

**SUSTAINABLE
PHILANTHROPY
WITH
PLYMOUTH
UNIVERSITY**

**How Boards Can Help Create Sustainable Growth in
Schools and H.E. Institutions**

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Executive Summary

Fundraisers need to understand how to work with various types of boards and board members in order to drive sustainable fundraising growth. This research explains why they need to work together, who they need to work with, and how.

We took a multi-method research approach including a literature review, a set of focus groups, 25 interviews with key personnel and a quantitative survey of 63 organisations. Both schools and universities were represented in these samples.

We found that fundraisers must first address why they need to work with senior leaders before they consider the optimal form of boards and board members that they need to build and engage with. The choice of words here is deliberate. The question is not why they “want” to work with leadership; they may very well not want to. The issue is rather why they “need” to, both in terms of the outcomes for the organisation but also in terms of their own fundamental human needs. If the latter are not explicitly addressed it will be impossible to achieve sustainable fundraising growth.

Our research suggests that when designed and implemented well, fundraising strategy can both transform the way the mission is accomplished AND build a fundraising system fit for the longer-term purpose of achieving even more substantive growth.

The most important functions that senior leaders can serve to develop philanthropy in this way are:

1. Setting strategic directions about what to raise money for and how much is needed.

- a. The direction here must be set by asking what is possible not “what can we afford this year?”
 - b. The direction must also be set by asking how sustainable fundraising growth can be achieved both as an end in itself and as means to build a mature fundraising system.
2. Exhibiting high growth appetite.
- a. Leaders are prepared not only to offer direction but also to help make that direction a reality.
 - b. This assistance is offered ideally by those who have led similar growth before. Previous experience of running a large-scale enterprise is not enough.

These objectives are primarily served by the governing board and the Head of School in schools, and the Vice-Chancellor and campaign boards in universities. When necessary, fundraisers can rely on individuals from other structures to help, depending on what is available. In schools, this includes campaign boards and an informal network of individuals dedicated to fundraising. In universities, this includes the development committee or its equivalent within the governing board, the senior management team and an informal network of individuals dedicated to fundraising. In universities, the critical functions are most likely to be successfully served if their campaign board includes members from their governing board. In school settings, ideally the governing board chair also sits on the campaign/development board.

Our research reveals that the weakest link in how fundraisers and these senior leaders currently approach sustainable fundraising growth lies in the consideration of what that fundraising growth might achieve. It was intuitive to everyone we interviewed that the growth is designed to aid the institution in the fulfilment of its mission. It is less intuitive that the growth can be engineered to ensure the psychological well-being of the team to sustain them on what can frequently be a difficult journey. Many organisations experience very high levels of turnover in the fundraising function specifically because this dimension is neglected.

Academic research suggests that conducting activities that increase people's psychological well-being charges them, while conducting activities that decrease people's psychological well-being drains them. Psychological well-being includes six elements:

- Competence
- Autonomy
- Genuine connectedness
- Growth
- Purpose in life
- Self-acceptance

Our research indicates that the activities that charge people typically involve making a real difference (in mission accomplishment or in fundraising successes), sharing this success and building the same sense of shared passion and direction in others.

Draining activities involve the opposite of these. Fundraisers can be drained by any routine tasks that are perceived to be irrelevant to the achievement of goals. They can also be drained by failure in influencing others to accept fundraising knowledge and best practice, or failure to achieve the full potential of philanthropy. The irony here however is that the higher the expectations are that fundraisers and senior leaders have of themselves, the more draining these activities become.

Fundraisers and senior leaders can better facilitate the sustainable growth of fundraising by first understanding what charges and what drains them and others around them when it comes to fundraising related activities. They can then factor this knowledge into the design and implementation of their fundraising growth. The resulting growth will place higher emphasis on promoting the psychological well-being of all involved and the fundraising system will become more self-sustainable.

Once fundraisers clarify the functions that they need the combination of individuals from their various leadership structures to serve, they can select (or influence) the right individuals into the right roles. Where this is not immediately possible they should aim to identify individuals who can be developed into serving these roles over time.

To ensure success, fundraisers need to marshal a collection of individuals in the formal or informal structures built to assist them with fundraising. Our research indicates they should possess a mix of the qualities outlined below.

1. Individuals should possess the requisite **domain specific knowledge**. The wider literature on nonprofit boards talks in terms of acquiring individuals who have backgrounds in helpful fields such as finance, accounting, law, marketing and education. It was interesting to note that fundraising or giving experience is not typically seen as essential in this literature. By contrast, our interviewees saw it as essential that individuals had some understanding of fundraising or were at least willing to learn.
2. Individuals should possess **board knowledge and experience**. Research to date suggests that the more board experiences and current board positions an individual holds, the more effective they can become in serving the right board functions (including fundraising). This is because they are able to quickly and efficiently transfer expertise from one domain to another, all else being equal.
3. Individuals should possess **high social capital**. This allows them not only to help fundraisers reach potential donors, but to help build trust and enthusiasm for the university or the school. A related literature concludes that social capital is also important within the board itself. Better performing boards take the time to build and celebrate the social capital that exists between their members. This form of social capital greatly facilitates information sharing and builds team functionality.

4. Individuals should have **sufficient time to dedicate**. They need to take responsibility for getting to know the details of what help is required and then to act on this knowledge. Research has indicated that it is easier to train enthusiastic board members in fundraising than to find knowledgeable fundraisers who do not share that enthusiasm for their involvement.

5. Boards should exhibit a **degree of diversity** along the dimensions of ethnicity, gender and work experience. Higher diversity has been associated with better organisational performance. But it is only the case if the diversity mirrors the profile or needs of key stakeholder groups or the needs of the organisation (e.g. growing giving from particular communities). Greater diversity is also associated with higher quality decision making on the part of boards because of the wider range of world views and life experiences that can be brought to the table.

6. Individuals should be able to **meaningfully contribute to a sustainable fundraising system**. As we noted earlier, board members are typically selected for their functional expertise. Rarely are they selected for how they might make other board members or fundraisers feel. This is different from recruiting team-players. Because the purpose is not to build a high performing team per se, but to make sure the psychological well-being of each individual within the fundraising system is met.

The experience of working with particular individuals can be immensely satisfying and charging for other board members, but also for fundraising professionals. This may be because they are interacting with a charismatic individual, capable of inspiring others, but this charging can also be affected by individuals willing to make themselves available and to listen and counsel others. Many of our interviewees felt that the personal support they had received from particular leaders or board members was all that had sustained them on their journey to success.

Ideally, these individuals are part of a formal institutional structure with the leadership (in particular) supportive of fundraising. We found that having at least one fundraising champion in a senior role was essential. It is important though, not to understate the significance of informal groups or networks. Even if one cannot be charged by working with a formal board, it is possible to be sustained by an informal network of “trusted advisors”. Informal boards were particularly common in the university context, often established by the fundraiser to support them in their role, or to support them with a specific campaign. These were often highly effective in providing that charging because the fundraiser was able to select exactly the right mix of individuals to provide that function, free from the constraints of institutional politics and procedures. Such boards also allow the fundraiser to develop personally as they engage in fundraising. Even though these board members lack formal executive power and thus have only a limited ability to be able to drive institutional growth per se, fundraisers who are supported in this way can sustain a slower pace of growth while they build their personal capacity to lead much greater fundraising success in the future.

Our full report explains how fundraisers can go about identifying these individuals and what they need to consider when strategically positioning them into the right role.

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1.0 Introduction

In our 'Great Fundraising' research report (Sargeant and Shang, 2012), we outlined how fundraising directors can create outstanding fundraising growth by changing the organisation's team, structure and culture. By outstanding fundraising growth, we meant doubling, tripling or quadrupling an organisation's fundraising income in less than 10 years. Fundraising directors in those fast-growing organisations often report that they have a supportive CEO and a supportive board. Very little, however, is known about how fundraisers can identify or create a supportive leadership environment in order to create outstanding fundraising growth. Most of the fundraising directors we interviewed for our 2012 study had been head hunted by a supportive board or CEO, so that support was already in existence.

This research intends to fill in this knowledge gap and explore how fundraising directors can work with their board and senior management team to create outstanding fundraising growth. We will conduct this exploration in the education sector in the UK, which includes higher education institutions¹ and independent schools².

We take a multi-method approach in this research. We began with a literature review consolidating what academics and practitioners know about how boards and senior management teams work together to create organisational success in both the for-profit and the non-profit sector. We then conducted a set of two focus groups and 25 qualitative interviews to contextualise the learning from the literature into the day-to-day practice of UK universities and schools. Our interviewees were recommended by 10 advisory members who are knowledgeable in the university and the school sectors. They recommended interviewees who were perceived to be successful in creating fundraising growth whether as directors of development, heads of school or board members.

¹ Higher education institutes in the UK are defined as any provider of higher education, for example, universities, colleges, or specialist schools such as art institutions or agricultural colleges.

² Independent schools in this report are defined as fee-paying schools that do not have to adhere to the regulations applied to state-funded schools.

Finally, we conducted a quantitative survey of fundraisers working in both schools and universities. Participation in the survey was encouraged by IDPE and CASE and 63 organisations were ultimately represented in our sample. The results of the survey are outlined in detail in Appendix 1 and referenced as necessary throughout this report.

It is the creation of sustainable outstanding growth that we are interested in exploring in this research. This topic is philosophically and ideologically important for schools and universities, because philanthropy as one of our interviewees noted is the:

“...only way through which most schools can achieve their organisational vision: offering the best and most competitive education to all bright young minds regardless of their economic background.”

The topic is also timely and practically important, because in the coming years we will likely see a continuing reduction in government funding for education and thus a much greater need for philanthropy (Chowdry and Sibieta, 2011; Universities UK, 2016). In the next couple of years alone, higher education institutions expect a growth of around £140 million in philanthropic income, bringing the total to over £1 billion a year (Ross-Case, 2016). This growth is expected to come from increasing the amounts given by existing donors.

