



Thank you, Rob. One of our strategic priorities at CASE is to increase diversity in the field of advancement. So I am especially delighted to be here with you today and even more delighted that you're here. I hope this can be a conversation. Please interrupt me at any point during my remarks. I will also leave time for questions.

I wanted to share with you some thoughts on “the new normal” for educational advancement in the current economic climate. I'll start with the punch line: The new normal is a lot like the old normal, only harder.



The slide features a dark blue header with the CASE logo on the left and the word 'AGENDA' on the right. The main content area is white with a black border, containing a bulleted list. The first bullet is red, while the others are black. A dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and a small number '2'.

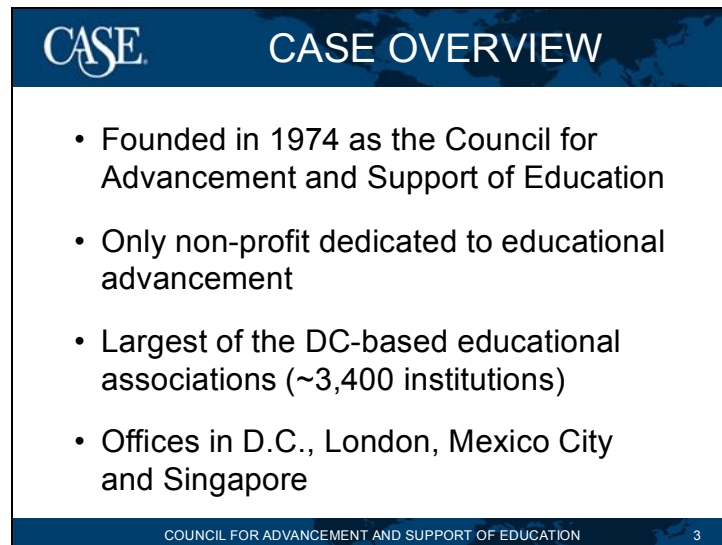
CASE AGENDA

- **ABOUT CASE**
- ABOUT ADVANCEMENT
 - FUNDRAISING
 - ALUMNI RELATIONS
 - COMMUNICATIONS & MARKETING
- CLOSING THOUGHTS
- QUESTIONS

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 2

Before I explain both the old and the new normal, let me just share with you a few quick words about CASE.

I offer this not as a commercial but simply so you will understand the perspective I bring to this discussion.

A presentation slide titled "CASE OVERVIEW" with the CASE logo. The slide contains a bulleted list of four points and a footer with the full name of the organization and the number 3.

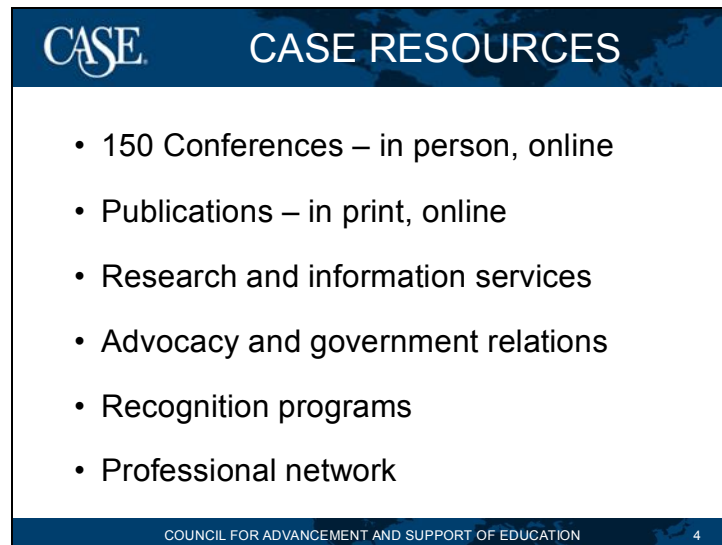
CASE. CASE OVERVIEW

- Founded in 1974 as the Council for Advancement and Support of Education
- Only non-profit dedicated to educational advancement
- Largest of the DC-based educational associations (~3,400 institutions)
- Offices in D.C., London, Mexico City and Singapore

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 3

CASE is 36 years old in its current configuration, although one of our predecessor organizations was founded nearly a century ago.

While there are other organizations that serve elements of advancement, CASE is the only one that integrates alumni relations, fundraising, communications, marketing and related activities. We are the second largest association of educational institutions in the world, with more than 3,400 members in nearly 70 countries. We have offices in London, Singapore, and Mexico City, as well as DC.



The slide features a dark blue header with the CASE logo on the left and the text 'CASE RESOURCES' on the right. Below the header is a white rectangular area containing a bulleted list of six items. At the bottom of the slide is a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and a small number '4' on the right.

CASE CASE RESOURCES

- 150 Conferences – in person, online
- Publications – in print, online
- Research and information services
- Advocacy and government relations
- Recognition programs
- Professional network

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 4

We offer a wide and deep array of services to our members. I want to emphasize just two. First is our role in research, which we think is extremely important in this era of accountability. I will share an example of our benchmarking data in a moment. I also want to highlight our role in advocacy, especially our efforts to ensure that federal regulations are conducive to educational advancement. For example, we have actively opposed legislative proposals that would reduce the value of charitable deductions.

A presentation slide with a dark blue header containing the CASE logo and the word 'AGENDA'. The main content area is white and contains a bulleted list of agenda items. The second item, 'ABOUT ADVANCEMENT', is highlighted in red. Below the list, there is a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and a small number '5' on the right.

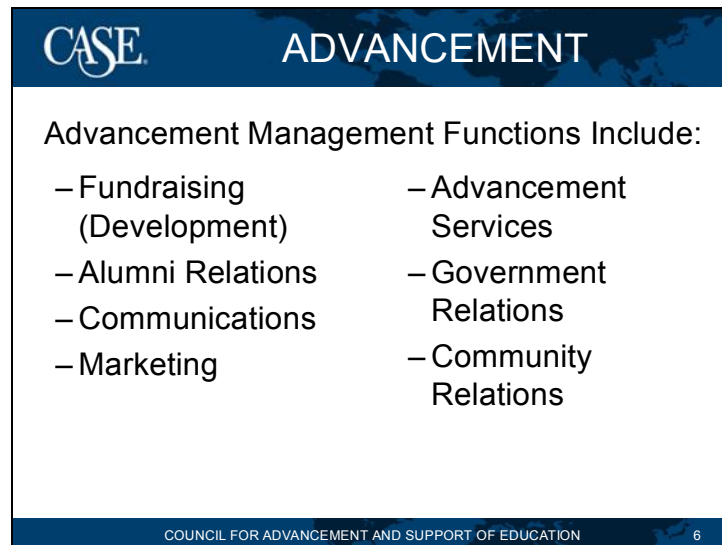
CASE AGENDA

- ABOUT CASE
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- CLOSING THOUGHTS
- QUESTIONS

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 5

I want to begin my observations on the new normal with the field of educational advancement in general. I'll then go into some specifics with regard to the three primary advancement disciplines.

Just to make sure we are on the same page, let me start by specifying what I mean by advancement.



The slide features a dark blue header with the CASE logo on the left and the word 'ADVANCEMENT' in white capital letters on the right. Below the header, the text 'Advancement Management Functions Include:' is followed by a list of seven items arranged in two columns. The bottom of the slide has a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and a small number '6' on the right.

CASE. ADVANCEMENT

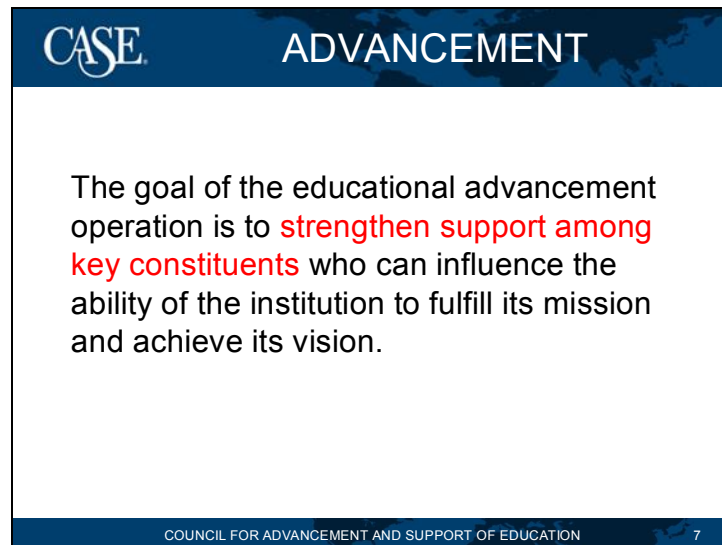
Advancement Management Functions Include:

- Fundraising (Development)
- Alumni Relations
- Communications
- Marketing
- Advancement Services
- Government Relations
- Community Relations

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 6

Advancement is the set of management functions that usually includes fundraising, alumni relations, communications and marketing, as well as advancement services (the research and database operations).

