

**REPORT OF  
THE FUNDRAISING COMMITTEE  
OF  
THE MADISON FUTURE COMMISSION**

**Submitted September 2, 2013**

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**Madison Future Commission  
Fundraising Committee Report  
September 2, 2013**

**Section 1: Introduction**

University senior leadership identified fundraising as one of the five areas meriting the examination of a full committee as part of the Madison Future Commission strategic planning process, in recognition of the fact that the days when the state could be expected to meet most of the university's needs have passed. As levels of public support have declined, private giving has assumed an increasingly important role in the university's financial model, and it will have to continue to emerge if JMU is to achieve its potential to affect positive change for the Commonwealth of Virginia.

The following faculty, staff and alumni were appointed to serve on the Fundraising Committee:

**Committee Co-Chairs:**

Weston Hatfield -- Associate Vice President, Development - [hatfieww@jmu.edu](mailto:hatfieww@jmu.edu)  
Kathy Thompson '85, '95-- Assistant Dean, The Graduate School – [thompskb@jmu.edu](mailto:thompskb@jmu.edu)

**Administrative Support:**

Sonja Lovell – Office of Development – [lovellsm@jmu.edu](mailto:lovellsm@jmu.edu)

**Committee Members:**

JMU Faculty and Staff:

Chris Arndt – College of Arts and Letters – [arndtjc@jmu.edu](mailto:arndtjc@jmu.edu)  
Jini Cook – Space and Resource Planning – [cookvg@jmu.edu](mailto:cookvg@jmu.edu)  
Art Dean '93, '99 – Office of the President (Diversity) – [dean1at@jmu.edu](mailto:dean1at@jmu.edu)  
Barry Falk – Honors Program; Economics – [falkbl@jmu.edu](mailto:falkbl@jmu.edu)  
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Dale Hulvey '83 – IT – [hulveydb@jmu.edu](mailto:hulveydb@jmu.edu)  
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Tenea Lowery – Multicultural & International Student Services – [lowerytj@jmu.edu](mailto:lowerytj@jmu.edu)  
Martin O'Donoghue '00 – Prospect Research – [odonogmf@jmu.edu](mailto:odonogmf@jmu.edu)  
Andy Perrine '86 – Communications & Marketing – [perrri2ad@jmu.edu](mailto:perrri2ad@jmu.edu)  
Brian Powell – Duke Club – [powel2be@jmu.edu](mailto:powel2be@jmu.edu)  
Stephen Rodgers – University Health Center – [roddersq@jmu.edu](mailto:roddersq@jmu.edu)  
George Sparks – College of Visual and Performing Arts – [sparksge@jmu.edu](mailto:sparksge@jmu.edu)  
Lisa Tumer '78, '80 – Financial Aid – [tumerll@jmu.edu](mailto:tumerll@jmu.edu)  
Lee Ward '11 – Career & Academic Planning – [wardwl@jmu.edu](mailto:wardwl@jmu.edu)

JMU Alumni Association:

Jamie Jones Miller '99 – President – [jjonesmiller@gmail.com](mailto:jjonesmiller@gmail.com)  
Larry Caudle '82 – Vice President – [lcaudle@kraftsoncaudle.com](mailto:lcaudle@kraftsoncaudle.com)

Former Board of Visitors:

Vanessa Evans '93, '97 – [vevans@ronbrown.org](mailto:vevans@ronbrown.org)

JMU Foundation:

Christine Johnson '90 – [christine@universityoutpost.com](mailto:christine@universityoutpost.com)  
Phil Updike '73 – [updikepw@gte.net](mailto:updikepw@gte.net)

Community:

Mike Beahm '77 – [mbeahm@scottstringfellow.com](mailto:mbeahm@scottstringfellow.com)  
Beth McConnell Bliss '84 – [bethbliss630@gmail.com](mailto:bethbliss630@gmail.com)  
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The Fundraising Committee was asked to ascertain what would be required to create an environment in which the benefits of a strong private giving program are understood, appreciated and practiced by every member of the JMU community. The makeup of the committee reflected the leadership's desire that multiple constituent groups be represented in the discussion.

Specifically, the Fundraising Committee was charged with:

- Determining 4-6 key issues related to fundraising that must be considered as the university establishes its 2014-2020 strategic plan
- Drafting 1-2 core qualities that describe the desired state of fundraising at JMU by 2020
- Drafting 1-3 goals related to each core quality

The Fundraising Committee convened on December 7, 2012 for an orientation meeting, to give members a chance to get to know each other, and for the committee chairs and university leadership to map out plans for the next nine months. Tina Grace from the Office of Institutional Research briefed the committee on Sharepoint. Co-chairs Kathy Thompson and Weston Hatfield reviewed the committee's charge, expected deliverables, and anticipated timeline. Each committee member received a briefing notebook that included:

- Fundraising Committee Member List
- October 18 Madison Future Commission Strategic Planning Process 2014-2020
- The Madison Future Commission Strategic Planning Process Handbook
- JMU University Advancement Overview

Most important were the remarks of the Fundraising Committee's supervising vice president, Nick Langridge, Vice President for University Advancement. Vice President Langridge provided the context for the committee's work, summarizing recent achievements by University Advancement, noting that these gains should be recognized as such while at the same time representing a starting point on a path to something much bigger. He emphasized the connection between a JMU community-wide "culture of philanthropy" and fundraising success at progressively higher levels in the future. He advised the committee to approach its work with an eye towards the elements most essential to nurturing an environment in which a culture of philanthropy capable of ensuring sustained private support will flourish. "Culture of philanthropy" became the consistent, resonant theme of the committee's work over the next six months.

At the conclusion of the meeting committee members were asked to: begin their review of an array of documents provided through libraries on the MFC Sharepoint site or emailed directly to them by the co-chairs; follow the Alger Listening Tour on JMU's website; and talk with their colleagues about strategic issues related to fundraising at JMU. (A comprehensive list of documents and other resources consulted during the deliberations about and preparation of this report can be found in Appendix A.)

Fundraising Committee members met with other Madison Future Commission volunteers for the Training Session January 31, 2013, to hear the expectations of President Alger and the Madison Future Commission leadership team. The Internal Analysis Team and the Environmental Scan Team updated the full Madison Future Commission on their work to date, and Chair Brian Charette gave an overview of resource materials.