Unless universities and schools can rely solely on government and tuition income to stay at the top of their game, fundraising may be their only way forward. The only way that fundraisers can effectively respond to this challenge and buffer their institutions against potential losses in other sources of income is by building a mature fundraising system today.

This report will address how exactly this might be accomplished.

2.0 Why boards, senior management and fundraising directors need to work with each other

To create fundraising success, we found that directors of development, board members and senior management team members need to be able to articulate, “why they need to work with each other for the purposes of fundraising”.

The choice of words here is deliberate. The question is not why they “want” to work together; they may very well not want to. The issue is rather why they “need” to, both in terms of the outcomes for the organisation but also in terms of their own fundamental human needs.

They need to be able to articulate what long-term vision bonds them together and how much fundraising growth they need to achieve that in the short, medium and long term. To create sustainable growth, organisations also need to build “a mature fundraising system to help fulfil an organisation’s long-term mission”. Again, the wording here is very particular. The focus of this system cannot be about meeting short-term needs only, but rather it should be about building the right team, structure and culture to meet longer-term financial and mission fulfilment goals.

As they reflected on how they work together to achieve fundraising success, our interviewees were good at identifying external and organisational factors that may influence how they interact. Very rarely though did they spontaneously reflect on how they might feel through the process of that interaction. For example, they would mention the skills and experiences that board members bring to the table, and how board members and senior management teams can help fundraising directors to unblock difficult fundraising obstacles. But they would not typically mention how they sustain their energy and enthusiasm through this process. This is where our review of the academic literature can offer unique insights. We apply this literature to understand how fundraising directors *can* work with board members and senior management teams in such a way that all stakeholders’ fundamental psychological needs can be met.

2.1 Creating sustainable fundraising growth

Our 'Great Fundraising' report characterised great fundraising programmes as those that have shown substantial growth over the period of a decade or so, not necessarily those who have kept steady or those who have met their fundraising target every year (Sargeant and Shang, 2012). There are two differences between "fundraising growth" and "sustainable fundraising growth":

- a) Sustainable fundraising growth delivers a transformational difference in mission accomplishment. It transforms an organisation's ability to move the world we live in closer to what we would like the world to be. Thus, sustainable fundraising growth is not signified by securing sufficient funding to complete (for example) another building, but rather by creating a substantive change in the lives of the focal beneficiaries.
- b) Sustainable fundraising growth delivers transformational difference in a school's capacity to grow fundraising success over an extended period of time. It does this by building up a mature fundraising system addressing team, structure and culture. Sustainable fundraising growth does not rely on quick-win fundraising techniques alone. Nor does it rely on the success of one big personality alone. It is the system that is important. Growth is used to build up a team, structure and culture for the medium-term. So this team, structure and culture can deliver even bigger growth in the future.

A mature fundraising system is primarily defined by the purpose that it serves, and then by the make-up of the team, structure and culture necessary to achieve that purpose. There is thus no one-size-fits-all prescription for what this might look like because it will be different for every institution. The creation of a mature fundraising system for an independent school with only one full-time fundraiser will look very different from a mature fundraising system for a university regularly running multiple high value campaigns each year. What matters here is to be crystal clear about the

purpose that any given system needs to serve. Our research suggests that a mature fundraising system serves two primary purposes:

- a) A mature fundraising system can maximise the internal strength of an organisation to seize opportunities offered by the external environment and weaken the detrimental effects posed by any external threats.
- b) A mature fundraising system can also renew or regenerate itself during this process. In other words, the creation of one fundraising success does not deplete human or financial resources. It has the capability to build them.

In respect of the former in universities and schools, it is important for senior leaders to recognise the threats and opportunities related to both education and fundraising, because it will allow them to direct fundraisers to apply their knowledge and skills to the best fundraising purpose. For example, in the school context it is important to identify what the most important educational opportunity might be that prospective donors really want to offer children but presently cannot. This could be a particular form of sports education or a way of identifying and enhancing artistic talent. As one of our interviewees noted:

“The most important support that the senior leadership group can offer fundraisers in supporting sustainable fundraising growth is this strategic direction. When it is lacking, it is almost impossible to fully leverage the potential of any fundraising system.”

So in creating sustainable fundraising growth, the creation of a clear strategic direction is not an optional responsibility for senior management, it is a requirement.

Senior leaders also need to have a high **“growth appetite”**. In other words, only telling fundraisers what they need to raise money for is not enough, they will also need to be willing to help fundraisers make this growth a reality. What this means in practice, for example, is that when they attend a fundraising event, they will attend not only as a figurehead, but they will show enthusiasm and get actively involved in

interacting with guests. When they are asked to approve an increase in fundraising budget, they will be prepared to push their own comfort zone and take some necessary, but at times uncomfortable risks. When they are asked to attend a half-day training on fundraising, they will not consider that “beneath them”. Rather, they will agree to deepen their knowledge to enhance the impact they can have on their organisation’s fundraising. ***A high growth appetite means that they are willing to push their own boundaries in order to achieve sustainable fundraising growth.***

One of the most crucial dimensions along which senior leaders need to push themselves lies in deciding what kind of fundraising growth may be possible for their organisation. Design thinking scholars suggest that the best way to begin to answer this question should be in the context of “what is possible”, not in the context of “what kind of growth can we afford this year?” (Liedtka, 2006). This is the first principle under which the strategic growth direction should be set. Once the answer emerges under the former scenario, it can then be gradually tuned back by external and internal environmental constraints. In this way senior leaders can arrive at a much more scalable and appropriate perspective on sustainable fundraising growth.

Our research revealed that the more experienced board members and senior management teams are at leading large-scale growth, the higher their appetite will be for leading similar fundraising growth. What this means is that simply having a successful career does not predispose someone to being able to drive sustainable fundraising growth. Nor would it drive a big appetite for growth. Rather ***it is those who have led growth in their past career that are best suited to leading it in universities and schools.*** The growth they have led in the past does not have to be of the same scale that they will lead in the future. What is important is that they understand how “steep growth” works even if it is at a comparably smaller scale.

We also found that a mature fundraising system can renew or regenerate itself during the process of achieving growth so that it can build even stronger growth in the future. In other words, the creation of one fundraising success does not deplete human or financial resources. Rather that success can build them.

At its core, a mature fundraising system is made up of the people who belong to a structure and a culture. When the individuals in a system are drained of their energy, their enthusiasm, their creativity or their sense of responsibility for fulfilling their due diligence, the system collapses. So the second principle under which strategic direction should be set is that ***sustainable fundraising growth should both be thought of as an end in itself and as a means to build a mature fundraising system.*** Campaigns can therefore be used as vehicles for assembling, energising and retaining the high-quality staff that will be necessary for subsequent campaigns. It is impossible to overstate the significance of this issue since the average tenure of a fundraiser is a mere three years (Graham-Pelton consultant, personal communication, June 13, 2016), so unless campaigns are designed at least in part with the retention and motivation of key staff in mind, donor cultivation and stewardship practices can be seriously damaged. Teams need to be energised and our research shows that this dimension is frequently overlooked with the focus solely and wrongly on monetary campaign goals.

Being aware of this issue and designing fundraising growth strategy accordingly is not the only way in which senior leaders can nurture a mature fundraising system: ***it is also important that they conduct themselves in a way that is capable of energising their fundraising team.*** Senior leadership might therefore take the time to congratulate board members, volunteer leaders and fundraisers for their achievements, to meet with them, to celebrate and to stoke their enthusiasm. They also need to be prepared to revise the “anchors” created by their past experience at a previous institution or in a former career. What is a large gift for a focal team at one institution, for example, may appear a relatively small amount to a vice-chancellor recruited from another, but that amount needs to be viewed in the context of the current university and its historical performance. It must also be celebrated accordingly. Teams energised in the achievement of a £5 million goal can go on to believe they can achieve a £50 million goal.

To summarise, senior leaders can help nurture sustainable fundraising growth by:

1. Setting strategic direction about what to raise money for and how much is needed.
 - a. This direction should be set by asking what might be possible and not what may be afforded this year.
 - b. This direction is set by asking how sustainable fundraising growth can be achieved both as an end in itself and as means to build a mature fundraising system.

2. Exhibiting high growth appetite.
 - a. Leaders do not only offer directions but also actively help with the process.
 - b. Some of this help is ideally offered by those with previous experience of leading growth, i.e. not merely the experience of managing larger organisations.

2.3 Current perceptions of organisational leadership

Our survey results suggest that university fundraisers have more favourable perceptions of their leaders than school fundraisers. But they are not rated more highly on all dimensions. A 7-point scale was employed (where 1 = strongly disagree and 7 = strongly agree). The mean scores received from both university and school respondents are depicted in Table 1.

Table 1: Perceptions of Leadership

	Universities	Schools	Average
Our leaders have a clear understanding of our mission	6.31	5.26	5.71
Our leaders all play a role in facilitating success in our fundraising	5.83	5.33	5.54
Our leaders can clearly articulate our case for support	5.89	5.00	5.25
Our leaders take a longer view on the performance of our fundraising	5.45	4.80	5.07
Our leaders understand the concepts of donor loyalty, lifetime value, and donorcentrism	5.17	4.15	4.59
Our leaders are actively involved in fundraising	5.38	3.90	4.53
Our leaders have a firm grasp of how the process of fundraising works	4.76	3.92	4.28
Our leaders regularly consider the creation of appropriate gift opportunities	4.35	3.64	3.94
Our leaders regularly discuss the interests and aspirations of our donors or potential donors	4.35	3.54	3.88

Our analysis indicates that senior leaders from universities and schools are rated highly in terms of their understanding of the mission. Equally, they are rated highly in their willingness to engage in fundraising activities and to be supportive of them. Their understanding of how fundraising works is rated lower and they achieve the lowest ratings for the dimensions of creating appropriate gift opportunities and engagement with the interests and aspirations of donors.