Increasingly, we are seeing institutions include government and community relations in their advancement offices. And there are even a few places that have aligned enrollment management with advancement.



The slide features a dark blue header with the CASE logo on the left and the word 'ADVANCEMENT' in white capital letters on the right. The main content area is white with black text. The text reads: 'The goal of the educational advancement operation is to strengthen support among key constituents who can influence the ability of the institution to fulfill its mission and achieve its vision.' The words 'strengthen support among key constituents' are highlighted in red. At the bottom of the slide, there is a dark blue footer containing the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and a small white number '7' on the right side.

What binds the advancement disciplines together is a common goal. And that goal is to ensure the support of those who can significantly affect the institution's ability to fulfill its mission and achieve its vision.

And while that may sound simple, it is actually one of the most complex responsibilities within an institution. With the exception of the president's office, I can think of no other campus operation that manages as many diverse constituencies or as wide a range of projects as the offices that comprise advancement.



The slide features a dark blue header with the CASE logo on the left and the word 'ADVANCEMENT' in white capital letters on the right. Below the header, the text 'Effective Advancement Programs Are:' is followed by two columns of bulleted items. The bottom of the slide has a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and a small number '8' on the right.

CASE **ADVANCEMENT**

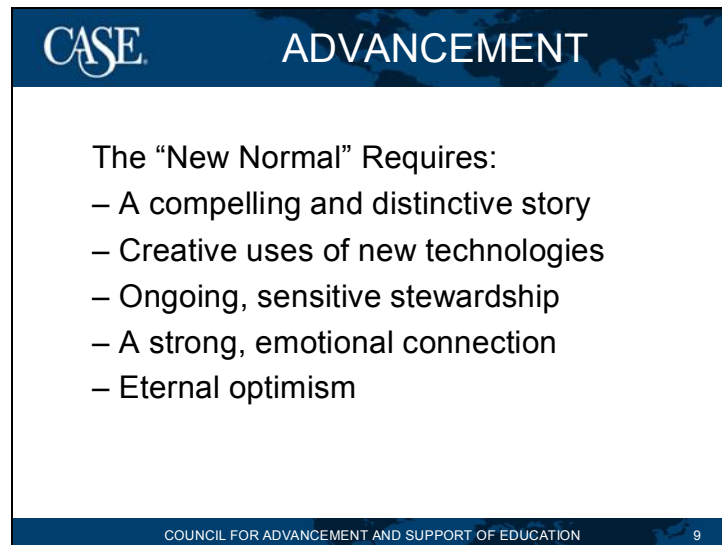
Effective Advancement Programs Are:

- Strategic
- Planned
- Integrated
- Long-term
- Research-based
- Results-oriented
- Ethical
- Client-centered
- Team-driven
- Well-resourced
- Customized
- Innovative

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 8

What makes for a successful advancement operation? I'll just mention four factors:

- Strategic – everything advancement does should have a clear connection to the institution's mission and vision.
- Integrated – whatever the office structure, the advancement functions must work together on common goals.
- Long-term – those common goals should look well beyond next year.
- Ethical – trust is a critical asset that must be repeatedly earned. CASE standards can help in this regard.



The slide features a dark blue header with the CASE logo on the left and the word 'ADVANCEMENT' in white capital letters on the right. The main content area is white with a black border, containing a list of five requirements. At the bottom, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and a small globe icon next to the number '9'.

CASE. ADVANCEMENT

The “New Normal” Requires:

- A compelling and distinctive story
- Creative uses of new technologies
- Ongoing, sensitive stewardship
- A strong, emotional connection
- Eternal optimism

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 9

All of these success factors continue to hold true in the current economic climate.

As I suggested at the outset, they’ve simply gotten harder to achieve; they’ve also become more important.

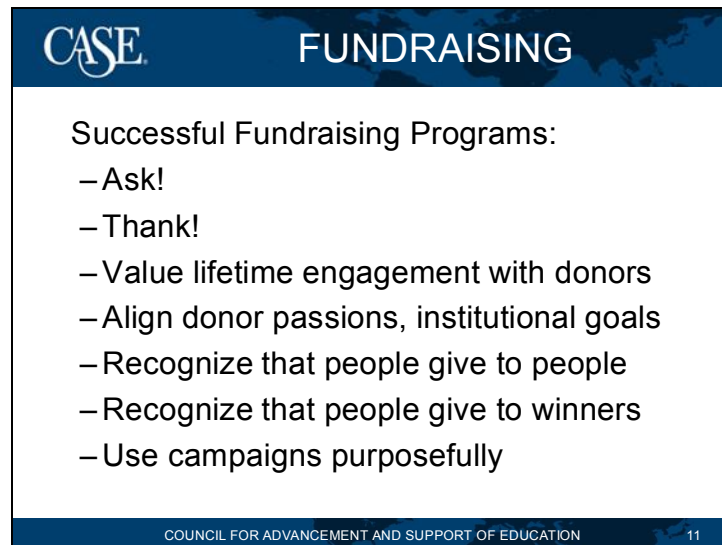
The institutions that come out of recession-driven economic challenges as winners will be those with a compelling story to tell, that use social media effectively, that are sensitive to the changing circumstances of their key constituents, that make a strong emotional connection with those constituents, and that believe “this too shall pass.”

A presentation slide with a dark blue header containing the CASE logo and the word 'AGENDA'. The main content area is white and lists an agenda of topics. The footer is dark blue with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '10'.

- ABOUT CASE
- ABOUT ADVANCEMENT
 - FUNDRAISING
 - ALUMNI RELATIONS
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- CLOSING THOUGHTS
- QUESTIONS

Now let me talk in a bit more detail about each of the major advancement areas, beginning with fundraising.

Here again, I'll look at the old normal and then the new normal.



The slide features a dark blue header with the CASE logo on the left and the word 'FUNDRAISING' in white capital letters on the right. The main content area is white with a black border, containing a list of seven bullet points under the heading 'Successful Fundraising Programs:'. At the bottom, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '11'.

CASE FUNDRAISING

Successful Fundraising Programs:

- Ask!
- Thank!
- Value lifetime engagement with donors
- Align donor passions, institutional goals
- Recognize that people give to people
- Recognize that people give to winners
- Use campaigns purposefully

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 11

The single greatest predictor of fundraising success is the number of times you ask. And the single greatest factor in determining the number of asks is the number of people asking.

With regard to thanking, it needs to be in a form that is meaningful to the donor. For many, it is more about acknowledgment and information than it is about recognition.

I'll jump to the last item, because campaigns are an important tool in educational fundraising. Over the life of a campaign, institutions typically raise 40 percent more than they would otherwise. The key is to make sure the campaign has a clear purpose.



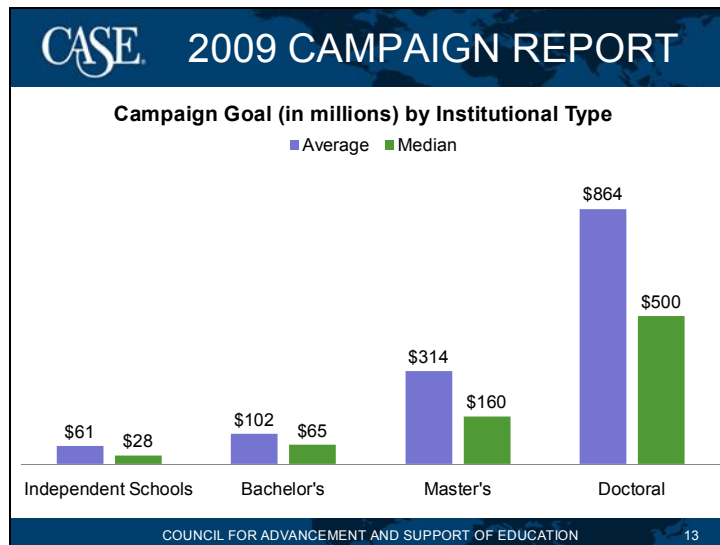
CASE FUNDRAISING CAMPAIGNS

- CASE 2009 Campaign Report
- 110 Participating institutions
- Year-ended June 30, 2009
- Based on revised reporting standards
- Goals ranged from \$100,000 to \$3.5 billion

