

quality visits review call reports (also called contact reports) with a subjective analysis (Hiles, 2010). Through the review of call reports Hiles (2010) was able to explain to his fundraising team the content that a call report should contain and suggest ways to improve their solicitation strategies. Therefore, Hiles (2010) suggested reviewing call reports to measure quality visits and track the solicitation process.

Collins (2013) also recommended measuring fundraiser performance to increase the success of fundraising. However, Collins (2013) developed a ROI report that is specific to fundraiser performance. Activities that should be included in a ROI report are: number of personal visits, percentage of unique visits, proposals submitted, number of gifts closed, total amount of gifts closed, assists or shared credits, and multiple of total compensation. "To calculate the percentage of unique visits, divide the number of prospects visited by the number of visits made" (p. 2). The percentage of unique visits and others listed above are not a part of the ROI calculation but should be included in the report "to provide context to the fundraiser's performance" (p. 6). Furthermore, Collins (2013) declared that "the actual ROI calculation can be determined by dividing the dollars raised by the cost of employment" (p. 6). "By demonstrating that your frontline fundraisers are closing gifts in amounts much larger than it costs to employ them, you lend credence to the adage that you must spend money to raise money" (Collins, 2013, p. 1). In addition, Keith Inman, vice president for university advancement at the University of Louisville, noted the value of fundraiser performance metrics and saw a substantial productivity increase after implementing metrics. Inman stated, "If you want to change human behavior, you have to measure it. Metrics are key" (Major Gifts Report, 2013, p. 6).

Additionally, Susan Hayes-McQueen, director of advancement research and relationship management at the University of Washington in Seattle declared that the solicitation is the main metric to review in measuring fundraisers' performance ("Fundraiser metrics", 2014). She suggested the contact reports should be reviewed, as the contact reports and the solicitation can foster a "feedback loop" that enables transparency between fundraisers and administrators to determine how to improve results ("Fundraising metrics", 2014, p. 2).

**ROI and Key Performance Metrics**

WealthEngine (2013) included fundraiser performance and Collins's (2013) recommendations as a way to determine fundraising success and also reported several other ways to determine fundraising success. WealthEngine (2013) developed a survey that had 1,126 respondents of various organization types such as education, social and human services, healthcare, and art/culture/museum. Participants were asked to identify the metrics they use to determine fundraising return. The responses were: to measure the increase and decrease in number of gifts (51%), calculate the cost to raise a dollar (48.4%), measure the number of new and recaptured donors (47.7%), measure the increase and decrease in average size of gifts (45.4%), measure the number of gifts renewed or maintained (44.7%), calculate the ROI (33.8%), measure the number of gifts upgraded or downgraded (32.4%), measure the increase and decrease in size of prospect pool (23%), measure the number of prospects per major gift secured (20.3%), none (18.8%), measure the number of contacts per prospect to secure a gift (16.3%), other (8.4%), and measure the increase and decrease in average cultivation time (8.2%) (WealthEngine, 2013).

In addition, WealthEngine (2013) suggested the key performance metrics of fundraising that should be tracked, measured, and reported on to determine success in fundraising such as

number of prospects under management, increase and decrease in size of the prospect pool, average time in identifying a prospect to the time the prospect gives a donation, number of prospect solicited, as well as number of and total dollars raised from new donors, recaptured donors, new donor renewals (renewing after first gift), repeat donors, upgraded donors (donors that have increased their giving), regraded donors (donors that have maintained their giving), and downgraded donors (donors that have decreased their giving). "All of these metrics, taken individually and combined, can help the organization better understand what is working, and what needs adjusting, and to determine how changes in strategy can impact overall results" (p. 20).

Barber and Levis (2013) also declared donor retention matters, as focusing on existing donors to cultivate relationships and build a long-term commitment could result in substantial donations. Furthermore, they suggested that "The costs associated with finding and processing new donors are generally higher per donor, than those for maintaining connections with existing donors" (p. 4). Hopkins (2009) reported the direct mail to new donor acquisition fundraising ratio is 100%, whereas the donor renewal fundraising ratio is 25%. In addition to differences of new donors and existing donors, Barber and Levis (2013) noted a difference in retention performance of small amount donors and large amount donors. Fundraising programs may cultivate and focus more on donors who have given larger amounts, thus they are more probable to continue their financial support (p. 4). Barber and Levis (2013) recommended to still pursue donors who give smaller donations with effective and efficient cultivation and solicitation strategies as "communication with smaller donors provides an avenue for expanding the organization's reach and influence" (p. 4-5).

Overall, to determine success of fundraising, researchers have used a variety of metrics such as ROI, fundraising gains, number of new donors, and combinations of these and others for a comprehensive approach. John Welty, associate vice president for advancement at Pennsylvania's Lehigh University, stated "you never want to rely on a single measure. That becomes a pass-fail exam. We'd much rather write essays. We want to provide context" (as cited in Stuart, 2013, p. 20). Including context, such as the university's mission or strategic plan, as a measure of fundraising success was introduced in a 1982 article in CURRENTS by Joel Smith, former vice president for development at Stanford University (as cited in Lajoie, 2002). According to Lajoie (2002) Smith believed gift utility should be assessed to determine how well gifts met the identified priorities. Likewise, Barrett (2013) declared that fundraising effectiveness "should be measured not only by the amount of money raised, but also by the way it furthers an institution's mission by raising strategic gifts, nurturing long-term relationships with donors, and carrying out similar activities" ( p. 6).

## Summary

As state funding continues to decline, universities are more reliant on philanthropy as an alternative revenue source. University advancement staff can raise money to sustain and enhance the university; however, the university leaders and stakeholders must support university advancement and enable the division with staff and resources to raise the money. Over the years, as university advancement has developed, the processes or structure may have changed, but has the division is still proven to be an essential part of the university.

In order for university leaders to prepare for the future of the university and its funding needs a review of fundraising effectiveness must be conducted. Reports on fundraising effectiveness could enable university leaders to review success and determine how to increase

fundraising success and thus assist in attaining the university's funding needs. However, several metrics to determine fundraising success have been suggested, such as return on investment (ROI), gains and losses, fundraiser performance metrics, number of new or recaptured donors, or a combination of these and others for a comprehensive approach. It is unclear which of, or what combination of, these metrics provides the most accurate picture of fundraising effectiveness.

# CHAPTER 3

# RESEARCH METHODS

## Purpose Statement

The purpose of this qualitative study was to determine the critical quantifiable and nonquantifiable metrics to measure effectiveness of university fundraising, and understand how expert fundraising analysts implement, analyze, and prioritize those metrics. For the purpose of this study the quantifiable metrics of university fundraising success were defined as return on investment (WealthEngine, 2013), growth in giving reports (Levis & Williams, 2011), fundraiser activity and performance (Collins, 2013), number of new and recaptured donors (WealthEngine, 2013), number of annual fund donors transitioned to major gift donors (Stuart, 2013), and alumni participation rate (Stuart, 2013). Nonquantifiable metrics of university fundraising success were defined as the four types of intervening variable forces in fundraising: personal forces, institutional forces, role forces, and environmental forces (Cook & Lasher, 1996). This study may provide direction for university advancement staff to measure success and consequently, advocate, strategize, and improve processes.

## Research Questions

1. Which quantifiable measures (return on investment, growth in giving reports, fundraiser activity and performance, number of new and recaptured donors, number of annual fund donors transitioned to major gift donors, and alumni participation rate) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?
2. What other quantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

3. Which nonquantifiable measures (personal forces, role forces, institutional forces, environmental forces) do expert fundraising analysts suggest to include in comprehensive model to determine success in university fundraising?
4. What other nonquantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?
5. How do expert fundraising analysts suggest a comprehensive model to determine success in university fundraising be organized or segmented?
6. What further implications do expert fundraising analysts suggest for a comprehensive model to determine university fundraising success?

## Research Design

To develop consensus the Delphi Technique was used as its focus correlated with the purpose of this study, which was to request information that may generate a consensus from the participants (Hsu & Sandford, 2007, p. 1). For the purpose of this study the expert fundraising analysts comprised the respondent group to determine a cohesive approach to measure university fundraising success. "The Delphi Technique, mainly developed by Dalkey and Helmer (1963) at the Rand Corporation in the 1950s, is widely used and accepted method for achieving convergence of opinion concerning real-world knowledge solicited from experts within certain topic areas" (Hsu & Sandford, 2007, p. 1). This convergence of opinion is a result of a series of iterations. Data were collected from three rounds of questionnaires. The use of several iterations may cause participants "to offer their opinions more insightfully and to minimize the effects of noise" (p. 2). Furthermore, the Delphi Technique was chosen as this study met most of the criteria developed by Linstone and Turoff (1975):

1. When the problem does not lend itself to precise analytical techniques, but can benefit from subjective judgments on a collective basis.
2. When the individuals needed to contribute to the examination represent diverse backgrounds with respect to experience or expertise.
3. When more individuals are needed than can effectively interact in a face-to-face exchange.
4. When time and cost make group meetings infeasible.
5. When disagreements are so severe or politically unpleasant that the communication process must be refereed and confidentially assured.
6. When the heterogeneity of the participants must be preserved to assure validity of the results and to avoid domination by the strength of certain personalities.
7. When a supplemental group communication process can help the efficiency of face-to-face meetings. (p. 4)

This study met the majority of the criteria, with the exclusion of the fifth criteria listed above as severe disagreement was not perceived to be an issue in this study. Considering that all the other criteria are met, the Delphi Technique was selected for this study. The problem in this study may benefit from collective input of the participants. Variation in the experience of the participants exists due to number of years in the field, levels of education, or participation in professional development. The participants were brought together by written communication only, and none of the participants knew the identity of the others who participated in this study. The anonymity between the participants may help increase the internal validity, or credibility, of this study as the participants' views will not be adapted due to pressure of another participant's identity and expertise (Kennedy, 2004).

## Sampling

A criterion sampling method was used to identify the participants for the questionnaire process. Criterion sampling "works well when all individuals studied represent people who have experienced the phenomenon" (Creswell, 2013, p. 155). A criterion sampling method was chosen as participants with the criteria of a well-regarded reputation and expertise in fundraising analytics were needed for this study. According to Baker, Lovell, and Harris (2006) experts are "representative of their professional group" (p. 62). The participants were recognized as experts based on the following criteria:

- Possessed national recognition for work such as published books within the last 10 years or authored articles in related professional journals such as CURRENTS, Connections, Philanthropy Journal or available through websites for the Council for Advancement and Support of Education or the Association of Fundraising Professionals;
- Presented at international and national association conferences (Association of Prospect Researchers for Advancement, Association of Fundraising Professionals, DRIVE); or,
- Received awards from international or national associations for work in fundraising analytics.

Hsu and Sanford (2007) suggested that the size of Delphi participants varies, but the recommended sample size is generally under 50. For this study the maximum of 20 participants was chosen to ensure response rates. The participants were selected with criterion sampling, and thus, "selected for a purpose, to apply their knowledge to a certain problem" (Hasson, Keeney, & McKenna, 2000, p. 1010). The researcher identified 34 individuals meeting the above sampling

criteria for the study and posted information about the study on a professional fundraising listerv, Prospect-L. Twenty expert fundraising analysts responded to the e-mail and agreed to participate in the study. No responses were received from the listserv post. Two of the 20 participants withdrew from this study after the distribution of the 1st round questionnaire, and an additional participant did not respond. Five additional individuals meeting the criteria for the study were identified and contacted in an attempt to replace the two individuals who withdrew and the nonresponder; however, none were able to participate. Therefore, 17 expert fundraising analysts were participants in this study.

## Data Collecting and Recording

Upon approval from the East Tennessee State University Institutional Review Board (IRB), the researcher posted comments on a fundraising professional listserv, Prospect-L, with the purpose of this study and asked for those meeting the set criteria to contact the researcher via email (See Appendix A for approval letter). In addition, the researcher identified 34 individuals as experts based on the sampling criteria for this study.

Each of the 34 individuals identified as experts by the researcher received an e-mail with an overview of the study and an Informed Consent Document based on the Institutional Review Board rules and regulations (See Appendix B). The selected individuals were asked to respond via e-mail indicating agreement to participate.

Twenty expert fundraising analysts responded to the e-mail and agreed to participate in the study. No responses were received from the listserv post. After the first round, two participants withdrew, and one did not respond; therefore, 17 expert fundraising analysts participated in this study.

Data were collected using three rounds of questionnaires. "The Delphi method requires a minimum of two rounds (three if round one is open-ended)" (Thangaratinam & Redman, 2005, p. 122). The first round was an open-ended questionnaire that "serves as the cornerstone of soliciting specific information about a content area from the Delphi subjects" (Hsu & Sandford, 2007, p. 2). The following were the questions in the open-ended questionnaire for round one:

1. Which quantifiable measures (return on investment, growth in giving reports, fundraiser activity and performance, number of new and recaptured donors, number of annual fund donors transitioned to major gift donors, and alumni participation rate) do you suggest to include in a comprehensive model to determine success in university fundraising?
2. What other quantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?
3. Which nonquantifiable measures (personal forces, role forces, institutional forces, environmental forces) do expert fundraising analysts suggest to include in comprehensive model to determine success in university fundraising?
4. What other nonquantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?
5. How do expert fundraising analysts suggest a comprehensive model to determine success in university fundraising be organized or segmented?
6. Do expert fundraising analysts have any further implications to suggest for a comprehensive model to determine university fundraising success?

The above questions for the round one questionnaire were sent via e-mail to each expert separately in a PDF form that was password protected. After all responses from the first round

were collected, each participant response was reviewed twice and then listed in an excel spreadsheet to form the comprehensive list of responses.

Each question had a separate sheet for a total of six sheets. Each sheet was named for the corresponding question number. The first column contained the corresponding question, and columns B-U contained a participant's full response. For anonymity the participants were assigned pseudonyms and the header for columns B-U contained the pseudonym such as Expert A, Expert B, Expert C, and so forth. After the comprehensive list of responses for each question was developed, it was reviewed to ensure proper compilation.

During the review of responses for the first round, the researcher made analytic memos (Birks, Chapman, & Francis, 2008) of fundraising terms that vary and are used interchangeably, in the case that further clarification was needed to ensure accuracy. In one response from the first round, a questionable phrase was identified. After the first round review of responses was complete, this participant was asked to clarify the phrase, resulting in additional explanation, leading to keeping the initial coding that had been assigned.

