



More

The CASE-More UK Philanthropy Report

Accelerating ambitions: a decade of giving to higher education and how it informs the future.

CASE InsightsSM



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Original publication date: August 2023

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ISBN 978-0-9575275-3-9 (Print edition)

ISBN 978-0-9575275-4-6 (Digital edition)

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Acknowledgements

We would like to thank the advancement professionals, institutional leaders, philanthropists, academics, consultants (and others) who contributed to our research via interviews and by completing the workforce survey. These perspectives have brought richness and rigour to our findings.

A special thank you to Frances Shepherd (Director of Development and Alumni, University of Glasgow) and the CASE Insights on Philanthropy (United Kingdom and Ireland) Editorial Board for their guidance and support.

In 1994, CASE opened an office in London to support and train professionals across Europe in the growing disciplines of educational advancement (advancement services, alumni relations, communications, development and marketing). A decade later, Sir Eric Thomas led an influential study arguing for institutional investment in advancement in the UK.

Since 2006, in partnership with the Ross Group, CASE has provided annual data and insights on philanthropic support for UK universities. Over time, we have seen correlations between investment in the advancement functions and fundraising success. The 2012 *Review of Philanthropy in UK Higher Education* (Pearce Report) set out sector-wide recommendations for successful philanthropic engagement. Through CASE's collaboration with More Partnership, this review aims to update that advice, assess where progress has occurred and inform the future. I hope that these findings and recommendations prove useful as we redouble our efforts to convey the value of our sector to our communities locally and globally.

Sue Cunningham
President and CEO, CASE

It is in everyone's interests that philanthropy to higher education should flourish. At More Partnership we take a professional interest, of course, but for us this is also personal. For 30 years we have had a ringside seat helping over 200 HEIs advance their great ambitions on five continents. We are privileged to work with extraordinarily impressive institutions – and we have also seen the frustration of some who struggle to embed advancement in their operational mindset.

We were honoured that the then Higher Education Funding Council for England (HEFCE) chose More to deliver the Pearce Report a decade ago. Reassembling the expertise that went into researching and writing that landmark report, looking both backward and forward from its findings, has been fascinating. Thank you to everyone whose experience, learning and insights we have drawn on here, and to CASE for support and input as well as an enjoyable and productive collaboration. Together, we are pleased to offer the resulting report for the benefit of the sector and its invaluable work.

Maarten Vervaat
Managing Partner, More Partnership

“Universities are charities, making a significant charitable impact. They have therefore not only the right but the obligation actively to seek and responsibly to handle philanthropic gifts.”

The Pearce Report on Philanthropy in UK Higher Education, 2012

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“Success breeds success, so as we get better, as CASE does its work, as institutional leaders recognise that advancement is at the heart of their role, philanthropy will flourish.”

Interviewee

Foreword

When I first read the Pearce Report a decade ago, I was struck by the evidence of accelerating momentum in philanthropic revenue across a range of Higher Education institutions. The suggested potential for a more confident and professional approach to fundraising in our sector was encouraging.

Throughout my career at the University of Oxford, I recognised that philanthropy can be a formidable tool in progressing a university's strategy and ambitions, and that has been subsequently borne out in my experience leading successful campaigns at the University of St Andrews.

I have also found fundraising to be one of the most satisfying parts of the leadership role. But I strongly believe that a university does not have to be a historic or high tariff university to be a successful fundraising university. One size does not here fit all; what matters is strategy and messaging, investment, and whole-hearted commitment.

The world of higher education has changed dramatically since the insights and predictions of the original Pearce Report. Who could have envisaged the compound effect of new funding and regulatory models, Brexit, Covid, culture wars, and industrial

action? Yet despite this turbulence – and in some ways because of it – philanthropy is today more important than ever for UK universities. It clarifies institutional purpose, supports scholarships, bursaries and internships, underpins fundamental research, and enables capital projects that would not otherwise be viable.

This revisiting and updating of the Pearce Report, undertaken by More Partnership in alliance with CASE, is timely and welcome. It contains both encouraging news and warning signs. It flags new opportunities for the decade ahead and provides practical guidance for university leaders as they decide how best to play the hand they have been dealt by the history and geography of their institution.

A core message of the Pearce Report was that philanthropy was not the sole preserve of the elite and the ancient: thoughtful advancement plans could – and should – be created by any and all institutions. This new report confirms that we have just witnessed a record year for philanthropy to universities in the UK and Ireland. So far, so good. Yet different universities have evolved or matured philanthropically at different paces.

It is striking to note that, within every peer group of HEIs – whether we consider specialist institutions or the modern universities or the big civics – there are some who have become philanthropic powerhouses and some who have stuttered. A few are superstars already. Some aspire to become so and are currently investing heavily in the growth of fundraising teams. Disappointingly, some have ceased to report their development and alumni activity at all. In my view, they are overlooking an invaluable resource.

Key takeaways of the Pearce Report – both the crucial role played by Vice-Chancellors in driving fundraising success, and the importance of steady investment in advancement professionals – remain as compelling as ever.

When their purpose and impact can be persuasively articulated, institutions are finding a greater variety both of sources of support and of kinds of support. They have essential and active friends among their alumni – especially when the student experience has been rewarding – but not solely their alumni. This new report suggests areas for future attention, where it makes sense: from partnerships with local employers to a heightened focus on alumni legacy donations.

In my own experience, what is most important is to align the potential interests of supporters with the University’s wish list (and to keep that relatively short!).

I would encourage every university to invest thoughtfully and consistently in philanthropic activity. In commending this review to all interested parties, I am reminded of a passage in the Pearce Report that I earmarked on first reading:

“Higher education can deliver social progress across the spectrum, connecting with the widest range of passions and interests from donors. It changes students’ lives and improves their life chances. It provides society’s best chance of tackling the big issues of our times.”

Universities are powerful and effective agents of change. When they amplify and build out that capacity through strategic and sustained fundraising, they also amplify the profound and beneficial differences they can make.

Professor Dame Sally Mapstone DBE FRSE

Principal and Vice-Chancellor, University of St Andrews
President, Universities UK

Executive Summary

The philanthropic landscape for Higher Education in the UK and Ireland has been transformed in the past decade. This change is reshaping institutions that have taken advantage of the opportunity. The impact cascades to the communities those universities serve.

Records continue to be broken, whether it is the £1.2m gift to Ulster University from Randox (enabling it to appoint its first Professor of Medicine) or the completion of the University of Oxford's outstanding £3.3bn *Oxford Thinking* campaign.

What comes next? Despite headwinds, this trajectory is set to continue.

Executive Summary

Remarkable progress amid adversity

After a generation of effort and expertise, philanthropy to UK Higher Education is coming of age. Despite multiple challenging forces, giving has doubled in the last decade.

- Since the [Pearce Report](#)¹ in 2012, giving has increased by 93%, reaching a record last year of £1.5bn from 171k donors.
- This strong upward trajectory is behind the ambitious curve we set for the sector in the Pearce Report a decade ago – but those projections did not foresee the tempestuous external events ahead.
- Philanthropy is playing an increasingly significant role in the sustainability, success and impact of our world-leading Higher Education sector. Among the highest performing institutions in fundraising, new funds committed philanthropically now account on average for more than 10% of overall turnover.
- Although the impact of philanthropy in UK HE is high and its practice increasingly sophisticated, public awareness of the activity remains low. The habit of giving to universities and what donors enable is a well-kept secret.

“Universities are a shining light amid distrust, uncertainty and misinformation – of all our public institutions they are to be treasured. We must safeguard and support all they stand for.”

Interviewee

Executive Summary

The whole sector has something to learn

Much to applaud, room to improve.

- The stairway to philanthropic heights is marked out by high profile fundraising campaigns over the past ten years: among them *The 600th Anniversary Campaign* at St Andrews (£100m), *Inspiring Generations* from Trinity College Dublin (€400m), *It's All Academic* from UCL (£624m), *Dear World, Yours Cambridge* (£2.2bn) and *Oxford Thinking* at £3.3bn. There is much to celebrate.
- Targets like these cannot be reached without magnificent generosity from a small number of big donors. Behind the headlines, however, lies the trust of thousands of more modest donors in the quality and value of university education and research – and patient work from increasingly professional staff.
- These gains have been achieved despite an environment for higher education that has felt increasingly hostile. This review highlights areas in which all HEIs, even the highest achievers, can further sharpen their ambition and strengthen their practice.

Revisiting and updating the Pearce Report

In 2012, the Review of Philanthropy in UK Higher Education (Pearce Report) shone a bright light on the status of giving to our universities. It built on the recommendations of the 2004 Thomas Report on Voluntary Giving to Universities, which had used US experience to encourage the British to be bolder in professionalising their fundraising operations. Thomas advocated a government Matched Funding Scheme (MFS) to incentivise the process, and such a scheme was successfully implemented by the then Higher Education Funding Council for England (HEFCE) in 2008-2011.

HEFCE commissioned More Partnership, under the leadership of Professor Dame Shirley Pearce, then Vice-Chancellor of Loughborough University, to interrogate the accumulating experience of fundraising within UK HEIs. For the first time, a wealth of data was available across the sector as the MFS required universities to report their results through the then Ross-CASE Survey (see note on p.14 regarding data sources), as a condition of entry. The resulting Pearce Report marshalled insights from the data and identified increasingly good practice across the sector. It also set ambitious goals for the decade ahead, encouraging all Higher Education Institutions (HEIs) to develop institutional advancement plans based on a clear understanding of their own opportunities and to invest for the longer term.

Executive Summary

One model doesn't fit all. Seriously.

The philanthropic race is on – but the pace and the course vary across the field of participants. The leaders of the pack are record-breakers, ahead of a peloton of others ambitious to accelerate, followed by the tail.

- Different groups across the sector have markedly different experiences, from world class performance at the Oxbridge level to some HEIs whose context provides less obviously fertile ground for philanthropy and/or who have opted for other priorities over fundraising.
- Different outcomes between benchmarked groups across the sector are interesting. But differences *within* groups are even more illuminating. We note that all institutions are inadvertently leaving potential gifts on the table.
- Pearce showed a correlation between numbers of fundraising staff and funds committed. Ten years on, that correlation holds good. It is striking then that gifts have risen on a much steeper curve than the increase in fundraising staff: HEIs remain hungry for talent and expertise.

CASE Global Reporting Standards

The [CASE Global Reporting Standards](#)² serve to guide the counting and reporting of educational philanthropy at colleges, universities, and independent schools around the world. The first global version, published in 2021, of the CASE Standards is rooted in four decades of evolution of fundraising reporting standards, built and vetted by senior leaders in the profession.

The CASE Global Reporting Standards define educational philanthropy as the voluntary act of providing private financial support to nonprofit educational institutions. To be categorised as philanthropy in keeping with CASE standards, such financial support must be provided for the sole purpose of benefiting the institution's mission and its social impact, without the expressed or implied expectation that the donor will receive anything more than recognition and stewardship as the result of such support.

Standards help leaders by establishing a framework for gaining insights into their own data as well as benchmark against global peers. The CASE Standards promote consistency and transparency in the counting and reporting of philanthropic gifts, and are the foundation on which CASE Insights surveys are built.

Executive Summary

Tools for strengthening performance

There is work to be done – but help is at hand.

- Creating the conditions within which fundraising can flourish (and the people who animate it) must be a sector-wide commitment. The resources of *CASE Insights* underpin the analysis More Partnership has carried out in this study and are vital to the advancement toolkit, alongside the conferences, training and resources that CASE provides.
- We find a set of ingredients are commonplace in all successful advancement operations (see right). Beyond those, institutions have choices to make in order to tailor their philanthropic strategy to fit their needs.
- We also draw attention here to the framework of *The Philanthropic University* as a way for HEIs to assess their advancement progress, and we share 12 overall recommendations informed by our findings.
- The Playbooks with which this report concludes provide practical, bespoke models for assessing and improving performance. We also highlight many lessons to draw both from the wider charity sector, and beyond the UK.

Factors influencing success:

- The importance in advancement of all kinds of leadership, at all levels, including among academic leaders.
- Consistent commitment to staffing and resourcing the advancement function.
- A case for support, both capturing the ambitions of the institution and expressed as compelling propositions for donors.
- An understanding of who your donors are and what motivates them.
- A lively culture of philanthropy within the institution and in wider society stimulates and reinforces all the other key ingredients.

Recommendations for future focus include:

- A concerted campaign to increase public understanding of giving to HEIs and the effectiveness of universities as a charitable cause.
- Corporate collaborations are a new frontier for university impact – and acting now to increase legacy giving can unlock real rewards.
- More formalised training and progression pathways for advancement staff with greater effort to diversify this valuable workforce.

What we set out to do

How did the analyses and recommendations of the Pearce Report of 2012 bear up in contact with the reality of the following decade? Were the ambitious predictions made for the sector along the right lines?

10 years later, More Partnership and CASE have revisited the findings of the report to explore what transpired, what remained true and what changed. We recommend refreshed, evidence-informed actions to create an even stronger environment for philanthropy – and once again suggest what lies ahead in the immediate future.

What we set out to do

Research methodology

Our updating of the Pearce Report draws on wide-ranging evidence. Thank you to the many people who have contributed their views, experiences and expertise.

- We have analysed longitudinal datasets, including the last ten years of [CASE Insights on Philanthropy \(United Kingdom and Ireland\)](#), formerly the CASE-Ross Survey³. Our interpretation is augmented by data from More Partnership’s [Regular Giving Insight and Benchmarking Project](#)⁴ over the same period.
- The report is informed by structured interviews with 26 leaders in advancement: Vice-Chancellors, Directors of Development, Donors, Executive Searchers – see Appendix A for a full list of interviewees.
- Over 100 others from across advancement responded to our ‘workforce survey’ in June and July 2023, together with interested friends of higher education – see Appendix B for a list of institutions represented by the respondents.
- We have additionally benefited from the wisdom and advice of colleagues at CASE and within More Partnership.

Data sources and analysis

Data on university fundraising performance and resources in the UK and Ireland is taken from CASE Insights on Philanthropy (United Kingdom and Ireland), formerly the CASE-Ross Survey. This survey is open to all HEIs in the region and has tracked advancement performance since 2002.

Global fundraising data comes from CASE Insights on Voluntary Support of Education (United States), and from CASE Insights on Philanthropy (Australia and New Zealand). All are used with permission from CASE, and are available on the CASE website, with more detail available to CASE members and data subscribers.

For short, we will refer to these sources as CASE Insights UK/IE, CASE Insights VSE, and CASE Insights A/NZ throughout this report.

Except where specifically noted, longitudinal trend data from the CASE Insights UK/IE dataset considers only those institutions which have taken part in all or most years since 2012, and which took part in 2022. Data is excluded from universities which have not participated in CASE Insights UK/IE at least twice in the last three years and in most previous years. The values excluded are low and do not materially change the analysis.

We use the terms “new funds raised”, “raised” and “new funds committed” to refer to the CASE standard “New Funds Committed” – a measure of overall fundraising performance.

What we set out to do

Grouping institutions

Throughout the report we have referred to ‘Pearce Groups’. They are a simple concept from the 2012 report, designed to gather together institutions whose fundraising potential will have significant commonalities. We also draw on the CASE Insights UK/IE Clusters – both groupings are outlined below.

Pearce Groups

The following is an updated version of the 2012 explanation of the groups, which featured in the Pearce Report.

- 150 UK higher education institutions (HEIs) and five from Ireland have made a return in the CASE Insights UK/IE Survey since 2012. There is wide disparity in the amount raised by these universities. Two institutions have raised nearly half the total, while more than half have raised, on average, less than £1m each year.
- Thus the data contained in the CASE Insights UK/IE Survey, and in the information and practice we have gathered, comes from a relatively small and widely dispersed dataset.

- For this report, we have once again grouped universities by a combination of year of obtaining university status, and length of activity in advancement or particular status as an academic specialist (Oxbridge, pre-1960s, 1960s, 1990s, 2000s and Specialists). The histories and operational profiles of these institutions are similar, their governance structures and even their founding *raison d’être* have a good deal in common – and have thus had an impact on the extent, age and style of advancement operation.
- An outline of our rationale, alongside full listings for each group, can be found in Appendix C.

CASE Insights UK/IE Clusters

- The CASE Insights UK/IE Survey has used a Latent Cluster Analysis to group fundraising performance (Fragile, Emerging, Developing, Moderate, Established and Elite). This cluster analysis is helpful, and we have used it in places in this report. However, membership of these clusters varies from year to year, and they tell us what *has* happened, not what *could* happen – i.e. what the institution might be capable of.

“I’ll be forever grateful for the Pearce Report. Universities really took it seriously.”

Interviewee

Context

The world looked very different a decade ago, and so did the place of UK universities within it. Then, our universities were widely seen as problem-solvers, central to providing answers to societal challenges. Notwithstanding remarkable contributions during Covid, universities today are often viewed in the media as problem children: fertile ground for culture wars, contributors to intractable immigration numbers and inflictors of mounting student debt.

University education and research are two of the things the UK does best. Reputation and pride, however, have been battered by external circumstances. Yet at the same time the contribution of philanthropy to UK higher education, and to the impact HE makes, is more material than ever.

Context

Impressive progress despite myriad challenges

The acceleration in giving to higher education, and in the confidence and experience of those involved, is momentous – even more so considering the headwinds that philanthropy has faced over the past decade.

- There has been much to distract university leadership from paying fundraising the attention it deserves and requires. The sector has been buffeted by Brexit and kiboshed by Covid.
- Turbulent geopolitics, regulatory changes to consent for communications, and media pile-ons all have inhibiting consequences. A donor is not an ATM for universities to wave their PIN at expectantly; yet an environment hostile to donors hardly encourages generosity.
- Public funding for universities is alarmingly fragile, dropping to its lowest level since the 1990s. In 2016, 5% of universities posted a deficit; in 2022, 55% did so – in part because pension fund valuations disrupted accounts ([HESA:2023](#)⁵). In England, student fees have not risen in ten years, indeed home students are taught at a loss. Hard financial choices become manifest in pension disputes and marking boycotts.

“I can’t think of a sector that’s had more radical improvement. The team on our campus is bigger, more focused on relationships, more skilled and experienced. They’ve handled £1m+ gifts. It’s related to the Matched Funding Scheme, I think. That gave a boost and permission for those kind of asks.”

Interviewee

“One of the hardest things is painting a positive picture to donors when there are so many challenges in Higher Education now. No one wants to give to things that are struggling. They want to give to successful things.”

Interviewee

Context

Demographics and student experiences (it's about more than the money)

Funding models that pass on the cost of higher education to students, combined with changes in demographics, are shaping student expectations and experiences.

- An important point of evolution between the Thomas and Pearce Reports was the recognition that philanthropy is not simply financial. Contributions are unlocking latent value of different kinds for higher education, as reflected in the [CASE Insights on Alumni Engagement](#)⁶. Here, we echo the Pearce Report in using the term *institutional advancement* to capture the strategic overlap between fundraising, supporter engagement and communications.
- Each year in the UK, almost 40% of our 18-year-olds begin university studies. The 2.86 million students currently at UK institutions are tomorrow's alumni. Will they also be tomorrow's donors and engaged alumni?
- Smaller institutions and those able to invest more in the student experience – Oxbridge colleges and specialist HEIs, for instance – typically have more positive stories about alumni loyalty, which is reflected in the giving data.
- Changing student demographics have important implications for relations with alumni. These communities are more diverse compared with ten years ago, including in ethnicity, socio-economic background and geography.
- The increasing proportion of alumni who are Millennials or Gen Z (more than half of alumni at many institutions) have high expectations about personalised digital engagement. Compared with other groups, they also typically have more cause-centred attitudes when engaging with organisations – in relation to climate change, social justice and responsible technology, for instance.
- Alumni relations requires long-term vision and sustained investment. It must consider the interests of younger alumni (as we hear from the Vice-Chancellor of the University of York in a later section) as well the oldest graduates. Meanwhile, the financial pressures eroding the student experience (intensified for the Covid generation) are a time bomb for future affinity. It is already ticking.

Levels of giving

In the past decade, the philanthropic pace for higher education has accelerated but the group of participants has become elongated. Way out in front are the UK's two highest-profile universities. There follows a peloton of ambitious institutions, some of which are poised for a high-speed jump forward. Then comes a tail; some are still exploring possible routes while others are not yet convinced they should participate at all.

The data, drawn from UK HE and from other sectors and geographies, throws up surprises, provocations and opportunities that every institution can learn from.