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 12

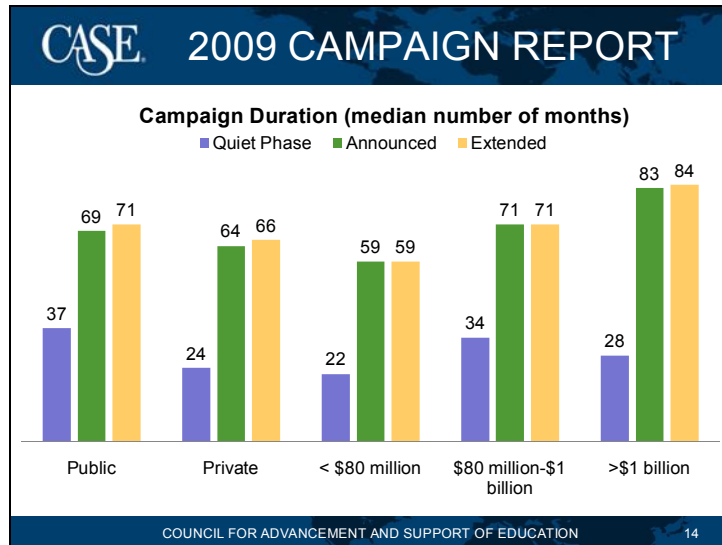
Given the importance of campaigns, let me share with you some useful benchmarking data. CASE conducts an annual campaign survey at the end of each academic year. The data I am about to show you are based on a survey that covered the 2008-2009 academic year and so reflect the impact of the economic meltdown.

By the way, CASE has very clear standards about how data are to be reported for this survey. We also have guidelines for how institutions can track campaign performance internally.



The campaigns in the survey varied widely in size. Not surprisingly, the billion dollar-plus are primarily associated with doctoral-granting institutions, although certainly not all campaigns at doctoral institutions are at that level, as these averages and medians suggest.

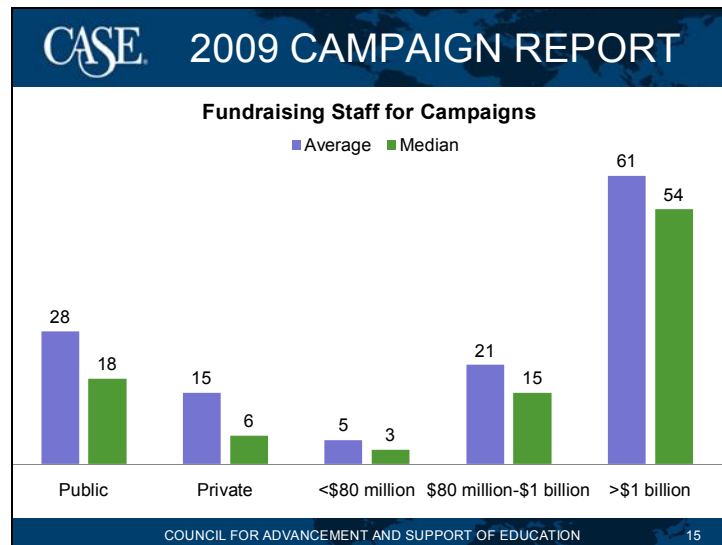
In fact, I would caution throughout this section of my report that the numbers I report are all averages – individual institutional circumstances may yield very different results on either side of those average.



The duration of campaigns has been lengthening in recent years. However, they generally fall within CASE's guideline of a maximum of eight years.

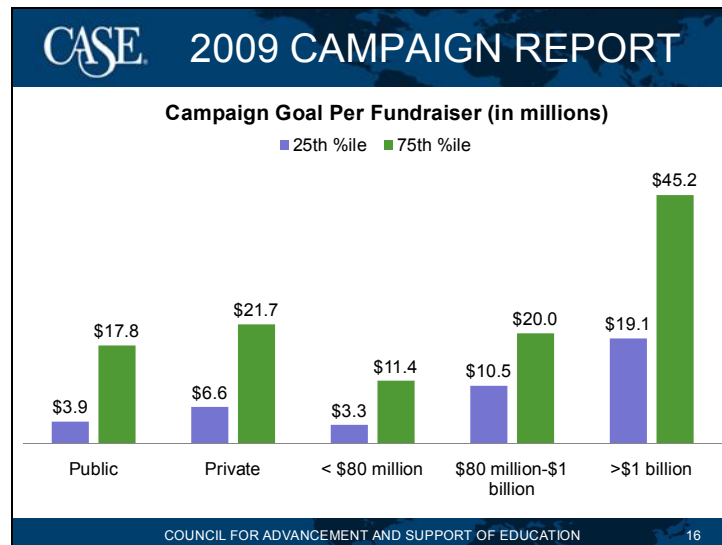
As you can see, most campaigns have a quiet phase of roughly two to three years.

As you can also see, some institutions have had to extend the timeframe to reach their original campaign goal or an elevated goal.



This chart reinforces my earlier point that there is a direct correlation between the number of fundraisers and how much money an institution raises.

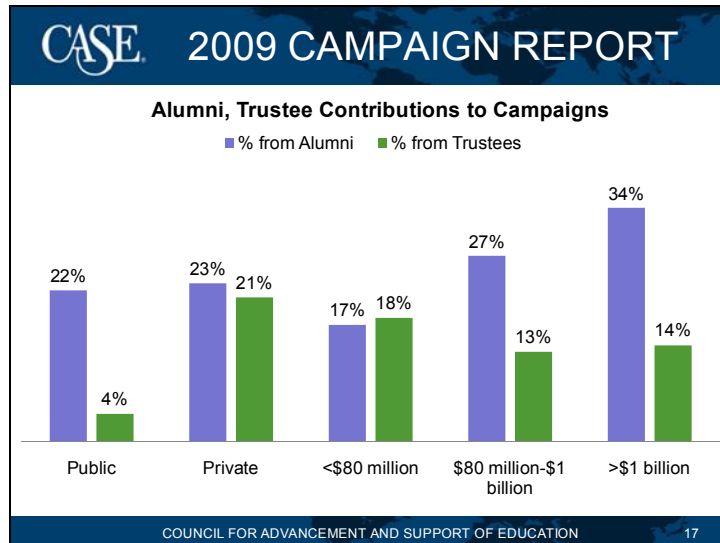
For purpose of this chart, the term “fundraiser” is defined as full-time paid staff who spend a majority of their time actively soliciting gifts as part of the campaign. Roughly two-thirds to three-quarters of them are identified as major gift fundraisers.



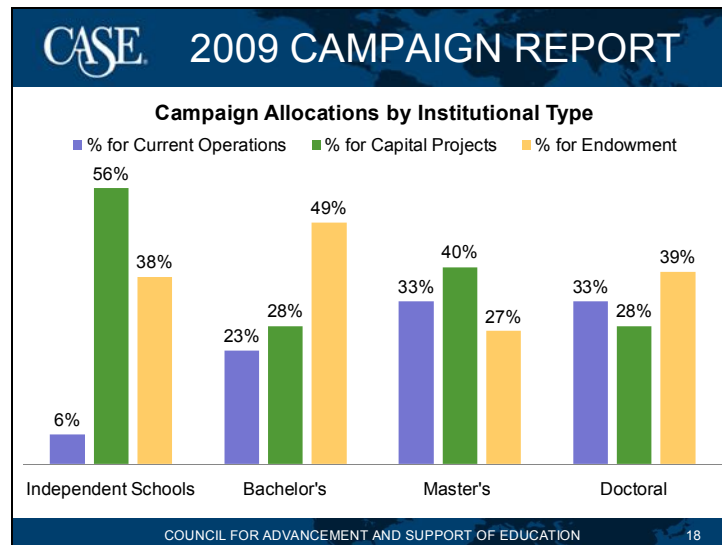
How much is each fundraiser expected to raise? Here we give a range to account for the great variations among institutional types, the maturity of the fundraising program, and the capacity of the donor population.

For campaigns between \$80 million and \$1 billion, institutions in the 75th percentile are generating roughly \$20 million per fundraiser over the life of the campaign; for the 25th percentile that figure is \$10.5 million.

From this chart, you can see that fundraisers at private institutions have higher expected productivity levels than their counterparts at public institutions.