The chairs scheduled a second meeting of the full committee for March 7, to coincide with the delivery of the MFC Internal Analysis Team and the Environmental Scan Team preliminary reports in mid-February. Inclement weather forced a postponement until April 19. The goal of the meeting was to build on December's orientation by developing a shared understanding of a "culture of philanthropy" and its importance to JMU. Steve Smith, Associate Vice President for Constituent Relations, shared highlights of the 2012 Alumni Profile Survey. At the recommendation of committee member Mark Siciliano '87 the committee viewed a TED Talk by Simon Sinek on how great leaders inspire action by starting with the question "Why?" The similarities between Mr. Sinek's message and the dynamics of fundraising were striking: donors give for their reasons, not the university's reasons, and creating a culture of philanthropy is to a large degree about understanding those reasons and how they might converge with the needs of the university. Committee members brainstormed about the answers to several questions:

- Why does private giving matter to JMU; and why does giving to JMU matter?
- What are the characteristics that describe a "culture of philanthropy?" Which of these characteristics do we have at JMU? Which ones do we not have?
- If you had \$100 to give away, why would/wouldn't you give it to JMU?
- If you had \$5 million to give away, why would/wouldn't you give it to JMU?

Feedback was compiled into four categories as the committee worked to develop a shared understanding of “culture of philanthropy:”

- Opportunity
- Impact
- Education/Communication
- Resources

The committee was then divided into four subcommittees and tasked with exploring each of these thematic directions by validating and refining issues and identifying potential strategic issue statements to be shared with the entire committee at the next meeting. The two co-chairs and the administrative support staff comprised a fifth subcommittee, charged with compiling its own list of strategic issues from a more general perspective.

The Fundraising Committee was also asked to review a number of additional documents, either sent to them directly or added to the Fundraising Committee’s Sharepoint library.

At the May 17 meeting, each of the subcommittees identified strategic issues related to the thematic areas assigned to them. Through an iterative facilitation process, the committee discussed and evaluated each issue to determine the primary, secondary, and tertiary issues (Appendix B). Key strategic issues were narrowed down to those listed in Section 2.

On May 31 the strategic issues were reviewed, refined, and finalized, and then became the basis for discussions aimed at the development of two draft core qualities and their attendant goals (Appendix C). The co-chairs worked through the summer to refine the drafts and then to shape the committee’s work to fit the reporting template requested by the MFC leadership.

## **Section 2: Key Strategic Issues**

The primary strategic issues identified by the committee are:

- JMU’s nationally recognized culture of civic engagement among its students has not yet translated into a culture of giving back to the university by its alumni, suggesting that the university has yet to link engagement and philanthropy in ways that inspire donors to give, and then to give at the highest levels of which they are capable.
- State funding as a proportion of the cost of public higher education has declined since 2000<sup>1</sup>, a trend which, by placing a higher financial burden on students and parents, jeopardizes affordability and access in the short term and giving back by debt-encumbered alumni in the long term.
- While efforts are being made to address these issues, JMU still lacks the resources to optimally support student and faculty recruitment, retention and success.

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<sup>1</sup> *SCHEV Content to Inform the Work of the Madison Future Commission*, James Madison Office of Institutional Research, October 12, 2012.

- The rapid growth of the university’s alumni base has outpaced the resources available to engage alumni in ways that will ensure a sustainable culture of philanthropy

While these primary issues present challenges to JMU’s achievement of its mission, there are aspects of each issue that also work in favor of JMU’s mission, and others for which impacts are yet to be determined. These dimensions are articulated in the chart below.

<b>Working in Favor of Mission</b>	<b>Undetermined</b>	<b>Working Against Mission</b>
JMU’s culture of civic engagement among its students is nationally recognized.	JMU’s nationally recognized culture of civic engagement among its students has not yet translated into a culture of giving back to the university by its alumni.	The university has yet to link engagement and philanthropy in ways that inspire donors to give, and then to give at the highest levels of which they are capable.
On a per student basis, the Commonwealth’s support of higher education has leveled off during the fiscal year 2012-2013 after declining steadily for 12 years. <sup>2</sup>	There remains a level of uncertainty about the sustainability of state funding during fluctuating economic and political influences.	On a per student basis, state funding for higher education has declined significantly relative to where it was in 2000, placing a higher financial burden on students and parents, jeopardizing affordability and access in the short term and giving back by debt-encumbered alumni in the long term.
The Commonwealth and the university have recently dedicated resources to begin addressing faculty and staff salary issues and student financial aid.	There remains a level of uncertainty about the sustainability of state and institutional commitment and resources to remedy these concerns.	While efforts are being made to address these issues, JMU still lacks the resources to optimally support student and faculty recruitment, retention and success.
97 percent <sup>3</sup> of JMU alumni report that they would recommend JMU to a colleague, friend or relative.		The rapid growth of the university’s alumni base has outpaced the resources available to engage alumni in ways that will ensure a sustainable culture of philanthropy.

<sup>2</sup> Per SCHEV content provided to inform the work of the Madison Future Commission.

<sup>3</sup> Average of responses to the James Madison University Office of Institutional Research’s Alumni Employment & Education Survey in 2010 and 2011, as reported in the OIR Newsletter (*Volume 11, No. 2, February, 2011* and *Volume 12, No. 2, February, 2012*).

**Section 3: Core Qualities and Attendant Goals**

<b>Proposed Draft Core Quality</b>	<b>Proposed Attendant Goals</b>
<p>Our culture of philanthropy is understood, embraced and practiced across the JMU community.</p>	<p>Goal 1: The university will develop and communicate ambitious and inspiring opportunities that leverage the talents of all of our constituents in ways that are mutually meaningful and ultimately lead to increased philanthropic support where it is most needed by the university.</p> <p>Goal 2: The university will involve its constituents in ways that foster the understanding that everyone has a role in the advancement of the university.</p>
<p>Consistently impactful levels of private support have given JMU a growing source of funding that is dedicated to expanding access while maximizing the quality and value of the JMU educational experience.</p>	<p>The university will develop the capacity to raise private funds in ways that:</p> <p>Goal 1: Significantly increase funding for scholarships and programs for student success.</p> <p>Goal 2: Significantly increase funding for faculty and staff development, recruitment, and retention.</p> <p>Goal 3: Aggressively address private fundraising requirements for the university’s capital priorities.</p> <p>Goal 4: Position the university to capitalize on emerging opportunities that optimize the Madison Experience.</p>

**Section 4: “Dreaming Big”**

When Vice President Nick Langridge issued his charge to the Fundraising Committee on December 7, 2012, he spoke of the fundamental relationship between a culture of philanthropy and sustained fundraising success. The concept came to frame all of the committee’s discussions, and was echoed once more in the first of the two core qualities it eventually recommended:

*“A culture of philanthropy is understood, embraced and practiced across the entire JMU community.”*



The vision depicted by this core quality will become a statement of fact when every member of the JMU community -- every student, professor, instructor, staff member, alumnus or alumna, parent, or any other individual or corporate entity who has a reason to feel invested in the welfare the university – shares:

- A belief in the importance of the mission of the institution;
- An appreciation that every dollar contributed to JMU allows the institution to do something it would not have been able to do otherwise, edging the university that much closer to the achievement of its mission and vision;
- An understanding that engagement and giving are linked in an elemental way; and
- A belief that that he or she can contribute in important ways (financial or otherwise) to the enhancement of the welfare of the university.