Levels of giving

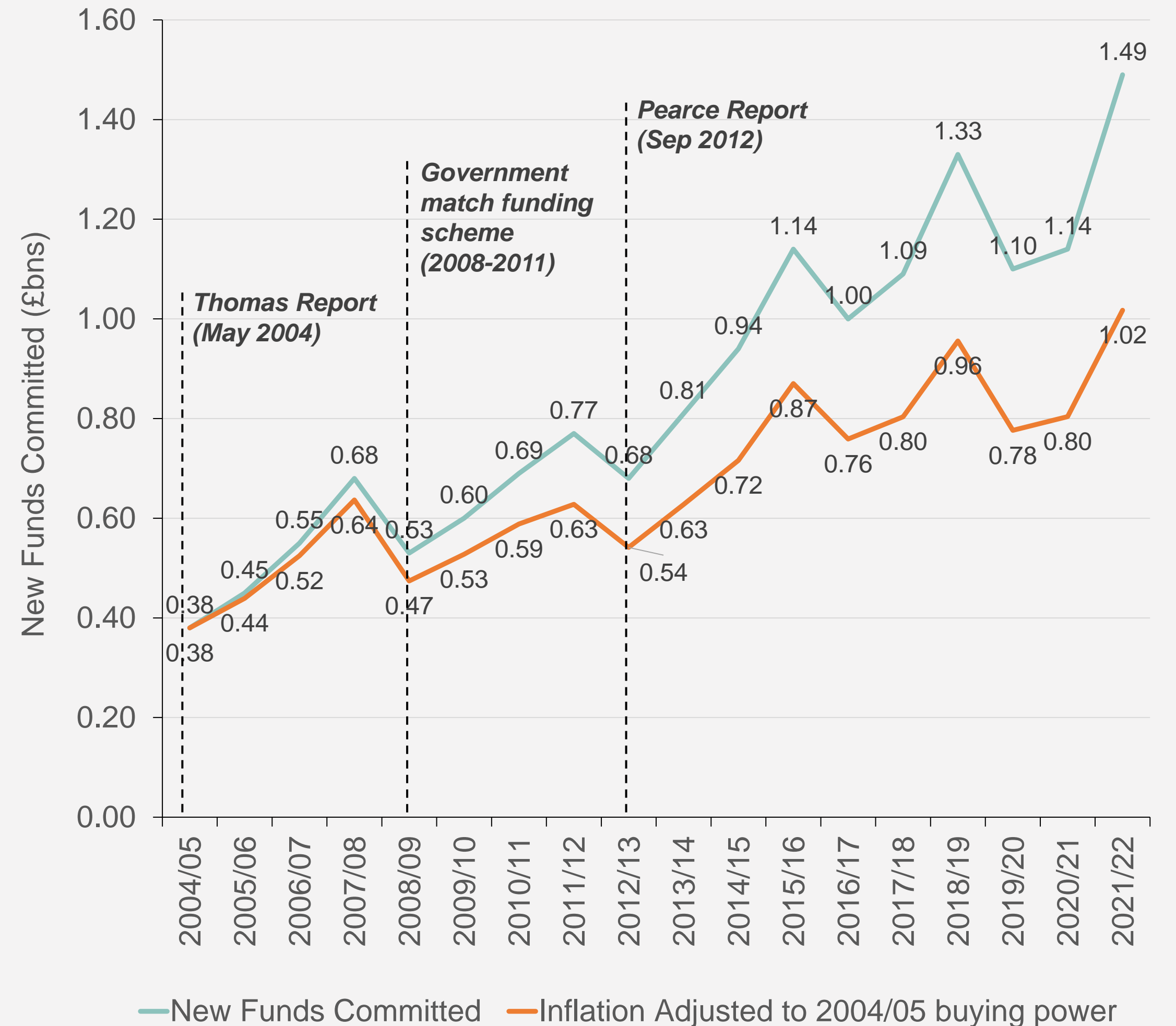
Long term trends

Since our benchmark of the Pearce Report in 2012, there has been growth in New Funds Committed of 93% in absolute terms and growth in real terms of 60%.

- Growth in giving has been mostly consistent since 2012, but Covid caused a drop both in activity and giving. In 2022, however, giving was 6% higher than before Covid in 2019. Whether future growth is stifled as a result of the hiatus in cultivation activity remains to be seen.
- Considering the context, this is a remarkable achievement, delivered by a fundraising workforce that has grown by less than 50% since 2012 (we explore the workforce in more detail later).
- These numbers nevertheless fall short of the projections for 2013-23 articulated by the Pearce Report (£2bn per year by 2022). As we interrogate the data, we illuminate some of the reasons for this, and explore factors that contribute to success.
- The lower line represents the change in New Funds Committed, adjusted for inflation. With inflation at a 30-year high, it's important to remember that fundraising performance needs to keep pace to maintain the buying power of the funds raised.

Fig.1 New Funds Committed, and adjusted for inflation by CPI

Note: data includes all participants in each year



Source: CASE Insights UK/IE

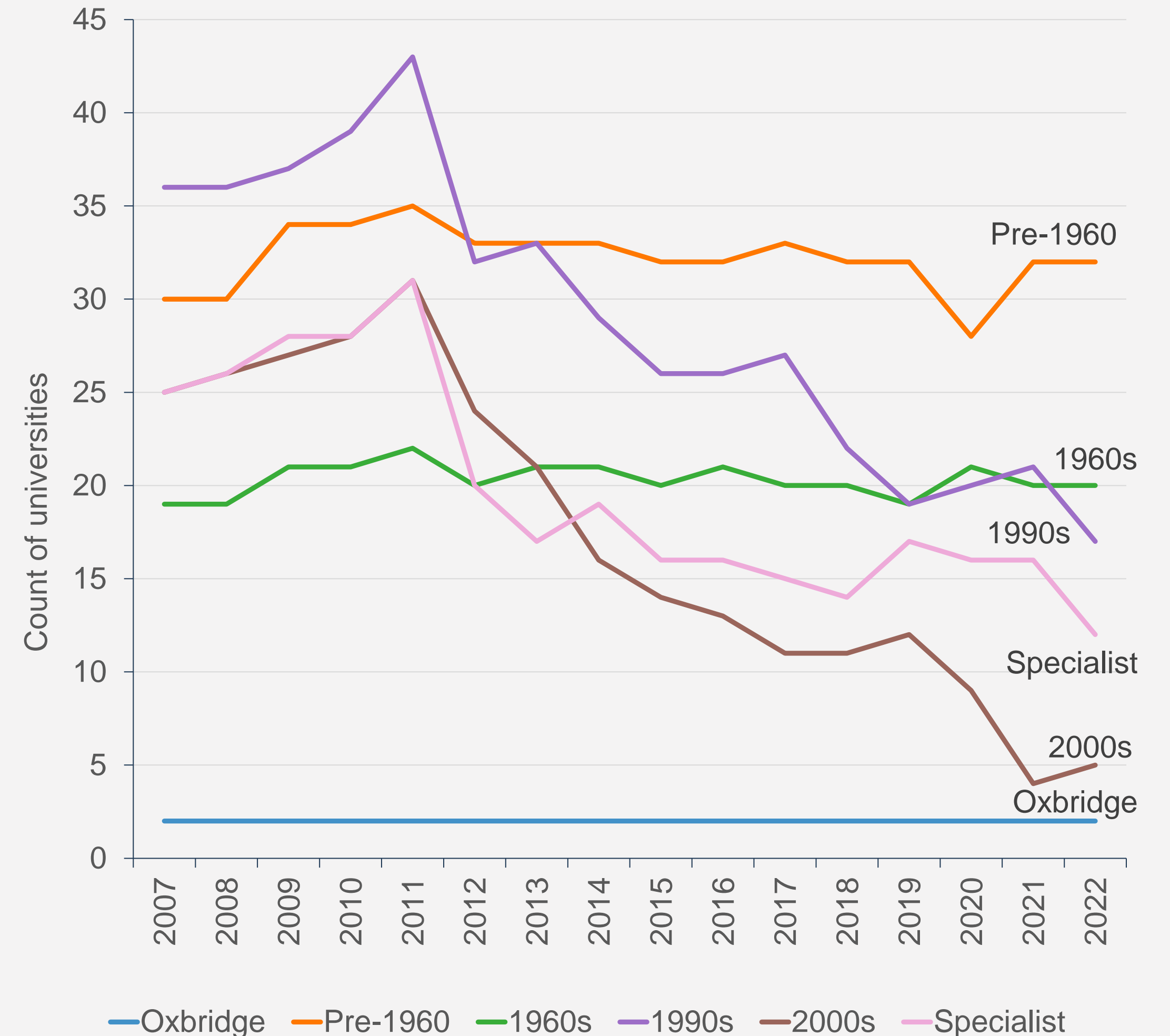
Levels of giving

CASE Insights UK/IE Survey Participation

Benchmarking against peers is established practice in UK HE, but to make effective comparisons requires resource and committed leadership. CASE Insights UK/IE Survey participation therefore gives us some indication of the institutional priority accorded to fundraising.

- 88 universities took part in the Survey in 2022, down from a peak of 164 in 2011 when participation was a condition of the Matched Funding Scheme. The drop has not been even across the UK Higher Education sector, however.
- Figure 2 shows that the research-intensive universities of the 1960s and earlier have largely continued to take part in the survey. But enthusiasm for completing the survey has waned substantially among the modern universities, while specialists have settled back to a core of participants.

Fig.2 Participation in CASE Insights UK/IE Survey since 2007



Source: CASE Insights UK/IE

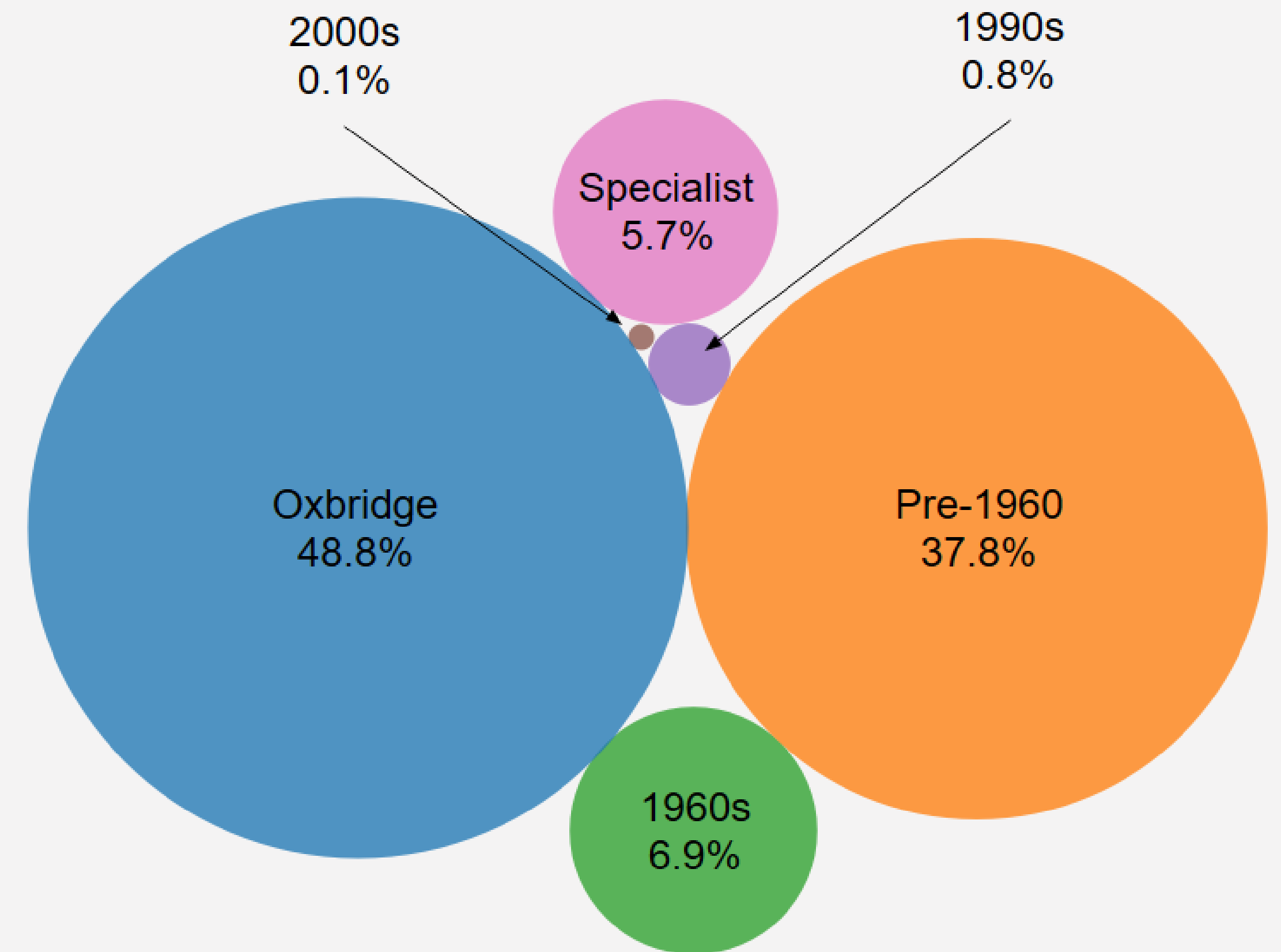
Levels of giving

Funds raised – by institutional groups

During the past decade, older institutions dominate in terms of the proportion of funds raised across the sector.

- Figure 3 shows the amount of New Funds Committed reported over 10 years by each university group, repeating the classifications of the Pearce Report in 2012.
- Oxbridge accounts for very nearly half of all the New Funds Committed across the sector. Pre-1960s universities (including the big civics) make up the next 38%. This means that the money raised by these universities accounts for 87% of all the money raised since 2012.
- In Figure 4 overleaf, we consider how the amount of New Funds Committed reported by each group has changed over time.

Fig.3 New Funds Committed since 2012 by Pearce Group



Source: CASE Insights UK/IE

Levels of giving

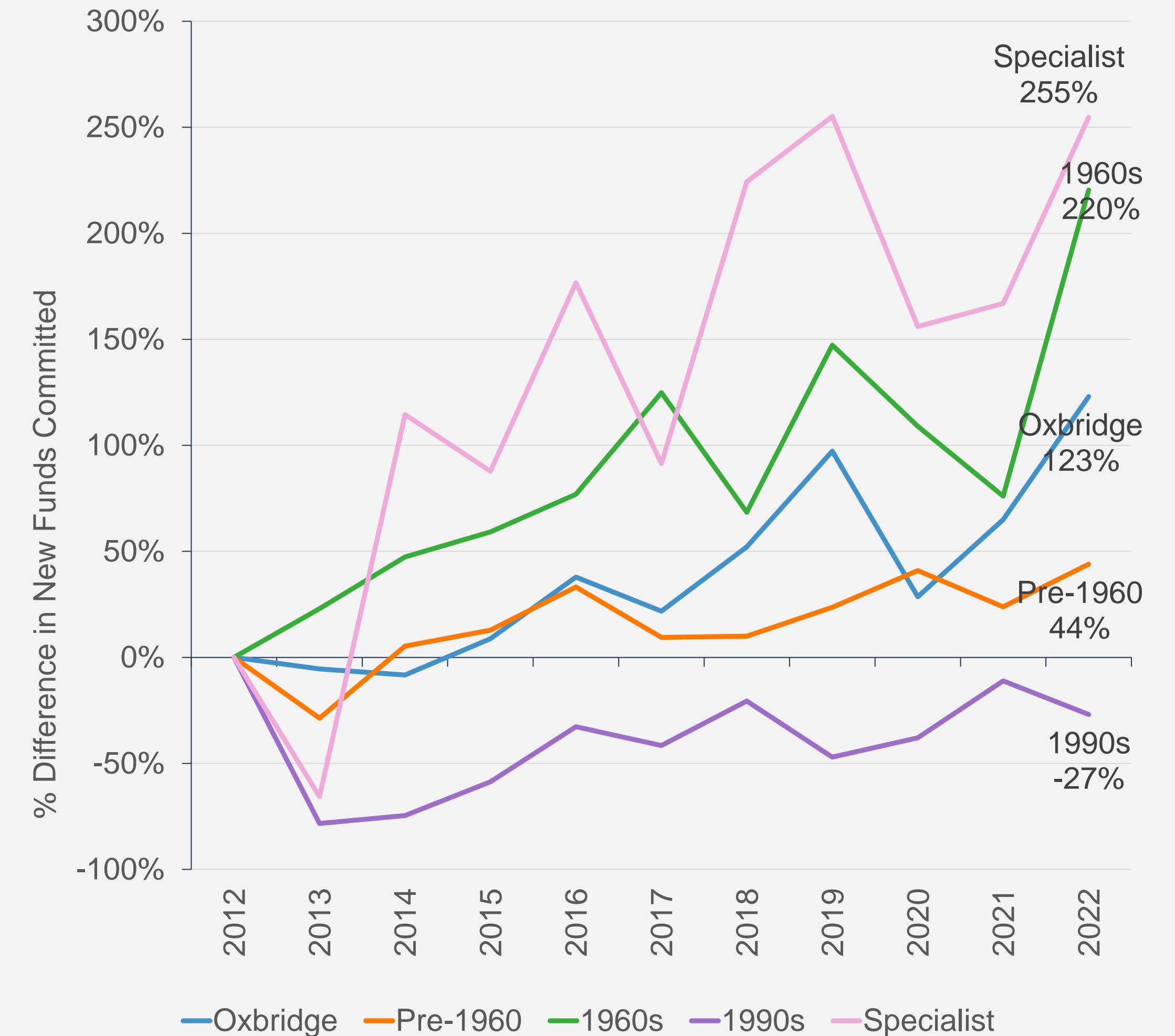
Funds raised – improvements over time

The star performers in terms of improvement are the specialist institutions – including for example the conservatoires. (Figure 4 re-bases 2012 to 100% for each group, to explore growth in fundraising over time.)

- Among these specialist institutions there has been a remarkable 255% increase in New Funds Committed since 2012.
- The 1960s universities (including the campus universities and former colleges of advanced technology of the Robbins Report era) also show impressive growth (but Strathclyde's £50m gift, showcased later, is a distorting factor).
- New Funds Committed at Oxbridge have more than doubled, while the pre-1960s HEIs are raising 44% more than in 2012. Those 1990s universities that report consistently are however raising 27% less money than in 2012. (HEIs of the 2000s are excluded owing to very low data numbers).
- There are also striking differences between universities *within* all these university groupings.

Fig.4 Change in funds raised by CASE Insights UK/IE Participants

Note: 2000s not shown due to small number of data points



Source: CASE Insights UK/IE

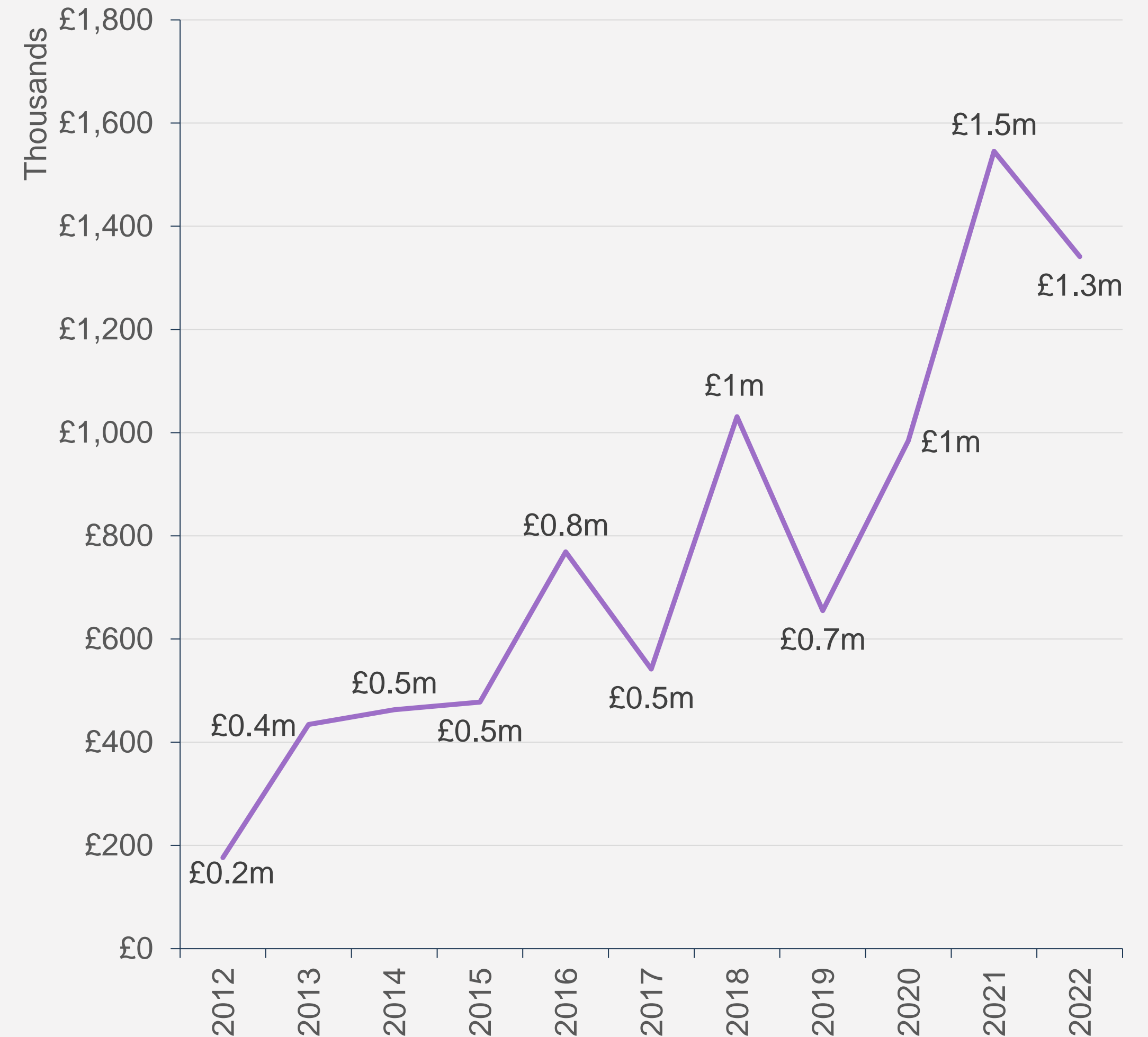
Levels of giving

Funds raised in 1990s universities

Marked differences in performance between universities within a single group are apparent in every group: evidently, history need not be destiny.