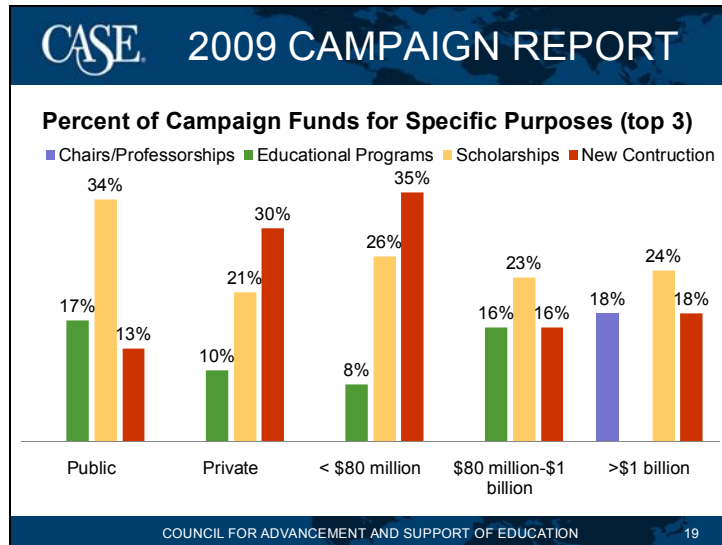


Where is the money expected to come from in a campaign? Alumni and trustees contribute a large share – nearly 45 percent depending upon type of institution and size of campaign. Note that trustees contribute a significantly larger share at private institutions and that the larger the campaign, the greater the share coming from alumni.

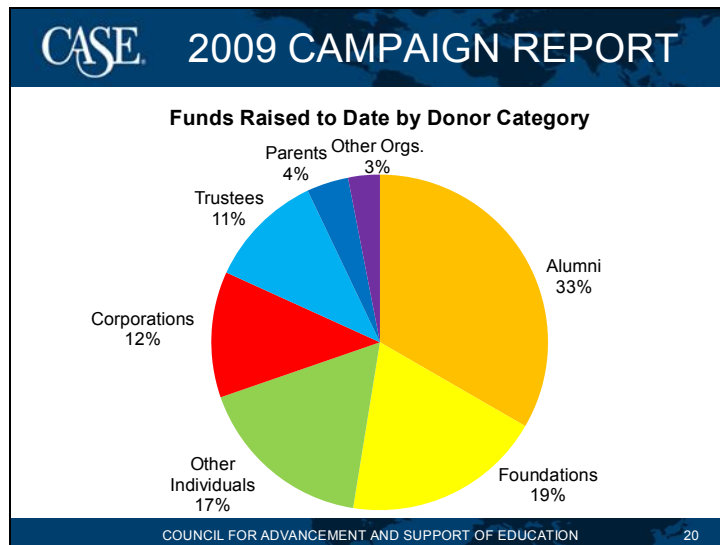


And what will the money raised in a campaign be used for? At bachelor's and doctoral institutions, the single largest allocation goes to endowment. For other institutions, the lion's share goes to capital projects.

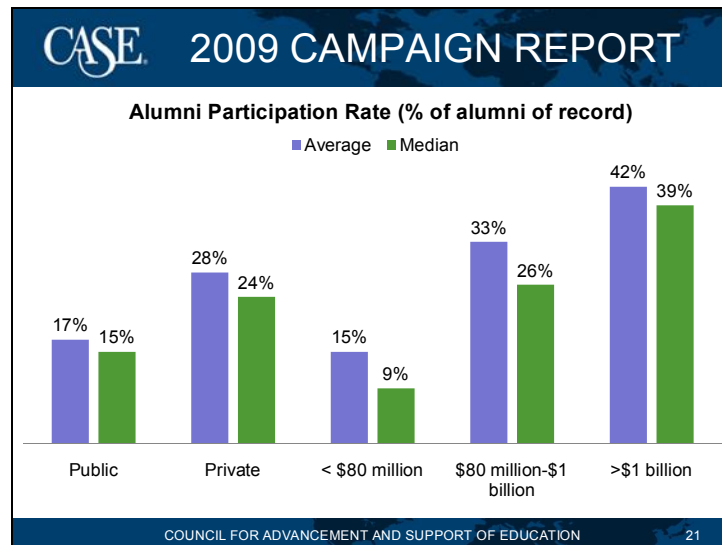
I should note that these categories are self-defined by the institution and not mutually exclusive. As a result, some figures add up to more than 100 percent.



When we asked more specifically about the purposes of the campaign, scholarships and new construction topped the priority list. The recession drove a number of institutions to place a greater emphasis on raising funds for scholarships given the impact of the recession on families, and we hear resoundingly from our members that donors have responded.



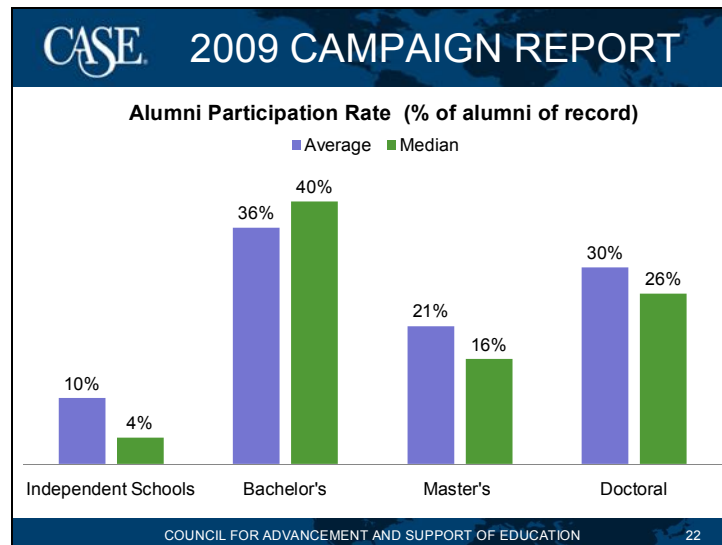
Our survey not only asked about campaign goals but also about results to date – that is, as of June 30, 2009. Who is, in fact, giving to campaigns? It turns out alumni, trustees and other individuals are providing more than half of the gifts to date. Obviously, foundations are the other key players in a successful campaign.



We've looked at what percentage of gifts come from alumni. But what percentage of alumni are giving?

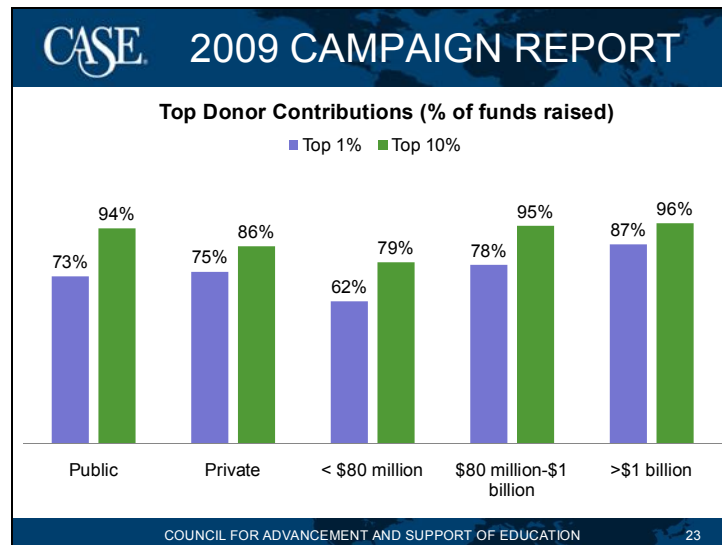
Here again the size of the campaign is a major consideration. For campaigns of less than \$80 million, the average participation rate is 15 percent; over a billion it is 42 percent.

By the way, since participation rate is based on the number of alumni of record, some institutions have sought to improve their rates by reducing their records. Whatever short-term goal this may achieve, it comes at a significant long-term cost to the institution.