We conclude that university and school leaders are perceived as exhibiting a high degree of competence in setting strategic direction for fundraisers in terms of what they need to raise money for, but they are less well equipped to assist in the

generation of those funds. While they are generally willing to support fundraising, they seem less able to engage in helpful behaviours such as engaging with donors and identifying giving opportunities. So there is still a long way to go if senior leaders are to offer the kind of support needed by fundraisers to create sustainable fundraising growth. In comparison to universities, the journey ahead for schools appears more challenging.

2.4 Key steps in creating a sustainable fundraising system

Most of our interviewees were quite experienced in applying business controls and metrics to help them achieve their fundraising success. They were less familiar with metrics that could measure how good members of their team might feel about delivering that success. This common omission in their thinking could significantly limit their potential to facilitate **sustainable** fundraising growth and to nurture or charge a mature fundraising system. We will devote the following section to exploring how people feel about delivering fundraising.

Theoretically, the structure of psychological well-being (Ryff, 1989; Ryff and Keyes, 1995) offers us a useful framework to describe how good people feel about fundraising. There are six components. The first three overlap with what psychologists Ryan and Deci (2001) would describe as fundamental human needs.

They are as follows:

A need for competence: People strive for a sense that they can manage their environment and have effective control over their affairs. In the context of fundraising, individuals need to feel that they are competent in taking each of the steps necessary for the cultivation and stewardship of donor relationships. They also need to feel that they are competent in achieving their fundraising goals.

A need for autonomy: People aim to be independent and determinant of their own actions, with their behaviour driven by factors from within themselves and with their judgements in respect of performance based on their own personal standards. In the

context of fundraising, individuals need to feel that they have exercised some control or choice over the actions that have been taken. They also derive meaning from being respected for the expertise they have to offer and thus their degree of influence over a given situation. Individuals scoring highly on autonomy are less affected by social pressure in terms of their thoughts and behaviour.

A genuine connectedness: People have a fundamental need for close positive relationships with others they care about. These relationships can be found in their home or friendship environment but they can also be found at work. Those involved with the fundraising process might care deeply for their beneficiaries, school/university personnel or other volunteers/donors. These relationships should rate highly on trust, warmth and satisfaction. People who have good connectedness are generally empathetic, intimate and concerned about, and affectionate towards others.

A sense of growth: People with high psychological wellbeing have a sense that they are continually developing and improving their self and experiences as reflected in their self-knowledge. Their aim is to realise their full potential.

A sense of fulfilment of one's life purpose: Psychological wellbeing requires that people have life goals to work towards and can see meaning in their achievement. People have a need to believe that their life has purpose. The more mature an individual becomes, the more complex and enlightened their purpose is.

A sense of self-acceptance: Individuals experiencing a high level of wellbeing on this dimension hold favourable perceptions of their self. They are comfortable with both who they are and who they have been and realise that the self is multi-faceted with both positive and negative aspects. The wellbeing here arises from not wishing to be different from what the individual feels they are.

Our research shows that ***fundraising activities that allow people to enhance their psychological well-being are typically described by them as “charging” or***

“energising”, while fundraising activities that do not enhance their psychological well-being are typically described by them as “draining”.

A mature fundraising system needs to take account of these feelings and support fundraisers on their journey to enhanced success. The steps to follow to achieve this are outlined below.

2.4.1 Get to know yourself

All stakeholders need to know what fundraising activities charge and drain their energy so that they can optimise the way in which they balance these activities. Our research indicates that achieving a fundraising target is charging since it fulfils a need for competence. Interestingly, it does not have to be fundraisers who feel good about this. Board members and senior managers can all be charged by the same outcome. The same sense of high competence can also be experienced when people feel like they have made a real difference in the world (e.g. seeing the children they helped excel in education). Either way, the more autonomy people experience in the kind of difference that they make (i.e. setting their own fundraising objectives or defining the kind of difference they want to make), the more charged people feel about working on achieving these goals. What this suggests is that although senior leaders should provide strategic direction, it is more beneficial for the team if such directions are designed in consultation with the others, because it allows them to exercise greater autonomy in the selection of what they should achieve.

Telling others about the difference they make or the fundraising target they achieved also charges people. We think this is because this sharing deepens people’s sense of connectedness with others. Again, it does not have to be fundraisers who share their successes with others. It can also be board members and senior managers who share organisational success stories. In fact, if we have in mind the objective of nurturing the entire fundraising system and we consider senior leaders part of that system, we should actively create opportunities where they can experience a sense of connectedness through sharing. Similarly, since psychological well-being includes an

element of having a clear purpose in life, sharing personally meaningful successes related to the beneficiary group could be a very charging experience.

Our research also reveals that the sharing of successes with those who expect those successes is not the most charging experience. Our interviewees shared that winning trust from key stakeholders who used to be suspicious of the fundraising process is what charges them greatly. Why is this the case? Because these are situations where the perceived connectedness with an individual was negative in the past and then through one's competence and sometimes autonomy, the genuine connectedness becomes positive. It is in those situations that people feel like they are charged most because in part these experiences allow them to experience the highest degree of personal growth.

The second element of getting to know oneself is to understand what drains us. In the most part, anything that is the opposite of what is charging us, drains us. But in addition, our research indicates that completing routine tasks drains people. This includes applying for a budget on a regular basis, requesting an increase in staffing, or applying for approval of fundraising communication material. It is especially draining when the process stays the same regardless of whether or not one exceeds one's fundraising target. Sometimes, fundraisers found themselves subject to an even greater level of bureaucratic scrutiny if they greatly outperformed their targets. This experience drains people because they experience no recognition for their competence and they cannot exercise autonomy in their approach even after creating successes. ***The irony here is that the better a fundraiser is, the worse that routine tasks make them feel.*** A second reason why such tasks may be draining is that people think it distracts them from accomplishing the goals that they need to accomplish, i.e. raising money or changing lives. The irony here again, is that the better they can raise money and change lives, the more they will be drained when they think they are distracted from so doing.

Similarly, converting unbelievers in fundraising to advocates charges people, and the converse drains them. ***Our research showed that the more moral people feel they are, the worse they feel about others not buying into what they do.*** In other

words, if we love what we do best and if it happens to be raising money for a school or a university, then not being understood by others or even sometimes being misunderstood by others about why we do what we do, or why we love what we do, can drain us deeply. ***The better fundraisers are at what they do, the worse they feel about it when others do not recognise their value.***

There is a third category of activities that our interviewees cannot categorise easily. For example, an interviewee mentioned that designing the most engaging and meaningful stewardship activities for donors can be challenging. It charges her if she can succeed in it, because then she feels that she is good at doing it, she has control in solving the problem, and she builds genuine connectedness with the donor.

What is interesting about this kind of activity is that even if she fails in delivering what she wants to deliver, it does not necessarily drain her. Here is why. As she works on solving such genuinely difficult problems, she experiences a sense of competence and autonomy progressing through various stages in the problem-solving process. She also experiences a heightened level of connectedness because she is trying to better meet the needs of the donors that she cares about. Thus, this charging can still take place even if the desired outcome is not ultimately achieved.

Equally, if individuals care deeply for their beneficiaries, engaging in solving difficult problems to deliver them a better experience, is not necessarily draining. This is an insight that is often overlooked by fundraisers, especially when they consider how to engage with senior leaders. If these leaders care about their beneficiaries and their donors, engaging them in solving a difficult fundraising problem may not be perceived as a draining task. It may very well charge them especially if they succeed in the endeavour.

Readers of this report could utilise the table below to analyse those fundraising activities that charge them, and those that drain them. The three fundamental human needs we described earlier can help facilitate an understanding of why these activities either charge or drain.

Table 2: Understanding Fundamental Human Needs

Why	Which fundraising activities charge you?	Which fundraising activities are challenging but you are not sure if they are charging or draining?	Which fundraising activities drain you?
Competence: Autonomy: Genuine Connectedness:			

This analysis is of more than academic interest. In order to sustain oneself in a job role, a mix of charging and draining activities must be included. Individual days, weeks or months can be planned with the achievement of a balance in mind. Rather than structure work with blocks of draining activities, work can be structured to allow the individual to recharge and renew their enthusiasm for what they do.

2.4.2 Get to know others

It is equally important for senior leaders and fundraisers to know what fundraising activities charge and drain others' energy. This knowledge allows them to optimise the way they can mix-and-match fundraising activities to maximise the energy for as many crucial players as necessary. Even though our research shows that in general people are charged and drained by similar categories of activities, it is rare that the

exact same combination of activities charge or drain all individuals to the same degree.

For example, some people are charged if they meet their fundraising goal, while others need to share the good news with others in order to feel charged. So aligning fundraising tasks with what charges and drains different individuals has the potential to optimise the potential of the entire fundraising system. For example, asking those who are charged by meeting a fundraising goal to share that good news with others, is not as effective as asking those who are charged by sharing to do so.

The exercise above can be conducted by all the key individuals that fundraisers need to work with in order to create fundraising success. In this way, fundraisers and others can have a clear picture of how sustainable the combination of different activities they engage in will be in the long-run.

A detailed series of tables is provided in Appendix 2, drawing on the results of our quantitative survey. In these tables we provide illustrations of the activities that individuals feel charge and drain them in the context of both university and school fundraising. Also listed in the table are the most crucial leadership structures (or individuals) respondents felt they needed to work with. Analysing the responses, we can see that a large number of respondents are charged by the essential leadership function we outlined earlier (i.e. setting strategic directions and exhibiting a high growth appetite).