- As a whole, the 1990s group experienced a decrease in New Funds Committed since 2012. Among some of the modern universities, investment in advancement has been fragile, and leadership focus on this area has oscillated.
- By contrast, we have considered four modern institutions where investment in advancement has been sustained. Figure 5 shows that the average amount they have raised has increased by a factor of 6 since 2012, and 2.6 since 2017. There is a building evidence base for the way in which consistent investment yields returns over time.
- In this report, we explore the factors contributing to variations in performance between similar institutions in the same group, rather than comparing HEIs that are sharply different. We do not suggest that all can simply mimic the institutions raising most. Our conclusions include a series of ‘playbooks’ based on institutional context.

Fig.5 New Funds Committed in four 1990s universities



Source: CASE Insights UK/IE

Levels of giving

This isn't America, you know...

The US is different. But how different? By one important measure, leading institutions in the UK are moving in the direction of the US, with philanthropy now accounting for a higher proportion of institutional turnover.

- Comparisons between fundraising at research-active public universities in the UK and the US are illuminating but must be done carefully. There are differences in institution size and counting methodologies, but also contextual differences in the education systems and financial models underpinning them, notably the private model in the US and the significant number of institutions which do not award doctoral degrees.
- Giving to US higher education institutions rose 12.5% in FY2022, according to [CASE Insights VSE](#)⁷. Total support reached \$59.5 billion, up from \$52.9 billion in 2021.
- We explored new funds committed philanthropically as a percentage of institutional turnover among the ten UK institutions that raised most in FY22. This measure increased from 8.1% (2012) to 10.4% (2022), and from 3.6% to 4.9% with Oxbridge excluded. A representative sample of public universities in the US increased from 10.9% to 12.8% over the same period.

In the 10 highest performing UK institutions, new funds committed philanthropically rose to a record 10.4% of overall turnover in 2022.

Analysis from CASE Insights UK/IE

Levels of giving

UK/US – how do the numbers compare?

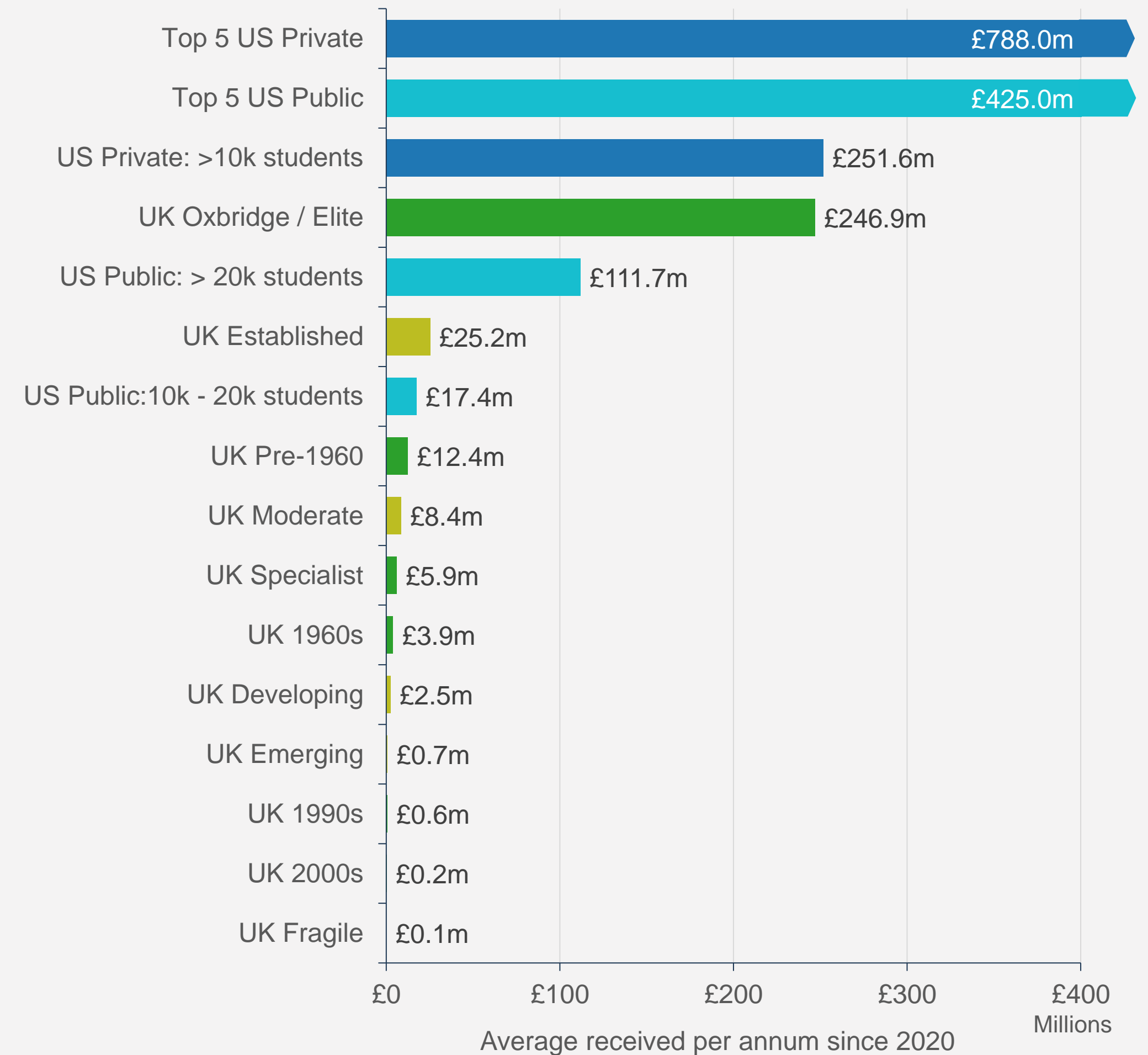
Figure 6 shows our analysis of fundraising performance for a comparative set of UK and US groups since 2020. The measure used is funds received which lags somewhat behind new funds committed in a growing programme.

- The average amount received by Oxford and Cambridge is well over half the performance of the top five US public universities, and more than twice the average for larger US public universities; those with 20,000 students or more.
- The Established CASE Insights UK/IE cluster received about five times less than this latter group. But we should not be too disheartened since some of the US institutions here are two or three times larger in overall institutional turnover than their UK comparators.
- The amount received by all other UK groups was less, on average, than even the smaller US public universities.

Note on data: The selection for US universities is based on the [Carnegie 2018 categorisation](#)⁸, choosing doctoral universities only. Since most UK universities are able to award higher degrees, this seems the closest comparison. The exchange rate is the middle rate for each financial year.

Fig.6 Average Received 2020-2022 by Institution Type

Note: both Top 5 US values extend beyond the axis



■ CASE Insights UK/IE Cluster ■ Pearce Group ■ US Private ■ US Public

Source: CASE Insights UK/IE and CASE Insights VSE

Levels of giving

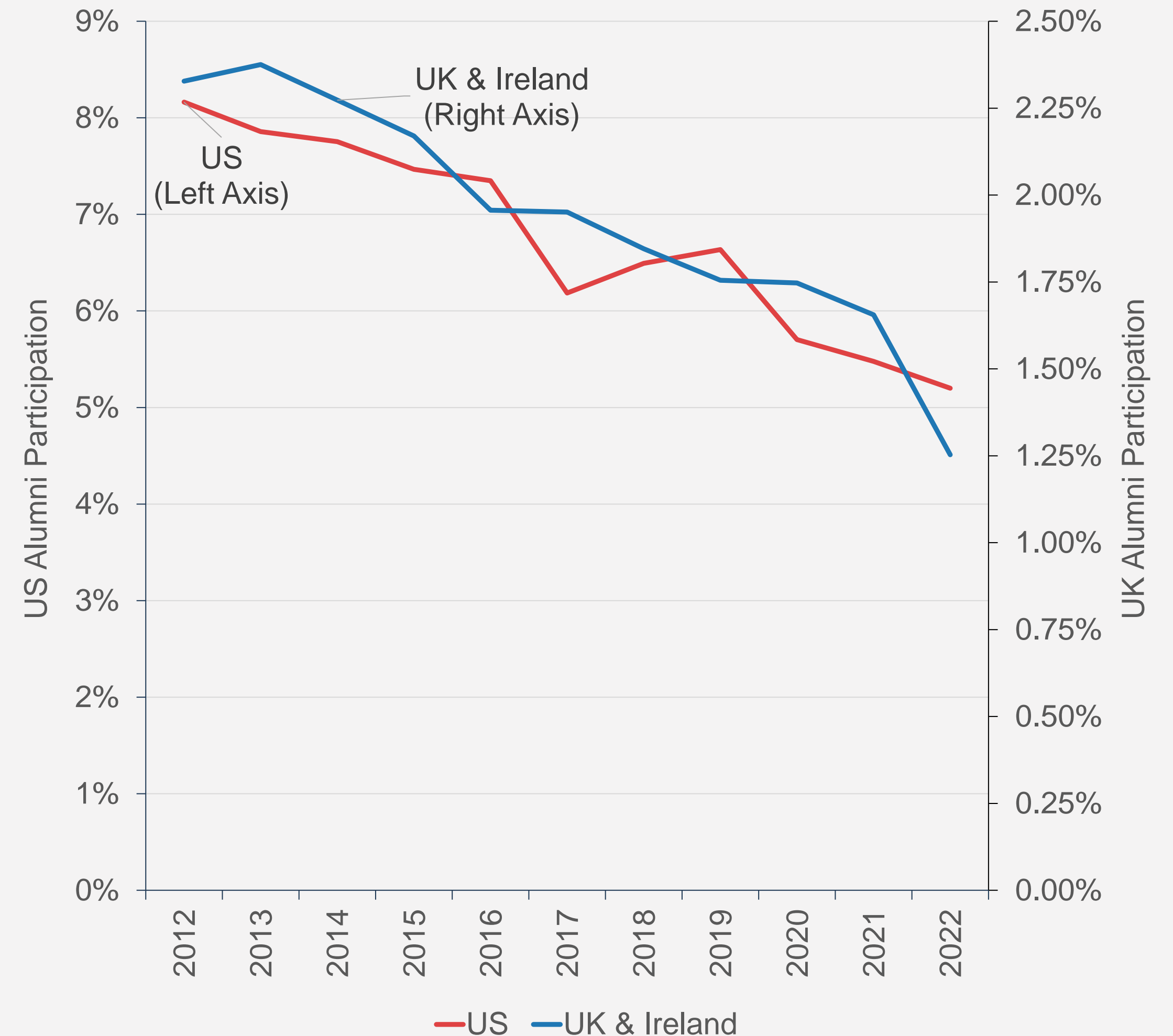
Alumni giving in the UK and the US

The proportion of alumni who ‘give back’ to their university (or ‘alumni participation’) has been a totemic indicator in US universities. It was, [until recently](#)⁹, used in U.S. News & World Report’s university rankings. It is a poor KPI as a goal in itself, but remains a useful comparative indicator.

- Figure 7 shows that participation has been falling in public US doctoral universities and in older research-intensive UK and Irish universities at almost the same rate, albeit from a lower base this side of the Atlantic.
- In both cases, the decline was arrested during the worst of the pandemic, as mass-asking of alumni focused on urgent needs for research and student support. But the decline has resumed in the most recent two years. Here, the increasing number of alumni together with compliance concerns about email marketing have impacted on this drop. Shifts to digital-only communication could also be an important factor.
- As the CASE Insights on Alumni Engagement Survey continues to be adopted, these measures will offer more robust indicators of alumni affinity and capture participation beyond donations.

Fig.7 Alumni giving participation in US vs UK and Ireland

Note: US public doctoral universities compared with Pearce Groups (1960s, pre-1960 and Oxbridge)



Source: CASE Insights UK/IE and CASE Insights VSE

Levels of giving

Lessons from Australia

CASE Insights ANZ shows that Australia has seen a similar increase in giving to HE over the last decade, but at a pace approximately three times faster compared with the UK.

- In 2012 there were no public university fundraising campaigns in Australia; but by 2022 the majority of the Group of Eight (Go8) research-intensive universities had successfully completed campaigns – goals ranging from A\$400m (£230m) to A\$1bn (£570m). Only one non-Go8 university has launched a public campaign, though several are planning to do so.
- Go8 advancement teams are, on average, now the same scale as Russell Group advancement teams (inc. Oxbridge). Rapid workforce growth has been boosted by:
 - Sustained economic growth and growth in the number of Ultra-High Net Worth Individuals (UHNWIs).
 - ‘Importing’ advancement professionals (and senior academic leaders) with fundraising experience, gained mainly from the UK and North America.
 - Belief in philanthropy and the resources to invest.

Philanthropic growth in Australia and New Zealand

Key success factors underpinning the acceleration in advancement in tertiary institutions in Australia and New Zealand include:

- Strong, consistent and engaged academic leadership with a belief in the ability of philanthropy to enable institutions to make a step-change.
- Sustained and experienced advancement leadership that is committed to the institution and builds on previous success with smooth, planned transition when leadership changes occur.
- Longevity of programmes that build internal confidence and trust in the delivery of results.
- Sustainable growth in advancement programmes. There have been examples of rapid growth (boom) followed by rapid contractions (bust) at some institutions.
- Sustained investment by the institution.
- A series of ground-breaking philanthropic gifts largely being made by UHNWIs and/or foundations with significant (and rapidly-growing) philanthropic capacity. The first A\$50m gift to an Australian university was made to the Australian National University by [Graham and Louise Tuckwell](#)¹⁰ in 2013. The first £100m+ gift was made to the University of Melbourne in September 2022 ([A\\$250m from Geoffrey and Anna Cumming](#)¹¹).

Levels of giving

Medical and cultural charities are gearing up

There is increasing professionalism in philanthropy in the wider NGO movement in the UK and Ireland, particularly in medical charities and the arts and cultural sector.

- As well as the gifts highlighted on the right, we know that targets are being set at more ambitious levels.
- The British Museum has announced the need for a [£1bn upgrade](#)¹² primarily resourced through fundraising, a figure previously achieved only by the Universities of Oxford and Cambridge. (We know of at least one other non-HEI campaign on this scale in planning phase.)
- One of the reasons for this success has been cross-fertilisation of ideas and skills from staff moving between sectors. Philanthropy leaders in the mainstream charity sector increasingly have higher education experience and vice versa. This is also true of the trustee base of many leading charities.
- In our experience, particular expertise is being developed around engaging, asking and stewarding major donors.

Competition from other sectors

April 2022 could in retrospect prove to be a milestone in the history of UK philanthropy. Diabetes UK and Juvenile Diabetes Research Foundation (JDRF) announced a gift of [£50m from the Steve Morgan Foundation](#)¹³. And a matter of days later, Cancer Research UK announced an equally impressive gift, of [£50m from the Chris Banton Foundation](#)¹⁴, to fund discovery science at the Francis Crick Institute.

Both these breakthrough gifts illustrate that the mainstream charity sector, particularly charities working in human health, have developed potential to deliver the kinds of transformational gifts previously only seen in higher education.

Elsewhere in the health sector, major gifts generated one third of the £100m raised by Alzheimer's Research UK's *Defeat Dementia* campaign, and a number of seven- and eight-figure gifts were received by NHS Charities Together during the COVID pandemic.

The wider charity sector has learnt from the experience of HE and is waking up to the extraordinary potential from major gifts. Is it now the turn of HEIs to learn from charity sector colleagues? One clear opportunity is around legacies – see p.75 for further discussion.

Note that many of these organisations are current or potential partners of universities.

Sources of philanthropy

To which audiences should an HEI turn to optimise the chances of raising philanthropic investment? This section examines the current pattern of giving from different sources to different parts of the sector. We highlight the areas where we see opportunities for growth, particularly in mid-level giving, from trusts and foundations, corporate partnerships and the underexplored field of legacy fundraising.

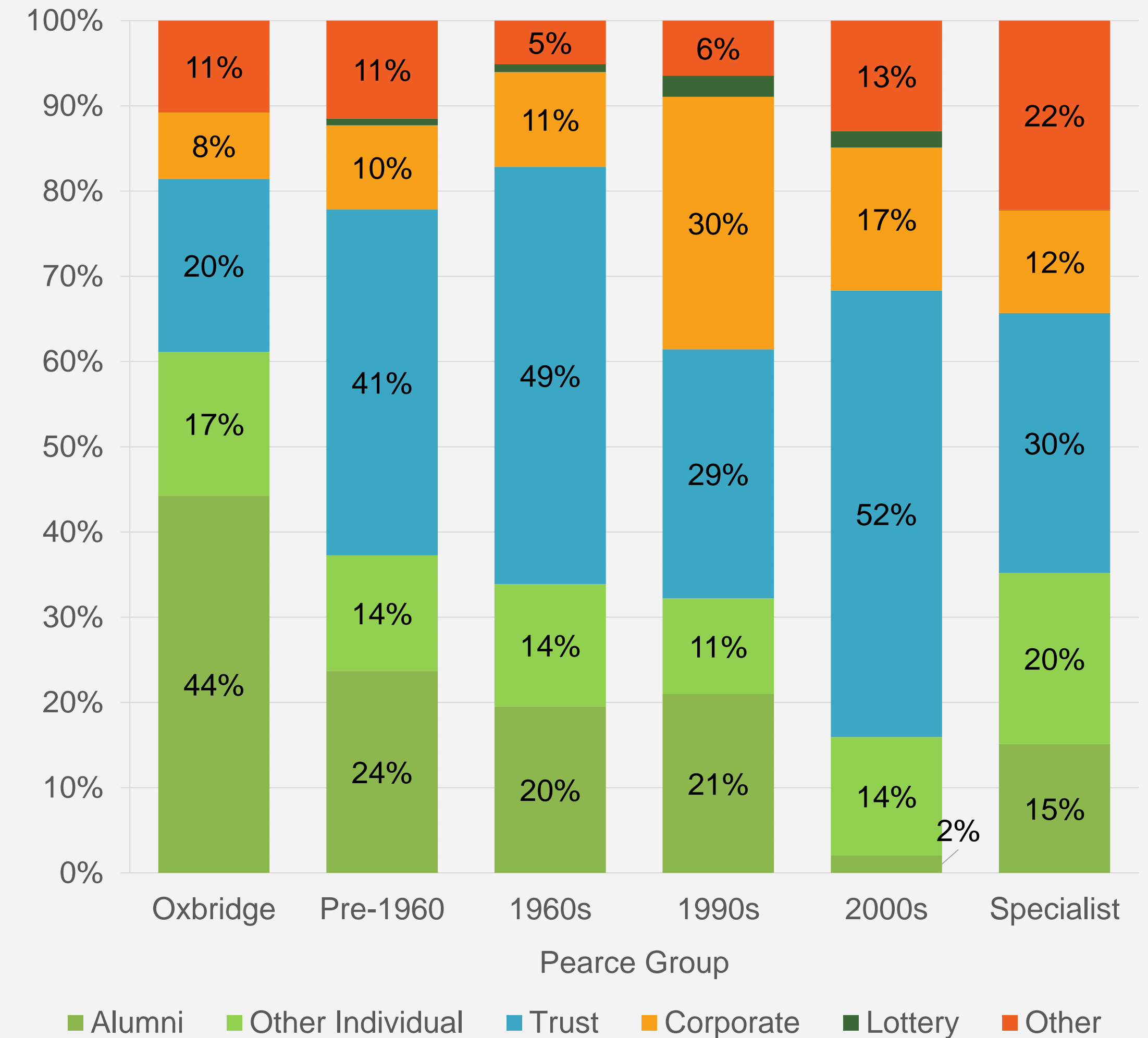
Sources of philanthropy

Where is the money coming from?

Different types of universities have excelled, and have lagged, in fundraising from different groups of donors.

- Charitable Trusts and Foundations play a weighty role in gifts to HEIs. Our experience suggests the role of trust fundraisers is not, however, always commensurately recognised within advancement offices nor represented in training opportunities.
- With its higher proportion of wealthy alumni and strong sense of connection, it is not unexpected that Oxbridge has raised the highest proportion from alumni, and together with non-alumni, has raised the most from all individuals too, with 61% of all funds coming from individual donors.
- In most other university groups, individuals contribute about one-third of funds raised, and less in the small sample of the youngest universities. Is this a function of lower wealth among donor populations, or a less strategic approach to relationship building? Both could be true, but it is striking that the ratio of fundraisers to alumni is between 5 and 25 times higher at Oxbridge than elsewhere.