The responses from the first round were used to construct the second round questionnaire, which "is used as the survey instrument for the second round of data collection" (Hsu & Sandford, 2007, p. 2). Thus, the second round of data collection for this study involved using the comprehensive list of responses that were verbatim open-ended responses in prose format from round one. The participants were asked to indicate agreement with each response by writing 'Yes' or 'No' in the row directly below each response.

Once all responses from the second round were received, the researcher reviewed the responses twice. No further clarification of the responses was needed. The number of yes's and no's for each response were tallied.

For the third round of data collection the participants received a copy of the confirmability matrix (a comprehensive list of responses for each question) and the number in percentages of votes for inclusion by expert participant. Each participant also received a copy of his or her second round responses as a member checking method to aid trustworthiness of the data (Anfara et al., 2002). In the third round the participants likewise reviewed and confirmed their responses. A copy of the second round responses was provided to each participant to aid recall. The percent of yes's and no's beside each response were included to enable further reflection on the second round responses and to encourage consideration for the applicability of each variable.

Participants were informed that they could change their second round response by updating the response. If updates were made, participants were asked to include the reason for the change. In cases where no updates were made, participants were asked to confirm all existing responses. Next, all third round questionnaires were compiled and reviewed. Each response was coded in the master list, and was indicated if any of the responses were updated. Two participants, Expert B and Expert E, updated their second round responses. Expert B updated 14 responses from "not sure" to "yes", and Expert E updated nine responses from "no" to "yes". According to Donohoe and Needham (2009) a final report of findings should be sent to the expert panel; therefore, each of the expert fundraising analysts received a final report of the findings.

## Validity and Reliability

According to Anfara, Brown, and Mangione (2002) internal validity and external validity are the credibility and transferability of research; in addition, reliability and objectivity are the dependability and confirmability of research.

In this study with the nature of the Delphi Technique content validity is present with the use of experts as the participants (Hasson et al., 2000). Experts provide information that can be "harnessed to gain opinion" (Baker, Lovell, & Harris, 2006, p. 61). According to Baker et al. (2006) the use of experts as participants ensures content validity. An expert's knowledge of the topic area can be demonstrated through authorship of books or peer-reviewed articles (Baker et al., 2006). Authorship of books or peer-reviewed articles was one criterion for sample selection for the study. Furthermore, validity is present with the "successive rounds of the questionnaire helps to increase the concurrent validity" (Hasson et al., 2000, p. 1013). The iterations allowed the experts to review their responses to ensure the clarity, relevance, and accuracy of the responses.

Lincoln and Guba's (1985) criteria could ensure that credible interpretations of the findings are presented. These criteria are credibility (truthfulness), fittingness (transferability), auditability (consistency), and confirmability (Lincoln & Guba, 1985). Credibility or internal validity can be established through the act of prolonged engagement in the field (Linclon & Guba, 1985). The researcher has worked in the field of university fundraising for 7 years, thus understands the interchangeable terms and culture of the profession. Therefore, the researcher was able to recognize if a distortion in the data occurred and could clarify with the expert panel member to correct the information in ample time. No distortion in the data occurred in this study.

Creswell and Miller (2000) recommended using member checking to increase the credibility of a study, as member checking takes the "data and interpretations back to the participants in the study so that they can confirm the credibility of the information and narrative account" (p. 127). In this study the researcher made analytic memos in the review of first round

responses to find questionable terms or phrases. One questionable phrase was identified, and the participant was asked to clarify the phrase, resulting in additional explanation, leading to keeping the initial coding that had been assigned. Also, member checking was used in the third round of this study, as the participants were asked to confirm or update their second round responses.

In addition, transferability or external validity exists with the presence of thick description of all research decisions (Merriam, 1998). To increase transferability of this study, a description of the expert selection process, response rates for each round, reasoning for the themes and categories, and figures or lists reflecting the responses in each round (Hasson et al., 2000).

Furthermore, Anfara et al. (2002) suggested including a table with the research questions in relation to the interview questions to make the researcher's process public, and, therefore, increase validity and reliability. For this study the research questions in relation to the survey questions are included.

To increase confirmability of a study Krefting (1991) recommended using a code-recode procedure, which requires the researcher to return to the data 2 weeks after the initial round of coding to re-code the data, and then, compare the results of the two rounds of coding. For this study the researcher conducted two rounds of coding. The initial round of coding the data was completed after the third round of responses. Almost 3 weeks later the researcher returned to the data, and in a separate Excel workbook, re-coded the data from the third round of responses. Then, the researcher compared the results, and no differences were found.

According to Anfara et al. (2002) researchers are encouraged to make their process more public as a way to ensure an ethical study. For ethical consideration of this study the researcher provided a description of each step taken in each round and in the analysis of the data.

## Data Presentation

The findings from this study were presented in figures, lists, and text. According to Hasson et al. (2000) the results in each round should be reported separately. Therefore, the findings are in a figure or table for each round and include text to highlight pertinent data.

# CHAPTER 4

# FINDINGS AND ANALYSIS

This chapter contains information on the expert panel, the distribution of the Delphi questionnaires in three rounds, the response rate, and a summary of each round and questionnaire. Round one was developed from a review of literature, while rounds two and three emerged from the preceding round's responses.

## Demographics of the Panel

The selection of the expert panel began in April 2015. An exhaustive attempt was made to identify experts in the field within the United States based on the following criteria:

- Possessed national recognition for work such as published books within the last 10 years or authored articles in related professional journals such as CURRENTS, Connections, Philanthropy Journal or available through websites for the Council for Advancement and Support of Education or the Association of Fundraising Professionals;
- Presented at international and national association conferences (Association of Prospect Researchers for Advancement, Association of Fundraising Professionals, DRIVE); or,
- Received awards from international or national associations for work in fundraising analytics.

Based on the above criteria, 34 individuals were identified. All 34 individuals were contacted about participating in this study. Five individuals declined, six individuals had e-mails returned as undeliverable, and three individuals did not respond.

The researcher also posted comments on a fundraising professional listserv, Prospect-L, with the purpose of this study and asked for those meeting the set criteria to contact the researcher via email. The researcher did not receive any interest from the listserv subscribers.

Of the 34 experts identified, 20 participants agreed to participate in this study, which met the participant quota for this study in an effort to ensure response rates. After the distribution of the first round two experts withdrew from this study and one did not respond. In attempt to replace them five additional individuals meeting the sampling criteria were identified and contacted. Of those five individuals, none could participate at the time. Therefore, the researcher proceeded with the study and 17 participants. The panel included 10 male and 7 female participants who reside in different areas of the United States and have various levels of education and experience.

## Survey Distribution and Response Rate

On Friday, May 1st, each participant received an e-mail with the first-round questionnaire. The questionnaire was in a PDF form and password protected. The e-mail included instructions and that the deadline to complete the first round was Friday, May 8th, providing participants 1 week to complete the questionnaire. By May 6th, 14 participants had submitted responses for round one. On May 7th, the remaining six participants were sent an e-mail with a deadline reminder and to inquire if more time was needed. Of those six participants, three submitted responses for round one by May 9th, two withdrew from the study, and one participant did not respond after a subsequent reminder e-mail sent on May 9th. As a result, this study had 17 participants.

For the first round all 17 participants responded, which is a 100% response rate. In the second and third rounds one participant did not respond, which is a 94% response rate.

### Construction and Methodology of Response Analysis: Round One

Round one was developed from information in a review of the literature. Various quantifiable metrics have been proposed to determine success in fundraising; therefore, the first two questions dealt with quantifiable metrics. From the review of literature six metrics were included in question 1 to determine if and which variables should be included in a comprehensive model to determine university fundraising success. The second question was purposefully ambiguous in order to ensure the response range of possible quantifiable metrics.

Questions 3 and 4 dealt with nonquantifiable metrics, as several professionals indicated in the review of literature that measuring fundraising success is more than one metric and that context is needed to fully understand the scope of fundraising success. Question 3 included the nonquantifiable metrics defined by Cook and Lasher (1996) as the four intervening variable forces in fundraising, to determine if and which variables should be included in a comprehensive model to determine university fundraising success. Question 4 was purposefully ambiguous to ensure the response range of possible nonquantifiable metrics.

Question 5 was developed to identify how to organize or segment a comprehensive model. Question 6 was developed to ascertain any pertinent information for a comprehensive model that was not addressed by the previous questions.

The responses to the round-one questionnaire were transcribed in a password protected Excel workbook and reviewed twice to ensure accuracy. Each question was placed in a separate Excel sheet, categorized by the pseudonyms assigned to the experts to ensure confidentiality (ex: Expert A, Expert B, Expert C, and so forth). In one response a questionable phrase was identified. After the first round review of responses was completed, this participant was asked to clarify the phrase, resulting in additional explanation, leading to keeping the initial coding that

had been assigned. This password protected Excel workbook with all round one responses was sent to each participant for the round two questionnaire. All 17 participants responded to the first round questionnaire.

**Research Question 1**

Which quantifiable measures (return on investment, growth in giving reports, fundraiser activity and performance, number of new and recaptured donors, number of annual fund donors transitioned to major gift donors, and alumni participation rate) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Seventeen participants responded to round one question 1, which is a 100% response rate for round one question 1. Figure 1 displays the percentage of participants that suggested each quantifiable metric defined in question 1.

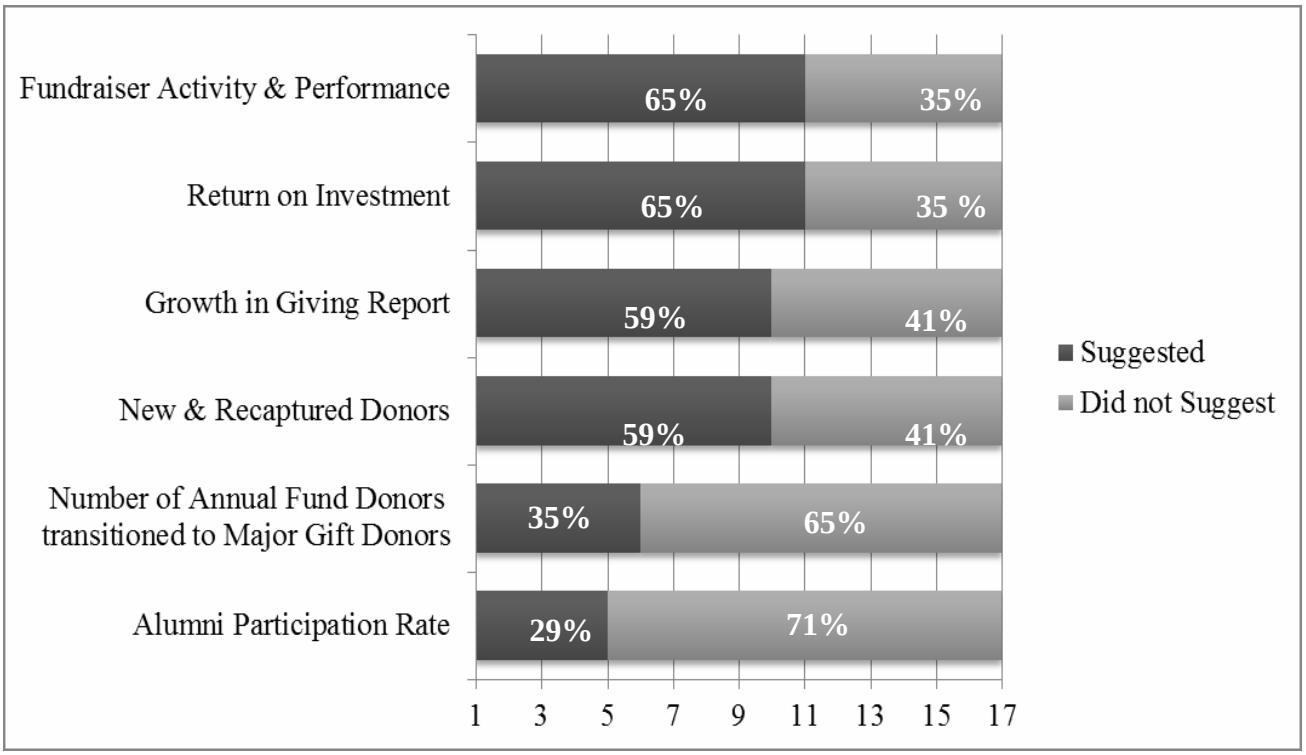


*Figure 1*. Bar graph showing responses to Round 1 Question 1.

Some of the participants suggested other quantifiable metrics in question 1, which should have been in response to question 2. Therefore, those responses are listed with question 2 for proper compilation.

Expert L did not agree that any of the quantifiable metrics were measures of fundraising success and argued that "the only quantifiable measure that matters in terms of the success of a fundraising program is how much money they are able to raise, in terms of outright gifts or commitments for future gifts (pledges and planned gifts)." In addition, some of the participants further defined the way that the above metrics should be used or measured, and those suggestions are listed below.

**Return on Investment.** Expert A suggested determining if "an increase in the number of frontline fundraisers increases the yield in terms of dollars and number of donors, year over year." Expert D suggested "only if it is accurately measured", and that "it is notoriously hard to calculate ROI and much harder to compare across institutions." Expert F noted that "retention rates are critical to ROI."

**Fundraiser Activity and Performance.** Expert B cautioned that fundraiser activity and performance should only be used "if the fundraising metrics are clearly defined with realistic expectations." Expert D suggested the use of "median number of asks and the median amount of asks." Expert G suggested fundraiser activity and performance if "reviewing newly managed prospects and the timeframe for them to make a donation." Expert I suggested "the number of managed prospects per managed portfolio, visits by development officer each year, average visits per prospect, number of asks/proposals." Expert I further explained that one would need to measure "a) do you have enough prospects, b) are you seeing them, c) are you asking them."

Expert J suggested "the percent of required visits made, percent of required asks made, percent of asks closed, etc." Expert K suggested effort metrics and further defined effort metrics as "number of personal visits made with rated, assigned prospects as reported in contact reports, and the number of proposals submitted with proposal date, content and asks amount."

**New and Recaptured Donors.** Experts D, H, J, and S each noted to measure the percentages of new and recaptured donors rather than the number. Expert F stated that, "While most would focus on total growth of income from philanthropy, it is just as important to make sure the pipeline is maintained with new donors, upgrades from existing donors and for long term success, retention of existing donors." Expert N noted that recaptured donors may take "negotiation as to how long they [donors] are dormant before they are recaptured."