The absence of what is listed in the charging category seems to drain fundraisers. At the top of the chart are: lack of clear vision and strategic direction, lack of time, and a sense that fundraising is low on the institutional priority list. A large proportion of fundraisers found a lack of understanding by their senior leaders a real drain on their energy. What is important to highlight here is that no-interest or no-action from senior leaders does not feel neutral for fundraisers. It is listed by the largest number of our survey respondents to be the most draining characteristics that their senior leaders can exhibit.

2.4.3 Get to know the state of your fundraising system

A strategic analysis of how best to raise funds is conducted by focusing on how to meet fundraising's short, medium and long-term goals and the factors that will impact that process. To achieve these targets, fundraisers might examine how well aligned the fundraising system is with the opportunities and threats posed by the external environment. They could also examine how well aligned it is with organisational strengths and weaknesses. The more misalignments there are, the more likely it becomes that fundraising success will not be achieved.

What is new in our analysis is the insight that the fundraising system is not necessarily self-sustaining, even if it can handle all the external opportunities and threats and successfully raise money. Unless fundraising successes can translate into supporting the psychological well-being of the key players, the organisation will experience problems. This it is important to enter a second level of thinking.

At this level of thinking, we focus our analysis on how we think and how we feel. Instead of focusing on the content of what to think about (e.g. environmental challenges) we ask the questions “why we think the way we do” and “why we feel the way we do”. Without this level of thinking it is impossible for us to explicitly build in the nurturing of people into the design of sustainable fundraising growth.

Here is an example of how one of our interviewees reflected at this level of thinking. When asked what charged him in helping with fundraising in his capacity as a board chair, he reflected: “Helping in a meaningful way gives me a certain sense of satisfaction”. So “helping in a meaningful way” is how he thinks about his role as a board chair. On discussion it became clear that he felt that he had already obtained meaningful life experiences from being a successful business leader and a successful father whose children have now left home. Serving on the board as its chair gives him additional meaning in life that he could not have otherwise had. He went on to analyse the impact of this on how he feels, concluding it makes him feel good to be involved in this way. By taking this information into account, he reached

the conclusion that he will look for other opportunities to help in other meaningful ways in the future because for him, growth means expanding on his meaning in life. Once a fundraiser understands this, he/she can deliberately select opportunities for engagement that will be experienced as a “gain” rather than a “loss”. In this sense, the fundraising system (which includes the board chair and the fundraiser) becomes self-sustainable.

Building a mature fundraising system is about helping all individuals in that system to expand and clarify what their purpose in life might be and to grow into that purpose. ***At this level of thinking, creating sustainable fundraising growth does not only allow an organisation to grow in the way it changes its beneficiary’s lives. It also changes the lives of all who raise money and all who give money.***

The more fundraisers can adopt this second level of thinking, the more likely they are to enhance the collective well-being of their system. The more success they have in this regard, the more likely it becomes that the focal individuals will be motivated to continue to engage and to assist fundraisers in the ways that add genuine value.

3.0 Who do fundraising directors need to work with?

Our research indicates that different combinations of individuals may be involved in creating fundraising growth. In some cases, directors of development need to work with the governing board, a sub-committee within the governing board, a development or campaign board or a set of development or campaign boards, in addition to their senior management team. In other situations, directors of development lean on individuals who are outside of a formal structure but who can offer them not only knowledge, experiences and skills to generate higher philanthropic income, but who can also help charge them and their teams as they grow fundraising.

What matters is that fundraisers need to strategically select individuals to include in their fundraising system such that they may serve the purpose of achieving sustainable fundraising growth, well. This section of the review summarises the types of individuals that a director of development can work with, what their primary responsibilities are and how one might evaluate the best way to interact with them.

Currently, when asked “which leadership structure (or individual) is the most crucial to fundraising success?”, university fundraisers rely more on their vice-chancellors (71%) than school fundraisers rely on their heads (54%). School fundraisers also work more closely with their governing board and the development committee within the governing board (28%) than university fundraisers (4%). Our detailed results are reported in Figures 1 and 2.

Figure 1: Leadership Most Crucial to Success: Perceptions of University Fundraisers

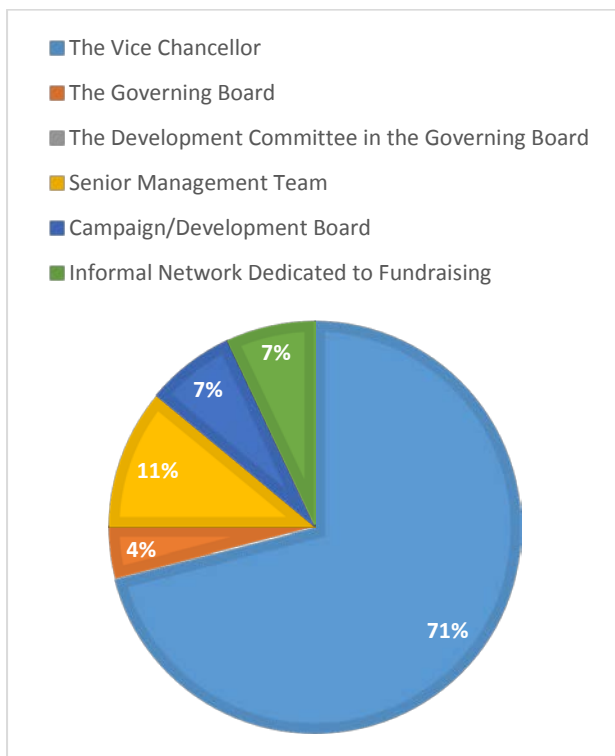
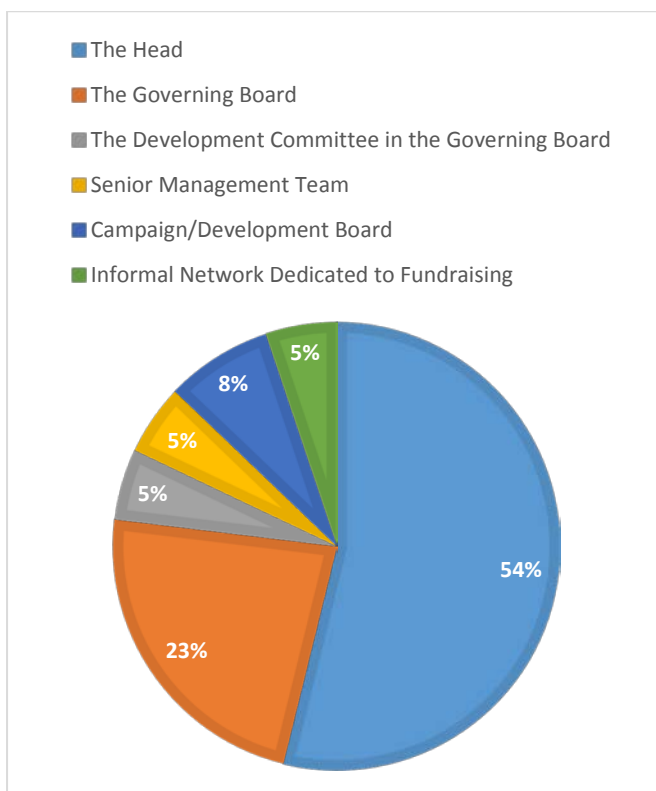


Figure 2: Leadership Most Crucial to Success: Perceptions of School Fundraisers



The senior management team, campaign boards and informal networks of individuals can also form essential parts of the fundraising system, but they are not as important as the chief executive or the governing board. It is fair to say that currently, in the university setting, vice-chancellors are the single most important individual that determines the success and the failure of fundraising. In schools, fundraisers need to pay more balanced attention to the role of heads and associated boards.

The following section will define relevant leadership structures, before we move on to consider what might be the best way to think about how to work with them.

3.1 Governing Board

The first category of individuals the fundraiser may encounter are members of the governing board. There are various forms and categories including a board of directors, governing board, board of governors, the warden and fellows, council of governors or simply the council. For the rest of the review we use the term governing board to refer to the equivalent of such entities because it is the most commonly used term by UK universities and schools.

Within the governing board, there are sometimes subcommittees for fundraising. These sub-committees can be constituted to focus on fundraising exclusively or they may also include responsibility for guiding marketing, communications, external relations, student recruitment or alumni relations.

3.2 Campaign/Development Board

Campaign boards are formed to design and implement a specific fundraising campaign. Their primary accountability is the success of the campaign itself. They differ from a development committee of the governing board in the sense that they

manage the campaign process, they do not govern the organisation's fundraising operation per se.

3.3 Informal board members

Fundraisers from schools and universities also work with individuals from outside of the institution to help them with their fundraising. In rare cases, these individuals can be the most essential stakeholder in helping them build their fundraising success. They can provide the same help that other categories of leadership can provide with the exception that they are not bounded by any formal obligations imposed by the organisation's structure.

4.0 How do development directors work with senior leaders?

As we established earlier, the above leadership structures fulfil two primary functions in creating sustainable fundraising: 1) setting strategic directions about what to raise money for and how much is needed and 2) exhibiting growth appetite. Depending on the kind of affiliation they have with the organisation, they will serve slightly different combinations of functions and they serve these functions differently.

4.1 How to think about working with each category of leadership.

We will summarise the guiding principles for how each type of leadership can help in fundraising and what universities and schools currently do. Then we will detail how academic research suggests that fundraisers can best work with them.

The UK Corporate Governance Code (Financial Reporting Council, 2014), and the charity Governance Code, for example, specify a list of practices and guidelines that should be followed by senior leaders in both for-profit and charitable organisations. There are many other sources of advice and we do not intend to replicate them here. Rather we will summarise content that is specifically relevant for the purposes of fundraising.

In sum:

1. Individuals should possess the requisite domain specific knowledge. The wider literature on nonprofit boards talks in terms of acquiring individuals who have backgrounds in helpful fields such as finance, accounting, law, marketing and education. It was interesting to note that fundraising or giving experience is not typically seen as essential in this literature. By contrast, our interviewees saw it as essential that individuals had some understanding of fundraising or were at least willing to learn.