When one speaks of the “JMU community,” he is speaking of a universe of 19,927 students, 109,000 alumni, 3,010 employees<sup>4</sup>, and thousands of current and former parents and friends of the university. At a macro level, envisioning JMU’s culture of philanthropy as something that is “understood and practiced by the entire JMU community” is quite literally an example of dreaming big.

The second core quality proposed by the Fundraising Committee dreams big in a different way:

*“Consistently impactful levels of private support have given JMU a growing source of funding that is dedicated to expanding access while maximizing the quality and value of the JMU educational experience.”*

The committee is envisioning the day when no student who wants and has earned the right to attend James Madison University is deprived of that opportunity for financial reasons, as well as the day when the university has the wherewithal to recruit the most outstanding students who bring with them the ability to inspire their classmates and their professors, and who often become JMU’s best ambassadors when they graduate. Scholarships, whether they are need-based, merit-based, or targeting under-served audiences such as community college transfers, are just one area in which private giving can have a decisive impact on the university’s ability to fulfill its mission. The committee is also looking beyond student recruitment and access to the vision of a total educational experience on par with any institution of higher education. Every aspect of the Madison experience can be positively impacted by a private giving enterprise that is properly resourced, well-led and effectively executed by a capable advancement staff.

## **Section 5: Enrollment Narrative**

The expectation for carefully managed enrollment growth places even greater importance on the need for a comprehensive fundraising strategy to increase JMU’s ability to provide access to

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<sup>4</sup> Figures for 2012-13, provided by Office of Institutional Research

qualified students, and to increase enrollment in areas targeted by the university as being central to the achievement of broader institutional goals. By aligning donors' passions with institutional needs, a successful private giving program helps the university respond to the changes that will inevitably come between now and 2020.

The literature reviewed by the Fundraising Committee illustrates a rapidly changing landscape in higher education. Trends that will have a powerful influence on the future of higher education (to name a few) include: the diversification of the student population; the growing number of adult, or non-traditional students; online learning; pressures to reduce the time frame between matriculation and graduation; the increasing emphasis on career preparation and its implications for the more general, liberal arts model of higher education; and the reduction of support from public sources. While the ultimate impact of these trends is yet to be fully understood, there are important facts relating to enrollment that we already know to be true at JMU and that must be taken into consideration as we map the university's future. For instance:

- The percentage of JMU students applying for financial aid has increased by over 55% over the last decade, and the actual number of students applying has more than doubled.<sup>5</sup>
- Over the last decade declining state funding has caused tuition and fees to rise at several times the rate of general goods and services, making higher education less affordable for lower and middle income families.<sup>6</sup>
- The financial need of JMU's student body has almost tripled over the last decade.<sup>7</sup>
- Federal and state assistance is not keeping pace with rising costs for the majority of JMU students,<sup>8</sup> forcing the university, and the students themselves, to find other sources of support.
- While JMU's average loan debt has been below the national average, it is (on a percentage basis) increasing faster than the national average.<sup>9</sup>
- 49% of parents of in-state students who declined JMU's offer of admission cited cost, financial aid package or scholarship as a main reason for choosing another school, with three-fourths of those specifying scholarships indicating that these either determined or played a role in determining their decision.<sup>10</sup>
- 65% of the parents of out-of-state students who declined JMU's offer of admission cited cost, financial aid package, or scholarships as a main reason for choosing another college. Scholarships offered by other institutions were for \$10,000 or more for the 26% specifically citing scholarships as a key determining factor in their student's decision not to attend JMU.<sup>11</sup>
- Among students awarded the Madison Achievement Scholarship (scholarships offered to incoming freshmen and valued at \$3,750-\$5,000/year), 76% said the scholarship

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<sup>5</sup> Statistic reported by Brad Barnett, Senior Associate Director of Financial Aid, to the Madison Future Commission's Environmental Scan Committee

<sup>6</sup> Ibid

<sup>7</sup> Ibid

<sup>8</sup> Ibid

<sup>9</sup> Ibid

<sup>10</sup> JMU Office of Admissions In-State Parents Non-Matriculation Survey of Students Admitted for 2013-1014.

<sup>11</sup> JMU Office of Admissions Out-of-State Parents Non-Matriculation Survey of Students Admitted for 2013-14.

either helped them decide to attend JMU, or definitely affected their decision to attend. 80% of these students were also offered scholarships by other institutions, with 88% of these being at the same level or higher than what was offered by JMU.<sup>12</sup> Statistics are similar for recipients of the Second Century Scholarship, a second merit scholarship program at the university.<sup>13</sup>

These statistics point to issues for which private giving can be an essential part of the solution. Enrollment has a quantitative and a qualitative side. Private fundraising is likely to have little impact on the first, or at least on the aggregate number comprising the entire student body. But well-conceived, designed and supported advancement programs can have a significant impact on the qualitative side, on targeted subsets of students who themselves require assistance due to financial or other hardships, or who, for any number of other reasons, the university might be particularly eager to recruit and retain.

The potential of private giving to directly impact pressing institutional needs was vividly illustrated by the Madison for Keeps campaign in 2009/10 which, in the immediate wake of the economic collapse of 2008, appealed to alumni and friends to help students whose families had been hit particularly hard. Many of these students, though scheduled to graduate, were in danger of not being able to return to JMU for their final semester. In a matter of months, Madison for Keeps raised over \$437,000 from almost 3,475 donors, funds which the Office of Financial Aid immediately got into the hands of 107 needy students. 105 of them eventually graduated.<sup>14</sup> It was a remarkable example of the Madison family taking care of its own.