**Number of Annual Fund Donors Transitioned to Major Gift Donors.** Expert B argued that the number of annual fund donors who transitioned to major gift donors should only be used "if it was shown within one's organization that annual fund donors were more likely to give major gifts than non-annual fund donors."

**Alumni Participation Rate.** In addition to alumni participation rate, Expert E recommended a "constituent participation rate to include the different types within a constituency (parents, grandparents, alumni, non-alumni donors, corporations, and foundations)."

Experts G, J, and N suggested that alumni participation rate should not be included in a comprehensive model. Expert G said it is "idiosyncratic to schools and disciplines, and subject to gimmicks and definitions of what's counted." Expert J stated it is a "key value to US News and World Reports, but it measures absolutely the wrong thing." In addition, Expert N noted that it can be counter-productive and explained that "chasing alumni participation can lead to lower dollar gifts." Expert K recommended to "supplement the alumni participation rate with

total number of donors and total number of alumni donors: these metrics are much easier to grow than alumni participation."

**Research Question 2**

What other quantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Seventeen participants responded to this question, which is a 100% response rate for round one question 2. A wide variety of responses resulted from this question for a total of 66 suggested quantifiable measures. The responses were categorized into six themes: donors, giving, engagement, costs or investment, fundraiser activity and performance, and other.

The theme of donors included responses about the number, percent, or types of donors. The theme of giving included responses about the types, amounts, percent, or averages of giving. The engagement theme was comprised of responses about the types of activities, number of volunteers or attendees, or response rates associated with engagement. The theme of costs or investment included responses about the institutional investment in fundraising, and the costs of human resources or infrastructure needed. The fundraiser activity and performance theme was comprised of responses about the numbers and ratios of various fundraising activity performance metrics such as "number of major gifts solicited and closed", "number of face-to-face-visits", or "ratio of first-time contacts with a prospect vs. repeat contacts."

Finally, several quantifiable measures were not related to the other themes nor similar in context to the remaining measures to develop an additional theme; therefore, the theme of 'other' was used. The 'other' theme included metrics or variables such as: if "funding was met for stated goals or areas", "the prospect pool size (total and in capacity bands)", if transformational gifts were acquired, "a donor experience survey", a review of failures, and if a university was a

"good fiduciary of the donations." The complete list of round one question 2 responses can be found in Appendix C.

**Research Question 3**

Which nonquantifiable measures (personal forces, role forces, institutional forces, environmental) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Seventeen participants responded to this question, which is a 100% response rate for round one question 3. Responses for question 3 are displayed in Figure 2. One participant responded "not sure"; therefore, this participant's response was coded as 'not sure' in Figure 2.

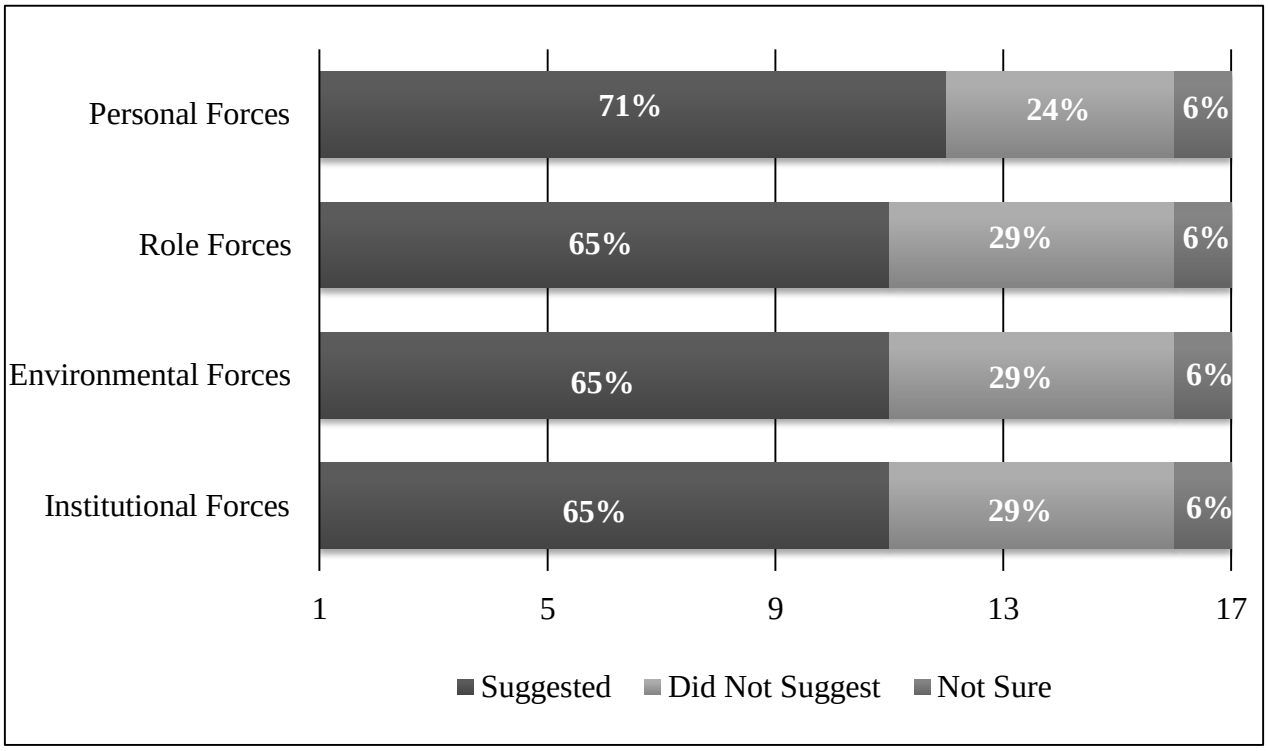


*Figure 2.* Bar graph showing responses to Round 1 Question 3.

*Note*. The percentages in the bar graph do not equal 100% due to rounding.

Expert A defined ways to review personal and role forces such as "the tenure of role type in comparison to the last campaign, and determine the average tenure of a frontline fundraiser, how that impacted the campaign, and how it will impact the current campaign"; otherwise, Expert A noted that personal and role forces were too subjective.

Expert F also noted "tenure of development staff" as a way to review personal and role forces. Expert B suggested that "if personal and role forces were included in a comprehensive model, then those variables must be reviewed somehow in an objective manner", and further argued that "personal and role forces seemed too subjective".

Expert E listed environmental forces "specifically, the state of the economy, and comparison of success of similar cohort universities." Expert G claimed that "In Cook & Lasher (1996), it's not clear what the boundary is between personal forces and role forces. The leader may grow into a role in fundraising, but that role still depends on the personal qualities of the leader. That growth path itself might, and the expectations the institutions sets in the selection of its leaders, might be an important part of the model."

Expert H declared that "We are all about using these metrics to uncover stories that drive discussions around best practices and coaching tips. Metrics by themselves don't usually drive change. The data needs to be used in the context of the people and programs, and be nuanced and framed in the mindset of it tells us stories that drive discussions."

Expert I suggested all four forces in various ways. Expert I recommended reviewing the strength of leaders as personal forces, and role forces are important to create a sense of urgency. Expert I noted that "environmental forces can shift with time, as one can't plan on unemployment rate, for instance, and a pool of donors capable of giving enough to remedy the needs".

Furthermore, Expert I declared that "institutional forces can be the most important", as the institution will need a strong case for support to "overcome institutional weaknesses, such as a perception of no need, a scandal, and a reputation for lackluster performance." Expert I noted that the institutional reputation (institutional forces) is the "intangible unquantifiable linchpin in successful fundraising."

Expert I also discussed Jerod Panas's work that declared the "belief in the mission of the organization and confidence in leadership of the organization are the top two critical elements major donors consider as they think about their giving" (personal forces). Expert J argued none of the forces should be included because the forces are too subjective in nature. Expert L did agree that the forces are important; however, Expert L argued the "four forces impact success, rather than determine success."

Expert Q provided an example of role forces as "the role of the university president or chancellor plays an essential role in creating and maintaining a vital culture of philanthropy. Presidents should be a part of the cultivation and solicitation process just as they are when they present and ask legislature for additional appropriations."

Expert R listed examples of each force, such as leadership character and suggested "Kiel's Return on Character" (personal forces), campus scandals (institutional, role, personal forces), localized natural disasters (environmental), brand or institutional perceptions (personal, institutional), constituent sentiment analysis (personal), satisfaction with donor experience (personal), ability to use donations effectively (role, personal, institutional), and communication of the gifts impact (institutional, role, personal). Finally, Expert S suggested all of the four forces "considering that these forces may tell more about the reasons why the quantifiable variables are at a certain level."

**Research Question 4**

What other nonquantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Seventeen participants responded to this question, which is a 100% response rate for round one question 4. Eight participants responded that they did not know of any other nonquantifiable measures to suggest at that time. Table 1 displays all the other nonquantifiable measures suggested by the participants and the associated type of intervening forces.

Table 1

*Respondent Suggestions of Other Nonquantifiable Measures and Associated Type of Intervening Forces*

| Associated Type of Intervening Forces | Respondent Suggestions of Other Nonquantifiable Measures |
|---|---|
| Institutional | Maturity of fundraising program (new or established)<br>Evidence of data-driven decision making |
| Institutional, Environmental | Distribution of revenue sources to support advancement<br>Reputation and brand recognition |
| Institutional, Personal, Role | Quality of volunteer leadership |
| Institutional, Role | Organizational structure<br>Advancement's commitment to training gift officers<br>Teamwork |
| Personal, Role | Donor Experience<br>Staff Morale and Job Satisfaction<br>Sentiment Analysis (survey constituency)<br>Tenure/median of tenure of fundraisers and leaders |

The suggested nonquantifiable measure teamwork was further defined by the respondent as "the way advancement staff work together and how advancement staff work with other

colleges or departments within the university." In addition, the organizational structure should also include "if the Alumni Association is a part of development, and if there is a separate foundation."

**Research Question 5**

How do expert fundraising analysts suggest a comprehensive model to determine success in university fundraising be organized or segmented?

Seventeen participants responded to this question, which is a 100% response rate for round one question 5. A wide variety of responses resulted from this question for a total of 29 ways suggested to organize or segment a comprehensive model.

Some of the responses suggested to organize or segment a comprehensive model by: "size/type of university", "organizational structure", "size of the fundraising team", "size of the largest comprehensive campaign", "Carnegie classification", "gift level and/or by college or area," "ratio of dollars raised to the solicit-able population", "hierarchically-at the very top is the dollars raised" proceeded by "all other components", and "model paradigms (open cultivation, centralized/decentralized model)." The complete list of responses can be found in Appendix D.

**Research Question 6**

What further implications do expert fundraising analysts suggest for a comprehensive model to determine university fundraising success?

Seventeen participants responded to this question, which is a 100% response rate for round one question 6. Nine participants indicated that they did not have anything further to suggest. The implications suggested were categorized by: elements needed in order for university advancement to be effective, variables to measure or note in a comprehensive model, and considerations before applying a comprehensive model. Four suggestions were noted as

elements that are needed in order for university advancement to be effective such as: a favorable economic climate; a positive image of the university from prospects, strong leadership, capable staff support, well-defined needs, ample funds, sufficient number of prospects, and committed volunteer leaders; leaders supportive of change, strategic meetings, leaders and staff willing to change in order to improve; university advancement must be institutionalized, and include everyone within the university; and morale must be connected to performance.

Three suggestions were categorized as variables to measure or note in a comprehensive model, such as: "staff retention and turnover (maybe it's a good thing that staff don't stay forever, but maybe a bad thing that they only stay 18 months. What's the golden number for success?" and "donor retention and loss (who loses donors least and why?)"; a "comparison to current national economics"; and "the extent a university program engages and utilizes volunteers and alumni, especially in the area of identifying and cultivating new major gift and endowment prospects." In addition, three suggestions were noted as implications to consider: "comparing institutions is hard because of: bad data collection practices, management mandates, fundraiser practices, disparity of sizes, age of the development programs, and closeness of alumni Any model that compares and declares best fundraising practices operations must account for the above factors"; "a comprehensive model should put as much emphasis on long-term goals, sustainability, and organizational culture as it does on the bottom line"; and university funding varies by type of institution, therefore cannot be accurately compared to institutions other than those that are of the same type.

**Summary of Round One**

Round one began in a discovery and exploratory posture with the review of literature and developed six questions for the purpose of this study. The responses from round one were

collected verbatim and placed into an Excel workbook to form the comprehensive list of responses.

Each question was listed on a separate sheet for a total of six sheets. Each sheet was named for the corresponding question number. The first column contained the corresponding question, and columns B-U contained a participant's full response.

For anonymity the participants were assigned pseudonyms and the header for columns B-U each contained the pseudonym such as Expert A, Expert B, Expert C, and so forth. The comprehensive list of responses was reviewed twice to ensure proper compilation.

## Construction and Methodology of Content Analysis: Round Two

The questionnaire in round two used the comprehensive list of responses from round one to determine the applicability of each response through expert opinion. In the excel workbook, below each question in the first column, instructions were listed to ask that the participants indicate whether they agreed or not with each response by writing a 'Yes' or 'No' in the row directly below each response. If participants only agreed to a portion of the response, the participants were asked to clearly indicate the part of the response that they agreed to and the part of the response that they disagreed to, in the row below each response.

### Research Question 1

Which quantifiable measures (return on investment, growth in giving reports, fundraiser activity and performance, number of new and recaptured donors, number of annual fund donors transitioned to major gift donors, and alumni participation rate) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Sixteen participants responded to this question, which is a 94% response rate for round two question 1. Participants were asked to review the round one responses to question 1, and indicate with a 'Yes' or 'No' regarding agreement with each response.

Figure 3 shows the percentage of experts who agreed or disagreed to responses that contained one of the metrics (return on investment, growth in giving reports, fundraiser activity and performance, number of new and recaptured donors, and alumni participation rate).