Fig.8 Philanthropy by source and Pearce Group



Source: CASE Insights UK/IE

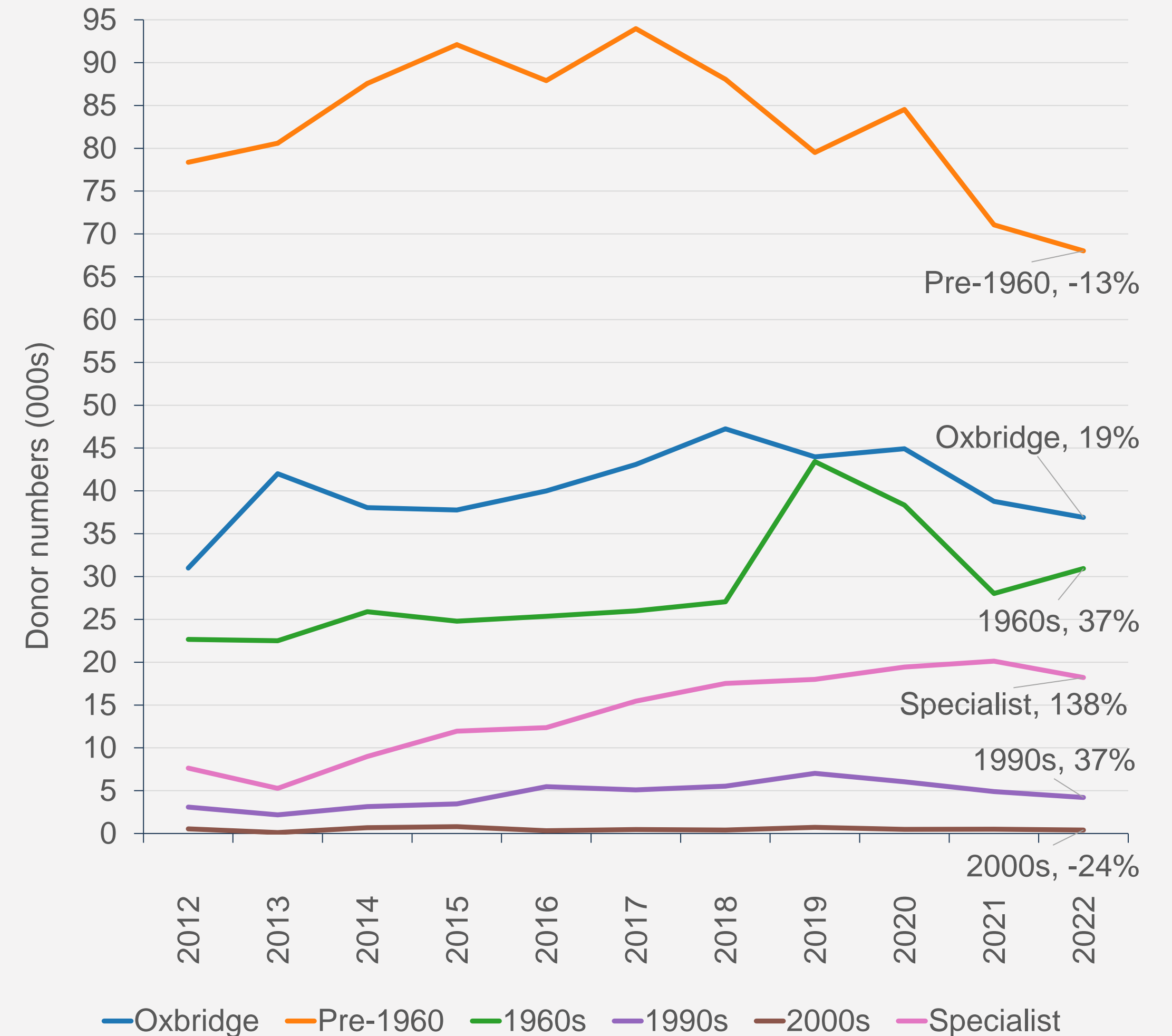
Sources of philanthropy

Alumni donors

Alumni donor numbers are up by only 11% since 2012. In that time, alumni numbers have grown by 80%. Alumni giving has therefore dropped here, as it has in the US.

- Among those who complete CASE Insights UK/IE, the 1960s universities, the 1990s, the Specialists and the Oxbridge institutions that reported alumni numbers all saw growth in donor numbers. This is welcome, and we think that more, well-targeted activity will grow numbers further.
- The rise in donor numbers in the specialist institutions is worthy of note. Small institutions, loyal alumni and a compelling case that resonates with their audience are likely to have been the key here.
- By contrast, the pre-1960s group lost 13% of their donors. Based on More Partnership's client experiences, we suspect that some of this dip reflects efficiencies and a move away from costly acquisition of lower value donors; but it may also reflect a lack of attention to building the base of giving, ambiguity over the purpose of mass giving and, in some cases, an onerous approach to privacy compliance.

Fig.9 Alumni donor number change by Pearce Group



Source: CASE Insights UK/IE

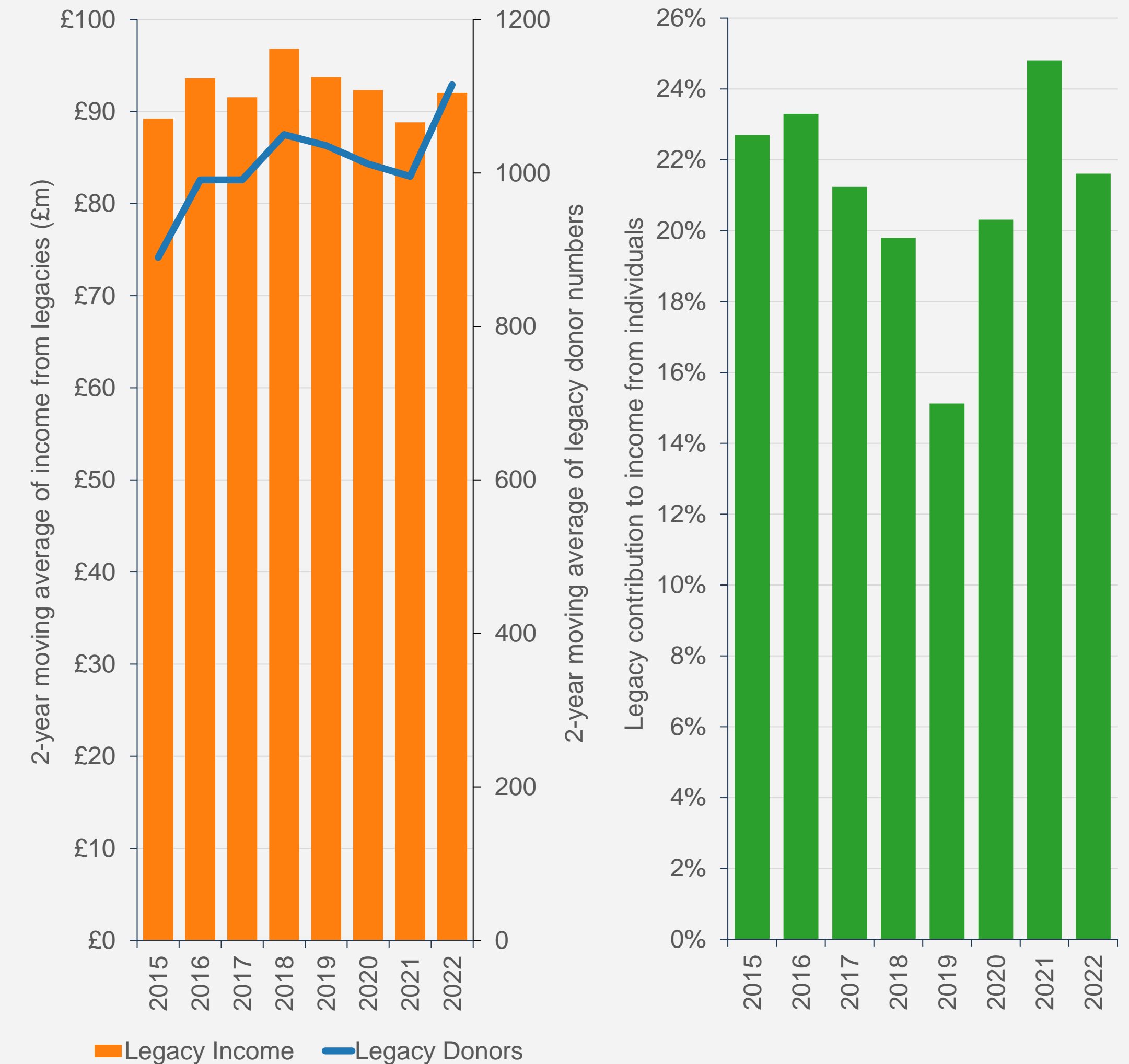
Sources of philanthropy

Legacies

Legacies generate around 25% of all income given to the sector by individuals. The low attention generally being given to marketing legacies, however, means informed observers believe the sector is underplaying its potential.

- Figure 10 shows that legacy income (orange) has been flat since 2015 even though the number of legacies (blue) has been rising. The former probably reflects a general lack of investment in legacy marketing while the latter is cautious good news: it means more people are leaving legacies and there may be more growth in the pipeline.
- Legacy income (green) accounts for between 15% and 25% of all cash income from individuals. In 2020 it was worth £92m. Every group has had at least one year in which legacies account for 25% of all income from individuals.
- Even in universities with big major gifts programmes, legacy income accounts for an amount equivalent to one fifth to one third of that raised from face-to-face fundraising.
- 2022 was a record year for legacy donations in the UK. Over £3.7bn was received by charities.

Fig.10 Legacy income and donors



Source: CASE Insights UK/IE

Sources of philanthropy

The role of corporate giving

Employability, the supply of a trained workforce and the contribution to the economic wellbeing of the country have been consistent government priorities for Higher Education for a generation or more. In this light, the low proportion of all philanthropic funds that are raised from corporate sources suggests there remain missed opportunities for the UK Higher Education sector.

- Definitions of ‘corporate giving’ can be interpreted inconsistently within and between institutions, and the CASE Insights UK/IE reporting standards specifically exclude sponsorship despite a rather fuzzy line between the two.
- Nonetheless, this source of philanthropy accounts for only around 11% of all giving to higher education since 2014, and only in the 1990s group of universities does corporate giving account for more than a quarter (30%) of all funds raised (see data for all groups in Figure 8 on p.34).
- Despite the low overall proportion, some corporate giving is very large. The CASE Insights UK/IE data reports on the size and source of the largest three gifts in each year. While this

does not give a complete picture of major giving, it is possible to gain some indication of the significance of corporate giving from this data. Nearly 20% of all largest gifts from any source since 2014, across all groupings, have come from companies.

- Where the largest gifts reported are worth £1m or more, 27% have come from companies. These large corporate gifts are especially important to the 1990s group, where, in 38% of cases since 2014, a corporate gift represented the single largest gift. Since 2020 there have been at least 18 six-figure corporate gifts to this group.
- Some universities have dedicated corporate giving fundraisers, but they are uncommon. Being a successful corporate fundraiser often requires not only relationship-building skills with donors but additional abilities in drawing together a number of sometimes disparate internal constituencies into a coalition of the willing.

Sources of philanthropy

What about the big gifts?

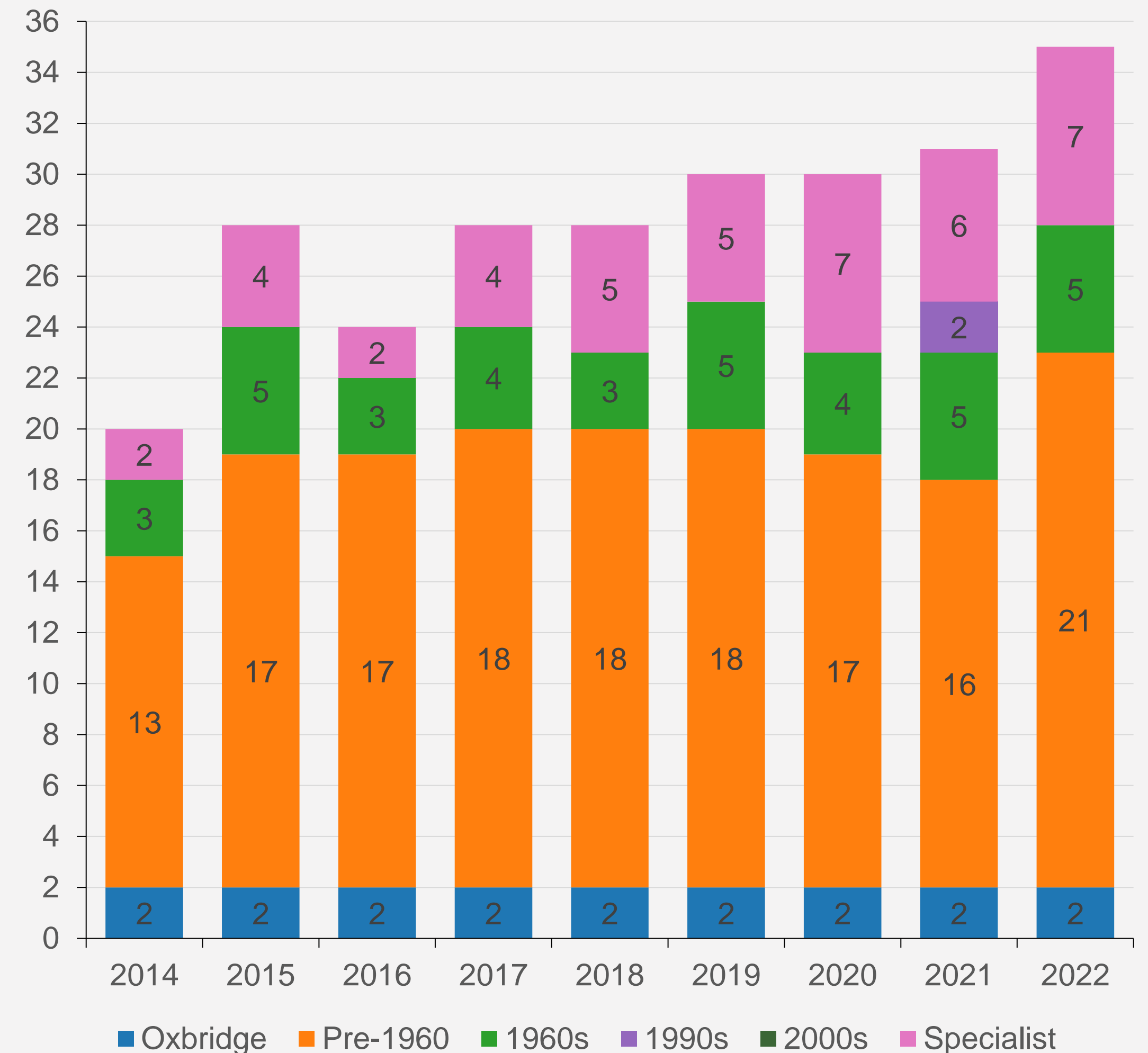
Since 2014, 63% of the 81 HEIs in this data set have had at least one year in which they received a gift or a pledge payment worth £1m or more.

- The number of donors giving at this level has nearly doubled since 2014, but these large gifts are concentrated at Oxbridge, the pre-1960s and the specialist institutions.
- Of the 1960s group, 60% reported at least one year with £1m income from a single donor, with just two such gifts among the 1990s institutions (both in 2021) and none in the 2000s.
- Based on More Partnership’s client experience, a range of factors can be at play for those universities struggling to increase the number of £1m+ gifts. These include: skills and experience in the team; lack of prospects; or a lack of sufficiently compelling propositions that include the big ideas that attract these larger gifts.

Note: because of the break points in the bands in CASE Insights UK/IE, this chart uses the measure ‘Funds Received’ rather than ‘New Funds Committed’. The former represents money paid into the bank (or other value received), whereas the latter is a broader measure of fundraising success. A pledge of £5m to be paid over five years would result in one entry in New Funds Committed worth £5m, and five entries of £1m in Funds Received.

Fig.11 Number of institutions receiving £1m gifts in each year

Note: Funds Received, not New Funds Committed



Source: CASE Insights UK/IE

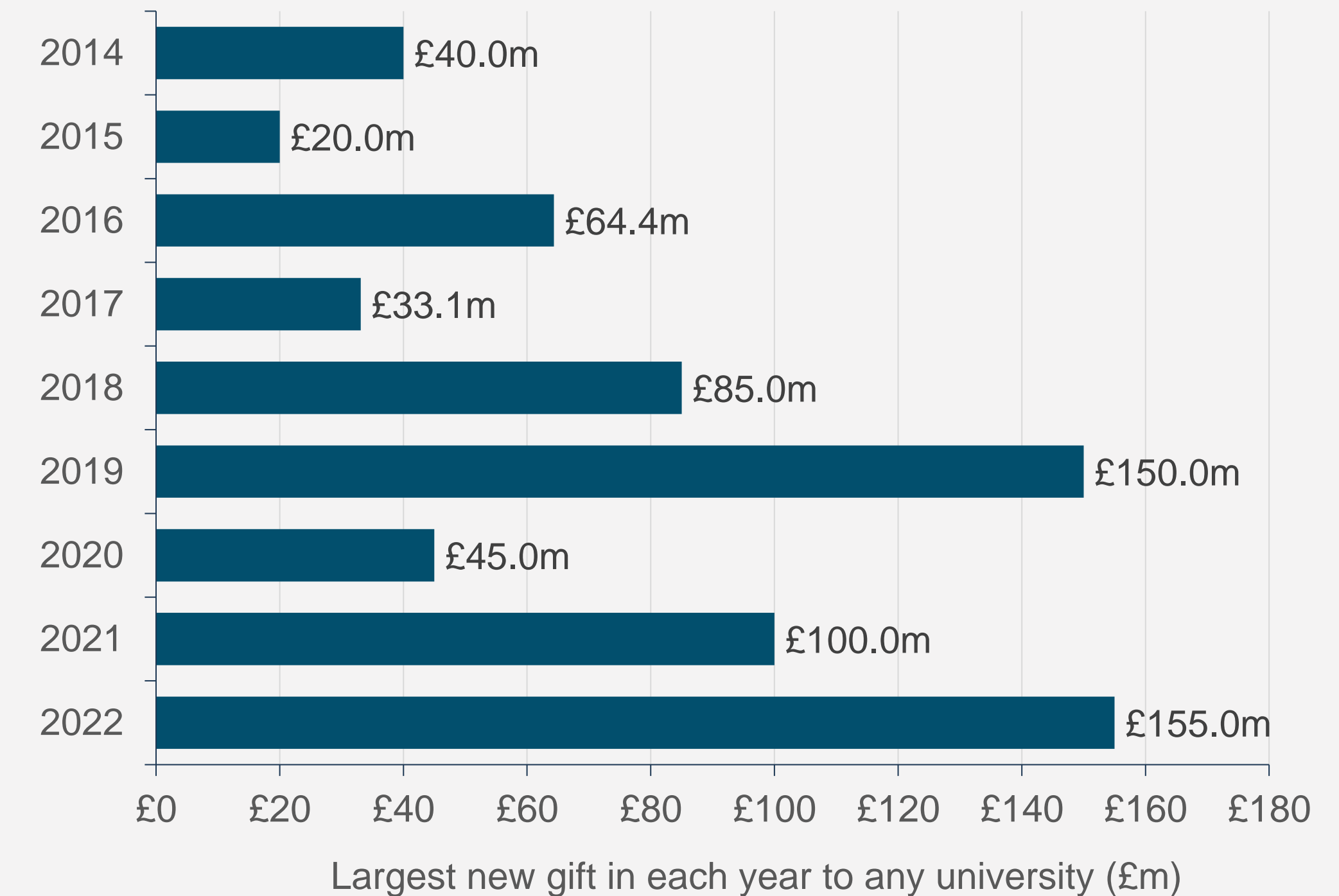
Sources of philanthropy

What about the very biggest gifts?

The very biggest gifts reported each year (new funds committed) are increasing in size, with at least four at £100m or more since 2019.

- For CASE Insights UK/IE, institutions are asked to indicate their largest gifts. In the period 2014-2017 the largest newly reported gift was one of £65m in 2016. The lowest amount to be reported in this way was £20m.
- By contrast, in the years 2018-2022 the largest gift reported was £155m, the lowest of the large £45m, and in three of the five years, the largest gift was £100m or more.
- Among the largest three gifts to be reported by each institution in each year, trusts were the most common donor source, followed by alumni giving during their lifetimes. Together, these two constituencies account for two thirds of all the largest gifts.

Fig.12 The very biggest gifts



Source: CASE Insights UK/IE

Sources of philanthropy

Between mass giving and the largest gifts

The largest gifts generate huge excitement. Yet they can also draw attention away from the mixed performance in levels between mass and ‘principal’ giving.

- Since 2014 (among reporting institutions) there has been a rise from 154 to 180 new gifts worth at least £500k and up to £4.99m. For many universities, but not all, these are in effect their principal gifts. By contrast, new gifts from £50k to £499k have fallen by 14% (from 1,152 to 992) and new commitments of £5k to £49.9k have fallen by 37% (from 4,304 to 2,717).
- More Partnership’s analysis with a set of Russell Group universities suggests that the average annual number of new gifts per institution from individuals, and worth £100k-£1m, is in single figures. Furthermore, giving at a sub £25k level raises about 60% more than giving at the £25k-£100k level.
- Gift officers cite a lack of propositions at the right levels, poorly engaged potential donors – often without accurate contact and employment information – and the absence of a strategy to create the long-term ‘surround sound’ into which requests for first meetings can be made.

“Everywhere I’ve worked in Higher Education I see major gift officers having difficulty getting people in their 30s and 40s to make their first gift. They are not yet used to giving and our propositions are expensive.”

Interviewee

Case Study: Strathclyde's £50m gift

The biggest gifts concentrate minds and raise sights. They build confidence in the quality of the institution – big gifts often follow big ideas – and in the value of a professional advancement operation. When an institution receives a gift that improves on its personal best, the possibility of a new record comes into view.

One of the largest gifts to UK higher education in the past ten years was received by the University of Strathclyde. Alumnus Dr Charles Huang, who gained an MBA in 1989 and a PhD in 1994 from Strathclyde, gave the university £50m in 2021.

£30m of the gift supported the construction of a new building in the university's technology and innovation zone within the City of Glasgow's innovation district. The Charles Huang building allows businesses to co-locate with the university to accelerate their growth, create jobs, attract inward investment and develop future generations.

£20m was allocated to initiatives named in honour of the Strathclyde professor who supervised Dr Huang's PhD. The Stephen Young Institute for International Business includes two funded

professorial chairs in entrepreneurship and innovation, along with entrepreneurship awards and a global scholarship programme.