## **Section 6: Academic Quality Narrative**

The second core quality recommended by the Fundraising Committee,

*“Consistently impactful levels of private support have given JMU a growing source of funding that is dedicated to expanding access while maximizing the quality and value of the JMU educational experience”*

makes specific reference to academic quality, and the attendant goals undergirding this core quality underscore the importance of JMU’s developing the capacity for raising private funds to impact four key sectors:

- Scholarships and programs for student success
- Faculty and staff development, recruitment, and retention
- The university’s capital priorities
- Flexibility to capitalize on emerging opportunities

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<sup>12</sup> JMU Office of Admissions 2012-13 Survey of Recipients of Madison Achievement Award Merit Scholarships.

<sup>13</sup> JMU Office of Admissions 2012-13 Survey of Recipients of Second Century Merit Scholarships

<sup>14</sup> Figures cited in *Volatility: The New Norm: JMU creates an investment strategy to keep students Madison forever*; by Andy Perrine, Madison Magazine, Fall, 2011.

The first of these has already been addressed in the Enrollment Narrative (Section 5), although it is worth repeating that academic quality is directly impacted by the students the university enrolls. When students from under-represented populations succeed at Madison, their experience makes the university more appealing to other students like them. Likewise, the very best students attract other excellent students. Illustrating this point, the Tom and Karyn Dingleline Scholarship Program awards six four-year, full in-state tuition scholarships each year to incoming freshmen students who spend a day on campus competitively interviewing with about 45 other outstanding high school seniors who have been invited to campus on the basis of their achievements in leadership, academics and service. A dinner for these students and their families concludes the day. Michael Walsh, Dean of Admissions, reports that while only six Dingleline Scholarships are awarded, JMU's success in recruiting other students from the same group has doubled since the Dingleline Scholarships were first made available in 2007-08.

The "enrollment narrative" presents only one part of the academic quality picture. The Internal Assessment Team (IAT) of the Madison Future Commission notes that 72 percent of respondents to its vision and values survey cited academic quality as the best reflection of JMU's value. As President Emeritus Linwood Rose once noted in comments to the development staff, the donor who funds a scholarship helps one or perhaps a small group of students at once. However, the donor who funds a professorship helps every student who comes in contact with that professor, i.e. hundreds over the course of his or her career. The IAT lists among JMU's strengths the value students and alumni place on their relationships with faculty (S.22), and Provost Jerry Benson asserts that the faculty-student interaction is "the crux of the quality of our academic endeavor." JMU's challenge, he continues, "is securing and retaining high quality faculty and then supporting them so that the faculty-student interaction continues to flourish. Giving opportunities can strengthen and maintain that relationship."<sup>15</sup>

Three examples illustrate how private giving can impact that critical student-faculty interaction. One pertains to funding for travel, research and other opportunities that allow faculty to stay at the forefront of their fields of study. Funds for educational leave, for example, are often the first to be cut during hard times, yet these are essential to our faculty fulfilling their potential as researchers and instructors. JMU's first comprehensive capital campaign, the Madison Century Campaign, demonstrated that private giving can help ensure the quality and value of the JMU experience as it relates to faculty recruitment and satisfaction is maximized. Historically, James Madison has not achieved the same level of success in raising private funds for faculty support as it has for scholarship support. During the Madison Century Campaign (the institution's first comprehensive capital campaign, completed in 2008) the faculty support as a campaign target fell 30 percent short of goal, while student scholarships exceeded its target by 309 percent.<sup>16</sup> At the same time, the campaign did offer at least one vivid example of how thoughtfully coordinated activities can effectively target faculty needs. The campaign saw the creation of 39 new endowments

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<sup>15</sup> Comments made to Fundraising Committee co-chairs on August 12, 2013, in response to questions regarding academic quality.

<sup>16</sup> Office of Development Performance Excellence Briefing, presented to University Leadership on September 30, 2008.

supporting faculty: two chairs, four professorships, and 33 faculty support funds intended specifically to meet professional opportunity needs such as those described above. Of the 39 new endowments, 33 were in the College of Business.<sup>17</sup>

This was not coincidence, but rather a purposeful coinciding of the efforts of a development-focused dean who repeatedly articulated faculty support as his greatest need, citing the threats of other institutions and the private sector to his ability to recruit and keep the best faculty; an external advisory board invested in the mission of the college and well-educated to its needs; and a constituency that took great pride in the recognition the college had earned for its excellence. That so many would have “rallied to the cause” is perhaps JMU’s most promising example of how the goals of the institution can become the goals of its supporters and vice versa – the perfect fundraising equation.

The story also illustrates the variety of opportunities for engagement that (along with many others) constitute the “culture of philanthropy” identified by the Fundraising Committee as its first core quality. Success in this case resulted from the involvement of:

- A faculty member (a dean in this case, although many of his faculty also played active roles) recognizing that no one can make the case for support of the university or one of its colleges, departments or programs better than those most closely involved with it;
- A highly engaged advisory board that understood the leadership role it could play by investing in the College and becoming the first group of donors to step forward; and
- A broader constituency of alumni that had become engaged through regional activities emphasizing the same fundamental needs.

With this example, the College of Business modeled a culture of philanthropy that, with adequate resourcing and thoughtful planning to ensure education, buy-in and involvement, can be replicated across the university to address needs of fundamental importance to JMU’s faculty and staff.

What Provost Benson called “deep learning” provides a second example of the potential for private support to enhance the quality and value of the JMU educational experience. “Deep learning” describes opportunities for applied learning that complement and enhance the classroom experience, such as internships, study abroad, and undergraduate research. Faculty at JMU note that students who have opportunities for hands-on experiences in the sciences, for example, very often choose those fields as their career path. In an article published in the Spring, 2007 issue of *Madison Magazine* Dr. Gina MacDonald, Professor of Biophysics and Biochemistry, says “that’s why most scientists are scientists. If you poll scientists who have gone on to get doctorates, you will find that a huge percentage did undergraduate research.” This linkage provides donors with an opportunity to steer students towards areas of special interest or concern to them. Jeff Tickle’s (’90) gift of \$1 million funding undergraduate research fellowships as a way of encouraging students to pursue STEM careers is perhaps the best example of this at JMU. Mr. Tickle’s commitment was motivated by a deep concern that too few young people are following this path today.

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<sup>17</sup> Ibid

Centers and institutes, a third example, are collaborative efforts that bring faculty and students together across disciplines. The Internal Assessment Team recognizes the spirit of collaboration that imbues the university (S25 in the IAT SWOT Report). JMU is already recognized for interdisciplinary efforts, an endeavor that with additional private support would be even more enhanced. The privately-funded Gilliam Center for Ethical Business Leadership is an example of donors creating opportunities to address societal concerns while involving students, faculty and guest lecturers as well as business and community leaders.