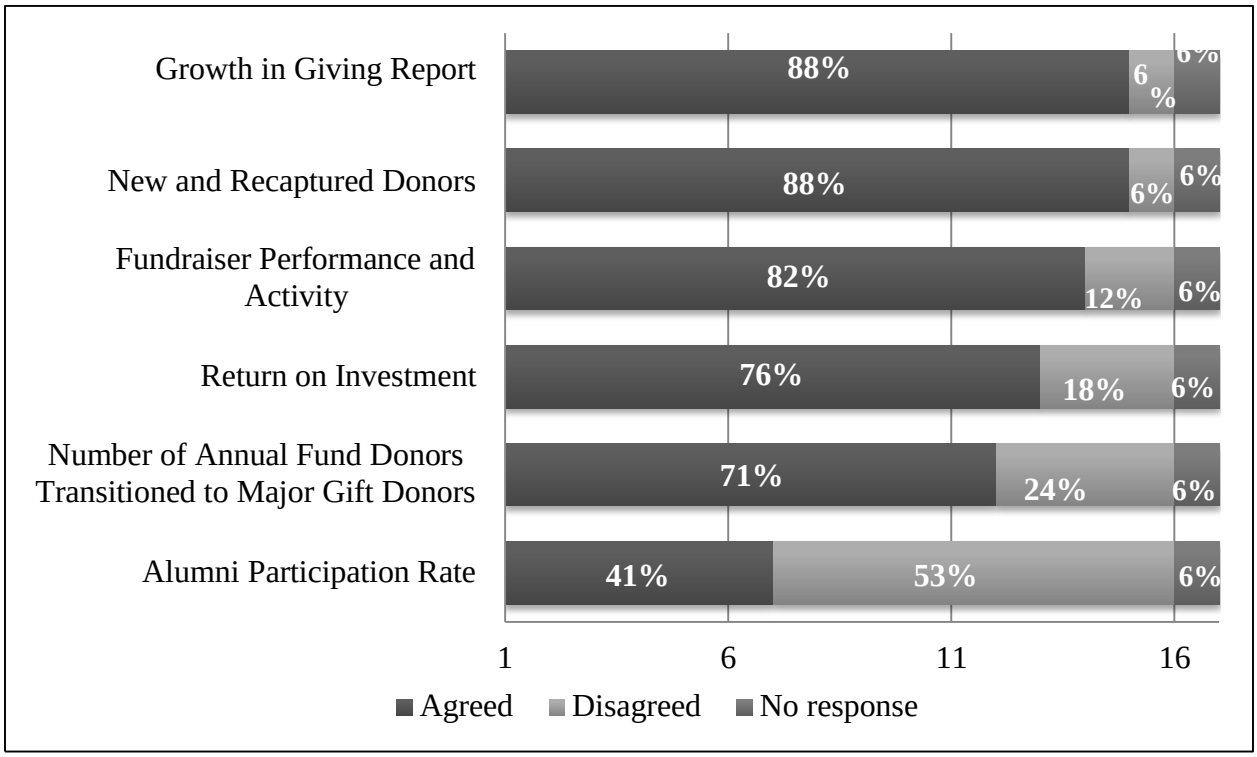


*Figure 3.* Bar graph showing responses to Round 2 Question 1.

*Note*. The percentages in the bar graph do not equal 100% due to rounding.

Expert B agreed to responses that contained fundraiser activity and performance but further explained that "fundraiser activity and performance should only be included if careful consideration was given to how it would be measured." In addition, Expert G agreed to Expert B's further comment in round one, that "the number of annual fund donors transitioned to major gift donors should only be included if one can prove that more annual fund donors become major

gift donors than non-annual fund donors." In the first round Expert G suggested the number of annual fund donors transitioned to major gift donors; however, in this round, after reviewing Expert B's response, Expert G disagreed with the inclusion of number of annual fund donors transitioned to major gift donors.

As mentioned earlier with the round one question 1 analysis, Expert L argued that "none of the metrics listed in question 1 should be included", and that "the only measure of success is total amount raised in outright gifts and commitments of future gifts (pledges and planned gifts)."

Experts B, I, Q, and S disagreed and further argued that while the total amount raised is important, there are other metrics needed to determine success, to compare, and to determine areas of improvement. Furthermore, Expert Q also noted that "university fundraising has more goals than total amount of gifts and commitments."

**Research Question 2**

What other quantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Sixteen participants responded to this question, which is a 94% response rate for question 2 of round two. In this round participants reviewed the 66 other quantifiable measures that were suggested in round one and indicated whether they agreed or disagreed.

Some of the measures with the greatest percentage of agreement were: "total amount raised in outright gifts or commitments of future gifts" (94%); "total amount raised per frontline development officer or advancement staff member" (88%); "annual fund growth independent of any special campaigns" (88%); "if average and median giving is increasing over time" (88%);

"baseline giving while not in an active campaign" (88%); and "number of face-to-face visits" (88%). A complete list of responses can be found in Appendix E.

**Research Question 3**

Which nonquantifiable measures (personal forces, role forces, institutional forces, environmental) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Fifteen participants responded to this question, which is an 88% response rate for question 3 of round two. One of the participants did not respond to the responses that contained role forces, hence the increase in 'no response' for role forces in the figure below.

Figure 4 shows the percentage of experts who agreed or disagreed to responses that contained one of the forces (institutional forces, environmental forces, personal forces, and role forces).

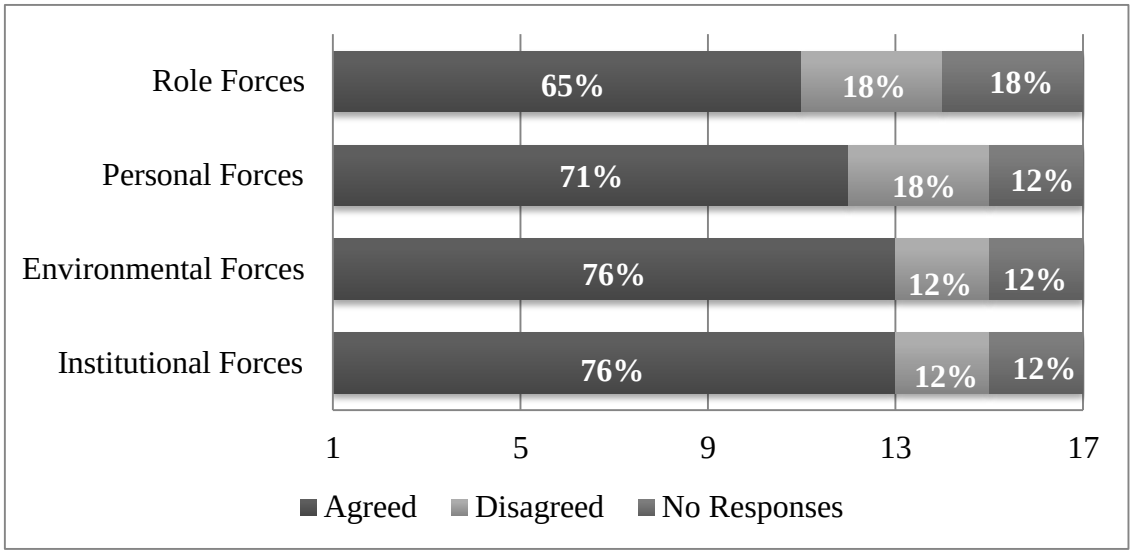


*Figure 4.* Bar graph showing responses to Round 2 Question 3.

*Note*. The percentages in the bar graph do not equal 100% due to rounding.

Expert B agreed to responses that contained personal and role forces but further noted that the agreement was "only if personal and role forces could be measured objectively."

**Research Question 4**

What other nonquantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Sixteen participants responded to this question, which is a 94% response rate for question 4 of round two. A few of the participants did not respond to some of the suggestions, hence the increase in 'no response' on some of the suggestions.

Some of the other nonquantifiable measures that had the greatest amount of agreement were: "maturity of the development operation" (76%); "teamwork- how advancement staff work together and how they work with the colleges and other campus departments" (76%); "organizational structure of the development operation" (76%); and "distribution of revenue sources to support advancement, as those funding sources vary greatly depending on whether the institution is public or private" (76%). The complete list of responses can be found in Appendix F.

**Research Question 5**

How do expert fundraising analysts suggest a comprehensive model to determine success in university fundraising be organized or segmented?

Sixteen participants responded to this question, which is a 94% response rate for question 5 of round two. One participant indicated that she was not sure how a comprehensive model could be organized or segmented to some of the suggestions; therefore, her responses were included in the 'not sure' category on the complete list of responses (See Appendix G).

Some of the suggestions related to the process of organizing or segmenting a comprehensive model with the greatest amount of agreement were by: "gift level and/or by college or area" (82%); "organizational structure" (76%); "maturity of program, start-up or

established" (76%); "if the university is in a campaign" (76%); "development budget/resource development (research and analytics) budget" (76%); "number/percentage/ratio of active volunteer solicitors (if ratio, to paid staff or dollars raised)" (76%); and "dollars raised to solicit-able population" (76%). The complete list of responses can be found in Appendix G.

**Research Question 6**

What further implications do expert fundraising analysts suggest for a comprehensive model to determine university fundraising success?

Sixteen participants responded to this question, which is a 94% response rate for round one question 6.

Some of the further implications suggested that received the greatest agreement were: "a reasonably favorable economic climate would be helpful to the success of fundraising" (88%); "comparing institutions is very hard because of: bad data collection practices, management mandates, fundraiser practices, disparity of sizes, age of the development programs, closeness of alumni. Any model that compares and declares best fundraising operations much account for the above factors" (82%); "Staff retention and turnover (Maybe it's a good thing that staff don't stay forever, but maybe a bad thing that they only stay 18 months. What's the golden number for success?). Review donor retention and loss (who loses donors least and why)" (82%); "the constituents capable of making major gifts have a positive image of the university, strong and stable internal leadership and capable staff support, a compelling and well-defined case for support that is clearly understood and accepted by potential donors, ample funds to meet the institution's campaign goals (represented by a sufficient number of willing potential donors), and respected, capable volunteer leaders who are available and willing to commit the necessary time, resources, and talent to the campaign" (82%); and "Senior management must be on board and

drive change that comes from this. Meetings and agendas for discussions must be shifted from the tactical to strategic and be built on the stories that data tells. People must be willing to change, to adjust to reality that comes from seeing old habits and patterns in new ways." For a complete list of responses to question 6 of round two, see Appendix H.

### Summary of Round Two

The results of round two reflect the variety of ways to measure success of fundraising, which were consistent with the review of literature. The responses were collected and added to the comprehensive list of responses.

The round two responses were tallied to determine the level of agreement and disagreement for each response from round one. The results were used to develop graphs and tables for a report of all responses, which was used in round three. The comprehensive list of responses and the report of all responses (for use in rounds three) were reviewed twice to ensure proper compilation.

### Construction and Methodology of Content Analysis: Round Three

For the third round the participants received a copy of the confirmability matrix (the comprehensive list of responses for each question), a copy of the first and second round responses to each unique participant to aid recall, and a report of all responses with graphs and lists with the number in percentages of votes for inclusion by expert participant. This report enabled participants to review how many participants agreed or disagreed with each response, and compare with their own responses. In the third round the participants were asked to review the second round responses in comparison with all the other responses for further reflection and encourage consideration for the applicability of each variable. Furthermore, participants were informed that they could change their second round response by updating the response.

If updates were made, participants were asked to include the reason for the change. In cases where no updates were made participants were asked to confirm all existing responses. In the third round 16 of the 17 participants responded, which is a 94% response rate for this round.

**Research Question 1**

Sixteen participants (94%) confirmed their responses for question 1 and had no changes to their round two responses for question 1.

**Research Question 2**

Fifteen participants (88%) confirmed their responses for question 2. The remaining participant who responded, Expert E, updated eight votes of disagreement to agreement, thus increasing the level of agreement for the following other quantifiable measures suggested in question 2: "new commitments at the major gift level" (88%), "annual giving response rate and annual giving average gift size" (65%), "response rates of appeals" (76%), "alumni engagement score- to replace alumni participation rate (some universities may have their own model)" (76%), "number face-to-face visits" (88%), "ratio of first-time contacts with a prospect vs. repeat contacts" (88%), "gift close rate= number of closed gifts/number of solicitations" (76%), and "size (number) and potential (capacity) of major gift pipeline" (71%).

Due to the changes three of the above suggestions were increased to the level of consensus. Expert E explained the reason for the changes as they did not agree with the full responses but did agree with portions of the responses. The partial agreements were not clear in round two. Therefore, the comprehensive list of responses was updated to reflect these changes.

**Research Question 3**

Sixteen participants (94%) confirmed responses for question 3, thus no changes were updated to round two responses for question 3.

**Research Question 4**

Fifteen participants (88%) confirmed their responses for question 4. The remaining participant who responded, Expert E, updated a vote of disagreement to agreement for "is there any evidence of data-driven decision making" as a suggested nonquantifiable measure, which increased the agreement level to 59%.

Expert E explained the reason for the change as they did not agree with the full response, but did agree with this portion of the response. The partial agreement was not clear in round two. Therefore, the comprehensive list of responses was updated to reflect the change.

**Research Question 5**

Fifteen participants (88%) confirmed responses for question 5. The remaining participant who responded, Expert B, explained that the responses of "not sure" were "dependent upon if a university was measuring success in comparison to other institutions (thereby, agree) or if a university was measuring success of itself (thereby, disagree)". Because the purpose of this question was to ascertain how experts would suggest a comprehensive model to be organized or segmented to enable comparison with other institutions, Expert B's responses of 'not sure' were changed to 'agree' in the comprehensive list of responses.

Accordingly, the following percentages of agreement were increased: "maturity of program (start-up, more established)" (82%); "if the university is in a campaign (y/n)" (82%); "development budget/resource development (research and analytics) budget/staff" (82%); "number/percentage/ratio of active volunteer solicitors (if ratio, to paid staff or dollars raised)" (82%); "dollars raised to solicit-able population" (82%); "size/type of university" (76%); "size of largest comprehensive campaign" (76%); "size of fundraising operations team/size of frontline fundraising team" (76%); "cost-of-living index for each region, although with national alumni

bases that would not work for all" (76%); "Carnegie classification/awarded degree level/private, public/ location of university, setting" (71%); "funds raised by FTE student, major gift close rate, percent of growth over a five year period" (71%); "size of annual fund" (65%); "quantitative and qualitative metrics" (59%); and "interaction of frontline and advancement support" (35%).

**Research Question 6**

Sixteen participants (94%) confirmed responses for question 6, thus no changes were updated to the round two responses for question 6.

## Summary of Round Three

Round three provided the participants with the opportunity to further reflect on previous responses, ensure that the researcher interpreted responses correctly, and update or confirm the responses from round two. If changes were updated, participants were asked to provide the reason for the change. As discussed previously within each question's analysis, Expert E made updates to responses for questions 2 and 4, and Expert B made updates to responses for question 5. The responses were collected and added to the comprehensive list of responses, and the percentages of agreement were adjusted accordingly to reflect Expert B's and Expert E's changes.