2. Individuals should possess board knowledge and experience. Extant research indicates that the more board experiences and current board positions that an individual holds, the more effective they can become in serving the right board functions (including fundraising). This is because they are able to quickly and efficiently transfer expertise from one domain to another.
3. Individuals should possess high social capital. This allows them not only to help fundraisers reach potential donors, but to help build trust and enthusiasm for the university or the school. A related literature concludes that social capital is also important within the board itself. Better performing boards take the time to build and celebrate the social capital that exists between their members. This form of social capital greatly facilitates information sharing and builds team functionality.
4. Individuals should have sufficient time to dedicate. They need to take responsibility for getting to know the details of what help is required and then to act on this knowledge. Research has indicated that it is easier to train enthusiastic board members in fundraising than to recruit knowledgeable fundraisers who do not share that enthusiasm for their involvement.
5. Individuals should exhibit a degree of diversity along the dimensions of ethnicity, gender and work experience. Higher diversity has been associated with better organisational performance. But it is only the case if the diversity mirrors the profile or needs of key stakeholder groups or the needs of the organisation (e.g. growing giving from particular communities). Greater diversity is also associated with higher quality decision making on the part of boards because of the wider range of world views and life experiences that can be brought to the table.
6. Individuals should be able to meaningfully contribute to a sustainable fundraising system. As we noted earlier board members are typically selected for their functional expertise. Rarely are they selected for how they might make other board members or fundraisers feel. This is different from recruiting

team-players. Because the purpose is not to build a high performing team per se, but to make sure the psychological well-being of each individual within the fundraising system is met.

The experience of working with particular individuals can be immensely satisfying and charging for other board members, but also for fundraising professionals. This may be because they are interacting with a charismatic individual, capable of inspiring others, but this charging can also be affected by individuals willing to make themselves available and to listen and counsel others. Many of our interviewees felt that the personal support they had received from particular leaders or board members was all that had sustained them on their journey to success.

As we will review in detail below, all the above characteristics allow senior leaders to help organisations achieve success by offering diverse yet necessary expertise and networks. This potential to be balanced with the degree to which conflict might arise, the need for speedy decision making and the sense of board cohesion. The optimal balance amongst these factors allows fundraisers to fulfil their fundraising purpose and so the implementation of these principles into clear role descriptions for governing board members could be hugely beneficial. A director of development at one independent school reflected:

“If you have the structure in place and the proper terms of reference written up, then you've got a fall-back position to actually be able to deal with [problems]. I don't think a lot of charities have got that degree of discipline in how they are set up, and how the governance structure is there. They don't really understand what their levels of accountability and responsibility are. When they meet once a month, what exactly are they there to do? I think that clarity needs to be brought into the charity sector much more actively.”

The Charity Code of Governance also suggests that boards should focus on self-development, that is, boards should develop themselves so that they can fulfil the

charity's purpose. For example, the code recommends the board has access to all the relevant knowledge about the organisation's affairs and can make decisions collectively. These recommendations include well-structured meeting agendas with preparation material sent to members, the presence of a vice-chair that acts as a sounding board to the chair person, access to independent, professional advice, clear governor appointment procedures, etc. All these processes are in place, as the Code of Governance suggests, not simply to ensure that each collective decision is made as properly as possible, but also to ensure that the board can experience growth. There are parallels here with our earlier suggestion that fundraising systems, too, need to be set up with thought for their sustainability.

4.2 Overview of current practice in universities and schools

Our survey revealed that universities and schools primarily recruit their governing board members by the specific talents and expertise that they possess (see Figures 3 and 4).

Academic research suggests that organisations need to think a lot more strategically when selecting this expertise than the general specification about which domain these experts come from. For example, one study suggests that relevant new market expansion experience on the board is preferred in organisations that wish to expand into a new market (Diestre, Rajagopalan and Dutta, 2015). So it is not a general marketing expert that would help, it is specific marketing expertise for market expansion in a particular market. This inclusion is seen as vitally important when the market expansion is of high strategic significance to the organisation. This suggests that for organisations who wish to develop their fundraising potential and who consider this a strategically important endeavour, having fundraising, not marketing or public relations expertise on the board, could be beneficial. Once the organisation's fundraising program matures, it may consider replacing general fundraising expertise with more specific forms of expertise such as major gift.

Only very rarely are factors such as social capital and connections, board members having sufficient time and board members being sufficiently independent from the chief executive, listed as important criteria to consider when recruiting board members. This is not consistent with the best practice suggested in the academy.

It is interesting to note that only 4% of our university respondents recruit governing board members based on their wealth and no school respondents claim to recruit governing board members on that basis.

Figure 3: Criteria Applied to Governing Board Nomination: Universities

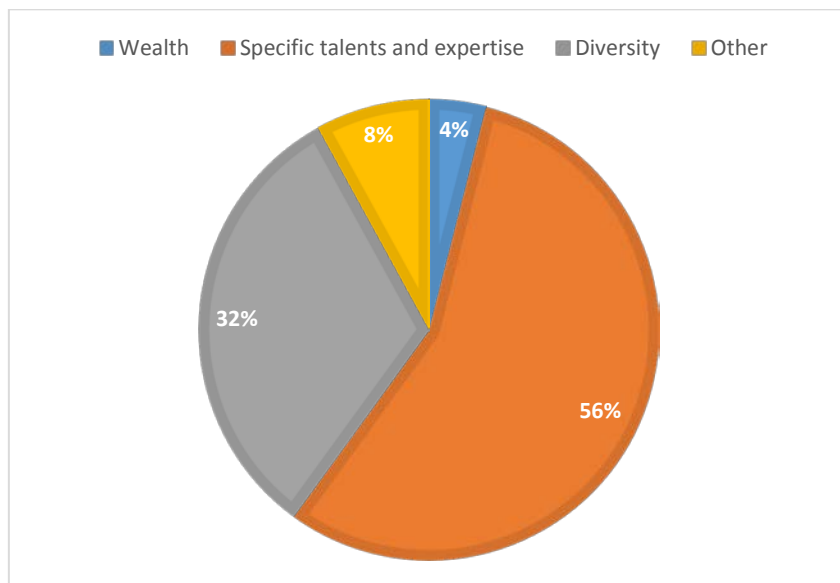
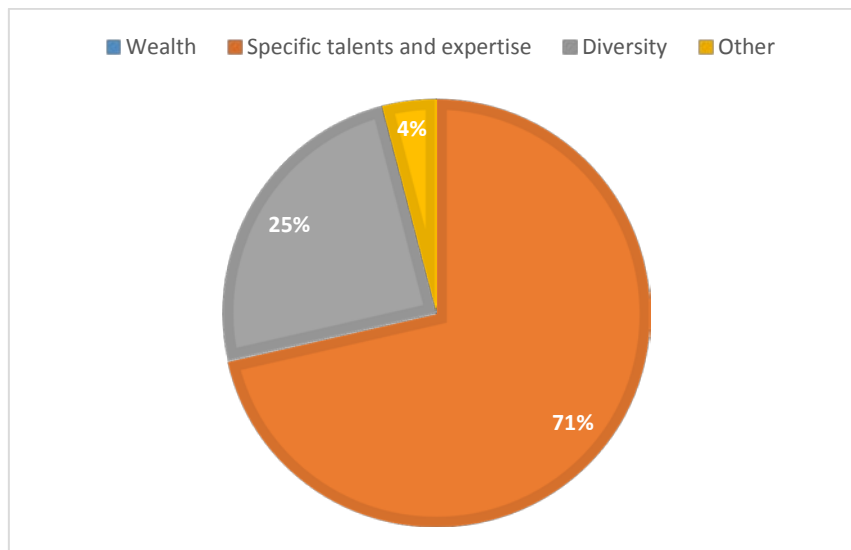


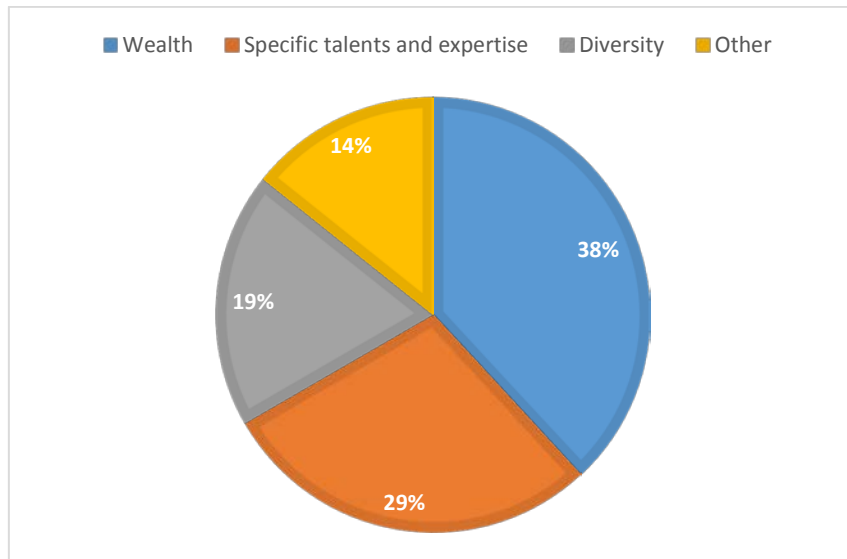
Figure 4: Criteria Applied to Governing Board Nomination: Schools



Only 13% of respondents said they require their governing board to give. These figures are problematic, especially for schools, since 23% of them consider their governing board the most important leadership structure that they need to work with in order to create fundraising success. If board members do not give themselves, it becomes very difficult for the director of development to persuade others to do so.