What these and other opportunities have in common is that they require close student-faculty interaction. At a university where 91% of the students are undergraduates, this translates into an outstanding opportunity not only for JMU's students, but potential donors as well.

Facilities and equipment comprise the third element of academic quality specifically noted by the Fundraising Committee as being essential to academic quality. The Internal Assessment Team Report cites the university's excellent facilities (including new construction and renovations) as Strength no. 16 in its report. The last ten years have seen (to name a few projects) the construction of the Forbes Center for the Performing Arts, the Plecker Center for Athletic Performance, the new chemistry-physics and biosciences buildings, Shenandoah Hall and its neighbor, the East Campus dining hall as well as the Rose Library. This is in addition to the re-construction of Bridgeforth Stadium, the construction or renovation of several dormitories, and a number of other projects. Each has changed and improved our campus, enhancing the learning and living environment for our students, faculty and staff.

The university has traditionally relied heavily on state appropriations, bond initiatives, and other financial strategies to fund projects such as these. Provost Benson notes, however, that by carefully analyzing the giving potential of likely donors the university can make tactical decisions that maximize the potential of private giving to meet specific capital needs, such as the laboratories and top-quality equipment that the College of Integrated Science and Engineering will need as it continues to grow. The Forbes Center for the Performing Arts is illustrative of the impact private funding can have on the quality of a facility. Key to the university's fulfilling this promise is a well-staffed and resourced research department within the division of University Advancement.

The fourth element recognized as essential to sustaining academic quality is the capacity "to position the university to capitalize on emerging opportunities that optimize the Madison Experience" by providing a stable source of unrestricted funding. Flexible funding empowers the president and university leadership by providing resources for opportunities that seed strategic partnerships, spark innovation, launch new programs. These are very often opportunities that do not occur on a schedule or in a form that fits within the institution's standard calendar for planning and budgeting. Being prepared to take advantage of them when the time comes requires a consistent, readily available source of unrestricted funds.

The university relies heavily on the Office of Development for this kind of support. In

2012/13, unrestricted gifts totaled over \$713,000, fully a third of the pool of these highly coveted dollars that will be available to President Alger and his leadership team in 2013/14. Over the last nine years donors have contributed almost \$5.5 million (i.e. an average over \$600,000 each year) in unrestricted gifts alone, benefitting every corner of the university.

There is no understating the importance of these gifts. It is also clear that their significance diminishes somewhat when considered within the context of an annual Education and General budget in excess of \$240 million. The discrepancy creates challenges for an institution seeking to capitalize on every opportunity to take a step closer to the achievement of its mission.

Most unrestricted gifts to JMU come through the annual giving program. Sheila W. Smith, director of the Office of Annual Giving from 2005-2012, and her successor, Kelly A. Snow note the challenges of persuading donors to make gifts without attaching strings to them. Over 95.5 percent of JMU alumni belong to the Baby Boomers, Generation X, the Millennials, or Generation Z.<sup>18</sup> Demographers commonly characterize each of these generations as wanting to know their gift dollars are being used for specific purposes important to them. It comes as no surprise, then, that the national trend in annual giving to institutions of higher education is away from unrestricted giving.<sup>19</sup> What, then, can the university do to encourage the flexible gifts that allow JMU's leadership the most room to maneuver in order to capitalize on the most promising opportunities?

Two models might point the way. The first, the Madison Forever Vision Fund, was introduced in January, 2013, with a goal of \$300,000. By June 30<sup>th</sup> \$350,358 had been received. The campaign demonstrated persuasive power of a challenge gift (in this case a \$100,000 challenge to alumni by the JMU Alumni Association). It also benefitted from excitement around the presence of a new president coming off a widely publicized listening tour during which he had personally reached out to several thousand alumni and friends for their ideas.

A second model, Madison for Keeps, has already been alluded to in this report. While its objective was not to generate unrestricted funds, Madison for Keeps (like the Alger Listening Tour) illustrated the concept that fundraising is everyone's business, and the power of a highly collaborative interaction among departments through the Division of University Advancement when all are focused on the same goal. The Office of Annual Giving was on point for the campaign, but it depended on Communications and Marketing to craft and disseminate (in coordination with the Office of Alumni Relations) a compelling message that created a sense of urgency among those receiving it, and then (with the Office of Donor Relations) to tell the story of the campaign's success in a way that would inspire future support.

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<sup>18</sup> 2012 Alumni Profile Survey

<sup>19</sup> The Council for Aid to Education' *2012 Voluntary Support of Education* survey notes that among the 564 institutions responding to the survey, that the average gift for current operations (i.e. unrestricted) increased from 2011 to 2012 (by 10.8%), the number of donors of these gifts decreased by 4.35%.

The strength of the Madison for Keeps campaign was also its weakness. The campaign's success was achieved precisely because helping students in dire need of support became the total focus of several offices within University Advancement for a large portion of the year. Success was spectacular but came at the cost of the advancement of other important programs forced to the back burner because University Advancement lacked the capacity to address multiple fronts at once. A dedicated push to elevate levels of unrestricted giving would stress the limits of the divisional infrastructure in the same way. Additional investment as needed would allow University Advancement to accomplish multiple objectives at once, a necessity for an organization with needs as numerous and complex as those of a major university.

## **Section 7: Engagement Narrative**

The university's working draft vision statement reads:

*"To be the national model for the engaged university: engaged with ideas and the world."*

The Fundraising Committee's first Core Quality,

*'Our culture of philanthropy is understood, embraced and practiced across the JMU community'*

aspires to the engagement of every member of each of the university's constituent groups – students, faculty, staff, alumni, parents, and friends. Its attendant goals explicitly address engagement as well:

*"The university will develop and communicate ambitious and inspiring opportunities that leverage the talents of all of our constituents in ways that are mutually meaningful and ultimately lead to increased philanthropic support where it is most needed by the university."*

and

*"The university will involve its constituents in ways that foster the understanding that everyone has a role in the advancement of the university."*

One of the fundamental tenets of fundraising is that engagement leads to giving. Research studies support this link<sup>20</sup>. People give to causes for which they feel an emotional connection that typically relates to or stems from involvement (i.e. engagement) with a charity or the

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<sup>20</sup> In one example, the Eduventures' analysis of its *Alumni Pulse Survey: Trends Driving Higher Ed Philanthropy in 2013 (Foundational Insights Report, Part II – Organizational Factors)* states: "One of the most compelling findings of the *Alumni Pulse Survey* is the affirmation that alumni engagement activities have a clear and critical impact on giving behavior. In fact, a regression analysis reveals a *predictive* relationship between a number of targeted engagement activities and an alumnus' likelihood of giving."



work it does. Engagement can take the form of any activity that prompts an individual to involve her- or himself with an organization. For JMU, this might mean volunteering with an alumni chapter or the Duke Club, working with students, connecting with classmates at reunions, hosting an event, making an introduction, attending events, serving on a committee or board, providing advice, helping the admissions office, or any one of dozens of other possibilities.