# CHAPTER 5

# INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

## Review of the Study

In Chapter 1 the purpose of the study was introduced as to understand how expert fundraising analysts implement, analyze, and prioritize quantifiable and nonquantifiable measures of university fundraising success in order to determine which measures should be included in a comprehensive model. The chapter also presented the six research questions for this study. In Chapter 2 the literature in the field of university fundraising and fundraising metrics was reviewed. In Chapter 3 the Delphi Technique method was presented as the proper method for the purpose of this study. Chapter 4 included a description of the development of each round's questionnaire and an analysis of the responses.

This chapter presents conclusions for the responses to each question and recommendations for further research. For the purpose of this study the percentage of consensus is 76%, which is 13 of the 17 participants.

### Research Question 1 Conclusions

Which quantifiable measures (return on investment, growth in giving reports, fundraiser activity and performance, number of new and recaptured donors, number of annual fund donors transitioned to major gift donors, and alumni participation rate) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Of the six measures listed in question 1, four measures reached the consensus level (at 76% or higher), thus concluding that these measures should be included in a comprehensive model to determine success in university fundraising. These quantifiable measures are: growth-

in-giving report (88%), number of new and recaptured donors (88%), fundraiser activity and performance (82%), and return on investment (76%).

The remaining two measures, alumni participation rate and number of annual fund donors transitioned to major gift donors did not reach a consensus level. For the number of annual fund donors transitioned to major gift donors 71% agreed, 24% disagreed, and 6% did not respond, thus the level of consensus was not reached for inclusion or exclusion. For alumni participation rate, 47% agreed, 47% disagreed, and 6% did not respond, thus the level of consensus was not reached for inclusion or exclusion.

**Research Question 2 Conclusions**

What other quantifiable measures do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Of the 66 other quantifiable measures suggested in question 2, 40 reached the consensus level. Some of the other quantifiable measures suggested that reached the consensus level for agreement were: "total amount raised in outright gifts or commitments" (94%), "total amount raised per frontline gift officer and per advancement staff member" (88%), "annual fund growth independent of any special campaigns" (88%), "number of face-to-face visits" (88%), "number of major gifts solicited and closed" (82%), "donor counts (new, retained, recaptured, renewed, upgraded, donor longevity)" (82%), "donors by gift band" (82%), "engagement- number volunteering, serving on boards" (82%), "engagement- prospects RSVPing to events, attending events, responding to e-mails, etc." (82%), "if funding was met for stated goals/areas" (82%), "prospect pool size" (82%), and "institutional investment in fundraising (budget)" (76%). The remaining 26 did not reach the level of consensus for inclusion or exclusion, and therefore a conclusion of whether they should or should not be included in a comprehensive model cannot

be formed in this study. See Appendix I for the complete list of responses for conclusion of research question 2.

**Research Question 3 Conclusions**

Which nonquantifiable measures (personal forces, role forces, institutional forces, environmental) do expert fundraising analysts suggest to include in a comprehensive model to determine success in university fundraising?

Of the four forces listed in question 3, two reached the consensus level. Institutional forces and environmental forces each received consensus level at 76% for agreement, thus concluding that they should be included in a comprehensive model to determine success in university fundraising.

The remaining two forces, personal (71% agreed) and role (65% agreed), did not reach the consensus level for inclusion or exclusion. Therefore, whether personal forces and roles forces should or should not be included in a comprehensive model cannot be concluded in this study.

**Research Question 4 Conclusions**

What other nonquantifiable measures do expert fundraising analysts suggests to include in a comprehensive model to determine success in university fundraising?

Of the 17 nonquantifiable measures suggested, four reached the consensus level as: "maturity of the development operation" (76%), "teamwork- how advancement staff work together and how they work with the colleges and other departments within the university" (76%), "organizational structure of the development operation" (76%), and "distribution of revenue sources to support advancement" (76%). The aforementioned measures reached consensus level, thus concluding that they should be included in a comprehensive model to

determine success in university fundraising. The remaining 14 nonquantifiable measures suggested did not reach consensus level for inclusion and exclusion, thus whether or not they should be included in a comprehensive model cannot be concluded in this study. See Appendix J for the complete list of nonquantifiable measures suggested with the percentage of participants that agreed, disagreed, or did not respond.

**Research Question 5 Conclusions**

How do expert fundraising analysts suggest a comprehensive model to determine success in university fundraising be organized or segmented?

Of the 23 suggestions of how a comprehensive model should be organized or segmented, 11 reached the consensus level, such as by: "gift level and/or by college or area" (82%), "maturity of the program (start-up, more established)" (82%), "if the university is in a campaign" (82%), "development budget/resource development (research and analytics) budget/staff" (82%), "number/percentage/ratio of active volunteer solicitors (if ratio, to paid staff or dollars raised)" (82%), "dollars raised to solicit-able population" (82%), "organizational structure" (76%), "size/type of the university" (76%), "size of largest comprehensive campaign" (76%), "size of fundraising operations team/size of frontline fundraising team" (76%), and "cost-of-living index for each region although with national alumni bases that would not work for all" (76%). The aforementioned suggestions reached the level of consensus, thus concluding these should be considered ways that a comprehensive model are to be organized or segmented.

The remaining 12 suggestions did not reach consensus level for inclusion and exclusion, thus agreement for inclusion in a comprehensive model cannot be concluded in this study. See Appendix K for the complete list of ways suggested of how to organize or segment a

comprehensive model with the percentage of participants who agreed, disagreed, or did not respond.

**Research Question 6 Conclusions**

What further implications do expert fundraising analysts suggest for a comprehensive model to determine university fundraising success?

Of the 11 implications suggested, five reached the consensus level, thus can be concluded that these implications should be considered with a comprehensive model to determine university fundraising success. The five implications that reached the consensus level for agreement are: "to be successful, a reasonably favorable climate would help" (88%); "Comparing institutions is very hard because of: bad data collection practices, management mandates, fundraiser practices, disparity of sizes, age of the development programs, closeness of alumni. Any model that compares and declares best fundraising operations much account for the above factors" (82%); "staff retention/turnover (maybe it's a good thing that staff don't stay forever, but maybe a bad thing that they only stay 18 months. What's the golden number for success?) and donor retention/loss (who loses donors least and why" (82%); to be successful a university will need "A positive image amount constituents capable of making major gifts, strong and stable internal leadership and capable staff support, a compelling and well-defined case for support that is clearly understood and accepted by potential donors, ample funds to meet the institution's campaign goals represented by a sufficient number of willing potential donors, and respected, capable volunteer leaders who are available and willing to commit the necessary time, resources, and talent to the campaign" (82%); and "Senior management must be on board and drive change that comes from this. Meetings and agendas for discussions must be shifted from the tactical to

strategic and be built on the stories the data tells. People must be willing to change, to adjust to reality that comes from seeing old habits and patterns in new ways" (76%).

The remaining six implications did not reach consensus level for inclusion and exclusion, thus whether or not they should be included in a comprehensive model cannot be concluded in this study. See Appendix L for the complete list of further implications suggested for a comprehensive model with the percentage of experts who agreed, disagreed, or did not respond.

## Recommendations for Policy

As each university is different from others, one university may consider a variable necessary to measure fundraising success, while another university may not. Universities should identify the variables of fundraising success that may be specific to their institution, mission, or goals and develop a policy to set the identified variables as critical to determine fundraising success.

In addition, a participant declared that university advancement and the practice of fundraising should be institutionalized. Faculty, staff, friends, alumni, students can all impact the effectiveness of university advancement; therefore, should define and embrace their role in the fundraising process.

## Recommendations for Practice

From the results of this study the suggestions with the highest level of agreement with consideration to the review of literature, should frame a comprehensive model to guide practitioners on measuring university fundraising effectiveness.

The suggested quantifiable metrics are: growth-in-giving report, donor counts, fundraiser activity and performance, and total amount raised in outright gifts and commitments. The

suggested nonquantifiable metrics are the four types of intervening variable forces: personal, role, institutional, and environmental forces (Cook & Lasher, 1996). In addition, the suggested ways to organize or segment a model are by gift level and by college or area, organizational structure, maturity of the program, and if the university is in a campaign (y/n).

**Quantifiable Metrics**

A growth-in-giving report should be used as Levis and Williams (2011) recommended "it is necessary to analyze both the fundraising gains and the fundraising losses from one year to the next so that you and your organization's leadership can make growth-oriented decisions about both fundraising budgets and strategies (p. 36-37). Gains in giving are gifts by new donors and recaptured lapsed donors and increases in gift amounts by upgraded donors. Losses are the decreases in gift amounts by downgraded donors and lost gifts from lapsed new and lapsed repeat donors. "The net increase (or decrease) is the net of total gains minus total losses" (p. 37).

Metrics of donor counts should measure the increase and decrease in the percent of new, recaptured, retained, upgraded, downgraded, and lapsed donors. In addition, metrics of donor counts should measure the percent of donors by gift and capacity bands.

Fundraiser activity and performance metrics should use the fundraiser return on investment (ROI) report. Collins (2013) recommended that the following activities should be included in a ROI report: number of personal visits, percentage of unique visits, proposals submitted, number of gifts closed, total amount of gifts closed, assists/shared credits, and multiple of total compensation. "To calculate the percentage of unique visits, divide the number of prospects visited by the number of visits made" (p. 2). The percentage of unique visits and others listed above are not a part of the ROI calculation but should be included in the report "to provide context to the fundraiser's performance" (p. 6). Furthermore, fundraiser performance

ROI can be determined by dividing the total amount raised by the cost of employment (Collins, 2013).

The total amount raised in outright gifts and commitments should also be included in a comprehensive model. For commitments of planned or deferred gifts practitioners should use three accounting summaries as defined by Greenfield (1999):

> (1) bequests received and the value of planned gifts at maturity, (2) fair market value and net present value of irrevocable planned gifts in force for which the organization is trustee, and (3) the same two values for irrevocable planned gifts for which the organization is not trustee. Other details of value that may be included are the type of planned gift, initial contribution value, date executed, age of the donor, percentage payout, and income distribution schedule. (p. 307)

**Nonquantifiable Metrics**

The suggested nonquantifiable metrics to be included in a comprehensive model are the four intervening variable forces (Cook & Lasher, 1999). These forces are defined as

- Personal: the established habits, leadership styles, personality traits, administrative and educational experiences, needs, attitudes, values, beliefs, interpersonal skills, among other things
- Role: self-imposed or self-created role expectations, and external expectations
- Institutional: the established traditions, history, culture, norms, sanctions, taboos, rituals, rewards, wealth, constituencies, capabilities, strengths and weaknesses, market position, size, maturity, prestige, and quality of the governing board, students, faculty, and alumni

- Environmental: the capacity of the donor base; wealth and philanthropic tradition of the local community, region and state; proclivity of the surrounding area to natural disasters; unemployment rate; inflation rate; state of the economy; federal tax policy; competition from other nonprofits; public opinion toward higher education, etc. (p. 20)

Although personal and role forces did not reach the consensus level in this study, examples of the personal and role forces did reach the consensus level such as "teamwork- how advancement staff work together and how they work with the colleges and other departments within the university" (personal and role forces).

Maturity level and organizational structure of the university advancement program and the distribution of revenue sources to support university advancement all reached the consensus level at 76% and are examples of institutional forces. Organizational structure may also be an example of role forces, and the distribution of revenue sources to support university advancement is also an example of environmental forces.

**Organization**

The suggested ways to organize or segment a model are by gift level and by college or area, organizational structure, maturity of the program, and if the university is in a campaign (y/n). These suggestions may be helpful in comparison with other institutions with the ability to identify peer university advancement programs that have similar elements. However, if one university used the model, the suggestions should still be included to provide more context to the review of fundraising effectiveness.

Finally, the aforementioned suggestions are displayed as a proposed concept map in Figure 5.

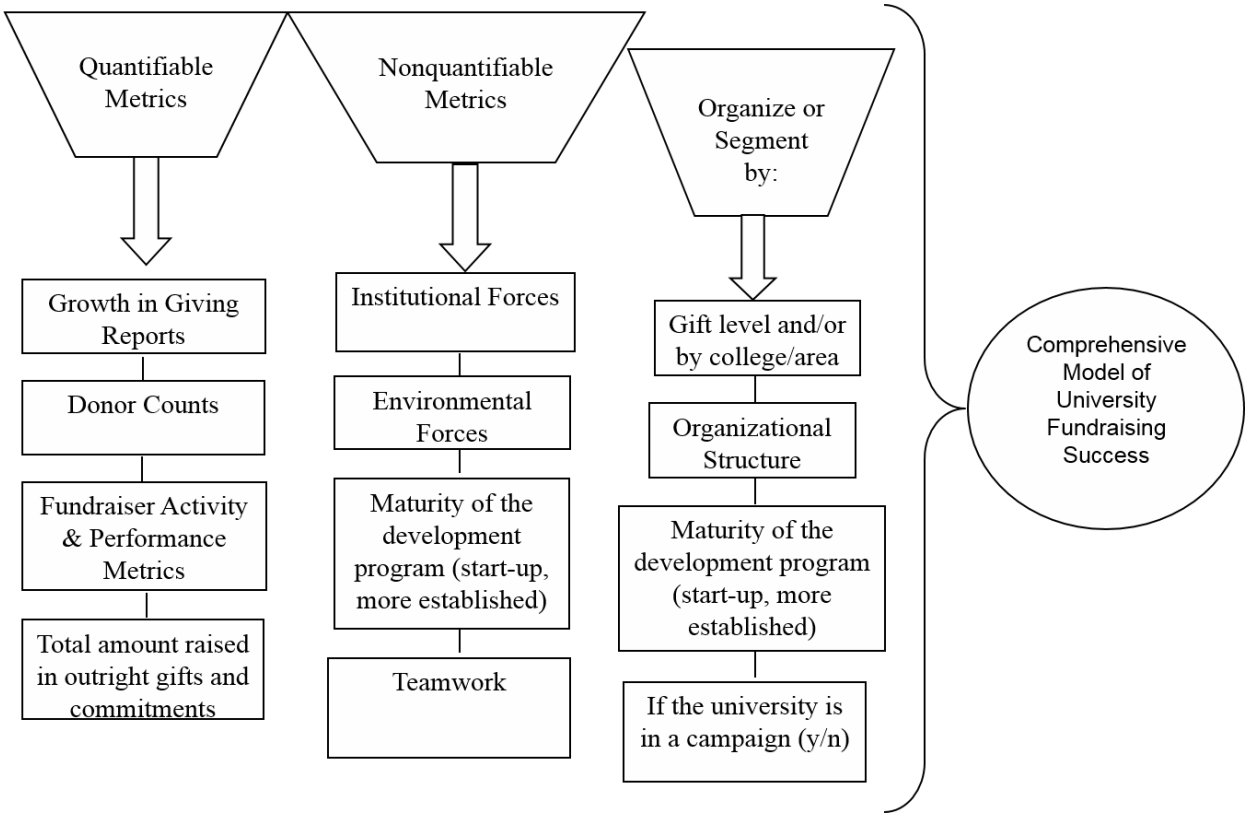


*Figure 5.* Proposed comprehensive model to measure university fundraising effectiveness.