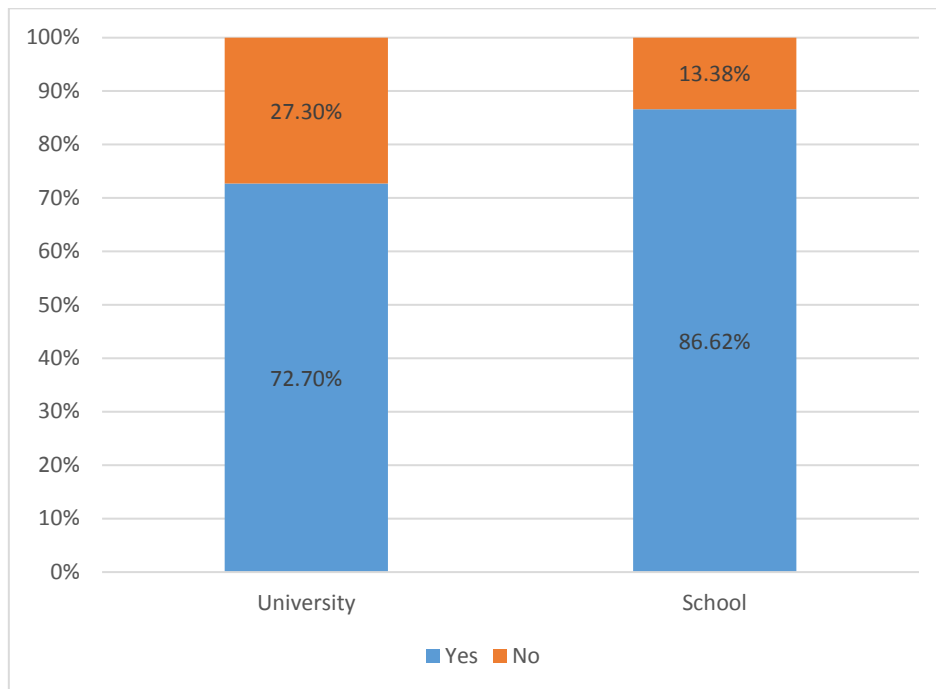
In the university sector, our survey also gathered data in respect of the criteria used to nominate individuals to campaign boards. The results of this analysis are reported in Figure 5. The selection of campaign board members appears to place a lot more emphasis on individual wealth.

Figure 5: Criteria Applied to Campaign Board Nomination: Universities



Our survey also gathered data on the extent to which institutions provide an orientation session for new governing board members. As the data in Figure 6 indicate, not all organisations currently offer an orientation session.

Figure 6: Percentage of Institutions Offering Orientation Sessions: Governing Boards



Of those institutions that do offer orientations, only 6.3% of universities and 8.3% of schools include fundraising in these orientation sessions.

Very little is known about how board members, once recruited, develop their giving portfolio or their fundraising expertise.

4.3 What can fundraisers do better according to academic theory and evidence?

We have outlined above the criteria that are typically applied to the selection of members for different kinds of boards by universities and schools. In this section we look at other dimensions that might be included in the selection criteria, drawing on both academic research and the findings of our own qualitative research. We also explain how once recruited, board members can be developed for the purpose of building sustainable fundraising growth.

4.3.1 Social capital on boards

Prior research indicates that it is important for boards to attract individuals with high social capital. Our research suggests that it is equally important for individuals and their social capital to be further developed. This section will address both sets of findings.

Prior research suggests that what is important in board member recruitment is not only who the board members themselves are, but also who they know, how much they are trusted by those they know, and how much they can influence the external fundraising environment to benefit the organisation. The inclusion of well-connected board members is associated with benefits such as the development of a greater understanding of the environment, enhanced fundraising performance and more effective “penetration” of the organisation into the community.

As one governing board member of an independent school we interviewed reflected:

“I think the school is now beginning to wake up to the power of that wider network and what it can achieve in terms of supporting the school to develop.... The connections that are made and the wider engagement back with the school, that's the most powerful thing of all.”

Universities too, recognise the opportunity. One director of research noted they would want fundraising board members to be “well connected, to be well respected by their peers, and to be willing and able...to make connections for us.” Here, what differentiates the nature of connections that governing board members offer and campaign board members offer, is based on the expertise they possess and the background they bring. Governing board members should bring fundraising expertise and connections that would allow the whole fundraising operation to flourish. Campaign board members, by contrast, offer connections for philanthropic support.

What is important to note here is that connections alone do not guarantee financial success. Board members need to understand the organisation to the degree that they can effectively articulate why they personally support it and trust in its leadership. They also need to be willing to share their personal passion and enthusiasm for the organisation’s mission with others. As a former director of development of a UK university notes, members of a development board should have:

“A willingness to bring other people to the party and not just, ‘here is a list of names of people I think you could go and talk to,’ but actually to walk you through the door.”

There is mounting academic evidence that social capital achieved within a board can enhance overall performance. For example, research from Canada found that high levels of social capital between board members increased information sharing and instilled a sense of shared purpose, which in turn led to better group functioning and decision making. The authors conclude that including trust and communication

exercises in board development/training days would benefit nonprofits greatly. It would build the level of social capital that could be present (Fredette and Bradshaw, 2012).

Our current research indicates that it is not only what the board members can bring to an organisation that is important, but also what their giving and fundraising experience can bring to them. In the domain of social capital for example, if a board member belongs to the category of people who enjoy building up social capital and who care about using it for the right purpose, then fundraisers should explore how they might design fundraising activities to explicitly charge those board members' social capital. Creating these opportunities facilitates greater buy-in and maximises their willingness to engage.

For example, a board member interviewee shared that hosting fundraising dinners is charging for him, not draining. This is because for the first time in a few decades since he graduated from his *alma mater*, he finally had a chance to reconnect with friends who shared his childhood memories. These individuals are people he genuinely wants to connect with more closely. As a group they enjoy having a meal with the current leadership of the institution, reminiscing about the past and chatting about how they might contribute to the future.

Such events can not only charge the host board member but also the current leaders of the institution. A head teacher from a different school reflected that

"I genuinely enjoy sitting at the table and listening to what they have to say. It gives me a sense of connection and meaning. It charges me."

However, our focal board member also shared that he declined the invitation to join another board from another *alma mater* because he did not think that institution had a mature enough fundraising system to handle his social capital. He did not think that they had the capacity to give his old friends a nurturing environment and the facility to do something meaningful. He also declined the first *alma mater's* invitation to

oversee other fundraising activities (i.e. doing more than hosting dinners), because he did not believe he would be good at it.

What this example illustrates is that as the focal board member considered all the opportunities available to him to help with philanthropy, he exercised his autonomy by selecting what activities to engage in and with which institution. He also chose the exact form of engagement that he has a high degree of competence in, that he can enjoy (in building genuine connectedness) and where he felt he could make a genuine and distinctive contribution to the school. So having taken all these decisions, helping with fundraising does not feel like a burden to him, it feels like fun!

So utilising board members' social capital well for the purpose of supporting fundraising growth, in this example, means continuing to provide this donor with opportunities to flourish in activities that charge him. Reflecting on an earlier section of this report we might also conclude that fundraisers and head teachers should take time to celebrate their own successes and charge themselves. For example, fundraisers and head teachers should have celebrated the fact that this board member chose to grant them (not his other *alma mater*) access to his social capital. They should celebrate too that he trusted them to nurture his social capital well. These are both significant accomplishments that speak to the quality of their fundraising system.

Equally, they should not see his rejection to serve in other fundraising roles as a failure on their part or as an indication that this board member is not supportive enough of their work. Instead they should see that this board member is simply helping them in a way that most comfortably contributes to his personal sense of wellbeing. For the fundraiser or leader, attaining this level of understanding does not happen by default, it requires that a fundraising system be deliberately set up in a way that has the supply of psychological wellbeing at its core.

4.3.2 Sufficient Time

Appointing a member who demonstrates a willingness to donate time is beneficial to a multitude of board functions, such as raising funds, evaluating the CEO and the budget, planning future events and goals, setting the firm's policies etc., suggesting that in nonprofits, willingness and motivation are key to a functioning board (Ostrower and Stone, 2010). When these tasks are done successfully, board members can experience a sense of high psychological well-being.

Research suggests that availability of time should be seen in the context of governing board members' other commitments. Some governing board members are likely to serve on multiple boards at once. Directors with multiple appointments are referred to in the literature as "over-boarded". Research has indicated that the more over-boarded directors sitting on an organisation's board, the higher the firm's financial performance is. The authors suggest that it is true that busy board members may be detrimental to established organisations as their ability to sufficiently monitor strategy and operations may be diminished by other commitments. However, over-boarded members also have ample experience and a large network of contacts that can be immensely beneficial (Field, Lowry and Mkrtchyan, 2013). It appears that this benefit outweighs the potential problems.

In respect of fundraising experience, many of our interviewees reflected that it is not as easy to find board members who are experienced as those who have the requisite time. So in the absence of fundraising experience they felt that a willingness to learn was crucial. Those who are willing to learn perform better in fundraising, but they also feel better about that performance because the process of training and coaching enhances their competence in fundraising and through that, their psychological well-being. Seeing that transition occur can also be charging for the fundraiser.

One of our university respondents noted:

“I personally find it energising when my Head of House returns from a successful prospect meeting. She has increased confidence in her ability to articulate the case in her solicitations and it makes me proud that I played a role in that.”

4.3.3 Diversity

Aguilera, Filatotchev, Gospel and Jackson (2008) review the notion that diverse boards are beneficial, and find that diversity expands the resource pool and social network of the organisation. However, what is important for fundraisers to understand in board diversity is how surface level diversity (i.e. gender, ethnicity) relates to deep level diversity (i.e. their way of interacting with people, their focus of attention, their understanding of beneficiary needs etc.) (Robbins and Judge, 2010).