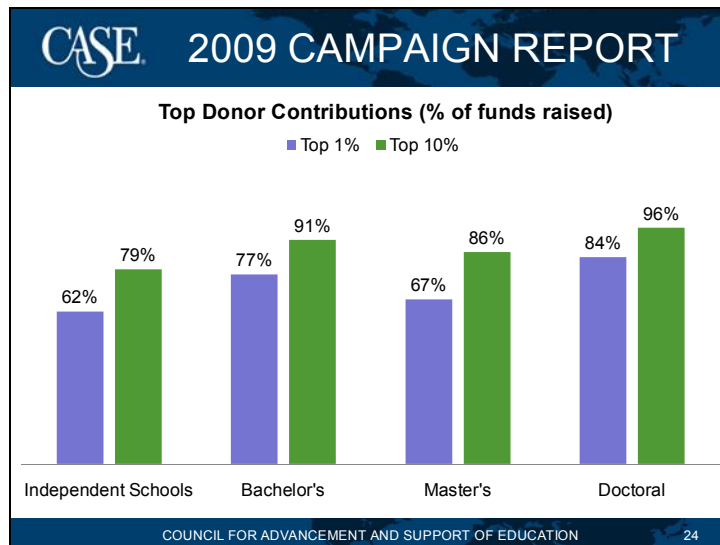
If we slice these same data by institutional type, we find the highest alumni participation rates at bachelor's and doctoral institutions.

These participation rates are over the life of the campaign.



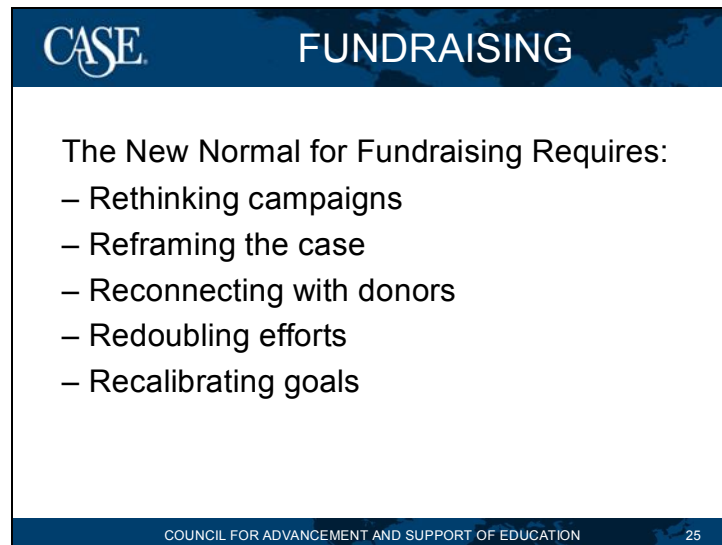
If I were planning a campaign, this is the slide to which I would pay the most attention. It demonstrates that the canonical 90–10 rule is generally applicable to most campaigns under a billion dollars.

That is, 90 percent of the money comes from the top 10 percent of donors – although clearly the larger the campaign, the greater the percentage. And three-quarters or more comes from just 1 percent. For a billion-dollar-plus campaign the rule is 96–10, with 96 percent of the money coming from the top 10 percent of donors. Even more dramatic, 87 percent of the money raised comes from just 1 percent of the donors.



And roughly the same pattern holds true for professional and doctoral institutions.

May I simply caution against the conclusion that these figures mean you can ignore 90 percent of your donors. First, you probably don't know in advance everyone who will be among that top 10 percent. Second, you jeopardize future campaigns at your institution by failing to steward those who will be among the top 10 percent in coming decades. As you may know, there are lots of studies showing that most major donors started their philanthropic lives with gifts of less than \$100.



The slide features a dark blue header with the CASE logo on the left and the word 'FUNDRAISING' in white capital letters on the right. The main content area is white with a black border, containing a title and a bulleted list. At the bottom, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '25'.

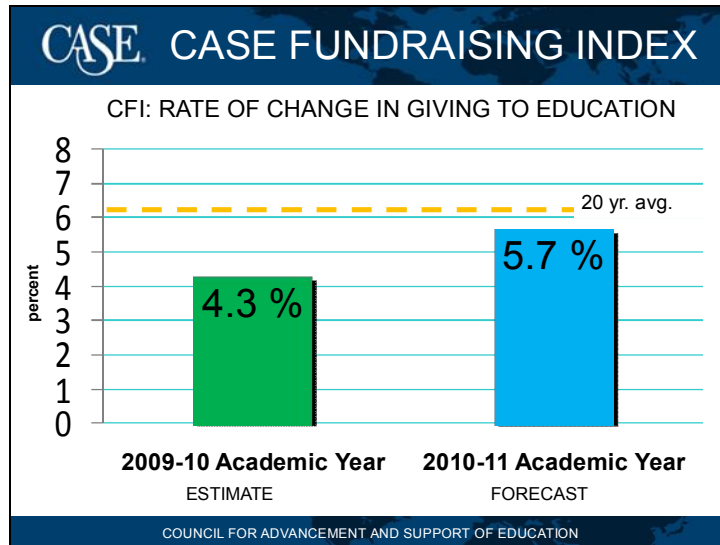
CASE FUNDRAISING

The New Normal for Fundraising Requires:

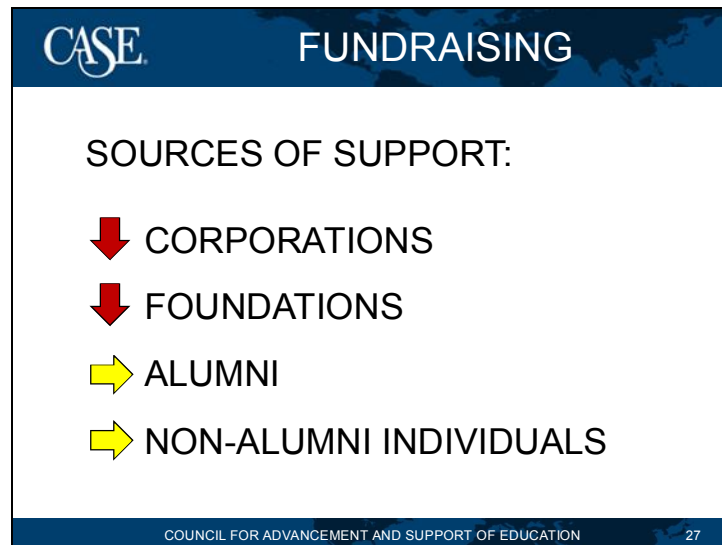
- Rethinking campaigns
- Reframing the case
- Reconnecting with donors
- Redoubling efforts
- Recalibrating goals

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 25

I expect that we will see institutions rethinking campaigns. They will still undertake them, but they may be shorter, smaller, and narrower. Put another way, some institutions may opt to disaggregate the mega-campaign to take the emphasis off the big dollar figure and place the emphasis on the most compelling needs: a point to which I will return. It is also important to rethink the approach to individual donors based on their current circumstances. And it is important to recalibrate expectations.



To help institutions recalibrate, we created the CASE Fundraising Index, based on a semi-annual survey of fundraisers across the country. This chart shows the results of the survey we conducted in July. The good news is that fundraisers are seeing a recovery, estimating that overall giving was up for the year that ended June 30. Even better is that they see continued improvement during the current academic year. If these trends continue, I estimate we will return to the FY08 peak of 32 billion in FY12 (or FY13 adjusted for inflation).



The slide features a dark blue header with the CASE logo on the left and the word 'FUNDRAISING' in white capital letters on the right. Below the header, the text 'SOURCES OF SUPPORT:' is centered. A list follows with four items: 'CORPORATIONS' and 'FOUNDATIONS' are preceded by red downward-pointing arrows, while 'ALUMNI' and 'NON-ALUMNI INDIVIDUALS' are preceded by yellow rightward-pointing arrows. At the bottom of the slide, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' on the left and the number '27' on the right.

Even with the nascent recovery, the economic environment has changed the mix of philanthropic sources. Corporate and Foundation giving is likely to continue to decline. With regard to foundations, this is because many of them base their payout on a 36-month average of the value of their assets. So the impact of the decline in their portfolios last year will play out for at least another two years. Corporate giving will also remain weak and will be increasingly based on bottom line considerations and the marketing value of the donation for the company. So individual giving remains key to success.



The slide features a dark blue header with the CASE logo on the left and the word 'FUNDRAISING' in white capital letters on the right. Below the header, the text '2010 ML World Wealth Report:' is followed by a bulleted list. At the bottom of the slide, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '28'.

CASE FUNDRAISING

2010 ML World Wealth Report:

- Australia, China and India had greatest regional gains in high net worth individuals (HNWI) from 2008-2009
- China, India, Brazil and Russia expected to have most growth in HNWIs through 2011
- HNWIs in Europe, Asia Pacific, Latin America, Middle East gave a larger % of their assets to philanthropy in 2009 than in 2008; U.S. HNWIs gave smaller %

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 28

And where are those individuals located who are going to make the major gifts?