## Recommendations for Further Research

This study confirmed several measures that should be included in a comprehensive model to measure university fundraising success. For example, if University A measured all the metrics in a comprehensive model, and determined they were successful in 7 of the 12 metrics, it may helpful to know if they were successful in the most important metrics. This may vary by institution, as one university may consider certain metrics more important because those metrics align to and measure the goals or mission of the university. However, it may still be valuable, in order to establish standards within a comprehensive model.

Although several articles discuss and recommend return on investment as a way to measure fundraising success, the metric appears to need further clarification of definition, and implementation. Of the experts in this study that did not suggest return on investment, one noted

confusion on the metric as an analyst, in addition to university advancement administrators who would review the metric. Similarly, two other experts noted that they would agree to the use of the metric if it was reviewed with the focus on the return and not on the costs. The experts noted it should not be measured as cost per dollar raised. However, cost per dollar raised is a different metric; hence, a possible need for further definition.

In addition, future research could include a case study applying the suggested metrics for a comprehensive model to determine university fundraising effectiveness. Such a study, may determine if a comprehensive approach could enable the participating university advancement staff to: understand more about performance and outcome data, increase strategy, and better advocate to leaders for investment in fundraising.

Within this study a participant noted the importance of staff turnover and stated "maybe it's a good thing that they don't stay forever, but a bad thing that they only stay 18 months, what's the golden number of success". Therefore, future research could seek to determine the golden number of success in fundraising staff retention.

Furthermore, future research could identify and provide perspective on the impact of university fundraising within the university, its constituents, and the surrounding community. This type of study may enlighten university constituents on the impact of university fundraising, as well as how their roles impact university fundraising.

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APPENDIXES

Appendix A

Institutional Review Board Approval Letter


Office for the Protection of Human Research Subjects Box 70565 Johnson City, Tennessee 37614-1707
Phone: (423) 439-6053 Fax: (423) 439-6060

**IRB APPROVAL – Initial Exempt**

April 3, 2015

Krystal Wilson

RE: Determining Effectiveness in University Fundraising
IRB#: c0315.21e
ORSPA#: ,

On **April 2, 2015**, an exempt approval was granted in accordance with 45 CFR 46. 101(b)(). It is understood this project will be conducted in full accordance with all applicable sections of the IRB Policies. No continuing review is required. The exempt approval will be reported to the convened board on the next agenda.

xform New Protocol Submission; Association/Listserv Permission; Email Script; Consent (stamped approved 4/2/2015); Survey; CV

**Projects involving Mountain States Health Alliance must also be approved by MSHA following IRB approval prior to initiating the study.**

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of

the change following its implementation (within 10 working days) on Form 109 (www.etsu.edu/irb). The IRB will review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,
Stacey Williams, Chair
ETSU Campus IRB

Cc:


*Accredited since December 2005*

Appendix B

Informed Consent Letter

**Consent for Participation in Questionnaire Research**

*I volunteer to participate in a research project conducted by Krystal Wilson, a doctoral candidate at East Tennessee State University. I understand that the project is designed to gather information about determining university fundraising effectiveness, and that I will be one of approximately 20 participants for this research.*

1. My participation in this project is voluntary. I understand that I will not be paid for my participation.

2. I understand that my identity will remain anonymous for the purpose of this research, and that my confidentiality as a participant in this study will remain secure.

3. Participation involves three rounds of questionnaires that will be distributed and collected via email. Each participant will be emailed separately for anonymity purposes. Each questionnaire will be due to the researcher within two weeks of distribution. The first round will include multiple choice and open-ended questions regarding how to determine university fundraising effectiveness. The second round will include a list of all first round responses. If a response is listed with a number, then the response was provided by that many participants. In the second round, I am to decide which items should be included as the response for each question. For the third round, I will receive a copy of my responses from the second round, and I will have the opportunity to review those responses, and indicate changes if needed. If I change my response, I must notate the reason for my change. After the completion of the third round, the researcher will provide each participant with a report of findings.

4. I understand that there is a potential risk of loss of confidentiality, as security of email cannot be guaranteed. Emails will include each round's questionnaire attached as a .PDF form that is encrypted with a password.

5. I understand the research technique used for this study is designed to reach consensus from an expert panel of participants. However, if I do not agree to a response, I should notate as so and state my reasoning. The study's value will not decrease if full consensus is not reached, rather may uncover a need for further research.

6. I understand that the selection criteria to be considered an expert fundraising analyst for this study is as follows:

    - Have nationally recognized work, such as published books within the last 10 years or articles that have been written in the profession's journals, such as CURRENTS, Connections, Philanthropy Journal or available through the Council for Advancement and Support of Education or the Association of Fundraising Professionals' website;

- Presented at international and national association conferences (Association of Prospect Researchers for Advancement, Association of Fundraising Professionals', DRIVE); or,
- Received awards from international or national associations for work in fundraising analytics.

7. I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) for Studies Involving Human Subjects: Behavioral Sciences Committee at East Tennessee State University. For research problems or questions regarding subjects, the Institutional Review Board may be contacted through Amber Anderson at 423-439-6002.

8. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

9. I have been given a copy of this consent form.

10. By participating in this study, I understand that I am indicating my consent.

For further information, please contact:

Krystal Wilson
WILSONKL2@goldmail.etsu.edu

Appendix C

Round 1 Question 2 Reponses

| **Other Quantifiable Measures Suggested by Expert Panel** |
|---|
| |
| **Donors** |
| “Donor Counts (New, Retained, Recaptured, Renewed, Upgraded, Donor Longevity)” |
| “Donors by gift band” |
| “Donor retention” |
| “Number of donors” |
| “Growth in different types of donors (new donors, planned giving donors, etc.)” |
| “Percent of LYBUNTS/SYBUNTS or lapsed donors” |
| |
| **Giving** |
| “Total amount raised in outright gifts or commitments for future gifts” |
| “Total amount raised (per frontline gift officer, per advancement staff member)” |
| “Annual Fund Growth independent of any special campaigns” |
| “Average and median giving (is that increasing over time?)” |
| “Baseline giving while not in active campaign” |
| “Distribution of gifts by alumni, non-alumni, corporations, foundations, etc.” |
| “Generational giving (what did your best current donors do when they were younger in terms of giving, and how does that compare to current younger donors?)” |
| “New commitments at major gift level” |
| “Percent of total dollars from the top 1%, top 5%, top 10%, as a measure of breadth of the base” |
| “Yearly comparison of major gift commitments and yearly comparison of major gift solicitations to determine if the number and amounts are increasing, steady, or decreasing” |
| “Giving velocity among current donors to measure growth of giving among retained/current donors (annual fund and major gift)” |
| “Percentage of cash brought in of the total university revenue” |
| “Percentage of cash brought in of endowment size” |
| “Ratio of top 1% of gifts of bottom 99% of gifts” |
| “Average gift size at major gift level and principal gift level” |
| “Funds raised per FTE Student” |
| “Annual giving response rate. Annual giving average gift size” |
| “Volunteer giving” |
| |
| **Engagement** |
| “Engagement activities- prospects that RSVP to events, attend events, respond to emails, etc.” |
| “Engagement-number volunteering, promoting-NPS, serving on boards)” |
| “Engagement- number of unique event attendees, are major gift prospects attending events” |

| **Engagement continued** |
| --- |
| “Engagement: # completed calls for telemarketing, response rates for direct mail, and open click rates for email solicitations” |
| “Open and click rates for newsletters” |
| “Direct mail, call center, email blast, and social media response rates” |
| “Special event responses (campaign event attendance, one day drives, membership drives, etc.)” |
| “Response rates of appeals” |
| “Alumni engagement score” |
| “Constituent Participation Rate” |
| |
| **Costs/Investment** |
| “Institutional investment in fundraising (budget). Investment into each organizational function (operations, major giving, annual giving, etc.)” |
| “Costs of human resources and infrastructure needed (additional considerations with regard to ROI)” |
| |
| **Fundraiser Activity and Performance** |
| “Number of major gifts solicited and closed” |
| “Number of face-to-face visits” |
| “Ratio of first-time contacts with a prospect vs. repeat contacts” |
| “Gift Close Rate= # of closed gifts/# of solicitations” |
| “Ratio of number of visits to number of full time gift officers. Ratio of asks to number of full time gift officers. Ratio of asks to number of prospects in portfolios” |
| “Ratio of median gift size to number of full time gift officers” |
| “S&P bond ratings” |
| “Number of weekly contacts (phone calls) to donors either to say thank you or to update them on what their contributions have accomplished” |
| |
| **Other** |
| “Funding met for stated goals/areas” |
| “Prospect pool size (total and in capacity bands)” |
| “Where have we failed? Annual reports often focus only on positive” |
| “Compound annual growth rate” |
| “Time required to produce certain reports or respond to common requests” |
| “Outcome Metrics: How much did we raise this year compared to last year? How much did we raise compared to our plan? How much did we raise compared to our peers?” |
| “Acquiring transformational gifts” |
| “Conversion rate of newly identified prospects to donors” |
| “Percent of alumni with good contact information” |
| “Good fiduciaries with money we’re given (spending gifts as donor intended, investing endowed funds wisely)” |

| **Other continued** |
| --- |
| "Two sides of this:<br>a. Major giving<br>Size of the assigned pool<br>Expected $$ value of assigned pool, and trend over time<br>Quality of assigned pool (capacity, and attachment level of prospects assigned)<br>% of pool penetration (% of assigned prospects that have had meaningful engaged in the last 12 months)<br>Stage Movement (average time in each prospect stage not exceed standards)<br>Ask levels relative to expected value of the prospects (is value of sum of all asks at least 3x the current year expected value; expected value= capacity *attachment* liquidity<br>Yield rate (actual closed amounts rationed to ask amounts; should be 25%+)<br>b. Annual giving<br>$ amounts over time<br>Participation rate over time<br>Current donor retention rate over time<br>Lapsed donor re-acquisition rate over time<br>Non-donor acquisition rate over time<br>Appeal yields (# of appeals resulting in a gift/ # appeal sends, by appeal and appeal program; by message and group)<br># Solicitation touches per prospect in last 12 months; subdivide by current, lapsed, and non-donor groups<br>% upgrade vs. downgrade, vs. stable (upgrade = up 20% + YTY, downgrade= down 20%+ YTY)" |
| "Count dollars raised per dollar spent on advancement" |
| "Size (number) and potential (capacity) of major gift pipeline" |
| "Number of Lost Alumni" |
| "Time to process gifts and thank donors" |
| "Donor Experience Survey (survey-what they like/don't like about the way we thank, recognize, steward them)" |
| "Conversion ratio of rated prospects at a gift level (e.g. 100 prospects rated at $50,000 but only 5% of those donors have given $50,000+ versus 20% "converting at or above their rated level" |
| "Presence of a medical center, intercollegiate athletics, other substantial non-degree granting programs or programs with non-alumni constituencies, macro-economics- comparison to giving trends, regional economic health, etc., business model (centralized, decentralized, open cultivation, regional major gifts, program-based major gifts, in-house talent management)" |
| "Staff retention, recruitment, and performance, age of institution, age of advancement program, salaries of key roles" |
| "Staff experience in years in role" |

Appendix D

Round 1 Question 5 Reponses

| **Suggestions on How to Organize or Segment a Comprehensive Model** |
|---|
| "Gift Level and/or by College or Area" |
| "Organizational Structure" |
| "Maturity of program (start-up, more established)" |
| "If the university is in a campaign (y/n)" |
| "Development budget/ Resource development (Research and Analytics) Budget/staff" |
| "Number/percentage/ratio of active volunteer solicitors (if ratio, to paid staff or dollars raised)" |
| "Dollars raised to solicit-able population" |
| "Size of university/ Type of university" |
| "Size of largest comprehensive campaign" |
| "Size of fundraising operations team/ Size of frontline fundraising team" |
| "Cost-of-living index for each region, although with national alumni bases that would not work for all" |
| "Carnegie classification/Awarded degree level/Private, Public/ Location of university, setting" |
| "Funds raised by FTE student, major gift close rate, percent growth over a five year period. Find those who are doing the best, and measure against those" |
| "Size of annual fund" |
| "By gift band (annual giving, major gifts, leadership gifts). Different techniques and measures for each segment" |
| "Organize metrics around the behavior you want to see in all of your constituencies" |
| "Model paradigms- Open cultivation, centralized/decentralized model" |
| "1) Begin with annual and lifetime production numbers. Followed by comparative breakdowns by sources and designations. 2) Overview investment/budget, staffing, and business model. 3) Provide ROI analysis respective 1 & 2. 4) Present data with context of average and outer bounds overall and respective of like institutions. 5) Present specifics or confounding factors from the other qualitative/quantitative measures" |
| "Quantitative and Qualitative metrics" |
| "Hierarchically- at the very top is dollars raised, and all other components are next level down" |
| "Centralized but have input from all divisions, schools, and departments. Suggestion for improvement should be sought from alumni and donors at all levels." |
| "Interaction of frontline and advancement support" |
| "Define the features present in successful programs, and the features absent in less successful programs" |