People of different gender, for example, differ in the way they relate to others. Research indicates that given the same knowledge and expertise, female board members influence board performance more when there is a low conflict in the board and the organisation is not in a crisis mode (Triana, Miller and Trzebiatowski, 2014). People of different ethnicity, for example, vary most significantly (for the purpose of fundraising), in their understanding of beneficiary needs and how best to engage donors from their own ethnic background (Harris, 2014). People of different education and professional backgrounds will have different comfort zones in their willingness to engage with other board members on topics that they are unfamiliar with. The more unfamiliar they are with each other’s background, the more beneficial it will be for them to get to know colleagues in informal settings, in order to serve their board functions well. The literature suggests that the key is to use heterogeneous subgroups for resource generation and strategy setting, and to use homogeneous subgroups for implementation, monitoring and control (Tuggle, Johnson, Hellriegel, Hitt and Mahajan, 2010).

We discuss the detail below.

a) Gender

In October 2015, 26.1% of British for-profit board members were female – and although this is a figure that is now rising, it still represents just over a quarter of all board appointments (Davies, 2015). The picture is bleaker in nonprofit organisations, with UK grant-making trusts, for example, averaging just one female board member per trust, a figure the author termed ‘the token female’ (Carnie, 2015). Gender equality is also an issue in university boards. For example, while one of the top UK universities has a female vice-chancellor leading the council of the governing structure, only 36% of the remaining council members are women (<http://www.council.ox.ac.uk/node/401>).

Gender profiles of development or campaign boards are not available, but it seems unlikely that the pattern is any rosier. An explanation for this was offered by one director of development in our study:

“The way our donor base was very skewed at the time, we didn't have enough women donors to choose from, frankly. Now it's beginning to change in a very positive way, but in the early stages of the board, rightly or wrongly, that was the way (it was)”

The presence of female board members appears to be associated with key facets of institutional performance in the university sector. In a study of higher education institutions in the US, gender diverse boards were positively related to increased student enrolment, as well as better student retention (Harris, 2014). The authors posit that female board members are more cognisant of the university's mission to provide education in the community than their male peers.

b) Ethnicity

Although school boards can be more diverse than might be the case for other sectors, the majority remain Caucasian (Ford and Ihrke, 2015). In a review of the boards of governors of independent US colleges (Olson, 2000), the author noted an increased number of ethnic minority members was associated with higher total gift income received, and the total number of individual gifts received. The author posited that by increasing ethnic representation on the board, the organisation was generating a new source of givers who could feel the mission of the organisation as relatable.

Similarly, Harris (2014) suggested that racially diverse boards can better understand the needs of the clientele, and can align performance to those needs. When assessing higher education institutions in the US, the more ethnic minority members included on the board (an average of 14%), the more donations and government grants the institution received.

A director of development at an independent school echoed the notion that having a board that represents the wider community is beneficial for fundraising. Speaking about his own board he said:

“It vibed on all areas of the community. I think that was very important with getting development embedded amongst the alumni, amongst parents, amongst staff. In a good way. They would feed back negative stuff that was coming out. They would advise on approaches to fundraising and events. I think that was very important.”

c) Education and functional skills

In for-profit organisations, research suggests that board members who are more alike make more effective teams (Tuggle et al., 2010). The board minutes of US

firms from 18 different industries of varying size and age were assessed for instances of discussion about new products or new markets for firm expansion (i.e. entrepreneurial issues). Board members who were more alike in industry background and the number of board appointments held were more likely to spend time discussing these entrepreneurial issues. However, if there were strong sub-groups on the board resultant from a mix of industry, firm, and board experience backgrounds, there was a reduction in time spent on discussing entrepreneurial issues. It was shown that this negative effect of board heterogeneity on board discussion can be reversed if board meetings occur in an informal setting (i.e. meetings occur in a casual setting with little structure). The authors posit that informal settings allow for more open communication between board members and a better atmosphere for information sharing.

The skill sets and employment backgrounds found on nonprofit boards can be highly diverse. For example, in a review of independent US colleges, Olson (2000) found individuals on the board (average of 28 members) covered a wide range of vocations, including directors involved in the business or finance sectors, home makers, individuals in the medical field, and academics, to name a few. However, Olson also found that board homogeneity in employment background (less diverse jobs included) correlated with higher gift incomes. The author concluded that homogenous groups tend to interact better. Therefore, by reducing the diversity of vocation backgrounds within a group, communication can be improved, which may increase the proficiency of monitoring. If the purpose for a board is higher gift income and higher proficiency in monitoring, then one might want to promote homogeneity on this dimension.

4.3.4 Leadership Dynamics

No consensus was reached in our interviews about what might be the best combination of fundraising knowledge and expertise for specific leadership structures to possess. Fundraising knowledge and expertise could be offered by the executive team, or be offered by a governing or campaign board. There was no “one

size fits all” approach. Where there was consensus was around the way in which the executive and the board would need to interact, and specifically the nature of that interaction. In the view of many respondents there needed to be a genuine exchange of views, with the management team of the institution being willing to listen to board members and to act on their advice.

According to one Director of Development:

“The situation that fundraisers want to avoid is where the university representatives seem to be happy after they come out of the meeting, but then when you talk to external members, they say: ‘I just didn't really feel I could say very much’, or, ‘I didn't get a chance to say a word’, or, ‘It was all a bit dull’.”

The same interviewee reflected:

“Actually, the best meetings are where there is a slightly charged atmosphere and people are being very open and a bit challenging, sometimes in both directions (from the board members to senior management and from senior management to board members).”

This is because they may have different visions and emphasis that will both influence fundraising and help prioritise it better.

Allowing various emphases to surface and to cross-check each can help with setting the optimal strategic direction of fundraising. A diverse array of opinions and perspectives on a board (otherwise known as cognitive conflict) is found to positively impact board performance (Heemskerk, Heemskerk and Wats, 2015). When analysing survey data from 148 secondary schools in the Netherlands, for example, cognitive conflict on a board was related to the board chair perceiving the group as performing better in their advisory role, i.e. the board suggesting to management areas where the mission of the institute can be achieved or bettered.

These conflicts need to be facilitated within the context of a highly cohesive board. Research suggests that the higher the level of board cohesiveness (the propensity to stay on the board, and how attracted members are to others), the more fundraisers can make use of the independent views to advance fundraising objectives (Jaskyte, 2012). The positive atmosphere generated in cohesive boards means members are more committed, which in turn enhances collaboration between members and the potential for innovation, for example in the way donors are approached, or in the fundraising techniques used.

When creative conflicts are managed within a highly cohesive board, the chairman of an independent school board indicated:

“it’s very good that [board members with conflicted opinions] keep expressing those views because they keep challenging us... I find it exceedingly useful because they make sure the people who are putting together the project do their homework, because they know they are going to get challenged... If the questions are in the boardroom, the questions will be outside, so we’ve got to answer them.”

What charges people during these exchanges is not necessarily the superior solution that they arrive at, although research has shown that the quality of solutions is generally higher when various opinions are voiced. What charges people is the process of solving complex problems that they have never solved before. Choosing to embark on a journey to solve such a problem enhances one’s sense of autonomy, working through the problem with trusted and esteemed peers enhances one’s sense of genuine connectedness, and the continuous testing and learning enhances one’s sense of competence and growth. All of these occur within a domain that people genuinely care about, i.e. creating the best education for all. The potential for these opportunities to enhance psychological well-being is therefore highly significant.

4.4 Optimal board size

The primary trade-off that fundraisers need to consider when reflecting on the optimal board size (whether it is a governing board or a campaign board) is the trade-off between access to resources, expertise, networks, social capital, etc., versus efficiency in getting things done, avoiding conflicts and enhancing board cohesion.

Research indicates that as an organisation's size increases, there is a tendency for the number of governing board members to grow (Boone, Field, Karpoff and Raheja, 2007). On the whole, board sizes tend to be larger in the nonprofit sector than in the for-profit sector. This could be caused by the reality that nonprofit boards are responsible for multiple bottom lines while for-profit boards are primarily responsible for the financial bottom line. What this means is that when board members transition from a for-profit board to a nonprofit board, they might need to adjust their expectations about the complexity of the topics reviewed, the size of the group they will have to work with and the relative efficiency with which the board make decisions. Failure to adjust might ultimately result in dissatisfaction and eventually resignation.

Larger board sizes have been related to higher gift income in a study of independent colleges and universities in the US (Olson, 2000). Board sizes in these organisations ranged from 11 members to 47, and as the number of members added to the board increased in a period, so too did the total gifts received. Olson speculated that when a new board member was initiated to the board, the donor pool of the organisation expanded as the member could secure gift givers from their network. Similarly, Chen (2009) sampled nonprofit organisations in the New York area, and measured their level of public support by the number of donations received over a year from the public and organisations. Although board range was vast (between 3 – 161 members; average board size 22), the more members in the nonprofit board, the larger the number of donations received.

Chen (2009) argues that by increasing the size of their board, these nonprofits are also increasing their community penetration, which in turn increases the amount of community support in their area. Another reason why big boards generate more donations could be that board size has also been correlated with the voluntary disclosure of financial information (e.g. budget materials, use of resources, and fund investment) to the public. In a study of Taiwanese nonprofit hospitals, Saxton, Kuo, and Ho (2011) reported that the addition of each new member to a board increased the likelihood of voluntary disclosure by 10%. Thus an increase in donations may be caused by the fact that the more transparent donors perceive the organisation to be, the more likely they are to give.

On the down side, Saxton et al. (2011) proposed that larger boards are more likely to have coordination problems that make decision making and monitoring processes less efficient. Dowell, Shackell, and Stuart (2011) found that larger boards are less efficient in times of financial distress as their decision-making processes must account for more varied opinions, a problem not apparent in smaller boards. This ineffective decision making leads to an increased chance of board failure. Conversely, in times when the organisation is not in financial distress, Dowell et al. (2011) suggest that smaller boards are disadvantageous, as they have less access to external resources. In financially stable situations, larger boards will have more contacts to gain resources.