In 2016, Dr Huang founded private equity firm, Pasaca Capital Inc. One of Pasaca's investments, Innova Medical, developed the rapid lateral flow tests used in Covid testing. *"I came to Strathclyde for my MBA in August 1988 under a scholarship from the British Council for international students and I'm forever grateful to the UK for that life-changing opportunity,"* said Dr Huang. *"This gift is to show my gratitude to Strathclyde and to support those who have yet to embark on their studies."*

Strathclyde was one of the first UK HEI's to establish a Development Office, recruiting a Director of Development in 1988 and launching its first campaign in 1990. Charles had remained in touch with Professor Young and the Alumni office since he graduated 30 years ago. University Principal, Sir Jim McDonald, worked closely with Dr Huang to shape the programmes of this transformational gift, his first to the University.

The impact of philanthropy

It's not just about the money (although the money really matters), it's about the difference the money makes. Ultimately, what motivates people to give – at every level, but especially donors making substantial gifts – is the impact generated by their generosity.

Respondents to the workforce survey are well informed about the changes that donors enable but they worry that wider public awareness is low.

The impact of philanthropy

Views from the sector

Among respondents to the workforce survey, 65% believe that philanthropy is essential or key to institutional impact – but public awareness of this is worryingly low.

- While the impact of philanthropy is perceived differently across the sector, donors' contributions are transformative for many. Philanthropy has advanced progress across a range of areas, summarised right.
 - Almost 80% of respondents judge that philanthropy is essential or plays a key role in widening access; and 67% feel the same about student support.
 - By contrast, most respondents (70%) feel that philanthropy currently has no effect/a modest effect on teaching; and more than half state this with respect to research (the focus nevertheless of many of the largest gifts to higher education).
- Public awareness of the impact of philanthropy is regarded as very low. Almost 80% of respondents feel that the public have low awareness or no awareness at all; and not a single respondent considered that the public are 'deeply aware' of this.

Where philanthropy is making an impact

- 1. Scholarships and Student Support:** enabling student success through scholarships, bursaries, and hardship payments. Institutions have supported students from underrepresented and low-income backgrounds, leading to a more diverse student body.
- 2. Research Support:** enabling breakthroughs in key areas, including medical advancements in areas such as cancer, neuroscience, and COVID-19. It has also helped attract and retain talented faculty who conduct world-class research.
- 3. Infrastructure/Capital Projects:** enabling new buildings and facilities, enhancing physical environments.
- 4. Community Impact and Global Reach:** achieving significant local and global impacts, including societal changes, environmental action, and impacting policy-making.
- 5. Financial Sustainability:** For some, philanthropy is a vital part of their financial model, and philanthropy as a percentage of overall income is increasing annually.
- 6. Heritage and Future Growth:** Some institutions view philanthropy as part of their history and heritage. They acknowledge that while past contributions have played a significant role in shaping their institution, modern philanthropy continues to drive future growth and progress.

Source: Workforce Survey

Which factors affect success?

The load-bearing elements constantly underlined during this review are:

- The importance in advancement of all kinds of leadership, at all levels
- Consistent commitment to staffing and resourcing the advancement function
- A case for support, both capturing the ambitions of the institution and expressed as compelling propositions for donors
- An understanding of who your donors are and what motivates them
- A lively culture of philanthropy within the institution and in wider society stimulates and reinforces all the other key ingredients

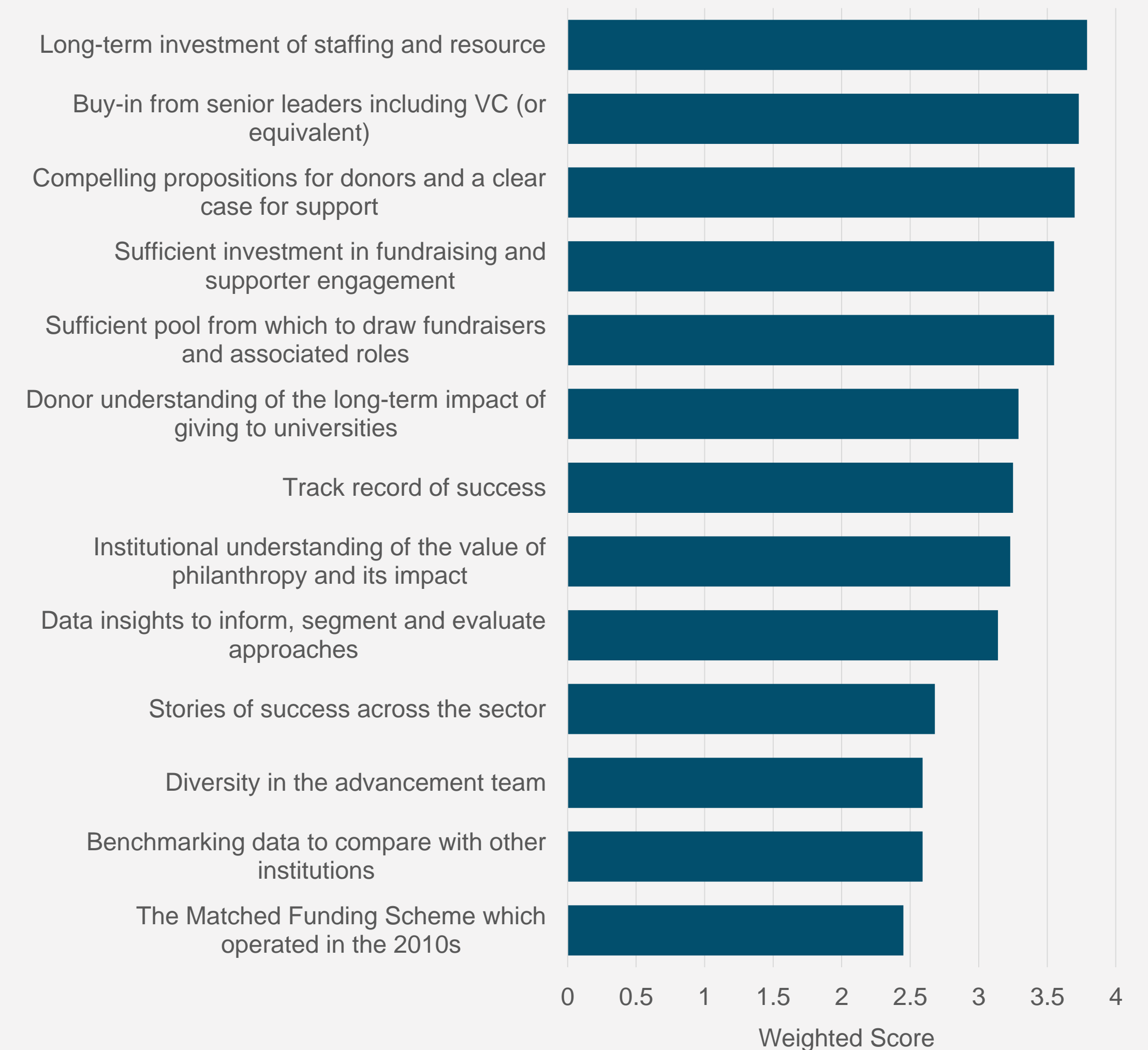
Which factors affect success?

Views from the sector

Respondents to the workforce survey were invited to consider the extent to which different factors help to attract philanthropic funds.

- The top three factors, as indicated by the weighted scores (Figure 13) are: long-term investment; buy-in from senior leadership; and a compelling case. Between 71% and 84% of respondents considered these factors as ‘vital’.
- Alongside these factors, understanding donor motivations is also clearly key to successful fundraising. Reflecting on what motivates donors to give, ‘getting the ask right’ had the highest weighted score. Clarity of philanthropic priorities and association with a prestigious institution/cause were also highly rated – 27% of respondents feel these factors are vital.
- Correspondingly, more than 50% of respondents did not think that donors are motivated by ‘concerns about the sustainability of public funding for the sector’.
- Salient donor quotes from previous More Partnership studies, highlighting the satisfaction donors take in their gifts, are outlined in the page that follows.

Fig.13 Key factors attracting philanthropy to UK higher education



Source: Workforce Survey

Which factors affect success?

Donor voices

What More Partnership has heard from and about donors during study interviews

“I feel like I’m part of the journey, not just money in the bank, not just a statistic.”

“It’s one of the most inspirational places I’ve ever been in – they feel so passionately about what they do.”

“They’re doing the right thing with my gifts. It’s given me a lot of satisfaction and it’s given my wife a lot of satisfaction.”

“I’m invigorated to be involved with this. In so many ways, this is my story too.”

“Trust between our family and the University team has been reinforced at every stage”

“Meeting the donors inspires colleagues. They realise that donors are interesting and passionate people who care about our cause and want to help for all the right reasons.”

Which factors affect success?

The interplay of different elements that encourage philanthropic progress

Advancement activities take place in a dynamic environment shaped by both external and internal factors. Some of those are beyond our control, such as the global economy or the arrival of a pandemic. On others we can exert influence and skill.

We explore in some detail in the following sections three factors in particular:

- Creating, embedding and evaluating a philanthropic culture
- The importance of leadership (including among senior academics)
- The contribution and needs of the advancement workforce.

“Donors increasingly see their gift as an investment. So they are more inclined to be involved in what’s going on. We have to be realistic about that.”

“Our alumni are our greatest advocates. I don’t know if our current generation of students will be as enthusiastic. It might not feel as special for them.”

“Vice-Chancellors are under huge financial strain, but they shouldn’t be cutting fundraising offices. There is historical evidence to show the damage it causes.”

“I feel respected as a development professional. The Vice-Chancellor will listen to guidance and often takes my advice.”

Which factors affect success?

Embedding a philanthropic culture

The concept of the *philanthropic university* was explored in the Pearce Report in 2012 and has since been widely adopted within UK HEIs. The tag captures the shift from an advancement operation bolted on at the edge of the campus, largely the business of the professional staff, to a change in mindset that brings engagement with supporters to the heart of the institution – a responsibility owned and shared by the senior leadership and broadly understood and celebrated across the university.

Which factors affect success?

Embedding a culture of philanthropy

What are the characteristics of a university committed to achieving impact through philanthropy? How best to measure an institution's progress towards this goal?

- In order to answer these questions, More Partnership created the Philanthropic University Matrix. This framework has now been tried and tested at universities in the UK and in Ireland, Canada and Asia-Pacific. Senior academic leaders along with advancement professionals have given their assessment of where their institution sits relative to the matrix.
- This exercise has created a set of benchmarks against which universities can appraise how far a culture of philanthropy has been embedded within their own institution. The matrix enables them to see what achieving the next 'level' of a maturing philanthropic culture would look like, recognising that, as with any cultural change, this is a long-term process.
- The categories in the matrix are summarised (see right), and we consider responses to our interview and the workforce survey in each category in the page that follows.

Characteristics of the 'Philanthropic University'

- **A strong philanthropic track record of receiving gifts, stewarding donors and demonstrating impact:** to be credible, an organisation must have a history of managing donations effectively and maintaining good donor relations.
- **Awareness of the institution as a cause and the strategic role that philanthropy can play:** the institution's purpose, emphasising impact on its community and the world, must be widely shared and understood by stakeholders.
- **Committed institutional leadership:** for a Philanthropic University, leadership must actively invest time in nurturing relationships and show a genuine willingness to do so.
- **Tangible engagement with donors and external stakeholders building lasting relationships:** donors are genuinely integrated and engaged within the institution's daily life.
- **Institutional confidence in philanthropy and resilience of the advancement function:** the institution should not only recognise but be deeply committed to the ongoing importance of philanthropy in achieving its vision.

Source: More Partnership Philanthropic University Matrix

Which factors affect success?

The Philanthropic University: insights from workforce survey respondents

Track record and demonstrating impact

90% of respondents believe that track record has a vital or significant effect on attracting philanthropic funds.

Respondents told us that philanthropic contributions have brought about demonstrable and significant developments in a wide variety of areas. This includes impact at both local and global levels.

Awareness of impact is high among donor groups but apparently lacking among the general public.

The institution as a cause

95% of respondents indicated that having compelling propositions for donors and a clear case for support has been vital or had a significant effect on attracting philanthropic funds.

65% feel that philanthropy plays a key role or is essential to their institutional impact.

Respondents predicted that success in the years to come would see philanthropy and alumni engagement being deeply integrated into the strategic plans of the institutions.

Institutional leadership

There is strong evidence from the survey that involved leadership is critical. 94% of respondents feel that buy-in from senior leaders, including the VC, is either vital or has a significant effect on the success of institutions' ability to attract philanthropic funds.

Involving institutional leaders was frequently cited as essential for a flourishing philanthropy programme. We heard that it should be built into leadership job descriptions.

Engagement with donors and stakeholders

Long-term cultivation of relationships and personalised approaches was highlighted by respondents as one of the most important factors in inspiring philanthropic gifts.

A donor being asked in the right way, at the right time, by the right person was identified as the most important enabler for giving.

Respondents also flagged that success in the years to come would be dependent on better alumni relations and networking.

Institutional confidence in philanthropy

Respondents to the survey indicate that institutional commitment to philanthropy is deeply important. However, over 50% feel that although there is broad institutional engagement in principle, there is often little collaborative working in practice.

In relation to the greatest opportunities for the sector, a factor most cited was increased investment in advancement. This will only come from institution-wide belief in philanthropy being a crucial part of its growth.

Which factors affect success?

Leadership

In advancement, leadership really, really counts. It takes many forms: a professional mandate for the chief advancement officer; a strategic and advocacy opportunity for the Vice-Chancellor; an ambassadorial role for senior volunteers; a governance obligation for Chairs of Council and Boards.

As advancement operations mature, the senior management team is increasingly drawn into active involvement. Transformational gifts – especially in research-focused institutions – are turbo-charged by the engagement of notable academics.

A view from the Vice-Chancellor's Office

Over the past 10 years, I've had the privilege of working with development professionals and philanthropists at both The University of Edinburgh and the University of York. While both institutions are successful research-intensives and have benefitted from the support of philanthropists, their traditions of philanthropy differ significantly.

The age difference between the institutions leads to various contrasts, including alumni community size, institutional endowment, annual income from legacies, and the overall embedded culture of philanthropy within the universities. Context matters when designing fundraising programmes and allocating resources, even though the motivation to invest in higher education remains pervasive across institutions.

Evaluating the impact of philanthropy goes beyond annual financial returns, with data and insight accumulated over time and lives transformed being essential factors.

Benchmarking surveys like CASE Insights UK/IE and More Partnership's Regular Giving Benchmarking offer valuable insights into donor relationships and resource allocation.

Digital technology and AI have emerged as crucial tools, especially during the Covid era, facilitating access to new donor communities and expediting fundraising efforts at York and other institutions. This technology makes fundraising more accessible to a broader audience, whether through crowdfunding or personalised campaigns.

At York, with 46% of graduates under 35 years old, harnessing digital technologies becomes particularly vital. Moreover, preparing for tomorrow's major donors from Gen Z and Millennials is essential, as they already contribute to our institutions and seek active involvement in causes they care about. Their giving is marked by rigorous scrutiny of impact. Thus, it's imperative to strengthen engagement with future supporters and establish a solid foundation for future success in fundraising programmes. I eagerly anticipate witnessing the further advancements our institutions will achieve through philanthropy in the next decade.

Professor Charlie Jeffery
Vice-Chancellor, University of York

Which factors affect success?

Leadership

The appointment of a new Vice-Chancellor or Chief Advancement Officer is a moment of opportunity – but also of fragility – for the philanthropic health of the institution

- The HEIs that ‘get’ philanthropy are clear that fundraising is a powerful instrument in their toolkit at a time when other institutional choices are restricted. Asking VC candidates about their appetite for and experience of advancement is much more than a box-ticking exercise for these institutions: it is a key component of the person specification.
- When a candidate from an HEI with a mature advancement operation moves elsewhere, they have witnessed fundraising success and take with them the conviction that philanthropy matters. We heard many instances of these advancement champions seeding good practice in thoughtful ways.
- An engaged and active VC can be a transformer of philanthropy. Several institutions expressed wariness, however, of *over*-dependence on the VC and a determination to skill up senior leadership teams and deans, broadening and embedding responsibility and expertise in advancement.

“I’d underestimated the influence of the VC on donors – presenting the credibility of the institution, our values, helping people understand the trajectory, finding 30 minutes in the diary to meet someone.”

Interviewee

Which factors affect success?

Leadership

Continuity of leadership and accumulation of advancement expertise is an advantage both at Vice-Chancellor level and in the role of Chief Advancement Officer (CAO).

- Longevity enhances understanding of the institution's backstory and current temper, and long-term relations with its region, alumni and donors.
- The rising trajectory of philanthropic income has carried with it – and been fuelled by – deepening experience and sophistication among professional staff. It is notable that in some of the highest-performing operations, the CAO now sits on the leadership team, bringing a strategic focus to fundraising and increasing the understanding of advancement at the top level.
- The ability to express institutional purpose and ambition in terms of philanthropic propositions is always powerful, but it becomes sharply salient when an institution embarks on a major campaign extending over a period of years and requiring the buy-in of a wide community.

“Greater donor engagement means there is a growing need for a core group of faculty who are deeply implicated in philanthropy, who interact with donors and are actively involved with the solicitation process and delivery.”

Interviewee

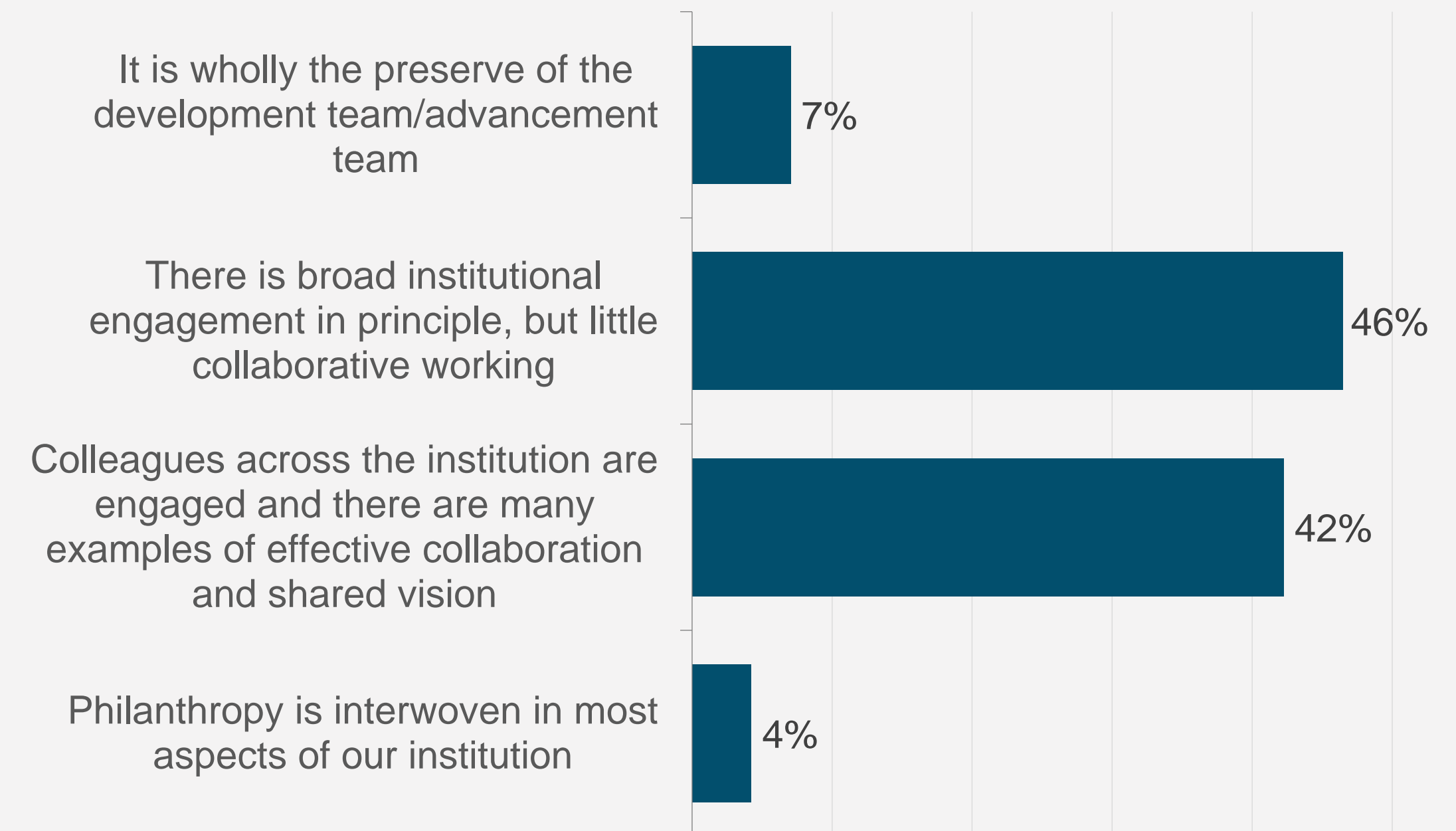
Which factors affect success?

Leadership

Advancement challenges facing leaders across the sector include how much to invest for the returns envisaged, where to focus ambitions, how to grow a pipeline of supporters, who to partner with, and how to ensure systems and processes are fit for contemporary demands.

- During the research for the Pearce Report (2012), the [Woolf Report](#)¹⁵ on relations between the Gaddafi regime and LSE was on every VC's mind. In today's age of social media, issues raised by Sackler gifts to HE and the Arts, and growing unease around links with China, cause governing bodies to re-examine policies and to restrengthen due diligence.
- Investing in advancement is a strategic and political decision, as well as a financial one. Several HEIs with ambitious campaigns in mind are staffing up energetically – some seeking to double their fundraising headcount.
- Philanthropy is not an integrated endeavour across the sector, as Figure 14 shows. Underinvestment and the short-term sacrificing of advancement budgets have led to the phenomenon of serial start-ups. This is wasteful of resources in the longer term and disillusioning for alumni and friends.