Appendix E

Round 2 Question 2 Responses

| Other Quantifiable Measures Suggested by Expert Panel | Agreed | Disagreed | No Response |
|---|---|---|---|
| | | | |
| **Donors** | | | |
| "Donor Counts (New, Retained, Recaptured, Renewed, Upgraded, Donor Longevity)" | 82% | 12% | 6% |
| "Donors by gift band" | 82% | 12% | 6% |
| "Donor retention" | 76% | 18% | 6% |
| "Number of donors" | 76% | 18% | 6% |
| "Growth in different types of donors (new donors, planned giving donors, etc.)" | 76% | 18% | 6% |
| "Percent of LYBUNTS/SYBUNTS or lapsed donors" | 71% | 24% | 6% |
| | | | |
| **Giving** | | | |
| "Total amount raised in outright gifts or commitments for future gifts" | 94% | | 6% |
| "Total amount raised (per frontline gift officer, per advancement staff member)" | 88% | 6% | 6% |
| "Annual Fund Growth independent of any special campaigns" | 88% | 6% | 6% |
| "Average and median giving (is that increasing over time?)" | 88% | 6% | 6% |
| "Baseline giving while not in active campaign" | 88% | 6% | 6% |
| "New commitments at major gift level" | 82% | 12% | 6% |
| "Distribution of gifts by alumni, non-alumni, corporations, foundations, etc." | 82% | 12% | 6% |
| "Percent of total dollars from the top 1%, top 5%, top 10%, as a measure of breadth of the base" | 82% | 12% | 6% |
| "Generational giving (what did your best current donors do when they were younger in terms of giving, and how does that compare to current younger donors?)" | 76% | 18% | 6% |
| "Yearly comparison of major gift commitments and yearly comparison of major gift solicitations to determine if the number and amounts are increasing, steady, or decreasing" | 71% | 24% | 6% |
| "Giving velocity among current donors to measure growth of giving among retained/current donors (annual fund and major gift)" | 71% | 24% | 6% |
| "Percentage of cash brought in of the total university revenue" | 71% | 24% | 6% |
| "Percentage of cash brought in of endowment size" | 71% | 24% | 6% |
| "Ratio of top 1% of gifts of bottom 99% of gifts" | 71% | 24% | 6% |
| "Volunteer Giving" | 65% | 29% | 6% |

| | | | |
|---|---|---|---|
| **Giving Continued** | | | |
| "Annual giving response rate. Annual giving average gift size" | 59% | 35% | 6% |
| "Average gift size at major gift level and principal gift level" | 59% | 35% | 6% |
| "Funds raised per FTE Student" | 59% | 35% | 6% |
| | | | |
| **Engagement** | | | |
| "Engagement-number volunteering, promoting-NPS, serving on boards)" | 82% | 12% | 6% |
| "Open and click rates for newsletters" | 82% | 12% | 6% |
| "Engagement activities- prospects RSVPing to events, attending events, responding to emails, etc." | 76% | 18% | 6% |
| "Engagement- number of unique event attendees, are major gift prospects attending events" | 76% | 18% | 6% |
| "Direct mail, call center, email blast, and social media response rates" | 76% | 18% | 6% |
| "Engagement: # completed calls for telemarketing, response rates for direct mail, and open click rates for email solicitations" | 76% | 18% | 6% |
| "Special event responses (campaign event attendance, one day drives, membership drives, etc.)" | 71% | 24% | 6% |
| "Alumni engagement score" | 71% | 24% | 6% |
| "Response rates of appeals" | 71% | 24% | 6% |
| "Constituent Participant Rate" | 35% | 59% | 6% |
| | | | |
| **Costs/Investment** | | | |
| "Institutional investment in fundraising (budget). Investment into each organizational function (operations, major giving, annual giving, etc.)" | 76% | 18% | 6% |
| "Costs of human resources and infrastructure needed (additional considerations with regard to ROI)" | 76% | 18% | 6% |
| | | | |
| **Fundraiser Activity and Performance** | | | |
| "Number of face-to-face visits" or "personal visits" | 82% | 12% | 6% |
| "Number of major gifts solicited and closed" | 82% | 12% | 6% |
| "Ratio of first-time contacts with a prospect vs. repeat contacts" | 82% | 12% | 6% |
| "Gift Close Rate= # of closed gifts/# of solicitations" | 71% | 24% | 6% |
| "Ratio of number of visits to number of full time gift officers. Ratio of asks to number of full time gift officers. Ratio of asks to number of prospects in portfolios." | 71% | 24% | 6% |
| "Ratio of median gift size to number of full time gift officers" | 65% | 29% | 6% |
| "S&P bond ratings" | 47% | 47% | 6% |

| **Fundraiser Activity and Performance continued** | | | |
|---|---|---|---|
| "Number of weekly contacts (phone calls) to donors either to say thank you or to update them on what their contributions have accomplished" | 47% | 47% | 6% |
| | | | |
| **Other** | | | |
| "Funding met for stated goals/areas" | 82% | 12% | 6% |
| "Prospect pool size (total and in capacity bands)" | 82% | 12% | 6% |
| "Compound annual growth rate" | 82% | 12% | 6% |
| "Time required to produce certain reports or respond to common requests" | 82% | 12% | 6% |
| "Outcome Metrics: How much did we raise this year compared to last year? How much did we raise compared to our plan? How much did we raise compared to our peers?" | 82% | 12% | 6% |
| "Where have we failed? Annual reports often focus only on positive" | 76% | 18% | 6% |
| "Acquiring transformational gifts" | 76% | 18% | 6% |
| "Conversion rate of newly identified prospects to donors" | 76% | 18% | 6% |
| "Count dollars raised per dollar spent on advancement" | 76% | 18% | 6% |
| "Percent of alumni with good contact information" | 71% | 24% | 6% |
| "Size (number) and potential (capacity) of major gift pipeline" | 65% | 24% | 6% |
| "Good fiduciaries with money we're given (spending gifts as donor intended, investing endowed funds wisely)" | 65% | 24% | 12% |
| "Number of Lost Alumni" | 65% | 24% | 12% |
| "Time to process gifts and thank donors" | 65% | 24% | 12% |
| "Donor Experience Survey" | 65% | 29% | 6% |
| "Two sides of this: a. Major Giving<br>Size of the assigned pool<br>Expected $$ value of assigned pool, and trend over time<br>Quality of assigned pool (capacity, and attachment level of prospects assigned)<br>% of pool penetration (% of assigned prospects that have had meaningful engaged in the last 12 months)<br>Stage Movement (average time in each prospect stage not exceed standards)<br>Ask levels relative to expected value of the prospects (is value of sum of all asks at least 3x the current year expected value; expected value= capacity *attachment* liquidity<br>Yield rate (actual closed amounts rationed to ask amounts; should be 25%+)<br>b. Annual giving<br>$ amounts over time, participation over time,<br>Current donor retention rate over time<br>Lapsed donor re-acquisition rate over time | 65% | 29% | 6% |

| | | | |
|---|---|---|---|
| Non-donor acquisition rate over time<br>Appeal yields (# of appeals resulting in a gift/ # appeal sends, by appeal and appeal program; by message and group)<br># Solicitation touches per prospect in last 12 months; subdivide by current, lapsed, and non-donor groups<br>% upgrade vs. downgrade, vs. stable (upgrade = up 20% + YTY, downgrade= down 20%+ YTY)" | | | |
| "Conversion ratio of rated prospects at a gift level (e.g. 100 prospects rated at $50,000 but only 5% of those donors have given $50,000+ versus 20% "converting at or above their rated level" | 59% | 35% | 6% |
| "Presence of a medical center, intercollegiate athletics, other substantial non-degree granting programs or programs with non-alumni constituencies, macro-economics- comparison to giving trends, regional economic health, etc., business model (centralized, decentralized, open cultivation, regional major gifts, program-based major gifts, in-house talent management)" | 47% | 41% | 12% |
| "Staff retention, recruitment, and performance, age of institution, age of advancement program, salaries of key roles" | 41% | 47% | 12% |
| "Staff experience in years in role" | 35% | 59% | 6% |

*Note.* The percentages may not equal 100% due to rounding.

Appendix F

Round 2 Question 4 Responses

| Other Nonquantifiable Measures Suggested by Expert Panel | Agreed | Disagreed | No Response |
|---|---|---|---|
| | | | |
| "Maturity of Development Operation" | 76% | 18% | 6% |
| "Team work- how advancement staff work together and how they work with the colleges and other departments within the university" | 76% | 18% | 6% |
| "Organizational structure of development operation" | 76% | 18% | 6% |
| "Distribution of revenue sources to support advancement. Those funding sources vary greatly depending on whether the institution is public or private" | 76% | 18% | 6% |
| "Donor Experience" | 71% | 12% | 18% |
| "Staff Morale and Job Satisfaction. Is your university one that is a great place to work? Are your staff appreciated, motivated, and enthusiastic about their work? Are they fully committed to the mission, school, and to help donors feel good about their involvement? Are they team players or do they only focus on their goals rather than how they can help with the overall team effort? Do they collaborate willingly with other development departments within the university?" | 71% | 18% | 12% |
| "Advancement's relationship with other university areas, advancement's commitment to training gift officers to show them what success looks like" | 71% | 24% | 6% |
| "Sentiment Analysis (survey constituency). Could look at those verbatim with newer tech (big data)." | 65% | 18% | 18% |
| "Tenure of head of development, median tenure of full-time development officers" | 65% | 18% | 18% |
| "Quality of volunteer leadership" | 65% | 18% | 18% |
| "Is there any evidence of data-driven decision making" | 53% | 29% | 18% |
| "Is Alumni Association a part of development, is there a separate foundation" | 53% | 29% | 18% |
| "Reputation, brand recognition" | 47% | 35% | 18% |

*Note.* The percentages may not equal 100% due to rounding.

Appendix G

Round 2 Question 5 Responses

| How to segment or organize comprehensive model suggestions | Agreed | Disagreed | No response | Not sure |
|---|---|---|---|---|
| "Gift Level and/or by College or Area." | 82% | 12% | 6% | |
| "Organizational Structure" | 76% | 18% | 6% | |
| "Maturity of program (start-up, more established)" | 76% | 6% | 12% | 6% |
| "If the university is in a campaign (y/n)" | 76% | 6% | 12% | 6% |
| "Development budget, resource development budget/staff" | 76% | 6% | 12% | 6% |
| "Number/percentage/ratio of active volunteer solicitors (if ratio, to paid staff or dollars raised) | 76% | 6% | 12% | 6% |
| "Dollars raised to solicit-able population | 76% | 29% | 12% | 6% |
| "Size/type of university | 71% | 6% | 18% | 6% |
| "Size of largest comprehensive campaign | 71% | 6% | 18% | 6% |
| "Size of fundraising operations team, size of frontline fundraising team" | 71% | 6% | 18% | 6% |
| "Cost-of-living index for each region, although with national alumni bases that would not work for all | 71% | 12% | 12% | 6% |
| "Carnegie classification location of university/setting, awarded degree level (graduate, UG, associates, non-degree), private/public" | 65% | 12% | 18% | 6% |
| "Funds raised by FTE student, major gift close rate, percent growth over a five year period. Find those who are doing the best, and measure against those" | 65% | 18% | 12% | 6% |
| "Size of annual fund" | 59% | 18% | 18% | 6% |
| "By gift band (annual giving, major gifts, leadership gifts). Different techniques and measures for each segment" | 59% | 29% | 12% | |
| "Organize metrics around the behavior you want to see in all of your constituencies" | 59% | 24% | 18% | |
| "Model paradigms- Open cultivation, centralized/decentralized model" | 59% | 24% | 18% | |
| "1) Begin with annual and lifetime production numbers. Followed by comparative breakdowns by sources and designations. 2) Overview investment/budget, staffing, and business model. 3) Provide ROI analysis respective 1 & 2. 4) Present data with context of average and outer bounds overall and respective of like institutions. 5) Present specifics or confounding factors from the other qualitative/quantitative measures" | 59% | 18% | 24% | |
| "Quantitative and Qualitative metrics" | 53% | 24% | 18% | 6% |

| | | | | |
|---|---|---|---|---|
| "Hierarchically- at the very top is dollars raised, and all other components are next level down" | 41% | 35% | 24% | |
| "Centralized but have input from all divisions, schools, and departments. Suggestion for improvement should be sought from alumni and donors at all levels" | 29% | 59% | 12% | |
| "Interaction of frontline and advancement support" | 29% | 47% | 18% | 6% |
| "Define the features present in successful programs, and the features absent in less successful programs" | 24% | 47% | 29% | |

*Note.* The percentages may not equal 100% due to rounding.

Appendix H

Round 2 Question 6 Responses

| Any further implications suggested | Agreed | Disagreed | No Response |
|---|---|---|---|
| "A reasonably favorable economic climate" | 88% | 6% | 6% |
| "Comparing institutions is very hard because of: bad data collection practices, management mandates, fundraiser practices, disparity of sizes, age of the development programs, closeness of alumni. Any model that compares and declares best fundraising operations much account for the above factors" | 82% | 12% | 6% |
| "Staff retention/turnover (Maybe it's a good thing that staff don't stay forever, but maybe a bad thing that they only stay 18 months. What's the golden number for success?)" | 82% | 12% | 6% |
| "Donor retention/loss (who loses donors least and why?)" | 82% | 12% | 6% |
| "A positive image amount constituents capable of making major gifts. Strong and stable internal leadership and capable staff support. A compelling and well-defined case for support that is clearly understood and accepted by potential donors. Ample funds to meet the institution's campaign goals, represented by a sufficient number of willing potential donors, and Respected, capable volunteer leaders who are available and willing to commit the necessary time, resources, and talent to the campaign" | 82% | 12% | 6% |
| "Senior management must be on board and drive change that comes from this. Meetings and agendas for discussions must be shifted from the tactical to strategic and be built on the stories the data tells. People must be willing to change, to adjust to reality that comes from seeing old habits and patterns in new ways" | 76% | 18% | 6% |
| "We have to institutionalize advancement. Generating private support is the business of everybody on campus, not just those tasked with actual gift solicitations" | 71% | 24% | 6% |
| "Comparison to current national economics" | 65% | 18% | 18% |
| "A comprehensive model should put as much emphasis on long term goals, sustainability, and organizational culture as it does on the bottom line" | 65% | 24% | 12% |

| | | | |
|---|---|---|---|
| “There are some very distinct differences in different types of universities- research and PhD granting institutions typically get a lot of money from business and government grants and investments. These can't be compared to four year liberal arts institutions that get the majority of donations from alumni” | 65% | 24% | 12% |
| “Connect morale with performance” | 59% | 29% | 12% |
| “the extent a university program engages and utilizes volunteers and alumni, especially in the area of identifying and cultivating new major gift and endowment prospects” | 59% | 29% | 12% |

*Note.* The percentages may not equal 100% due to rounding.