At the level of the university employee, engagement from an advancement perspective means understanding, keeping in mind and practicing the ways by which one's work might enhance broader efforts to advance the university. If one of the fundamental tenets of fundraising is that engagement leads to giving, the fundamental tenet of a culture of philanthropy is that everyone is a fundraiser. The Fay School, an independent school in Texas, has adopted "everything communicates" as a theme to demonstrate how every employee can enhance the school's advancement efforts.<sup>21</sup> The Fay School's goal was to expand the reach of a small advancement staff by building a culture of philanthropy from the inside out. This might be more challenging at Madison, an institution many times larger. But the principle is the same: Everyone at the university has a role to play in building stronger relationships with constituents, and creating an environment in which private giving is not only valued but seen as essential to the university's fulfilling its mission and achieving its vision.

Not surprisingly, then, the concept of a university-wide culture of philanthropy is often most vividly described at the level of the individual. Any gesture, by any member of the JMU community, that enhances the nature of another individual's engagement with the university, increases the likelihood that that individual will make a gift one day. This might be:

- The groundskeeper whose work makes JMU so appealing to the eye, and who not only gives directions when asked, but offers to lead someone to his or her destination.
- The administrative assistant who, while making hotel reservations for a guest of her department, realizes that University Advancement might also have an interest in connecting with this person while she is on campus and advises an office within that division of her upcoming visit.
- The student who, when approached on campus by the family of a rising high school senior considering JMU, takes a few minutes to share his own story.
- The beneficiary of a scholarship, award, internship or other special opportunity who takes the time to write her benefactor to express appreciation or to share the experience their support has made possible for her.
- The faculty member who chooses to share his knowledge of employment and contact information about former students with University Advancement, recognizing that this information could help others at the university connect with these alumni in meaningful ways.

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<sup>21</sup> "Advancement is Everyone's Job," by Michael Larson, CASE Currents, March, 2012.

- The dean or academic unit head who carves out time every week or two to write personal thank you notes to the donors of gifts supporting her department.
- The alumnus who brings an uninvolved friend to a university event, or offers to facilitate introductions to classmates he believes would relish the same the satisfactions of being involved as a donor or volunteer that he has enjoyed.

When provided the opportunity, the university's constituents feel connected to JMU and come to share its values. Connection leads to active engagement, which leads to emotional investment and often financial investment. This concept was emphasized by the Board of Visitors at their discussion of engagement during their June 6-7 retreat. The Board also pointed to accessibility and diversity as contributors to and outcomes of engagement. These, too, are areas in which private giving can have a direct and significant impact by helping to shape the demographic of the university.

Finally, giving itself is a form of engagement. In a universally-practiced culture of philanthropy each student, alumnus, employee, parent or other friend of the university invests in JMU through his or her giving each year, recognizing that every gift matters and that when thousands of individuals come together making gifts of all sizes – large and small -- they can empower the university to achieve its highest goals.

## **Section 8: Conclusion**

Private giving is about creating opportunities for the university, extending its reach, and creating partnerships to engage with the world in ways that might not be possible otherwise. A robust, well-supported program that encourages private giving offers the university the potential to pro-actively address the needs of particular groups of students, or to advance broader institutional goals. Madison for Keeps was launched in response to an external crisis, but the principles that undergirded its success can be employed to address other institutional needs and priorities. These might include growing the number of under-represented students, or supporting the governor's "grow by degrees" program, or building resources to recruit and retain faculty in the most competitive disciplines. What these ideas – and a multitude of others -- have in common is that each represents a need that, if met, would advance the university in important ways. Each idea has the potential to be funded by private sources -- *if* it can be connected with the donor for whom that idea is a passion. Making these connections is the work of University Advancement, and the ultimate justification for the university's investment in the advancement enterprise.

## Appendix A

### Resources

***The 2012 Bank of America Study of High Net Worth Philanthropy: Issues Driving Charitable Activities Among Wealthy Households.*** November, 2012. A Collaboration between Bank of America and The Center on Philanthropy at Indiana University.

***Advancement is Everyone's Job,*** Michael Larson, CASE Currents, March 2012.

***Alumni Engagement is Crucial to Fundraising Success,*** CASE Currents, March 2012.

***Alumni Pulse Survey: Trends Driving Higher Ed Philanthropy in 2013,*** Eduventures, Inc. May, 2013

***The Campus Tsunami – Online Learning and Higher Education,*** David Brooks, The New York Times, May 3, 2012.

***The Changing Face of Campaigns,*** Harriett Meyers, CASE Currents, March 2012.

***Choice, Change, and Continuity: Perspectives on Five Critical Issues Facing Higher Education Leaders in 2013 and Beyond,*** Eduventures, Inc., 2013.

***College, Reinvented,*** Chronicle of Higher Education, October 14, 2012.

***The Common Thread: Tips for Weaving Philanthropy into the Campus Fabric,*** Gayle Bennett, CASE Currents, April 2013.

***Connecting the Dots for Donors,*** Jason Saul, CASE Currents, April 2012.

***Debt Threat: The Scale of Student Loan Obligations Undermines Alumni Giving,*** Brian Daugherty, CASE Currents, February 2012.

***Demonstrating the Difference: Show Donors that They and Their Gifts Really Matter,*** Lekan Oguntoyinbo, CASE Currents, November/December 2012.

***A Donor's Vision – An Institution's Needs,*** Reginald Stuart, CASE Currents, October 2011.

***Experiments in Free Education: The Audacity of Udacity,*** posted by Rick Anderson, February 7, 2012.

***Faculty Members as Fundraising Partners,*** Valerie V. Gay, CASE Currents, October 2011.

***Gallup/Lumina Foundation Poll Reveals Public Perception of Higher Ed,*** Kristen Domonell, original article in University Business: February 6, 2013.