Increasingly they are likely to be in the Asia-pacific region.

This Merrill Lynch report also suggests that while the U.S. remains the most philanthropic country, donors in other parts of the world are becoming more philanthropic – including those in Latin America and the Middle East.

CASE		FUNDRAISING	
2010 Hurun Philanthropy List			
Rank	Name	Donations in U.S. \$	Causes
1	Yu Pengnian	\$910,000,000	Health Care, EDUCATION
2	Huang Rulun	\$425,000,000	EDUCATION, Poverty Alleviation, Disaster Relief, Health Care, Culture & Sports
3	Zhu Mengyi	\$170,000,000	EDUCATION, Health Care, Disaster Relief
4	Chen Guangbiao	\$130,000,000	Health Care, Disaster Relief, Social Welfare, EDUCATION
5	Chen Fashu	\$100,000,000	Social Welfare, EDUCATION
6	Niu Gensheng	\$95,000,000	Disaster Relief, Poverty Alleviation, EDUCATION, Health Care, Social Welfare
7	Yang Guoqiang & family	\$80,000,000	EDUCATION, Poverty Alleviation, Health Care, Disaster Relief
8	Lu Zhiqiang	\$60,000,000	Disaster Relief, Poverty Alleviation, EDUCATION, Health Care
9	Wang Jianlin	\$50,000,000	EDUCATION, Disaster Relief, Social Welfare
10	Duan Yongping	\$50,000,000	EDUCATION, Disaster Relief

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 29

Of course, that begs the question whether or not individuals in those regions will give to education.

The good news is that they will, indeed, if we consider the example of the philanthropy index in China and where the top 10 donors are directing their money.

But, increasingly that money will go to institutions within their own country and not just to prestige institutions in other parts of the world.

The screenshot shows a news article from The Brown Daily Herald. The main headline is "CASE FUNDRAISING Targeting Asia, U. finds big bucks abroad". The author is Sydney Smiler, Senior Staff Writer. The article is dated Tuesday, September 29, 2009, and was updated on Wednesday, September 30, 2009. The text discusses the University's aggressive fundraising efforts in Asia, specifically mentioning India, China, and the rest of Asia. It notes that the University has surpassed its international fundraising goals. A quote from Vice President for International Advancement Ronald Margolin states: "Despite otherwise grim economic reports in the past year, international fundraising has been successful," said Vice President for International Advancement Ronald Margolin, adding positive gains are a direct result of continued overseas outreach efforts. "We've been doing fundraising," he said. "We've been raising more every year."

The aggressive international push has raised \$90 million, more than doubling its original raising more than \$40 million before the end of the Campaign, Margolin said. The overall goal which surpassed its \$1.4 billion goal earlier this year, wraps up in 2010.

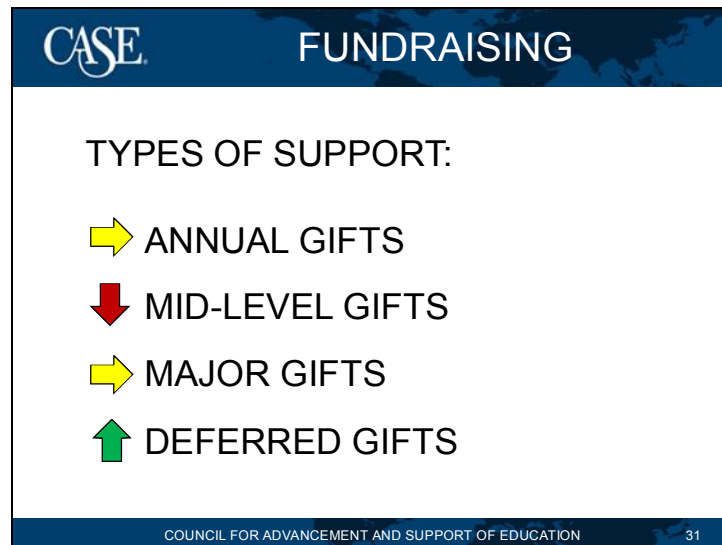
Below the main article is a smaller article titled "Yale SOM Announces Largest Alumni Gift to Date" published on January 4, 2010. It features a photo of Lei Zhang, MBA '02, GRD '02. The text reports that Yale President Richard C. Levin PhD '74 announced on January 4, 2010, that Lei Zhang MBA '02, GRD '02 has pledged the largest gift ever to the Yale School of Management by a graduate of the school. Zhang's pledge, made less than 10 years after his graduation from Yale, also represents the largest gift to date from a young Yale University alumnus. Zhang, the founder and managing partner of Hillhouse Capital Management, will give \$8,888,888 primarily to help build Yale SOM's new campus. A portion of the gift will provide scholarship support for the International Relations Program at Yale's new Jackson Institute of Global Affairs, as well as funding for a variety of China-related activities at the university.

The announcement came at a special event co-hosted by Levin and Yale School of Management Dean Sharon M. Oster at the Westin Beijing Chaoyang, which included a panel discussion between several prominent SOM alumni called "Investing in the Middle Kingdom."

At the bottom of the screenshot, it says "COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION" and the number "30".

That said, there is still significant potential for U.S. institutions. Consider the example of Brown, which has raised more than \$90 million toward its campaign goal from sources outside the U.S.

Also witness the recent pledge to Yale of \$8,888,888 from a young alumnus in China. By the way, eight is a lucky number in China, because the pronunciation is similar to the word for wealth.



The slide features a dark blue header with the CASE logo on the left and the word 'FUNDRAISING' in white capital letters on the right. Below the header, the text 'TYPES OF SUPPORT:' is centered. A list follows with four items, each preceded by a colored arrow: a yellow arrow for 'ANNUAL GIFTS', a red arrow for 'MID-LEVEL GIFTS', another yellow arrow for 'MAJOR GIFTS', and a green arrow for 'DEFERRED GIFTS'. At the bottom of the slide, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' on the left and the number '31' on the right.

And what form will individual gifts take? Because annual gifts are usually made from current income, they may hold steady, at least for those who have jobs. Mid-level gifts — say in the \$100,000 to \$200,000 range — may suffer the most, since those donors may be especially concerned about their own financial security, whereas some of the wealthiest donors will be in a position to make a major gift. The form of giving that has been most resilient is deferred giving. Charitable lead trusts, for example, are an attractive option at a time of very low interest rates.

CASE FUNDRAISING

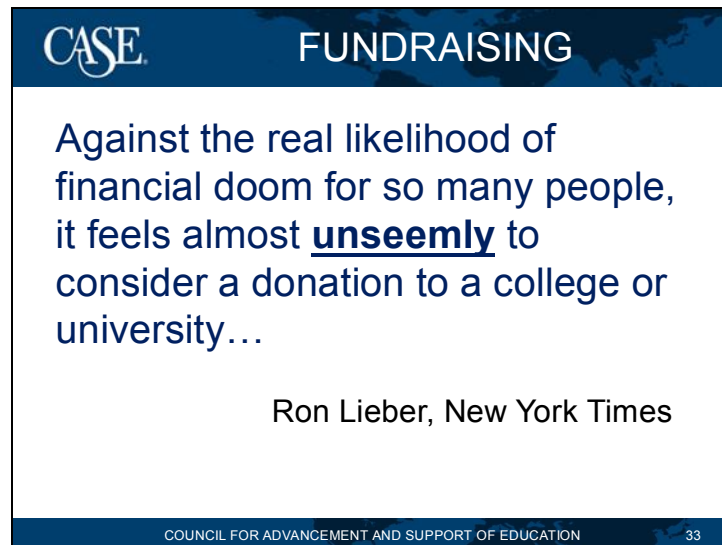
PURPOSES OF SUPPORT:

- ↓ CAPITAL PROJECTS
- ↓ ENDOWMENT
- ↑ FINANCIAL AID
- UNRESTRICTED

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 32

And where will donors direct their gifts? In this climate, capital projects may be proving less attractive to donors and the same may be true of gifts to endowment and unrestricted gifts. That doesn't mean you shouldn't seek these gifts; just that they will be harder to come by. On the other hand, many donors will be attracted by the opportunity to support financial aid, where the need is obvious.

This is why I suggested earlier that institutions may need to rethink their case for support or even the whole focus of their campaigns.