APPENDIX I

Round 3 Question 2 Responses

| Other Quantifiable Measures Suggested by Expert Panel | Agreed | Disagreed | No Response |
|---|---|---|---|
| | | | |
| **Donors** | | | |
| "Donor Counts (New, Retained, Recaptured, Renewed, Upgraded, Donor Longevity)" | 82% | 12% | 6% |
| "Donors by gift band" | 82% | 12% | 6% |
| "Donor retention" | 76% | 18% | 6% |
| "Number of donors" | 76% | 18% | 6% |
| "Growth in different types of donors (new donors, planned giving donors, etc.)" | 76% | 18% | 6% |
| "Percent of LYBUNTS/SYBUNTS or lapsed donors" | 71% | 24% | 6% |
| | | | |
| **Giving** | | | |
| "Total amount raised in outright gifts or commitments for future gifts" | 94% | | 6% |
| "Total amount raised (per frontline gift officer, per advancement staff member)" | 88% | 6% | 6% |
| "Annual Fund Growth independent of any special campaigns" | 88% | 6% | 6% |
| "Average and median giving (is that increasing over time?)" | 88% | 6% | 6% |
| "Baseline giving while not in active campaign" | 88% | 6% | 6% |
| "New commitments at major gift level" | 88% | 6% | 6% |
| "Distribution of gifts by alumni, non-alumni, corporations, foundations, etc." | 82% | 12% | 6% |
| "Percent of total dollars from the top 1%, top 5%, top 10%, as a measure of breadth of the base" | 82% | 12% | 6% |
| "Generational giving (what did your best current donors do when they were younger in terms of giving, and how does that compare to current younger donors?)" | 76% | 18% | 6% |
| "Yearly comparison of major gift commitments and yearly comparison of major gift solicitations to determine if the number and amounts are increasing, steady, or decreasing" | 71% | 24% | 6% |
| "Giving velocity among current donors to measure growth of giving among retained/current donors (annual fund and major gift)" | 71% | 24% | 6% |
| "Percentage of cash brought in of the total university revenue" | 71% | 24% | 6% |
| "Percentage of cash brought in of endowment size" | 71% | 24% | 6% |
| "Ratio of top 1% of gifts of bottom 99% of gifts" | 71% | 24% | 6% |
| "Volunteer Giving" | 65% | 29% | 6% |

| | | | |
|---|---|---|---|
| **Giving Continued** | | | |
| "Annual giving response rate. Annual giving average gift size" | 65% | 29% | 6% |
| "Average gift size at major gift level and principal gift level" | 59% | 35% | 6% |
| "Funds raised per FTE Student" | 59% | 35% | 6% |
| | | | |
| **Engagement** | | | |
| "Engagement-number volunteering, promoting-NPS, serving on boards)" | 82% | 12% | 6% |
| "Open and click rates for newsletters" | 82% | 12% | 6% |
| "Engagement activities- prospects RSVPing to events, attending events, responding to emails, etc." | 76% | 18% | 6% |
| "Engagement- number of unique event attendees, are major gift prospects attending events" | 76% | 18% | 6% |
| "Direct mail, call center, email blast, and social media response rates" | 76% | 18% | 6% |
| "Engagement: # completed calls for telemarketing, response rates for direct mail, and open click rates for email solicitations" | 76% | 18% | 6% |
| "Response rates of appeals" | 71% | 24% | 6% |
| "Alumni engagement score" | 71% | 24% | 6% |
| "Special event responses (campaign event attendance, one day drives, membership drives, etc.)" | 71% | 24% | 6% |
| "Constituent Participation Rate" | 35% | 59% | 6% |
| | | | |
| **Costs/Investment** | | | |
| "Institutional investment in fundraising (budget). Investment into each organizational function (operations, major giving, annual giving, etc.)" | 76% | 18% | 6% |
| "Costs of human resources and infrastructure needed (additional considerations with regard to ROI)" | 76% | 18% | 6% |
| | | | |
| **Fundraiser Activity and Performance** | | | |
| "Number of face-to-face visits" | 88% | 6% | 6% |
| "Ratio of first-time contacts with a prospect vs. repeat contacts" | 88% | 6% | 6% |
| "Number of major gifts solicited and closed" | 82% | 12% | 6% |
| "Gift Close Rate= # of closed gifts/# of solicitations" | 76% | 18% | 6% |
| "Ratio of number of visits to number of full time gift officers. Ratio of asks to number of full time gift officers. Ratio of asks to number of prospects in portfolios." | 71% | 24% | 6% |
| "Ratio of median gift size to number of full time gift officers" | 65% | 29% | 6% |
| "S&P bond ratings" | 53% | 41% | 6% |

| **Fundraiser Activity and Performance continued** | | | |
|---|---|---|---|
| "Number of weekly contacts (phone calls) to donors either to say thank you or to update them on what their contributions have accomplished" | 53% | 41% | 6% |
| | | | |
| **Other** | | | |
| "Funding met for stated goals/areas" | 82% | 12% | 6% |
| "Prospect pool size (total and in capacity bands)" | 82% | 12% | 6% |
| "Compound annual growth rate" | 82% | 12% | 6% |
| "Time required to produce certain reports or respond to common requests" | 82% | 12% | 6% |
| "Outcome Metrics: How much did we raise this year compared to last year? How much did we raise compared to our plan? How much did we raise compared to our peers?" | 82% | 12% | 6% |
| "Where have we failed? Annual reports often focus only on positive" | 76% | 18% | 6% |
| "Acquiring transformational gifts" | 76% | 18% | 6% |
| "Conversion rate of newly identified prospects to donors" | 76% | 18% | 6% |
| "Count dollars raised per dollar spent on advancement" | 76% | 18% | 6% |
| "Size (number) and potential (capacity) of major gift pipeline" | 71% | 24% | 6% |
| "Percent of alumni with good contact information" | 71% | 24% | 6% |
| "Good fiduciaries with money we're given (spending gifts as donor intended, investing endowed funds wisely)" | 65% | 24% | 12% |
| "Number of Lost Alumni" | 65% | 24% | 12% |
| "Time to process gifts and thank donors" | 65% | 24% | 12% |
| "Donor Experience Survey" | 65% | 29% | 6% |
| "Two sides of this: a. Major Giving<br>Size of the assigned pool<br>Expected $$ value of assigned pool, and trend over time<br>Quality of assigned pool (capacity, and attachment level of prospects assigned)<br>% of pool penetration (% of assigned prospects that have had meaningful engaged in the last 12 months)<br>Stage Movement (average time in each prospect stage not exceed standards)<br>Ask levels relative to expected value of the prospects (is value of sum of all asks at least 3x the current year expected value; expected value= capacity *attachment* liquidity<br>Yield rate (actual closed amounts rationed to ask amounts; should be 25%+)<br>b. Annual giving<br>$ amounts over time, participation over time,<br>Current donor retention rate over time<br>Lapsed donor re-acquisition rate over time | 65% | 29% | 6% |

| | | | |
|---|---|---|---|
| Non-donor acquisition rate over time<br>Appeal yields (# of appeals resulting in a gift/ # appeal sends, by appeal and appeal program; by message and group)<br># Solicitation touches per prospect in last 12 months; subdivide by current, lapsed, and non-donor groups<br>% upgrade vs. downgrade, vs. stable (upgrade = up 20% + YTY, downgrade= down 20%+ YTY)" | | | |
| "Conversion ratio of rated prospects at a gift level (e.g. 100 prospects rated at $50,000 but only 5% of those donors have given $50,000+ versus 20% "converting at or above their rated level" | 59% | 35% | 6% |
| "Presence of a medical center, intercollegiate athletics, other substantial non-degree granting programs or programs with non-alumni constituencies, macro-economics- comparison to giving trends, regional economic health, etc., business model (centralized, decentralized, open cultivation, regional major gifts, program-based major gifts, in-house talent management)" | 47% | 41% | 12% |
| "Staff retention, recruitment, and performance, age of institution, age of advancement program, salaries of key roles" | 41% | 47% | 12% |
| "Staff experience in years in role" | 35% | 59% | 6% |

*Note.* The percentages may not equal 100% due to rounding.

APPENDIX J

Round 3 Question 4 Responses

| Other Nonquantifiable Measures Suggested by Expert Panel | Agreed | Disagreed | No Response |
|---|---|---|---|
| | | | |
| "Maturity of Development Operation" | 76% | 18% | 6% |
| "Team work- how advancement staff work together and how they work with the colleges and other departments within the university" | 76% | 18% | 6% |
| "Organizational structure of development operation" | 76% | 18% | 6% |
| "Distribution of revenue sources to support advancement. Those funding sources vary greatly depending on whether the institution is public or private" | 76% | 18% | 6% |
| "Donor Experience" | 71% | 12% | 18% |
| "Staff Morale and Job Satisfaction. Is your university one that is a great place to work? Are your staff appreciated, motivated, and enthusiastic about their work? Are they fully committed to the mission, school, and to help donors feel good about their involvement? Are they team players or do they only focus on their goals rather than how they can help with the overall team effort? Do they collaborate willingly with other development departments within the university?" | 71% | 18% | 12% |
| "Advancement's relationship with other university areas, advancement's commitment to training gift officers to show them what success looks like" | 71% | 24% | 6% |
| "Sentiment Analysis (survey constituency). Could look at those verbatim with newer tech (big data)." | 65% | 18% | 18% |
| "Tenure of head of development, median tenure of full-time development officers" | 65% | 18% | 18% |
| "Quality of volunteer leadership" | 65% | 18% | 18% |
| "Is there any evidence of data-driven decision making" | 59% | 24% | 18% |
| "Is Alumni Association a part of development, is there a separate foundation" | 53% | 29% | 18% |
| "Reputation, brand recognition" | 47% | 35% | 18% |

*Note.* The percentages may not equal 100% due to rounding.

APPENDIX K

Round 3 Question 5 Responses

| How to segment or organize comprehensive model suggestions | Agreed | Disagreed | No response | Not sure |
|---|---|---|---|---|
| "Gift Level and/or by College or Area." | 82% | 12% | 6% | |
| "Maturity of program (start-up, more established)" | 82% | 6% | 12% | |
| "If the university is in a campaign (y/n)" | 82% | 6% | 12% | |
| "Development budget, Resource development (research and analytics) budget/staff" | 82% | 6% | 12% | |
| "Number/percentage/ratio of active volunteer solicitors (if ratio, to paid staff or dollars raised)" | 82% | 6% | 12% | |
| "Dollars raised to solicit-able population" | 82% | 29% | 12% | |
| "Organizational Structure" | 76% | 18% | 6% | |
| "Size/type of university" | 76% | 6% | 18% | |
| "Size of largest comprehensive campaign" | 76% | 6% | 18% | |
| "Size of fundraising operations team, size of frontline fundraising team" | 76% | 6% | 18% | |
| "Cost-of-living index for each region, although with national alumni bases that would not work for all" | 76% | 12% | 12% | |
| "Carnegie classification location of university/setting, awarded degree level (graduate, UG, associates, non-degree), private/public" | 71% | 12% | 18% | |
| "Funds raised by FTE student, major gift close rate, percent growth over a five year period. Find those who are doing the best, and measure against those" | 71% | 18% | 12% | |
| "Size of annual fund" | 65% | 18% | 18% | |
| "By gift band (annual giving, major gifts, leadership gifts). Different techniques and measures for each segment" | 59% | 29% | 12% | |
| "Organize metrics around the behavior you want to see in all of your constituencies" | 59% | 24% | 18% | |
| "Model paradigms- Open cultivation, centralized/decentralized model" | 59% | 24% | 18% | |
| "1) Begin with annual and lifetime production numbers. Followed by comparative breakdowns by sources and designations. 2) Overview investment/budget, staffing, and business model. 3) Provide ROI analysis respective 1 & 2. 4) Present data with context of average and outer bounds overall and respective of like institutions. 5) Present specifics or confounding factors from the other qualitative/quantitative measures" | 59% | 18% | 24% | |
| "Quantitative and Qualitative metrics" | 53% | 29% | 18% | |

| | | | | |
|---|---|---|---|---|
| "Hierarchically- at the very top is dollars raised, and all other components are next level down" | 41% | 35% | 24% | |
| "Interaction of frontline and advancement support" | 35% | 47% | 18% | |
| "Centralized but have input from all divisions, schools, and departments. Suggestion for improvement should be sought from alumni and donors at all levels" | 29% | 59% | 12% | |
| "Define the features present in successful programs, and the features absent in less successful programs" | 24% | 47% | 29% | |

*Note.* The percentages may not equal 100% due to rounding.

APPENDIX L

Round 3 Question 6 Responses

| Any further implications suggested | Agreed | Disagreed | No Response |
|---|---|---|---|
| "A reasonably favorable economic climate" | 88% | 6% | 6% |
| "Comparing institutions is very hard because of: bad data collection practices, management mandates, fundraiser practices, disparity of sizes, age of the development programs, closeness of alumni. Any model that compares and declares best fundraising operations much account for the above factors" | 82% | 12% | 6% |
| "Staff retention/turnover (Maybe it's a good thing that staff don't stay forever, but maybe a bad thing that they only stay 18 months. What's the golden number for success?)" | 82% | 12% | 6% |
| "Donor retention/loss (who loses donors least and why?)" | 82% | 12% | 6% |
| "A positive image amount constituents capable of making major gifts. Strong and stable internal leadership and capable staff support. A compelling and well-defined case for support that is clearly understood and accepted by potential donors. Ample funds to meet the institution's campaign goals, represented by a sufficient number of willing potential donors, and Respected, capable volunteer leaders who are available and willing to commit the necessary time, resources, and talent to the campaign" | 82% | 12% | 6% |
| "Senior management must be on board and drive change that comes from this. Meetings and agendas for discussions must be shifted from the tactical to strategic and be built on the stories the data tells. People must be willing to change, to adjust to reality that comes from seeing old habits and patterns in new ways" | 76% | 18% | 6% |
| "We have to institutionalize advancement. Generating private support is the business of everybody on campus, not just those tasked with actual gift solicitations" | 71% | 24% | 6% |
| "Comparison to current national economics" | 65% | 18% | 18% |
| "A comprehensive model should put as much emphasis on long term goals, sustainability, and organizational culture as it does on the bottom line" | 65% | 24% | 12% |

| | | | |
|---|---|---|---|
| “There are some very distinct differences in different types of universities- research and PhD granting institutions typically get a lot of money from business and government grants and investments. These can't be compared to four year liberal arts institutions that get the majority of donations from alumni” | 65% | 24% | 12% |
| “Connect morale with performance” | 59% | 29% | 12% |
| “the extent a university program engages and utilizes volunteers and alumni, especially in the area of identifying and cultivating new major gift and endowment prospects” | 59% | 29% | 12% |

# VITA

KRYSTAL L. WILSON

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|---|---|
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