Fig.14 Integration of Philanthropy with Institutional Mission



Source: Workforce Survey

Which factors affect success?

Leadership

Voices from our interviews and the workforce survey

“Academic leadership is the number one critical factor. Full stop.”

“Our VC has led the charge on investment in advancement and is a key part of our fundraising.”

“After Sackler, we’re going to see more contested gifts. Trustees and Councils will need skilling up on the weighing of risks.”

“We’re doing pretty well. We’d do even better if the Vice-Chancellor showed any interest.”

“Engaged advancement leadership that really cares about the institution is a key differentiator.”

“Top management may not completely understand how philanthropy works but they totally understand it has to be a priority.”

Case Study: Manchester Metropolitan University

Manchester Metropolitan University is a modern university whose roots in its home city go back 200 years. Its latest strategic plan is infused with pride and confidence in the why, who and where of the University. Advancement activity radiates outwards from the VC's ambition for his institution.

Within the group of HEIs captured as '1990s' for the purpose of benchmarking by Pearce, Manchester Met is an impressive performer. What factors account for the upward trajectory? The VC, Professor Malcolm Press, has been in post for eight years, having previously served as Pro Vice-Chancellor at the University of Birmingham, a university with a long commitment to advancement. The Director of Development and Alumni Relations, Dominic Boyd, joined Manchester Met four years ago, having worked in development for 13 years with the old hands at fundraising of the University of Manchester and its Business School. They each arrived at the University knowing that philanthropy was an instrument – and a mindset – that could advance institutional aspirations.

The development plan is bespoke. They have focused their efforts on outcomes that progress the University priorities, such as employability and inclusion.

In September 2023, 500 current Manchester Met students will be a beneficiary of a donor-funded scholarship. Many are part of the University's *First Generation* programme, which provides scholarships plus employability and pastoral support for students from across the North West who are the first in their families to progress to higher education. In the next phase of its fundraising journey the University is placing an increased emphasis on philanthropy that supports research and capital development.

A conventional alumni regular giving programme – seen as the starting point for philanthropy at many institutions – has not worked well here. The development team instead focus on major gifts within the range of £10k-£1m+, from both alumni and non-alumni HNWIs, corporations and increasingly trusts and foundations. In seeking gifts for research, the University identifies pockets of excellence in areas that lend themselves to philanthropy – such as the Institute for Children's Futures.

The fundraising team has grown in stages. Recruitment is challenging. *“What we really need are experienced people who are target-driven, focused on impact, good at closing”*, commented Dominic Boyd.

Which factors affect success?

The workforce

A follow-up to the Pearce Report was an examination of the human resource of fundraising, *An Emerging Profession*. Under the leadership once again of Dame Shirley Pearce, More Partnership and specialist executive search firm, Richmond Associates, explored the bottleneck in recruiting, retaining and developing the workforce of fundraisers within HE.

Ways to ensure that these roles are understood as worthwhile and rewarding with a clear career pathway, removing barriers to entry and professionalising learning and training were among the recommendations of this second report.

Which factors affect success?

The workforce

‘Bench strength’ matters, noted the Pearce Report in 2012.

- The pages that follow contain detailed information on numbers of fundraisers, the scale of their operations and the amount they raise. The numbers tell a revealing story.
- But it is essential to remember that this is a *people* business. The increasingly skilled professionals who have helped fuel acceleration in giving to HEIs are in short supply and high demand. In many places, experienced fundraisers have a choice of employer – charities and arts organisations, for instance; independent schools offering child-friendly holiday packages; Australian universities with higher salaries and greater seniority (visa permitting).
- UK HEIs that recognise and appreciate the work of their advancement staff, managing them thoughtfully and emphasising shared values and a supportive culture, are best placed to attract and retain the talent on which philanthropy depends.

A view from Oxford

At the University of Oxford, philanthropy is now recognised as essential to institutional finances. And Liesl Elder, the Chief Development Officer, is intent on making the University’s philanthropic firepower as strong as its academic firepower. With a large team of professional staff, she is focused on growing a local talent pool, building a resilient operation that is not dependent on one or two individuals.

Recruitment, staff development and retention are all key aspects of the process. Oxford is open to transferable skills candidates with backgrounds in finance, law or sales, for instance. Within a big team, they have purposely created pathways for progression, driven by honest conversations about career opportunities. Liesl notes that many of her senior staff have had two or three promotions within the department.

“There’s a lot less importing talent now”, she comments. While the skills required are not so different from a decade ago, the Development Office operation has the ambition, confidence and experience that comes from having doubled its baseline fundraising revenue over ten years.

Case Study: CASE Graduate Trainees

The [CASE Graduate Trainee Programme](#)¹⁶ is celebrated within the sector. The programme was created in 2009 to help fill a long-felt need as part of the suite of training opportunities supporting HEFCE's Matched Funding Scheme. Initially five trainees were hosted each by a pair of universities, one with an established development office and one that was building capacity. At its peak in 2015, there were 14 trainees. Meanwhile, a sister programme started within the CASE Asia-Pacific region in 2017 and in 2018 North American placements also became available. An ambition for the CASE Europe contingent now is to make the programme accessible to a more diverse group of entrants.

The calibre of the programme's alumni is outstanding. Today they hold positions including Director of Development at the National Gallery; Director of Philanthropy, Alumni and Supporter Engagement at Loughborough University; Head of Development at MQ Mental Health Research; Head of Philanthropy and Principal Gifts at WWF-UK; and Senior Philanthropy Manager at the University of Bristol. But while the quality is excellent, the quantity bears no relation to the demand.

“A refreshing drop in a thirsty ocean” was the description, even at the time of the [Emerging Profession](#)¹⁷ Report in 2014. As we heard in this current review, “the graduate trainees are immensely impressive, but there seem to be fewer every year and they are not externally funded. And with only a handful of them, they don't speak to the need of up-and-coming development offices”.

CASE has stepped up the structure, curriculum and the rigour of its training provision and tools in recent years – see the competencies analysis cited later in this report. Several HEIs are also mounting in-house courses and appointing their own ‘talent managers’ to attract, develop and retain the professional staff they rely on. But is there a more imaginative way in which the sector can better meet the need for talent at scale?

Fundraising roles in higher education provide meaningful and satisfying careers. The profession is keen to recruit. Yet, frustratingly, there remains no generally understood entry point, pathways to progression nor accreditation to meet the need.

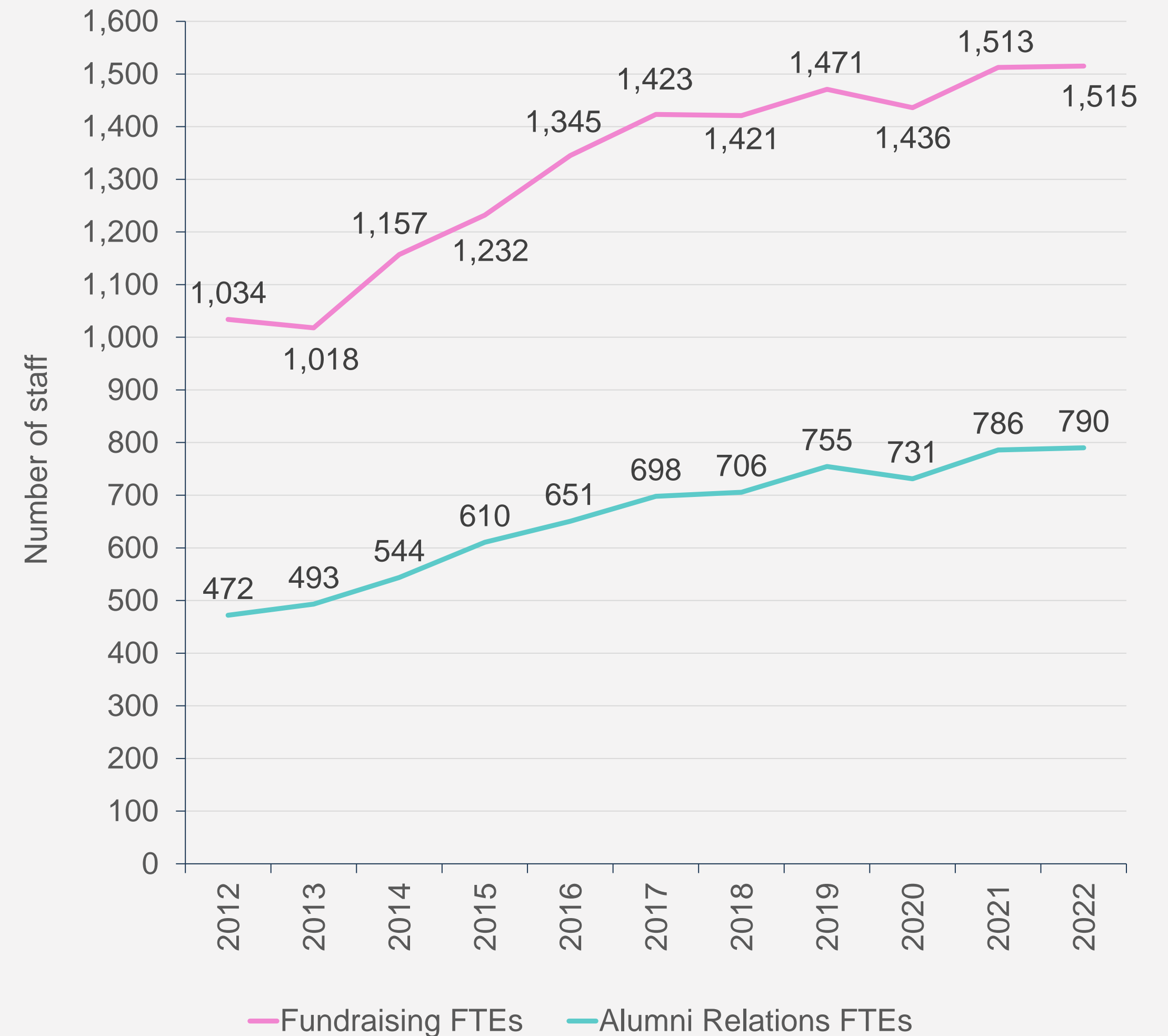
Which factors affect success?

The workforce

The 93% increase in philanthropy to UK higher education over the last decade is especially notable considering the much more modest increase in the workforce.

- Since 2012, the number of fundraising (FTE) professionals has grown by less than half (47%), while the alumni relations workforce (FTE) has grown by 67%, as illustrated in Figure 15.
- Within the overall growth, the 1990s group has seen the largest proportionate rise in fundraising staff numbers (up 62%) – although with just 63 staff across 15 institutions which consistently reported results, this is not a large rise in absolute terms. Oxbridge has grown by 56% while the other groups have grown by around 40%, except for the 2000s group which has grown by 17%.
- Many of our interviewees comment on challenges around finding, and retaining, experienced fundraising staff. Partly a matter of supply, this is also an issue of demand – as staffing levels have increased from 1,506 to 2,305. Recruitment has been accompanied by an intensified focus on diversity and inclusion in the workforce.

Fig.15 Overall staff resources



Source: CASE Insights UK/IE

Which factors affect success?

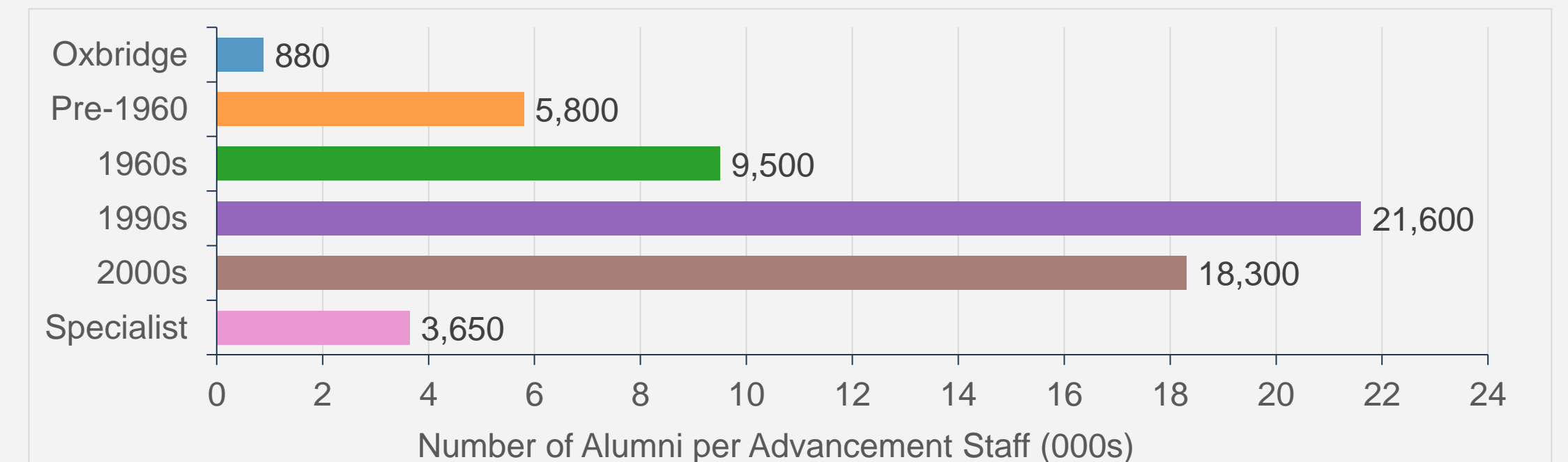
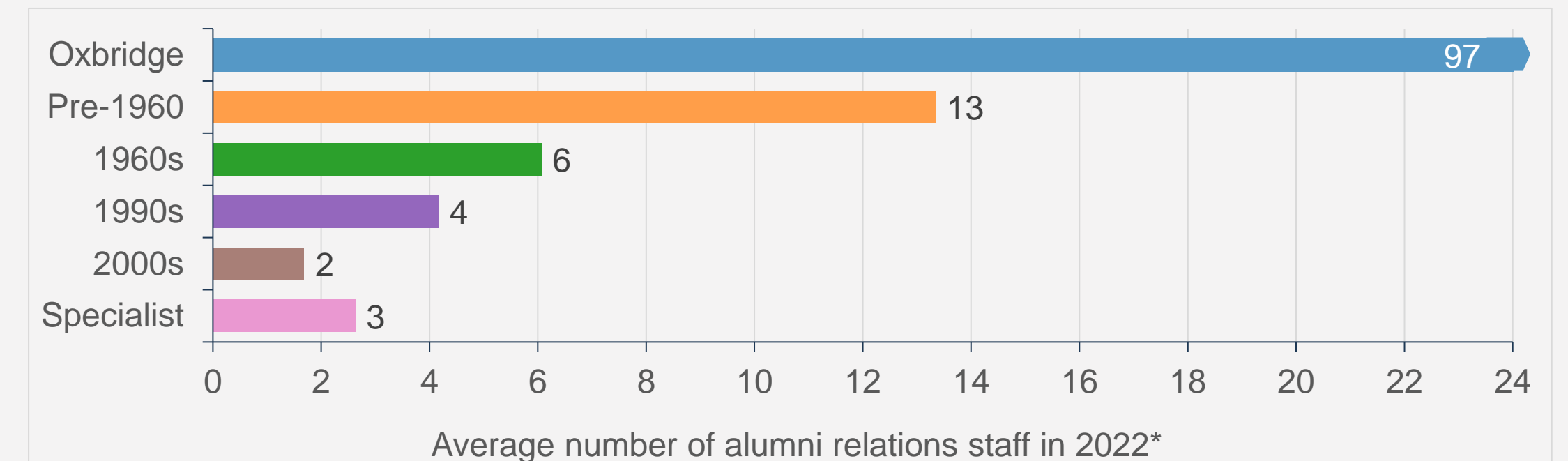
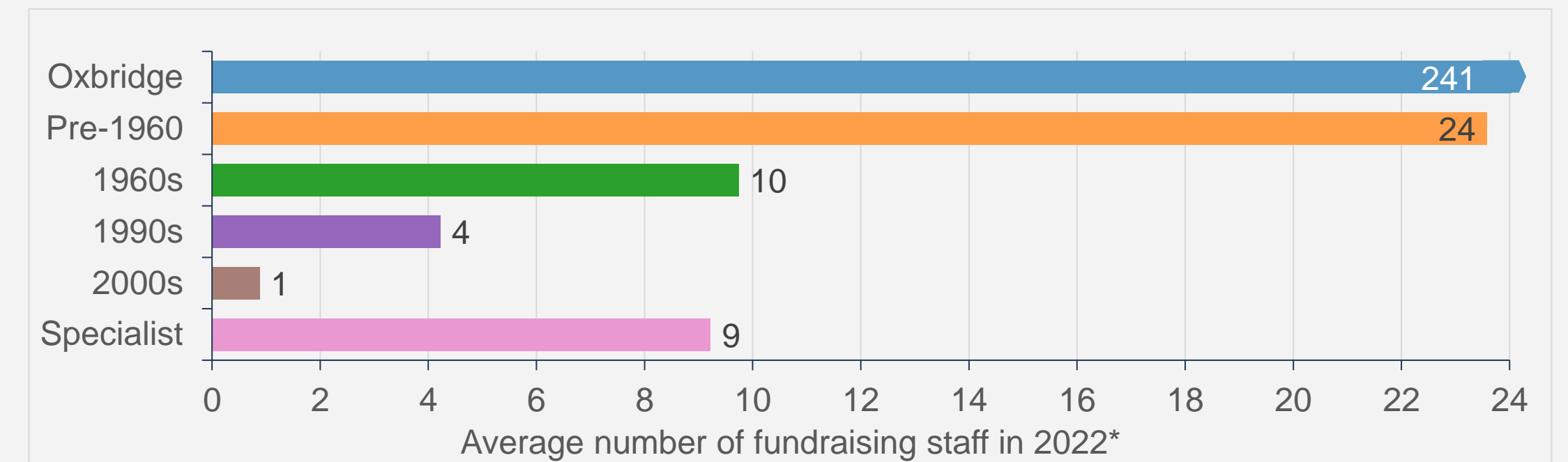
The workforce

In 2012 we found a very strong correlation between advancement team size and New Funds Committed. The same still applies.

- Oxbridge dominates fundraising FTEs, followed by the pre-1960 group with, on average, just one tenth the number of fundraisers. Specialists and the 1960s group are clustered together with 40% of the average pre-60s workforce. The 1990s average four fundraisers, while among the 2000s that report, the average is just one fundraiser.
- The number of alumni per staff member is a useful proxy for the attention that can be focused on engaging supporters, and it has a very strong correlation with fundraising success. In 2022 (as in 2012) a clear ranking emerges, illustrated in the final chart here.
- The smaller the team and the larger the alumni population, the harder it is to prioritise, and to focus on those who can contribute most – financially or in volunteering. Trying to emulate a ‘full service’ Advancement office in a 1990s/2000s university without adequate resource is a mistake: focus is needed.

Fig.16 Average numbers of staff in 2022

Note: the Oxbridge value extends beyond the axis in the first two charts below



*FR and AR staff numbers include an institution-determined allocation of the numbers of staff working in Development Services and other support functions

Source: CASE Insights UK/IE

Which factors affect success?

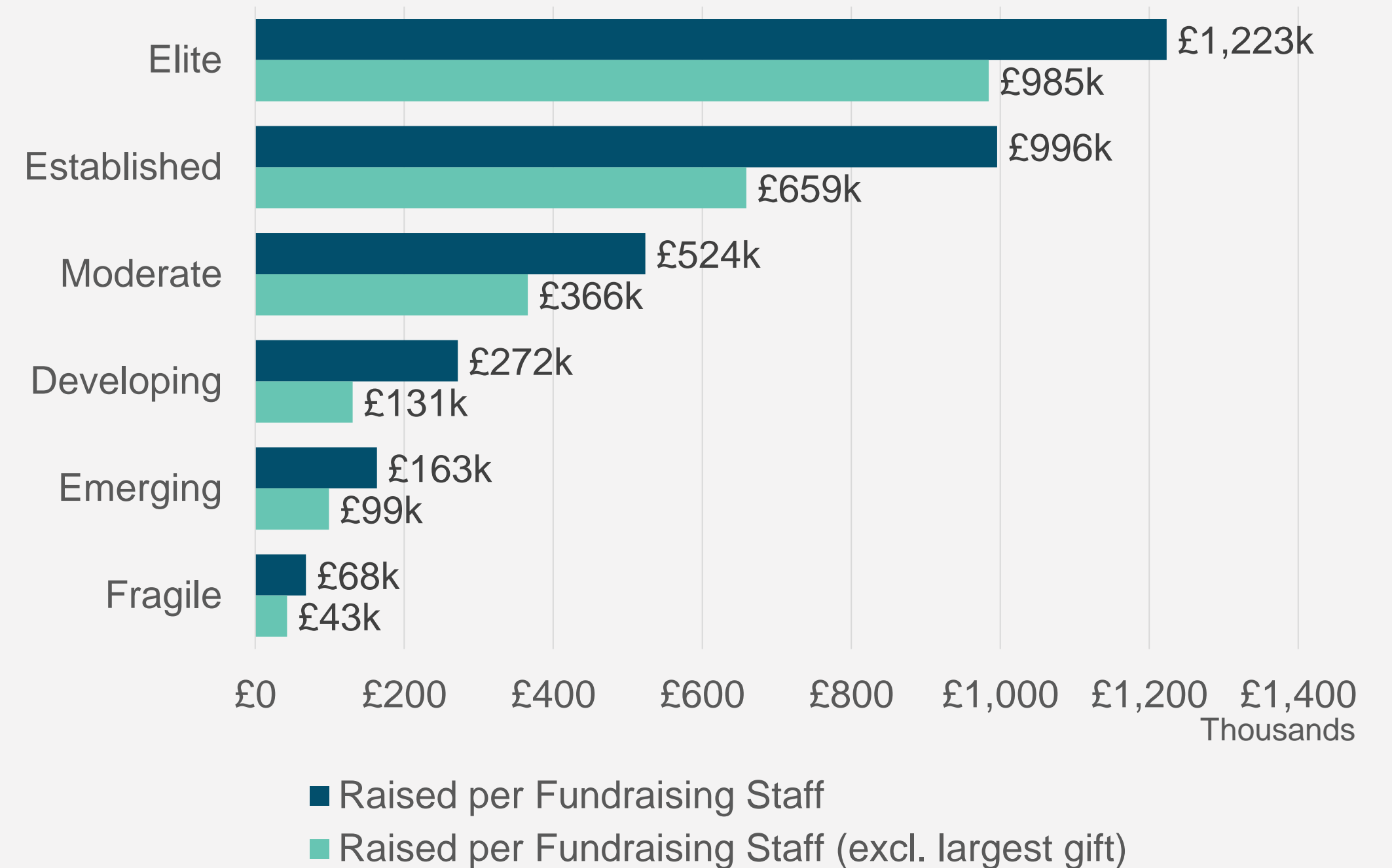
The workforce

Places that raise more money, raise more per fundraising professional, but staff complement is very important too.