***A Head Start: Building a Culture of Giving,*** Toni Coleman, CASE Currents, November/December 2011.

***How to Assess the Real Payoff of a College Degree,*** Scott Carlson, Chronicle of Higher Education, April 22, 2013.

***Huge Wave in Charitable Giving Still Coming***, Richard C. Morais, Forbes.com – magazine article; October 9, 2012.

***Leadership Transition and Fundraising Success***, Lekan Oguntoyinbo, CASE Currents, February 2012.

***Making the Grade 2011: A Study of the Top 10 Issues Facing Higher Education Institutions***, Deloitte & Touche LLP, 2011.

***Material Interests: Defining a Culture of Philanthropy***, Peter Smits and Andrew Paradise, CASE Currents, April, 2013.

***NextGen Donors and the New Golden Age of Philanthropy***, Dorothy A. Johnson Center for Philanthropy, May 14, 2013.

***Not a Moment Too Soon: Lifelong Connections with Alumni begin on Day One***, Maria Miranda, CASE Currents, April 2013.

***Open College Doors to Low-income Students***, Nina W. Marks and Rachel Y. Mazyck, The Washington Post, May 5, 2013.

***Reinvent Individual-Gifts Fundraising: The Changing Fundraising Marketplace***, Brian M. Sagrestano, and Robert E. Wahlers, Advancing Philanthropy, Winter 2013.

***Start With “Why?”: How Great Leaders Inspire Action***, Simon Sinek, TED Talk, September, 2010 ([http://www.youtube.com/watch?v=muhkEnlq\\_6c](http://www.youtube.com/watch?v=muhkEnlq_6c))

***Top 10 Higher Education State Policy Issues for 2012***, AASCU State Relations and Policy Analysis Team, January 2012.

***The True Measure of Loyalty***, Robert M. Caldwell, CASE Currents, February 2012.

***U.S. Higher Education 2012 Mid-Year Outlook Remains Mixed***, Moody’s Investors Service, July 26, 2012.

***Voluntary Support of Education 2012 Edition***, published by the Council for Aid to Education and the Council for Advancement and Support of Education, 2013.

***Giving USA 2011 Edition: The Annual Report on Philanthropy for the Year 2011***, Researched and written The Center on Philanthropy at Indiana University; Published by the Giving USA Foundation.

### **Resources (JMU):**

***Compensation Task Force Faculty Group: Final Report***, May 7, 2013

**Madison Future Commission**

**Madison Future Commission Prep Team Report Analysis**, March 1, 2013  
**Town Hall Transcripts (MFC SharePoint Library)**

**Madison Magazine**

**Integrating Research, Teaching and Advising**, Spring, 2007.  
**Volatility: The New Normal**, by Andy Perrine, Fall, 2011

**Office of Admissions**

**Parents Non-Matriculation Survey of Students Admitted for 2013-1014.**  
**Out-of-State Parents Non-Matriculation Survey of Students Admitted for 2013-14.**  
**Survey of Recipients of Madison Achievement Award Merit Scholarships (2012)**  
**JMU Office of Admissions Survey of Recipients of Second Century Merit Scholarships (2012)**

**Office of Advancement Information Services**

**James Madison University Staffing Analysis**; Benz, Whaley, Flessner; December 2011.

**Office of Alumni Relations**

**Alumni Attitude Survey, 2012** (conducted by Performance Enhancement Group, Ltd.)

**Office of Financial Aid**

**Report of Brad Barnett, Senior Associate Director of Financial Aid, to the Madison Future Commission's Environmental Scan Committee**

**Office of Institutional Research**

**Alumni Employment & Education Survey (2010 and 2011)**, as reported in the OIR Newsletter (Volume 11, No. 2, February, 2011 and Volume 12, No. 2, February, 2012).

**Financing of Higher Education in Virginia: Analysis and Issues (Executive Summary.)**  
Spring 2013.

**SCHEV Content to Inform the Work of the Madison Future Commission, October 27, 2012**

**Office of the Provost**

**Interviews with Jerry Benson, Provost** (August 12, 2013) **and J.W. Myers, Associate Vice Provosts for Academic Resources** (August 9, 2013)

**Division of University Advancement**

**"Why Madison?" Listening Tour Transcripts (MFC SharePoint Library)**  
**Advancement-related Input from "Why Madison?" Events** – Updated January 22, 2013.

**Program Reviews:**

**Office of Annual Giving – Executive Summary of Review (Completed August 18, 2011)**  
**Office of Alumni Relations – Executive Summary of Review (Completed January 31, 2012)**  
**Office of Donor Relations – Executive Summary of Review (Completed January 31, 2013)**

**Performance Excellence Briefing:**

**Office of Development, September 30, 2008**

## Appendix B

### Process Notes: Strategic Statements Pertaining to Fundraising at JMU Compiled by the Madison Future Commission Fundraising Committee

*NOTE: This is a raw list of statements compiled on May 17, 2013 at the third full meeting of the Fundraising Committee. The italicized notes that accompany many of the statements were added by Fundraising Committee co-chairs on 7/9/2013 to distinguish which among these statements are in fact strategic issue statements, and to add a measure of clarity (when possible, and when the subcommittee's intent was unmistakably evident) among the diverse array of statements that had emerged from work of five subcommittees on May 17<sup>th</sup>. The clusters of statements are numbered, but only as a way of distinguishing one theme from another. The numbers do not represent a priority order.*

#### Primary Strategic Issues

- 1) Fundraising is critical to sustain and improve student access and success, quality faculty and staff, and the JMU reputation. *(As stated, not a strategic issue.)*
  
- 2) Responses clustering around the theme of engagement:
  - JMU students, faculty and staff are engaged in community activities and service learning projects, providing an opportunity for building a culture of engagement and philanthropy.
  - Programs that engage students in the institution's Culture of Philanthropy increase the likelihood of their giving back as alumni, and alumni who give during their first few years out of college are more likely to give for the rest of their lives.
  - In general, greater engagement with the university leads to higher rates of giving, which leads to a culture of philanthropy, and donor benefits. *(As worded, not a strategic issue statement. The MFC handbook states that a strategic issue "is not something that should be done." However, the degree to which the university is succeeding or failing at creating opportunities for engagement would be a strategic issue.)*
  - Engaging alumni in meaningful ways enhances participation, financial and otherwise, and perpetuates quality education. *(A statement of fact, but not a strategic issue statement. See previous bullet.)*
  - Successfully involving alumni and friends in the life of the university is essential to successful fundraising. *(A statement of fact, but not a strategic issue statement. See previous bullet.)*

- Everyone at the university understands their role in fundraising, and engages in nurturing the culture of philanthropy. *(A desirable goal but not a strategic issue statement, although if the extent to which this statement is or isn't true could be effectively documented, this would be a strategic issue.)*

3) Responses clustering around the theme of culture of philanthropy:

- A robust culture of engagement and philanthropy in the life of the university is fundamental to sustained fundraising success. *(A true statement, but not a strategic issue statement as worded.)*
- Everyone at the university has a role in fundraising; they engage in the nurturing of the culture of philanthropy. *(A desirable goal but not a strategic issue statement.)*
- 90% of alumni report a high level of satisfaction with their experience at JMU; only 7% donate to the university each year.