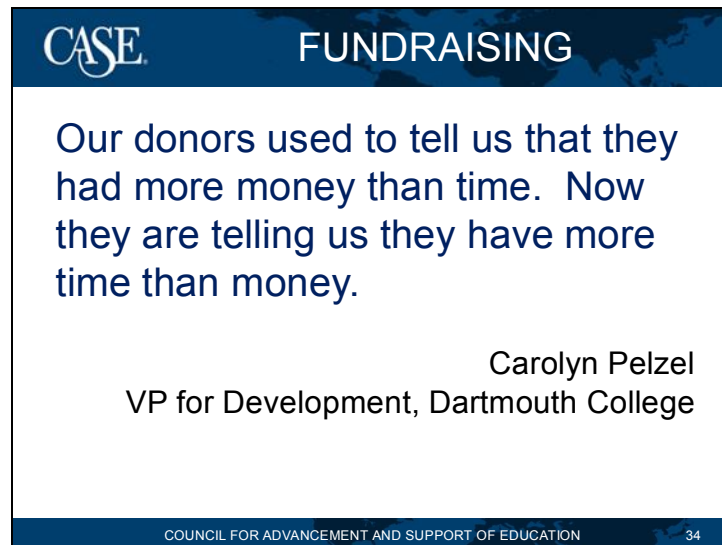
CASE FUNDRAISING

Against the real likelihood of financial doom for so many people, it feels almost unseemly to consider a donation to a college or university...

Ron Lieber, New York Times

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 33

I remind you that giving is about both willingness and capacity. For most donors, willingness remains high, even if their capacity is reduced. But there is a threat to willingness, if we appear insensitive or greedy in our fundraising efforts. At the height of the economic meltdown, a *New York Times* columnist asked me: “Isn’t it unseemly to be raising money for universities when people are losing their homes and their jobs?” I replied that there was nothing unseemly about helping someone realize her dream of attending college or a researcher find a cure for a dreaded disease. It seems he didn’t like my answer.



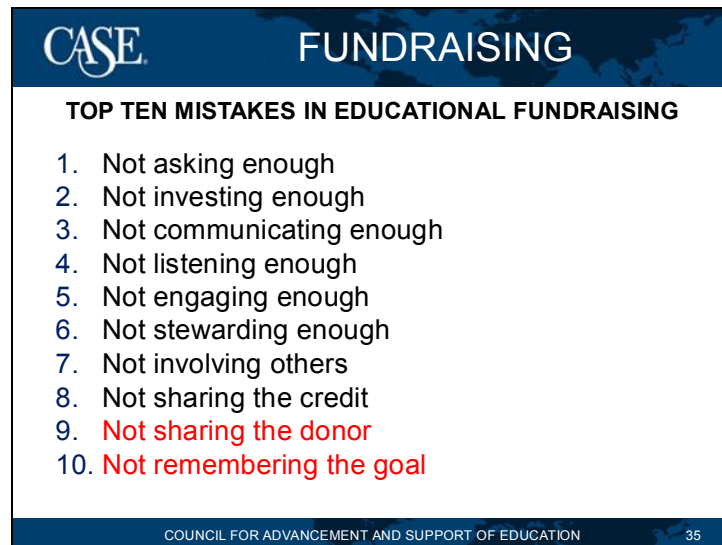
CASE FUNDRAISING

Our donors used to tell us that they had more money than time. Now they are telling us they have more time than money.

Carolyn Pelzel
VP for Development, Dartmouth College

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 34

With those donors who remain willing but are less able, due to their personal circumstances, we need to show special sensitivity. That certainly doesn't mean we cut back on visiting with them; on the contrary, some are now willing to spend more time with us and to discuss their circumstances frankly. One successful strategy is to talk about postponing an endowment gift while making a current gift equal to the payout. The need for more communication with donors had already been growing with the advent of venture philanthropy.



The image is a slide titled "CASE FUNDRAISING" with a dark blue header. Below the header, the text "TOP TEN MISTAKES IN EDUCATIONAL FUNDRAISING" is centered. A list of ten mistakes follows, with the last two items, "9. Not sharing the donor" and "10. Not remembering the goal", highlighted in red. At the bottom of the slide, the text "COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION" and the number "35" are visible.

CASE FUNDRAISING

TOP TEN MISTAKES IN EDUCATIONAL FUNDRAISING

1. Not asking enough
2. Not investing enough
3. Not communicating enough
4. Not listening enough
5. Not engaging enough
6. Not stewarding enough
7. Not involving others
8. Not sharing the credit
9. **Not sharing the donor**
10. **Not remembering the goal**

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 35

Let me conclude this discussion of fundraising with my top 10 list of mistakes. You can find this list in the September CURRENTS. I will just say a few words about the last two items. The notion that a donor “belongs” to a particular fundraiser or program is dangerous. A good prospect management system rewards fundraisers for connecting donors with the program most closely aligned with their goals. The worst mistake we can make is to believe that fundraising is all about the money. The goal is to improve the human condition through the work of educational institutions.



The slide features a dark blue header with the CASE logo on the left and the word 'AGENDA' on the right. The main content area is white with a black border, containing a bulleted list. The bottom of the slide has a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '36'.

CASE AGENDA

- ABOUT CASE
- ABOUT ADVANCEMENT
 - FUNDRAISING
 - ALUMNI RELATIONS
 - COMMUNICATIONS & MARKETING
- CLOSING THOUGHTS
- QUESTIONS

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 36

Now let's turn our attention to alumni relations, which is certainly allied with fundraising but by no means limited to fundraising.



The slide features a dark blue header with the CASE logo on the left and the text 'ALUMNI RELATIONS' on the right. Below the header is a white rectangular area containing the text 'Successful Alumni Programs:' followed by a bulleted list of four points. At the bottom of the slide is a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '37' on the right.

CASE ALUMNI RELATIONS

Successful Alumni Programs:

- Value alumni in a variety of roles (advocate, donor, exemplar, etc.) and life stages
- Recognize alumni as the institution’s most enduring constituency
- Treat the alumni body as a constantly growing asset
- Understand that alumni have a major stake in the value of the brand

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 37

With regard to alumni relations programs, I would offer just a few observations about keys to success. One is to start early: Help students understand while they are still on campus that they are alumni in the making.

Another is to value alumni for the many special roles they can play: not the least of which is that they are an incredibly powerful marketing force with a major stake in helping increase the value of the brand.



The slide features a dark blue header with the CASE logo on the left and the text 'ALUMNI RELATIONS' on the right. The main content area is white with a black border, containing a title and a bulleted list. At the bottom, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '38'.

CASE. ALUMNI RELATIONS

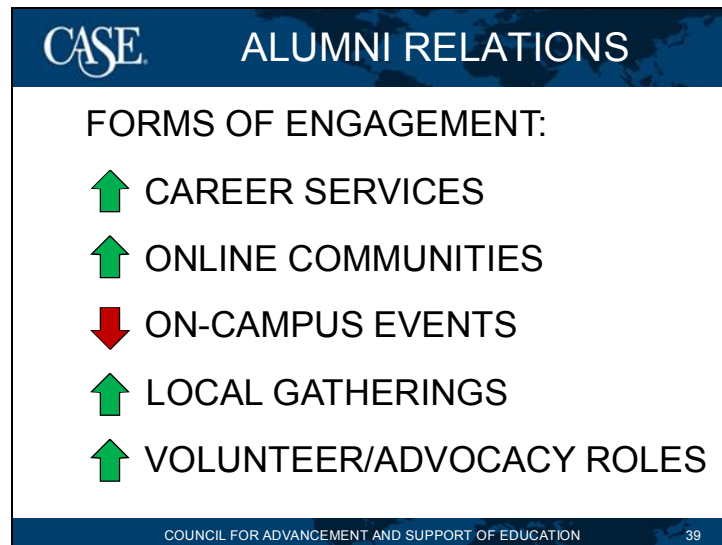
The New Normal for AR Requires:

- More communication
- More community
- Shifts in forms of engagement
- Ongoing institutional commitment

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 38

Here again, the new normal is the same as the old, only more challenging and more important.

In a time of crisis people look for a sense of community and a comfort zone. For many of your alumni, your institution can offer both.



The slide features a dark blue header with the CASE logo and the text 'ALUMNI RELATIONS'. Below the header, the text 'FORMS OF ENGAGEMENT:' is followed by a list of five items, each preceded by an upward-pointing arrow. The first arrow is green, and the second is red. The bottom of the slide has a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '39'.