- We have used the CASE Insights UK/IE Clusters to analyse return per member of staff since they provide helpful comparisons clustered by fundraising maturity and office size.
- In the Elite institutions (Oxbridge), the average raised per fundraiser over the last three years is £1,223k, with the Established cluster only 18% less productive per person, at £996k per member of staff. This suggests that sheer scale is a key factor behind Oxbridge's success, since the average Established institution has only 14% of the number of FTE fundraising staff as Oxbridge.
- In the Emerging and Fragile clusters, the return is, as yet, much lower. A wide range of factors discussed elsewhere in this report are likely to be responsible. We urge these institutions not to give up hope on grounds of low returns, but instead to address the reasons for the low returns.

Fig.17 Funds raised per annum per Fundraising Staff 2020-22

Note: Figures represent the average, per staff member, per year



Source: CASE Insights UK/IE

Which factors affect success?

The workforce

Increases in staffing have not been matched by increases to operational budgets.

- Despite the good growth in fundraiser FTEs over the last decade (and the perhaps surprising fact that growth in alumni relations staff has kept pace with growing alumni numbers), expenditure on non-staff budgets for fundraising was 47% lower in 2021 compared with 2016.
- Across the sector, this budget line recovered in 2022 but only to 73% of the 2016 level. Only in the Specialist and the 1990s groups has non-staff spending recovered to pre-pandemic levels. The same trend is observed in Alumni Relations expenditure.
- Increasing staff without a commensurate increase in operational budget may well result in a sharper focus on principal gifts (where demand on operational budget is typically lower and returns are highest), and less focus on mass and mid-level engagement. The net effect is that large proportions of alumni can be inadvertently neglected, weakening the pipeline of future supporters.

“The hope is to have a workforce of engagement, philanthropy, and operations professionals that is happy and motivated. This involves modernising fundraising practices, maintaining consistent leadership in fundraising, and improving collaboration within the institution.”

Interviewee

Which factors affect success?

The workforce

Voices from our interviews

“The pipeline of talent in 2023 is so much better than it was in 2013. There are more good people who have ‘done it.’”

“We could do more to recruit fundraisers by moving people around within the university.”

“CASE has made a massive difference with the competencies framework for advancement staff. The competencies wheel really works.”

“Why would there not be a Vice-Chancellor who’s come up through a fundraising track?”

“We shouldn’t be having just 22 CASE graduate trainees around the world; we should have hundreds.”

“It would be worth exploring a scheme whereby experienced advancement leaders could be seconded, or even rotated around institutions that are building their advancement teams – to give greater confidence across the sector and to create more impact.”

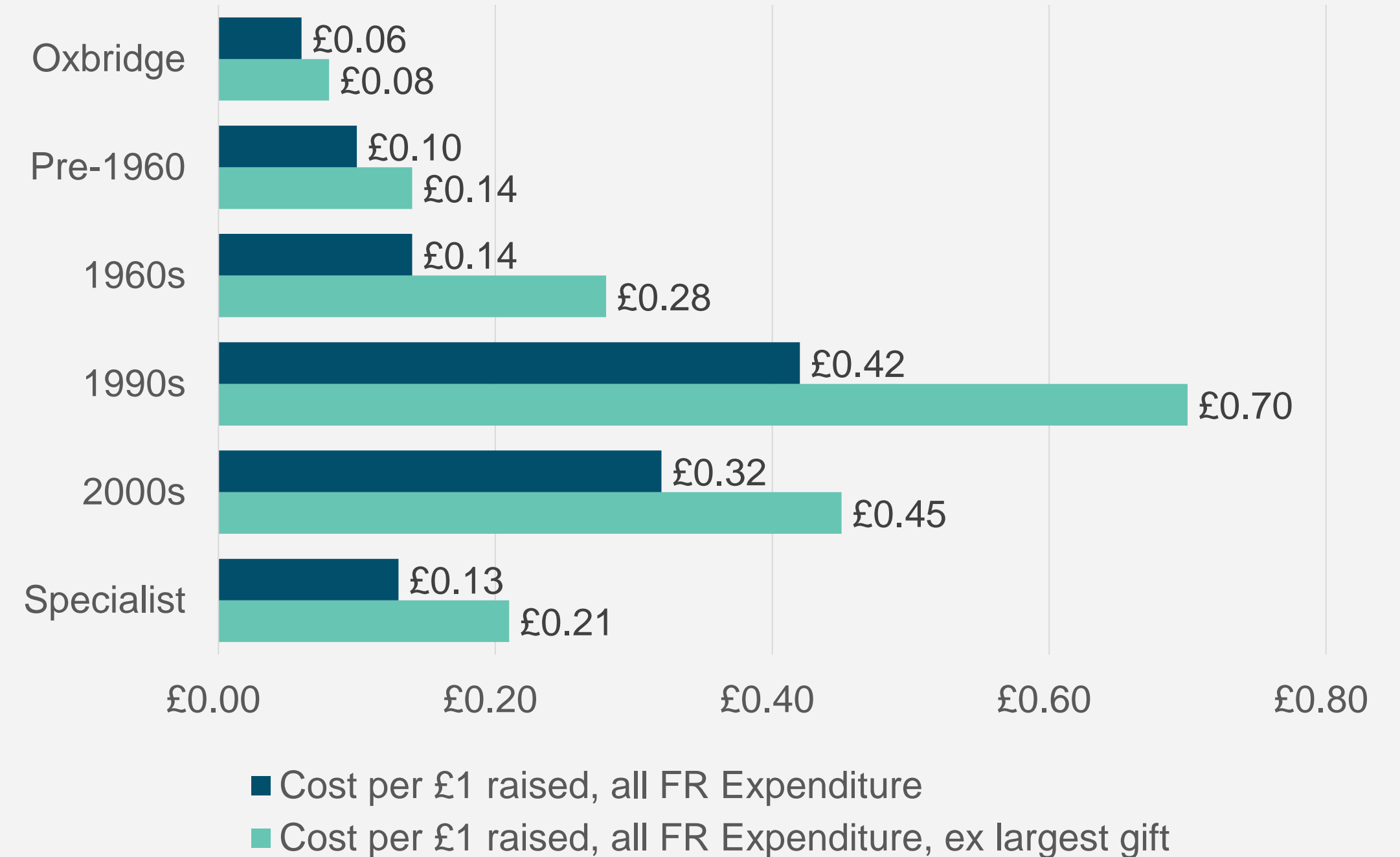
Which factors affect success?

Investment in philanthropy

The range of fundraising costs across the Pearce Groups reflects the wide diversity of institutional character and attention given to fundraising.

- Older and specialist universities are, on average, investing less than 15p per pound raised. This compares well with data from the charity sector.
- At Oxbridge and within the pre-1960s group, removal of the single largest gift in each year still leaves the cost per £1 raised at a very respectable 8p and 14p respectively.
- In the 1960s and Specialist groups, removal of the largest gift pushes the cost per £1 up over 20p. This shows the importance not only of that largest gift, but also of the need to ensure a steady flow of gifts at all levels.
- For the 1990s and 2000s universities, the importance of the largest gift is unmissable. The driver for consistently reducing cost is likely to be an increase in the volume of gifts in the £1,000 to £100,000 band, although gifts larger than this will, of course be celebrated too.

Fig.18 Cost of fundraising (excl. alumni relations) per £1 raised 2020-22



Source: CASE Insights UK/IE

Which factors affect success?

The wider policy landscape

Institutions can build the best machine for advancement, but they can't control the weather in which they race. Responses from interviewees and to the workforce survey built on the themes introduced in our context section.

- Amid eroding public trust, many identified that universities should shine as beacons of truth and free speech. Since 2001, the [Edelman Trust Barometer](#)¹⁸ has monitored global trust in organisations and, in recent years, it has also explored trust in 'types of people'. On this measure, scientific researchers have consistently featured top.
- Corresponding forces were identified that make building a sense of belonging more challenging and complex, among them greater diversity among student and alumni populations. Perceptions of elitism associated with some universities also contribute to this, with historical events often casting a long shadow.
- With this backdrop, there is enthusiasm for a UK-wide campaign, highlighting the positive impact of higher education and the vital role of philanthropy in enabling this.
- Respondents felt that such a campaign could also showcase best practice in philanthropy, and raise esteem for the advancement profession.
- In considering government's role, the vast majority of responses across the workforce survey focused on the English system. These were concerned with policy-makers taking more decisive action in key areas, including tuition fees. The Office for Students, with its intensified regulatory role in England, is considered more restricted in its championing of the sector compared with its predecessor (HEFCE).
- There were reflections on the catalytic effect of the government Matched Funding Scheme. The important effects of tax breaks for donors (and introducing parity of tax efficiency for different types of gifts) were considered to be of at least equal importance. The role of the Charity Commission in encouraging high net worth giving and promoting trust in giving was also highlighted.

“Fundraisers rely on private voluntary giving being viewed as a good thing: something that is admired and aspirational, not disparaged and therefore discouraged.”

Dr Beth Breeze

from *In Defence of Philanthropy*, 2021¹⁹

Conclusions, and the decade ahead...

We summarise here our reflections on the findings of this review, bringing together learning from the data, interviews and workforce survey responses, together with insights from CASE and More Partnership's work across the sector.

In the Pearce Report of 2012, we rose to the challenge of suggesting what the philanthropic landscape might look like in the decade ahead.

We repeat the exercise here, identifying characteristics and milestones to look out for next.

Conclusions

During this review we have seen examples of exhilarating philanthropy in action – but also, disappointingly, its absence.

- As Pearce urged in 2012, a philanthropic mindset and the adoption of good practice is available to all HEIs. Institutions that push philanthropy to the margins are missing out.
- The evidence shows that every HEI – even the superstars – can improve performance. While avoiding a copy-and-paste approach, there are lessons from other parts of the sector, and from other sectors and geographies.
- Focusing on the charitable and social purpose of the University, rather than assuming loyalty and a sense of obligation to ‘give back’, invigorates alumni programmes.
- The biggest gifts and the boldest campaigns are the focus of attention for the highest-achieving universities, but we see untapped potential that all HEIs can benefit from in valuable mid-level giving, particularly via trusts and foundations, corporate partnerships and an increased focus on legacies.

The first principle of
an effective and sustainable
advancement programme at
any HEI is the Delphic
maxim:

Know Thyself

Conclusions

Re-visiting the Pearce Report of 2012 in detail has been broadly reassuring and reaffirming – so many of its insights remain accurate.

- The projected trajectory of philanthropic growth is on track, albeit with a time lag caused by the turbulence of recent years.
- If growth in alumni participation proved an over-optimistic prediction, the increasing scrutiny of ethical dimensions of giving was spot on, along with the challenge of endowment fundraising at a time of historically low interest rates.
- What we wrote in 2012 remains true today: *“Reconnecting with our own tradition of philanthropy for education is a process that the past decade has made invigoratingly possible. The task ahead is to develop that tradition with energy, courage and a kind of realistic optimism.”*
- In the following pages, we update our future-looking suggestions, sharing ten for the decade ahead. These are informed by the evidence captured in this study, More Partnership’s experience across the sector, and drawing on CASE’s global insights.

Lessons on legacies from the charity sector

2022 was a [record year for legacy donations in the UK](#)²⁰. £3.7bn was received in legacies by charities and the value of the legacy market is predicted to reach £5.2bn by 2030, indicating the long-term resilience of legacy income.

In the UK not-for profit sector, legacy income is often the single most important source of income, and the highest source of income. Major UK charities including Cancer Research UK, the Royal National Lifeboat Institution and Macmillan, focus intently on legacy income and have developed sophisticated internal processes to ensure that pipeline values, supporter stewardship, conversion rates, and legacy administration activity are maximised. As a result, legacy income often makes up between thirty and forty percent of their overall revenue.

It is striking that in the UK higher education sector, legacy income is often viewed as a nice-to-have rather than a must-have, not regarded as nearly so central to operations. What has been called the largest intergenerational wealth transfer in history is now under way: in front of us lies an unmistakable opportunity for the encouragement of legacies to HEIs.

Looking ahead to 2033

- 1. We will see the first £1bn campaign beyond Oxbridge.** We made this prediction in Pearce in 2012: it will indeed occur but with a slight time delay. Campaign targets will be expressed not only as an absolute number, but also in terms of impact and outcomes – perhaps also as a percentage of overall revenue. It will be routine for non-financial targets (e.g. on alumni engagement) to feature in campaign goals.
- 2. UK institutions will seek philanthropy more overtly for budget-relieving purposes, as at many US institutions.** A more even balance of fundraising between additionality and core costs (e.g. those associated with teaching or operating budgets), will mirror the changing paradigm we observed during the pandemic when donors gave voluntarily to services historically considered the sole responsibility of the state. The average percentage of institutional income from philanthropy will continue to increase sector-wide (see p.27).
- 3. Academic leaders will increasingly expect (and be expected) to play an active role in philanthropy.** The inclusion of advancement-related KPIs for senior academics in their job descriptions will become a familiar practice.

“Public funding for universities is highly unlikely to increase. As demand for higher education intensifies and costs spiral, what is the future model for funding our world-leading sector?”

Interviewee

Looking ahead to 2033

4. **The number of Vice-President/Principal (Advancement) roles with a seat at the top leadership table will grow.**

The first institutional head from a fundraising background will be appointed, following the experience of major charities.

5. **Advancement teams will increasingly feature talent managers.** They will have explicit responsibility for hiring and training professionals –and for ensuring that inclusive working environments support retention among an increasingly heterogenous workforce.

6. **The profound effects of increased diversity among students and alumni, and changing student experiences, will be magnified.** HEIs will need to tune into the opportunities for philanthropy, including as this relates to gender (see right).

7. **Institutions will re-strengthen their due diligence around gifts and partnerships.** Trustees and Councils will want to exercise their ethical muscles in managing risk, testing their policies and procedures in real time.

Women and philanthropy

The potential for greater philanthropy from women and perhaps different ways of being philanthropic – has been heralded for some years. Now, it is coming into focus.

For example, in *Gender Matters: A Guide to Growing Women's Philanthropy* (CASE:2018²¹), research by Kathleen R Loehr found that women are the drivers of their families' philanthropic decisions – women give more than men, and when they give, they give differently.

Further, a report from *Citi GPS*²² (2021) notes that “By 2025, 60% of US billionaires are forecast to be women; women already control \$11 trillion in assets; and women will inherit 70% of the intergenerational wealth transfer by 2035”. Magnificent gifts from MacKenzie Scott, including \$50m to the historically black Prairie View A&M University in Texas, have invigorated debate among philanthropists over, for example, reporting requirements.

- Women are more likely to give to causes that have some bearing on their own identity as women and tend particularly to support causes that advance gender equality.
- Another feature is a preference for unrestricted giving. Typically, women place fewer requirements upon how money is used. While precise data is still emerging, women appear to be more prepared to make philanthropic donations without restrictions.

Looking ahead to 2033

8. **Digital technologies will power more bespoke, responsive engagement journeys for alumni.** This may also increase the existing digital divide, however, as more universities withdraw from print communication. Beware the danger of institutions only sending print to their alumni when seeking money!
9. **Student involvement in philanthropy, from volunteering time, skills and money, to participating in ‘giving days’, will become more prevalent across the sector.** This trend will accelerate, catalysed by donors’ expectations that students are actively engaged in shaping philanthropic priorities that support their needs.
10. **The most impactful philanthropic propositions will increasingly involve intra- and inter-sectoral collaborations, domestically and internationally.** The most compelling will involve consortia comprising multiple institutions, industries and governments.

Machine learning and AI in alumni engagement

Machine learning is increasingly being used in higher education, in areas including financial aid, IT services, and libraries. Innovative institutions are employing these techniques to predict academically at-risk students, and to support student retention (see the recent article on [nature.com](https://www.nature.com)²³, for example).

These predictive analytics methods could also help universities understand relationships between student engagement and subsequent alumni engagement. Through the analysis of markers of student engagement – such as participation in clubs and societies, leadership activities, study abroad experiences, and use of academic support resources – institutions can identify factors that correlate with future alumni engagement. This analysis can be undertaken through regression models, but AI has the power to deliver this analysis at greater scale and in real-time.

Unlocking the value of these approaches depends on robust data. For many institutions, the opportunities provided by AI and machine can only be realised by investing in collating data more comprehensively, having a single ‘source of truth’ amid different and overlapping data systems – and then using the resultant insights to inform practical activity and approaches.

Recommendations

Here we make recommendations to institutions, and to sector bodies. We then share ‘playbooks’ that give a practical and deliverable shape to these recommendations, putting them into context for institutions at different stages on the journey to fully integrating philanthropy into their overall strategy.

Recommendations

Leadership and public profile

- 1. Leaders must lead the way. High impact philanthropy requires consistent and sustained direction, including among senior academics.** Long-term vision and investment characterise successful fundraising programmes. The essential triumvirate comprises strategic leadership from the Vice-Chancellor, deep engagement from senior academics, and expert orchestration from advancement professionals.
- 2. Public profile is important. Urgent action is needed to amplify the profile of universities as charitable causes, and to showcase the impact of philanthropy.** This needs clearer voices from academic leaders, and greater measurement of the outcomes philanthropy enables. Rather than ‘giving back’, the concept of ‘giving forward’ should be emphasised (i.e. not so much giving back to an institution, as giving through it to achieve impact).
 - Such a campaign should also build the esteem and attractiveness of the advancement profession.
 - There is an important role for the Charity Commission in raising the profile of philanthropy generally, and the role of universities more specifically.

“The role of universities is more important than ever – and less well understood.”

Sue Cunningham
President and CEO, CASE

Recommendations

Partnerships and collaboration

- 3. Redouble efforts to advance workforce diversity and inclusion – just as key audiences are becoming ever more heterogeneous.** Robust UK data is needed on diversity in the profession (including progression rates and pay gaps), building on CASE's [DEI&B Survey](#)²⁴; and good practice shared using CASE's [Advancement Inclusion Index](#)²⁵ as a framework.
- 4. Corporate collaborations warrant greater deliberation. Building strategic approaches to corporate partnerships, with a single interface in advancement, is a consequential new frontier for impact.** Corporate partnerships should be informed by institutional priorities, with responsibility for coordinating significant, strategic partnerships resting with advancement – where effective relationship management and navigating internal interests are well-rehearsed.
- 5. Benchmarking builds better insights for all. Every institution should participate in the annual CASE Insights surveys.** We heard enthusiasm for additional questions to be introduced, specifically exploring where philanthropic funds are directed, and the impact they achieve. Ensuring this is made simple, however, will encourage maximum participation.

Corporate collaborations

In 2018, More Partnership consulted over 50 senior people across sectors, and analysed the latest data, to report on [corporate partnerships](#)²⁶ with charities and universities. We outlined the ways in which corporate partnerships with universities were becoming more strategic, moving from transactional to transformative.

In the last eight years (since the data have been standardised), corporates contributed £10.9bn towards contracted research, and £12.4bn for research that has also unlocked public funding ([HESA:2023](#))²⁷. Significant corporate philanthropy is typically unlocked in combination with other sources of revenue.

Though giving among the FTSE100 has recently declined in real-terms ([CAF:2023](#))²⁸ many institutions are benefiting not only from corporate cash, but also from other collaborative forms of engagement. It is surprising then that many institutions still lack dedicated corporate philanthropy fundraisers and a holistic strategy for managing relationships with key corporate partners – two key recommendations from the report in 2018.

More recently, many corporates (especially professional services companies) are funding activities that support greater socio-economic diversity, in higher education and into the workforce.

Recommendations

Structures and workforce

- 6. Matched funding incentivises giving. If government funding is not realistically available for the time being, more institutions should develop internal match funding initiatives, building on existing examples in the sector.**

These programmes can raise profile, catalyse gifts, and inspire internal engagement. They also push institutions to identify genuine priorities.