4) Responses clustering around the theme of donor-centered fundraising:

- Donors (both individuals and businesses) give when the university successfully addresses their philanthropic desires and convinces them that by giving to JMU they can have an impact on something important to them. (Venture philanthropy can be a valuable tool to achieve this.) *(Not a strategic issue statement as worded. With modifications it might become one, however, speaking to the importance of understanding why donors give (assuming it can also be validated that the university fails to do this now.)*

5) Responses clustering around the theme of impact on students and faculty:

- An increase in fundraising would support student and faculty recruitment, retention and success, thereby enhancing our national reputation and value. *(Not a strategic issue statement as worded, but points to the importance of national reputation, which could be a strategic issue.)*
- The impact of an increase in fundraising would be a greater capacity to recruit, retain, and graduate more students, including those of under-represented groups, and develop and sustain innovative student learning practices, both in and out of class. *(Not a strategic issue statement as worded, but points to the university's lacking the resources to accomplish important institutional goals, a very real strategic issue.)*
- There is need for more scholarship dollars and financial aid than the university can provide.

- The impact of an increase in fundraising would be a greater capacity to recruit, retain, and provide more satisfying working conditions to instructional faculty. *(Not a strategic issue statement as worded, but suggests strategic issues pertaining to recruitment and retention of faculty, and of the current level of satisfaction of working conditions.)*

6) Responses clustering around the theme of recognizing the importance of small gifts.

- All gifts matter. *(Not a strategic issue statement as worded, although a documented perception within the JMU community that small gifts example, don't matter, would be a strategic issue.)*
- There is a perception that small gifts don't matter. *(See bullet above. Might be a strategic issue statement, but how do we substantiate this?)*
- Provide an opportunity for smaller gifts (i.e. Madison Forever) which translates into loyalty and larger gifts later. *(Wording suggests that providing an opportunity for smaller gifts is something we should do, therefore not a strategic issue statement.)*
- There is an opportunity to amass a good deal of money through small gifts. *(With appropriate documentation (e.g. of how the university is now "leaving money on the table") this could be a strategic issue statement, considering the great importance to the university of annually recurring gifts from a large, critical mass of supporters.)*

7) Responses clustering around the theme of resources and assets.

- The vast majority of JMU alumni are satisfied, proud of and love their Madison experience and with active guidance and direction could enhance their financial support of the mission and vision.
- University Advancement and the JMU Foundation lack adequate staffing and the flexibility to pursue various gifts and unique funding opportunities.
- JMU and the JMU Foundation should have the ability and authority to accept various types of gifts that do not put the university at unreasonable risk. *(Not a strategic issue statement as worded, although it might become one if it were documented that these entities lack this authority.)*
- Staffing in University Advancement falls short of what is necessary to support an alumni population of approximately 115,000.



- JMU and the JMU Foundation should be adequately staffed to meet the fundraising goals of the university. *(Not a strategic issue statement as worded; per the MFC handbook, a strategic issue is not something that should be done. However, this points to what would be a very significant issue if staffing inadequacies were documented.)*
- State funding for higher education is declining, contributing to the rising cost of higher education, jeopardizing affordability and access in the short run, and alumni giving in the long run.
- Donor-centered = return on investment. *(As worded, not a strategic issue statement.)*
- The current funding model is not sustainable.

### **Secondary Strategic Issues:**

- Educate all constituents about the opportunity and need for philanthropy as well as explaining our funding model. *(As worded not a strategic issue statement which, per the MFC handbook, is not something that should be done.)*

### **Tertiary Strategic Issues:**

- Our country is in the midst of the greatest transfer of wealth in our history.
- Many alumni don't believe the university needs their gifts. *(Might be a strategic issue statement, but how do we substantiate this?)*
- Innovative and creative approaches to fundraising are required to maximize donor contributions. *(A true statement but not a strategic issue statement as worded.)*
- Successful fundraising requires gathering and sharing appropriate data and measurement to answer critical questions. *(A true statement but not a strategic issue statement as worded. With modifications it could become one, to the extent that it could be documented that this is or isn't being accomplished now.)*
- University information and data should be used to answer critical fundraising questions. *(As worded, not a strategic issue statement. See previous bullet.)*
- Increased fundraising would enhance JMU's national reputation. *(Not a strategic issue statement as worded, although with modifications it might become one, e.g. "The current levels of private giving to JMU negatively (or positively) impact the university's national reputation.")*

## Appendix C

### Process Notes: Core Qualities and Attendant Goals As Recommended by the MFC Fundraising Committee on May 31, 2013

*NOTE: This is a literal transcription of the core qualities and attendant goals recommended by the Fundraising Committee at its last full meeting, on May 31, 2013. The spirit and intent of these recommendations is fully retained in the final report, although language has been modified in some instances to meet the requirements of the final report template or in response to suggestions from university leadership.*

#### Core Qualities:

- 1) The JMU community practices the culture of philanthropy and communicates ambitious giving opportunities to donors across all spectrums, thereby increasing the impact of private funding.

#### Attendant Goal:

- JMU will effectively communicate the needs and opportunities, goals and aspirations of the university, thereby increasing engagement and philanthropic support throughout the donor spectrum (students, faculty/staff, alumni, friends, corporate...)

*Note: These objectives also were recommended by the committee for consideration at the appropriate time, with regards to this goal:*

- Top third of our peer group in number of alumni who give annually.
- Top third of our peer group in dollars raised.
- All colleges and/or departments have advisory boards and are actively engaged in building a culture of philanthropy.
- To create educational programming for the JMU community about the importance of philanthropy for JMU.

- 2) With the assistance of private support, JMU has a sustainable funding model (including a, b, c) that provides access to all qualified students and enhances the quality and value of the JMU educational experience.

#### Attendant Goals:

- Increase number and value of scholarships (academic, need-based, under-represented) and other programs for student success.
- Increased money for faculty and staff development, recruitment, retention (faculty chairs, faculty research grants, teaching/course development grants, programmatic development)
- Increased money raised for infrastructure (facilities, equipment, furnishings)