CASE ALUMNI RELATIONS

FORMS OF ENGAGEMENT:

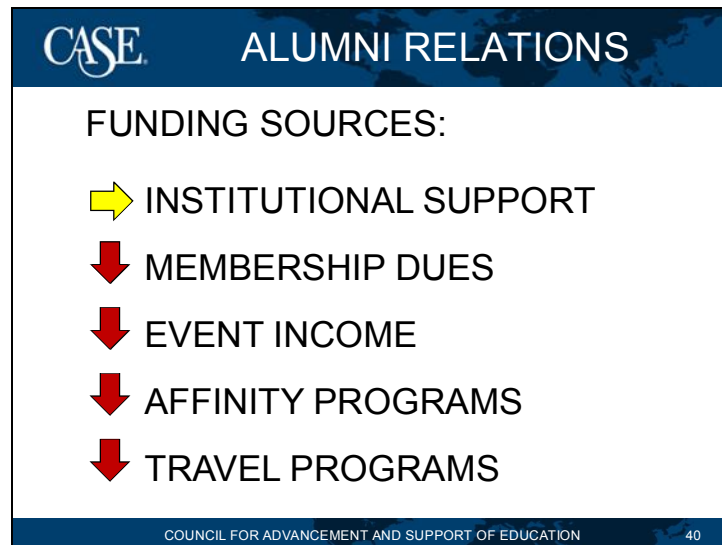
- ↑ CAREER SERVICES
- ↑ ONLINE COMMUNITIES
- ↓ ON-CAMPUS EVENTS
- ↑ LOCAL GATHERINGS
- ↑ VOLUNTEER/ADVOCACY ROLES

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 39

I suggest you ask not what your alumni can do for you, but ask what you can do for your alumni. And there are real opportunities here.

At the top of that list is career services. Online communities and networking, especially through professionally oriented sites like LinkedIn will take on increasing importance. Lifelong learning opportunities may also be especially attractive to your alumni.

In general, you will need to bring the service to them and not expect them to come to you...



The slide features a dark blue header with the CASE logo on the left and the text 'ALUMNI RELATIONS' on the right. Below the header, the text 'FUNDING SOURCES:' is centered. A list of five funding sources follows, each preceded by a downward-pointing arrow. The first arrow is yellow, while the others are red. At the bottom of the slide, a dark blue footer contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' on the left and the number '40' on the right.

CASE ALUMNI RELATIONS

FUNDING SOURCES:

- INSTITUTIONAL SUPPORT
- ↓ MEMBERSHIP DUES
- ↓ EVENT INCOME
- ↓ AFFINITY PROGRAMS
- ↓ TRAVEL PROGRAMS

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 40

The great challenge currently for many alumni relations programs is funding. Those who are heavily dependent on affinity programs are suggesting those revenues are trending downward. Credit card programs are taking a hit, although many have minimum guarantees in their contracts. Some insurance programs are holding their own, but travel programs are down substantially. Events are not likely to generate the same level of financial returns as they have in the past. So institutional support is critical.



The slide features a dark blue header with the CASE logo on the left and the word 'AGENDA' on the right. The main content area is white with a black border, containing a bulleted list. The third item, '- COMMUNICATIONS & MARKETING', is highlighted in red. The footer is dark blue with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '41'.

CASE. AGENDA

- ABOUT CASE
- ABOUT ADVANCEMENT
 - FUNDRAISING
 - ALUMNI RELATIONS
 - COMMUNICATIONS & MARKETING
- CLOSING THOUGHTS
- QUESTIONS

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 41

Finally, I will spend just a moment on communications and marketing.

CASE COMM. & MRKTG.

Successful Comm. & Mktg. Programs Know:

- Communications is not an annual report
- Publics are not general; media are not mass
- Brand is not a logo
- Marketing is not a department
- Reputation is not ranking
- The competition is not That-other University
- The goal is not volume

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 42

No aspect of institutional advancement has undergone more changes in recent years than communications and marketing, driven by the technology revolution, demographic shifts, globalization, and other broad social trends. I want to credit Harry Beckwith, author of *Selling the Invisible*, with two of these points: Marketing is not a department – it is a campus-wide responsibility and a mindset. And the competition is not the university across town – it is Nordstrom’s and the high standards of customer service set by other sectors.



The slide features a dark blue header with the CASE logo and the text 'COMM. & MRKTG.'. The main content is a white box with a black border containing a list of requirements. At the bottom, there is a dark blue footer with the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '43'.

CASE COMM. & MRKTG.

The New Normal for Comm. & Mktg. Requires:

- Sharing control
- Engaging internal audiences
- Targeting influencers
- Focusing messages
- Reinforcing trust
- Measuring attitudes and behaviors

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 43

What's new with regard to communications and marketing?

I would suggest goals need to be even more explicit (and expressed in terms of desired attitudes and behaviors), messages need to be even more focused, audiences even more targeted, and internal constituents even more engaged.

And all that needs to be done in a communications environment over which we have less control.

CASE COMM. & MRKTG.

TOP TEN MISTAKES IN COMMUNICATIONS & MRKTG.

1. Spinning
2. Hiding
3. **Assuming**
4. Firefighting
5. Living in the past
6. **Hoping for headlines**
7. Offering TMI
8. Ignoring our own
9. Trying to please everyone
10. **Taking the easy route**

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 44

More than ever, we need to avoid the common mistakes of communications and marketing. This top 10 list will appear in the January CURRENTS. I'll explain three of them. We often assume we know what our constituents think and we are often wrong. We have to ask them. Our leaders are often looking for headlines. As I've told some for whom I've worked, I'll give you the headlines, you just need to give me the scandal. Lastly, taking the easy road is to sacrifice integrity and honesty for a quick win. In the long run, this is a losing strategy.



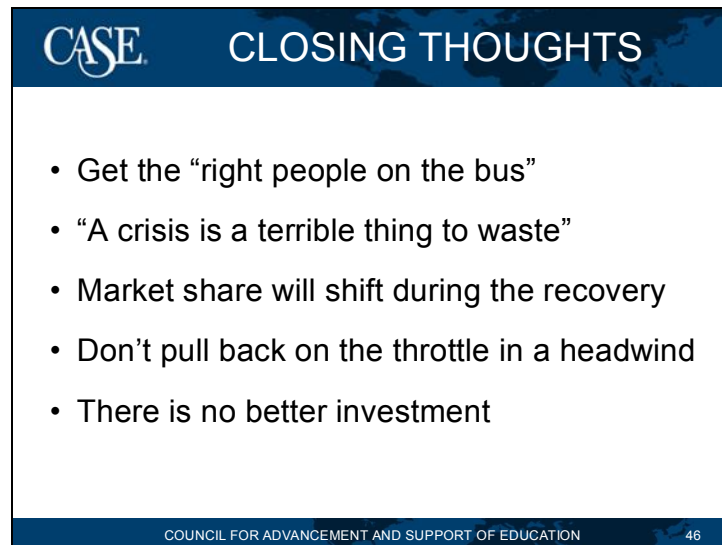
The slide features a dark blue header with the CASE logo on the left and the word 'AGENDA' on the right. The main content area is white with a black border, containing a bulleted list. The 'CLOSING THOUGHTS' item is highlighted in red. A dark blue footer at the bottom contains the text 'COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION' and the number '45'.

CASE AGENDA

- ABOUT CASE
- ABOUT ADVANCEMENT
 - FUNDRAISING
 - ALUMNI RELATIONS
 - COMMUNICATIONS & MARKETING
- **CLOSING THOUGHTS**
- QUESTIONS

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 45

By way of summary, let me offer a few my closing thoughts...

A presentation slide with a dark blue header containing the CASE logo and the text "CLOSING THOUGHTS". The main content area is white and contains five bullet points. The footer is dark blue with the text "COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION" and the number "46".

CASE CLOSING THOUGHTS

- Get the “right people on the bus”
- “A crisis is a terrible thing to waste”
- Market share will shift during the recovery
- Don’t pull back on the throttle in a headwind
- There is no better investment

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION 46

I must, of course, credit Jim Collins, author of *Good to Great*, for this first bullet point. The second point has been credited to lots of folks, but I think it was coined by economist Paul Romer. There is an opportunity in the economic crisis: During the recovery, we will see shifts in market share in all sectors, including education. The shifts will favor those who keep moving forward and invest in their advancement operations when others are pulling back. While it may sound self-serving, I believe it is the single best investment an institution can make.

Professional Development
ADVOCACY

QUESTIONS?

INTEGRITY
Ethics
ETHICS
INCLUSIVENESS

Recognition
SERVICE
resources

CASE
COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

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