- 7. Strive for strategic synergy between advancement areas, and with other relevant functions.**

Working coherently across advancement builds strategic alignment, maximises resources, and ensures supporter journeys are coherent. This should extend to e.g. Careers, and Continuing Education – to unlock volunteering contributions, and to engage the intellectual curiosity of alumni long after graduation.

- 8. Develop more formalised training and progression routes for advancement professionals.**

In larger teams, specific responsibility for this should rest with a ‘Head of Talent’. Dedicated in-house programmes should focus on professional development (drawing on the CASE framework, right), including clear progression routes within institutions.

CASE Core Competencies

The [CASE Competencies Model](#)²⁹ provides a pedagogical framework for professional development for the profession of advancement, inclusive of its distinct disciplines. It consists of eight competency clusters, each composed of hard and soft skills, detailing the knowledge, skills, and abilities that result in positive performance outcomes.

The CASE Career Journey Framework aligns the CASE Competencies Model across each advancement discipline (Advancement Services, Alumni Relations, Fundraising/Development, Marketing and Communications) and a shared Advancement ‘Core’.

CASE has identified six levels on the advancement professional’s journey, from entry through leadership/transforming. Some professionals may choose to become disciplinary experts who grow their skills over time as master technicians in an area. Others may choose an administrative or managerial path, that takes them into high-level institutional leadership roles. Regardless of one’s choice, the journey will prepare advancement professionals for successful and rewarding careers championing the success of their institutions.

Recommendations

Effective philanthropic strategies

9. **Pick your winners with care. Institutions' philanthropic propositions should be precise and illuminate institutional strengths – rather than attempt to incorporate myriad activities.** Fundraisers need propositions that are suitable for their audiences. These should include long term visionary messages for legators, propositions where mass audiences can make a difference, and packages that attract those mounting the ladder of major gifts – as well as those who can make the largest gifts. All these need to be planned in the context of holistic supporter journeys, which draw on expertise in alumni relations, communications and from wider university activity.
10. **There's more to be gained from Regular Giving. These programmes require great clarity of purpose and consistent execution.** They can deliver predictable unrestricted (or widely-restricted) income, as well as potential donors for mid-value and legacy programmes. They also deepen broader engagement and help with the qualification of potential major donors. However, they can only do this with a clearly articulated purpose, good contact information, consistent messaging, and rewarding stewardship.

Recommendations

Effective philanthropic strategies

11. We are all missing out on legacies. Legacy fundraising deserves greater investment and is best achieved when integrated thoughtfully into advancement planning – whether positioned alongside the mass or major giving end of the philanthropic spectrum. The data shows that there is significant potential to grow legacy giving, and to draw on learning from the wider charity sector. Universities should be actively using mass marketing techniques to promote legacies, in both general and targeted communications. They should develop long-term propositions which will appeal to legators, actively following up those who have shown an interest to build an intentional and well-stewarded pipeline of pledgers.

12. Institutions need more sophisticated digital communications, and to invest more in gathering contact details. As alumni audiences become increasingly diverse, and expectations about digital communications are heightened, institutions need to invest more in tailored digital communications, and curating content from across the institution. Gathering contact details (and getting consent to use them where the law requires this in electronic marketing) should be of much higher priority. Otherwise, institutions risk becoming silent to groups of alumni – and others will risk alumni saying, correctly, “you only talk to me when you want my money”.

Playbooks

Here we share thoughts for the groups of universities represented in our analysis. They are based on the CASE Insights UK/IE Clusters, but draw in characteristics from the Pearce Groups as well.

We encourage HEIs to consider the characteristics and opportunities within their own cluster – and to reflect on those in the cluster just ahead.

Playbooks

Success factors for all institutions

Some factors are universal in successful fundraising. Alongside those outlined in the ‘Philanthropic University’, an incoming VC or advancement leader might ask:

- Does our fundraising strategy and its priorities connect with the core strategy of the institution? Does the focus of what we are fundraising for reflect closely our purpose?
- If so, do we know how to talk about it? Do we have a clear narrative about what the University wants to be and do, flowing from the strategy, and sitting above donor propositions?
- Do senior (and other) academics play an active part in setting fundraising priorities and meeting with donors?
- Have we set realistic targets and timescales for the development team, and are they adequately resourced?
- Are we willing to let volunteers speak into the life of the university? And are we willing to engage with them in a way that produces a mutually beneficial exchange of values?

Interpreting the playbooks

Readers should cross-reference the table below that outlines the relationships between the two group typologies.

		Pearce Group					
		Oxbridge	Pre-1960	1960s	1990s	2000s	Specialist
Latent Cluster	Elite	2					
	Established		8	1			1
	Moderate		16	7			6
	Developing		5	7	2		3
	Emerging		3	5	10	1	
	Fragile				5	4	2

Pearce Groups are listed in Appendix C and institutions that participate in the CASE Insights UK/IE Survey can access the data to check in which cluster they are included.

The clustering model can favour larger organisations and so we believe that Specialists in each cluster should read the Playbook for the one above as well and choose from relevant sections to suit their organisation.

*“Not everyone can bake the same cake. But
can every institution see the benefit of
philanthropy? Yes!”*

Interviewee

Playbooks

The 'Emerging' and 'Fragile' clusters

In 2022, CASE Insights UK/IE had 19 widely varying universities in the Emerging cluster, typically raising between £300k and a little over £2m a year. There were 11 in the Fragile cluster, raising £350k or less.

- Some of the universities in these two clusters are growing their fundraising success (two with gifts of £1m or more in 2022), but others which have seen 'glory days' with gifts of £2m or more have since lapsed into something less effective.
- For many, the challenges will revolve around institutional leadership experience, expectation management, resource constraints and prioritisation. Getting 'air-time' with Vice-Chancellors is not always easy in these institutions, and often the most senior advancement officer is at least one manager removed from the Senior Management Team.
- This presents substantial challenges for the Head of Development (note the title), especially if their line manager is themselves inexperienced in fundraising. It is likely that trusts and relevant companies will provide a core of donors who will help build credibility internally.
- None of this removes the need for fundraising resource to be focused on priorities that support the University strategy. Not every part of the University will be suited to philanthropy; pick your winning team with care. Better to focus on areas of particular strength and where academic leaders are engaged.
- Resisting the temptation to launch major capital fundraising campaigns, universities in these clusters should concentrate instead on developing a core of up to fifty of the closest major donor prospects – trusts, companies and individuals – and working with these to develop a major gifts programme. Further prospects can be added as the list is worked through and as added capacity is available.
- Few universities in these clusters will have much budget for mass-giving fundraising, although it could prove productive among some segments. Alumni communications should include messaging about the university's charitable purpose, as well as opportunities to engage with volunteering and giving, including legacy giving.

Playbooks

The 'Developing' cluster

In 2022, CASE Insights UK/IE had 17 widely varying universities in this cluster. Funds raised varied between £750k and £6m.

For some research-intensive universities in this cluster, a small and successful fundraising team has raised six- and seven-figure gifts, often for a tightly focused subset of the university's activity. For others we believe it is reasonable to say that it is a long time since advancement was a significant priority for the institutional leadership, if ever it was.

- The case study at Manchester Metropolitan University (see p.59) is an object lesson for this group in how to grow fundraising success. The ingredients include:
 - Institutional leadership with experience of fundraising and an experienced advancement leader both of whom have successfully adapted from pre-1960s universities to a modern one.
 - A fundraising case that aligns closely with the university's strategy.

- Fundraising propositions that are priced at the appropriate level for the potential donor population they have identified.
- A fundraising strategy that focuses on developing different donor audiences at the right pace.
- Recognition that some forms of fundraising (in Manchester Met's case, mass alumni giving) will not produce a quick or high enough return on investment at this stage.
- The recruitment of fundraising staff with suitable skills.
- Every university in this cluster would benefit from this approach if it is not already being taken. It allows for investment in a steady fashion in new areas of fundraising, always aligned with university strategy. It manages expectations and demonstrates how philanthropy can make an important contribution to the heart of the university's ambitions, building a platform for future expansion.

Playbooks

The 'Moderate' cluster

In 2022, CASE Insights UK/IE had 29 universities in this cluster (a further 33 have been included at some time and have either dropped back, moved into 'Established' or not completed the survey in 2022). All would describe themselves as research-intensive institutions and/or specialists, and most have a wide spread of ages among their supporters. Funds raised varied between £2m and £17m.

- What has stopped HEIs in this cluster from moving into the Established category? Many of this cluster have raised large gifts (over £1m and some in excess of £10m) and some have mounted successful fundraising campaigns. However, their advancement functions are almost universally smaller than in the Established cluster.
- Most have experienced significant change among either or both of institutional and advancement leadership, and/or have been subject to a widely varying level of priority. In the Pearce Report we referred to 'serial start-ups' – those universities where fundraising has repeatedly been stop-start. A parallel in the Moderate cluster suggests that many

have been repeatedly 'revved up and throttled back'. This is just as disruptive to long term philanthropic relationship building.

- For some this has now been corrected, and already a year on from the last reporting round, their fundraising success has increased. For others, however, there remains a mismatch of expectation and institutional commitment to advancement. Our playbook for this cluster, therefore, is about consistency and growth. Consistency of institutional commitment, of expectation, of investment, of fundraising priorities and a focus on the retention of excellent staff.
- All the markers of success for the Established cluster apply in this group too, but there will need to be thoughtful prioritisation of what to grow and when. A balance must be struck between the short-term imperative to raise money for institutional need and political credibility, and not starving other, slower-burning areas of investment which will pay dividends under the next Vice-Chancellor and Director of Advancement – including long-term investment in alumni relations.

Playbooks

The 'Established' cluster

In 2022, CASE Insights UK/IE had 10 universities in this cluster (a further eight have appeared at some point). They are research-intensive and have a wide spread of ages in their supporter populations. They raised between £13m and £80m in 2022. The most successful of these advancement teams have in place and/or are considering the following:

- Advancement heads are intentionally integrated in the University's leadership structure, and a core community of academic champions are energetically engaged.
- There is an organisational awareness and ability to assess, manage and balance risk associated with philanthropy, as well as robust processes and governance in place to do so transparently and objectively.
- Successful work in fundraising for very large gifts involves deep collaboration with academic and institutional leaders, and often relies on leveraging the research profile of the organisation, as well as individual academic staff of the highest calibre.
- Major gifts officers equipped with affordable propositions for their prospect lists, and potential major donors who are aware of the university's philanthropic need because of intentional prospect-focused communication and engagement.
- A consistent, growing mass giving programme should be based on repeatable giving for consistent and compelling purpose(s), with stewardship integrated into the asking. Correspondingly, there is a growing pipeline of legacy pledgers, with propositions integrated thoughtfully into advancement planning – positioned alongside mass and major giving.
- There is a mid-value programme based on a highly cooperative relationship with staff in major gifts and mass giving; corporate fundraising is integrated with wider corporate relations in the university; and investment in trust fundraising reflects the percentage of income it generates.

Playbooks

The 'Established' cluster (continued)

- Active alumni relations programmes support the University's mission through engagement and volunteering opportunities, and are responsive to the diverse needs and interests of this community (or priority segments of it). Non-financial outcomes are valued and measured (e.g. in careers, student recruitment, building advocacy and networks), and the programme creates the 'surround sound' in which fundraising and stewardship can thrive.
- Engagement is powered by sophisticated use of digital technologies to segment and tailor communications to different audiences (alumni and non-alumni), curating content from across the institution.
- Sophisticated prospect management and insight capabilities identify, track and monitor pipelines, and help to inform and measure progress in relation to supporter journeys.
- Stewardship activity nurtures for donors a sense of being a valued part of the university.
- There is a talent management function, and strategic importance is given to training and professional development opportunities for advancement staff, with appropriate resources to support this. There is an intentional focus on inclusion and staff retention.
- Development Services infrastructure supports fundraising and alumni relations success and proactively anticipates and provides what is needed for that success, with the resource, sophistication and expertise to manage gifts at all levels.

Playbooks

The 'Elite' cluster

These institutions (Oxbridge) are highly developed and successful in their fundraising, benchmarking themselves against the best-performing US institutions. Distinctions between colleges and 'the centre' are typically felt more sharply *within* these universities than from the outside – especially for non-alumni who are among the most significant donors. The following should be front of mind.

- Messages appealing directly to the instincts of alumni to 'give back' will endure, but cases for support that inspire global philanthropists to 'give forward' (advancing causes including climate, social justice, and health) will be amplified – including as part of broader institutional campaigns to mobilise influence and advocacy to pursue societal objectives.
- Growing success among these institutions requires (even deeper) engagement from academic leaders in key areas, with experience of the ways in which donations can amplify and create impact. As this engagement matures further, many senior academic leaders will have this explicitly in their job descriptions, and reflected in KPIs.
- The centrally coordinated alumni programme should make more equal the experiences of alumni for whom college ties are less meaningful (or where the offer is less developed / appealing). This may include young alumni and those who were solely graduate students, with tailored approaches powered by more innovative use of digital technologies.
- Amid exceptional success in so many areas, corporate giving among these institutions does not exceed other groups by the same multiplier. There are greater opportunities to achieve impact through corporate partnerships that include but extend beyond philanthropy, and which are managed centrally by the advancement team.
- Increased institutional preparedness and the ability to realise supernova gifts (£100m+) will deliver long-lasting impact across the university – including through cross-institutional collaborations.
- Development Services will incorporate specialist expertise in areas hitherto sought outside the team, including e.g. charity lawyers for complex gifts.

Appendices

Appendix A: Interviewees

Professor Dame Madeleine Atkins

President, Lucy Cavendish College, Cambridge

Nick Blinco

Vice-President (Advancement, Communications & Marketing), The University of Melbourne

Kate Bond

Director of Advancement, Trinity College Dublin

Dominic Boyd

Director of Development & Alumni Relations, Manchester Metropolitan University

Dr Beth Breeze OBE

Director, Centre for Philanthropy, University of Kent

Rory Brooks CBE

Charity Commissioner

Abbie Carr

Director of Development & Alumni Relations, Kingston University

Chua Beng Hwee

Director (Asia), Richmond Associates

Sue Cunningham

President and CEO, CASE

Sonja Dunphy

Managing Director, Richmond Associates

Liesl Elder

Chief Development Officer, University of Oxford

Eddie Friel

Director of Development & Alumni Relations, Ulster University

Andrew Harris

Director of Campaigns, The University of Sheffield

Mary Haworth

Director of Philanthropic Partnerships & Alumni, University of York

Kate Hunter

Partner, Perrett Laver

Alistair Jarvis CBE

Pro Vice-Chancellor (Partnerships & Governance), University of London

Jocelyn Kelty

Director (Australia), Richmond Associates

Professor Sir Anton Muscatelli

Principal and Vice-Chancellor, University of Glasgow

Ben Plummer-Powell

Chief Philanthropy and Global Engagement Officer, LSE

Paul Ramsbottom OBE

Chief Executive, Wolfson Foundation

Professor Sasha Roseneil

Vice-Chancellor and President, University of Sussex

Lorna Somers

Executive Director, Mohawk College Foundation

Dr Paul Thompson

Vice-Chancellor, Royal College of Art

Professor Sir Rick Trainor

Rector, Exeter College, Oxford

Marcus Ward

Vice President for Advancement, Griffith University

Professor Sir Steve West

Vice-Chancellor, President and CEO, UWE Bristol

Appendix B: Institutions of Workforce Survey respondents

Arden University
Brunel University London
Cardiff University
City, University of London
De Montfort University
Emmanuel College, Cambridge
Exeter College, Oxford
Goldsmiths, University of London
Imperial College London
King's College London
Kingston University
Lady Margaret Hall, Oxford
Leeds Beckett University
Linacre College, Oxford
London Business School

London School of Hygiene and Tropical Medicine
Loughborough University
London School of Economics
New College, Oxford
Newcastle University
Pembroke College, Cambridge
Regent's University London
Robert Gordon University
Royal Academy of Music
Royal Agricultural University
Royal Central School of Speech and Drama
Royal Holloway, University of London
The Open University

Trinity College, Cambridge
Trinity Hall, Cambridge
University of the Arts London
University College London
University of East Anglia
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Central Lancashire
The University of Edinburgh
University of Exeter
University of Glasgow
University of Leeds
University of Leicester

University of Lincoln
University of London
The University of Manchester
University of Nottingham
University of Oxford
University of Portsmouth
University of Sheffield
University of Southampton
University of St Andrews
University of Surrey
University of Sussex

Appendix C: Pearce Groups

Rationale

Group	Rationale	Examples
Oxbridge	Outperformance of all other institutions	Cambridge and Oxford
Pre-1960s	From the ancient Scottish universities through to those founded before 1960, all these institutions have a distribution of alumni of all ages, and a place in the national consciousness as institutions that represent 'establishment' and continuity.	Aberdeen, Leicester, Manchester, Newcastle ¹ , Reading
1960s	This is a group of universities founded at a particular time in the nation's history, after the Robbins Report and at a time of democratisation of higher education. They often share new campuses and a sense of the radicalism of the 1960s.	Essex, Stirling, Sussex, Ulster
1990s	Sometimes known as the 'Post-92s' these are almost all former polytechnics. Many share a much older history than even their immediate polytechnic predecessor, but they are nevertheless characterised by their polytechnic roots in relation to the governance, importance to their region, and their alumni populations.	Glasgow Caledonian, Hertfordshire, Manchester Met, Napier, Oxford Brookes, Plymouth
2000s	Mostly former higher education institutes or teacher training colleges that went through a transition via university college to university since 2000 ² .	Chester, Chichester, Northampton, Winchester
Specialists	These are universities and colleges with degree-awarding powers characterised by their relatively tight focus on particular subjects. Many would fit into one of the groups above, but this sense of focus gives an edge to their ability to define a Case for Support and an ability to communicate messages to a well-defined audience.	Courtauld, Glasgow School of Art, Guildhall, the Institute of Cancer Research, NMITE, Rose Bruford, the Royal Agricultural University

1. Newcastle is an example of a university actually founded later than 1960 but with a degree awarding continuity and history much older. It therefore 'feels' like a pre-1960s university.

2. We recognise that some HEIs which attained University status in the 2000s are specialist in nature and could therefore have been classified with the Specialist section rather than 2000s. Nevertheless, their fundraising operations share more in common with other 2000s than, say, London Business School

Appendix C: Pearce Groups

Full listings

Oxbridge

University of Cambridge

University of Oxford

Pre-1960s

Aberystwyth University

Bangor University

Birkbeck, University of London

Cardiff University

Durham University

Goldsmiths University of London

Imperial College London

King's College London

London School of Economics &
Political Science

Newcastle University

Queen Mary, University of London

Queen's University Belfast

Royal Holloway, University of London

SOAS University of London

Swansea University

University College London

University of Aberdeen

University of Birmingham

University of Bristol

University of Edinburgh

University of Exeter

University of Glasgow

University of Hull

University of Leeds

University of Leicester

University of Liverpool

University of London

University of Manchester

University of Nottingham

University of Reading

University of Sheffield

University of Southampton

University of St Andrews

1960s

Aston University

Brunel University London

City, University of London

Cranfield University

Heriot-Watt University

Keele University

Lancaster University

Loughborough University

The Open University

University of Bath

University of Bradford

University of Dundee

University of East Anglia

University of Essex

University of Kent

University of Salford

University of Stirling

University of Strathclyde

University of Surrey

University of Sussex

University of Warwick

University of York

Appendix C: Pearce Groups

Full listings

1990s

Abertay University
Anglia Ruskin University
Birmingham City University
Bournemouth University
Cardiff Metropolitan University
Coventry University
De Montfort University
Edinburgh Napier University
Glasgow Caledonian University
Kingston University
Leeds Beckett University
Liverpool John Moores University
London Metropolitan University
London South Bank University
Manchester Metropolitan University
Middlesex University
Northumbria University
Nottingham Trent University

Oxford Brookes University
Queen Margaret University
Robert Gordon University
Sheffield Hallam University
Staffordshire University
Teesside University
Ulster University
University of Brighton
University of Central Lancashire
University of Derby
University of East London
University of Gloucestershire
University of Greenwich
University of Hertfordshire
University of Huddersfield
University of Lincoln
University of Plymouth
University of Portsmouth
University of South Wales

University of Sunderland
University of the West of England
University of the West of Scotland
University of West London
University of Westminster
University of Wolverhampton

2000s

Arts University Bournemouth
Bath Spa University
Bishop Grosseteste University
Buckinghamshire New University
Canterbury Christ Church University
Edge Hill University
Falmouth University
Leeds Trinity University
Liverpool Hope University
Newman University
Ravensbourne University London
Roehampton University

Solent University
St Mary's University, Twickenham
University College Birmingham
University of Bedfordshire
University of Bolton
University of Chester
University of Chichester
University of Cumbria
University of Northampton
University of St Mark and St John
University of Suffolk
University of the Highlands and Islands
University of Wales Trinity Saint David
University of Winchester
University of Worcester
Wrexham University
York St John University

Appendix C: Pearce Groups

Full listings

Specialists

Courtauld Institute of Art

Glasgow School of Art

Guildhall School of Music & Drama

Harper Adams University

Institute of Cancer Research

Leeds Arts University

Liverpool Institute for Performing Arts

Liverpool School of Tropical Medicine

London Business School

London School of Hygiene &
Tropical Medicine

New Model Institute for Technology
and Engineering

Norwich University of the Arts

Rose Bruford College of Theatre
and Performance

Royal Academy of Music

Royal Agricultural University

Royal Central School of Speech and Drama

Royal College of Art

Royal College of Music

Royal Northern College of Music

Royal Veterinary College

SRUC

St. George's, University of London

Trinity Laban Conservatoire of Music
and Dance

University for the Creative Arts

University of the Arts London

Writtle College

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