What this suggests for fundraisers is that working with a large board could be beneficial in the long run, but in order to facilitate quick decision making when needed, it is probably beneficial to set up a subcommittee which has executive authority to act on fundraising related matters when necessary. This could include situations where fundraisers need to react quickly to major donor enquiries, fundraising opportunities or to manage a crisis.

As there is easy prescription, it is necessary to reflect on the purpose that one wants the board to serve and the most efficient way to organise a board in order to serve those purposes well. The approach may well morph over time.

As one director of development at a university noted:

“We evolved our board over time to become much smaller and more focused, but into a board of doers. People who will actively go out and make introductions, meet people on our behalf, and bring potential donors into [the] university”

4.5 Board development

In the above two sections, we discussed who should be recruited and in what volume. We addressed these questions by providing ways to think about them: why do you need to recruit certain types of people to your board and why do you need so many of them? Answering these “why” questions allows fundraisers to build a board that is fit for the purpose of fundraising growth. Our next section addresses the issue of how and why to develop board members once they are recruited.

4.5.1 Developing a 100% giving board

It is important to create a 100% giving board if one is to substantially grow fundraising success. It is important, not necessarily because of the total sum of money raised, but because it charges the fundraising system. It shows those who are doing frontline fundraising that governing board members are not simply setting strategic directions, they are committed to the cause. It also allows the director of development to point to the board’s support (or that of specific individuals on the board) when talking to other prospective supporters.

“It isn’t so much that [this individual] gives. It’s that I get to go out and say that he gives. It speaks to the quality of our mission and the impact we are having on the world.”

The easiest route to creating a 100% giving board is to include giving in the role description. This is currently not a widespread practice. Our research indicated that most universities and schools only ask their members to give time and talent. The giving of these are often perceived as a barrier for fundraisers to then raise money from them. Research indicates that when a pattern of supportive behaviour is established, it is harder to convert individuals thereafter. So if board members do not give immediately upon recruitment, they should be offered the opportunity again during their orientation. This again, is not common practice in universities and schools and as a consequence many fundraisers report difficulty in achieving 100% board giving.

“I struggle to find ways to persuade all (rather than just some) of them to make at least a modest regular gift according to their means.”

The common mistake that fundraisers make in attempting to create a 100% giving board is trying to secure a large donation from all board members. The nature of university and school boards dictates that it is not always possible for all individuals to make a large donation. They may be educational experts who do not have a high giving capacity. So the key here is to ask them to make a gift of any amount in whichever way that they are comfortable with.

“I struggle to get across the notion that we don’t necessarily need large gifts, it just needs to be a meaningful gift for them. That may be only £100 or £1000. It isn’t the amount that is significant.”

It is important here that fundraisers differentiate governing board and campaign board. The distribution of wealth is much more favourable for fundraising in campaign boards. But the purpose of having a 100% giving governing board is to demonstrate to those who are doing frontline fundraising that they are committed to that work. It serves the purpose of charging the fundraising system more so than it fulfils the fundraising target. So in addition to treating governing board members as donors and showing them a clear case for support, highlighting the effect that their gift will have on other internal stakeholders is also important.

Research has also indicated that the more ways that people engage with an organisation and the more satisfied they are with these engagements, the more likely they are to continue their various forms of support (Sargeant, 2008). There is therefore nothing wrong with 'cross-selling' other forms of university or school engagement. This is especially the case if board members are enjoying themselves donating their time and talent!

Other work in the domain of psychology tells us that when individuals say the cause they support is very important to them, they are much more likely to consider giving to support it (Shang, 2015). So it will be helpful here to ask board members to reflect on their original motivation for joining the board and why that was important to them. As they affirm that belief they will be much more likely to give.

4.5.2 Develop fundraising expertise

It is one thing to convince a board member to give themselves, it is quite another to ask them to help with fundraising. Here, we need to differentiate the two levels of help. At the strategic planning level, only board members who are recruited with fundraising knowledge and expertise can really help because they have a detailed understanding of the nature of the process and what is involved.

However a second level of help is quite attainable through board development. That is to ask board members to assist with fundraising activities. One director of development at a university noted:

“One of the things I found or observed about boards is that many members of boards often feel awkward or they don't want to impose on their friends and they fear rejection, when they're asking for money or you know, that fundraising element. Therefore, it's incumbent upon the fundraiser and the institution to make sure that the board members are trained, that they're inspired, and that they're supported... on a board, so we make the

fundraising process as easy as possible for board members. Because we can't expect them to perform unless we give them the training and the support that they need."

Kay Sprinkel Grace (2009) recommends that not all board members have to make the ask. As they learn how to become a fundraiser, they can transition first into becoming an organisational ambassador (e.g. willing to host a dinner or interact with donors) or advocate (e.g. making presentations to potential supporter groups). For some, it is only after they experience success in these other domains that they can begin to transition into the role of an asker. For Sprinkel Grace, the key lies not merely in asking individuals to undertake these roles, it lies in obtaining annual sign-up to a range of specific activities particular to each role. So for example an ambassador would agree to being an ambassador but they would also agree to hosting two dinners and three donor tours of the facility. The detail enhances compliance and the sense of accomplishment that members of the board derive. Reflecting on our earlier discussion, the approach also enhances their autonomy because they get to select both the role and the specifics of how they will fulfill it. If they have a good experience in connecting with others during these activities, that they could not have experienced anywhere else, then helping with fundraising also enhances their sense of genuine connectedness and growth.

4.5.3 Transition from a for-profit to a nonprofit board

A number of our interviewees reflected that many board members they work with have more experience with for-profit boards than with nonprofit boards. In many instances, the school board that they serve on is their first nonprofit board. One way that fundraisers can help these members to maximise the value that their for-profit experience can bring to their non-profit, is to help them reflect on the differences between the nature of the two boards. This reflection will also be used to heighten their awareness about why fundraising (a management function only existing in the nonprofit world) is different from the marketing, public relations and communications functions that they might be familiar with already.

One of our board chair interviewees reflected that it took him quite a few months to adjust into the right mind set in order to serve the independent school well. This is not just because the business of education is different from the business of his profession. It is also because the nature of what a board chair is accountable for is different. In the beginning, he could not really understand how to transfer any of his professional experience earned in growing a successful law firm.

To successfully transfer his knowledge and skills he needed to develop a thorough understanding of where the two organisations were different and where there were similarities. One of the differences in his case was that what makes or breaks the quality of education is not simply what the school and its teachers can offer its students. It is as much about what students can offer each other. This is very different from the way his legal clients derived value from his law firm.

In the educational context, what peers can offer each other is especially important for children because they need to thrive both academically and socially, and in a diverse population. What this highlights is the vital role that scholarships can play in the school to attract the brightest young pupils. It is only by providing that function that the best experience can be engineered for all the children at the school. Developing this understanding of the real role of fundraising was central to his success in his role because he can then articulate precisely its significance:

“We see our duties to be as inclusive as possible and to offer opportunities to the broadest range of people as we can do. Therefore, the only way we can do that is to try and raise additional monies.”

The importance cannot be emphasised more strongly. It is critical that fundraisers support board members to transfer from their previous board and executive experiences into an educational setting, because the consequence of this successful transfer is their ability to articulate why fundraising success is the only way through which their duty to the school can be fulfilled. It is when they own the success of fundraising that they can become the most powerful player in helping to enhance

sustainable fundraising growth. It is also through this transformation that they experience the highest degree of growth in their autonomy, competence and genuine connectedness with other board members, with the school staff and with the current and future students that they help.

5.0 Conclusion

In achieving outstanding success in fundraising, development officers first need to clarify why they need to work with senior leaders and who they need to work with. They then need to decide how they will recruit the right individuals into the various structures that will be used to support them in the fundraising function. This report has highlighted a range of issues that should be considered at each stage.

What was clear from our interviews was that much more thought needs to be given to nurturing and developing the fundraising function, than is currently in evidence in both schools and universities. Fundraising appears to be viewed as a mechanistic function supported by equally mechanistic structures where individuals are routinely selected on the basis of their functional expertise, success in a previous career and/or connection to the organisation. While such an approach can yield benefits, it seems clear that giving greater consideration to the underlying psychology of how boards function and interact with other internal stakeholders can punch fundraising to an entirely new level.

Fundraising does indeed deliver income, but a properly engineered process can support and nurture the team as they take decisions in an increasingly hostile environment. If boards and interactions are structured very deliberately to address the needs of all the individuals involved in the fundraising process, the process will be sustainable, individuals will continue to grow, and more deeply commit to the organisation as they do so. In this way, short term success will feed even greater medium and longer-term success.

Understanding the needs of fundraisers and board members in terms of their fundamental human needs allows organisations to deliberately plan for charging activities to take place. It is obviously not possible to eliminate all draining activities from a role, but by strategically picking a mix and taking the time to re-charge, the experience of fundraising can be enhanced for all.

As this process unfolds, fundraisers can work with their heads and vice-chancellors to help their board members to self-assess and self-develop. The majority of for-profits complete these board assessments by issuing a questionnaire to board members (Lichtsteiner and Lutz, 2012) asking them to evaluate themselves on various topics including, how well structured their board meetings are, how the board enables the organisation to reach its financial goals, the communication and trust within the board, and how well the board understands the mission, values, and strategies of the organisation. Our research suggests that evaluation should take place not just of how board members are impacting the organisation, but also of how the organisation is impacting its board.

Building a successful and functioning board to create sustainable fundraising growth is a long-term and complex endeavour. We hope the content in this report provides you with a framework to reflect on how to best approach it.

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Appendix 1. Quantitative Survey Results

With the assistance of CASE (Council for Advancement and Support of Education) and IDPE (The Institute of Development Professionals in Education), we were able to achieve responses from 63 organisations. In total, 27 universities responded, and 36 schools.

Board giving as a percentage of total giving

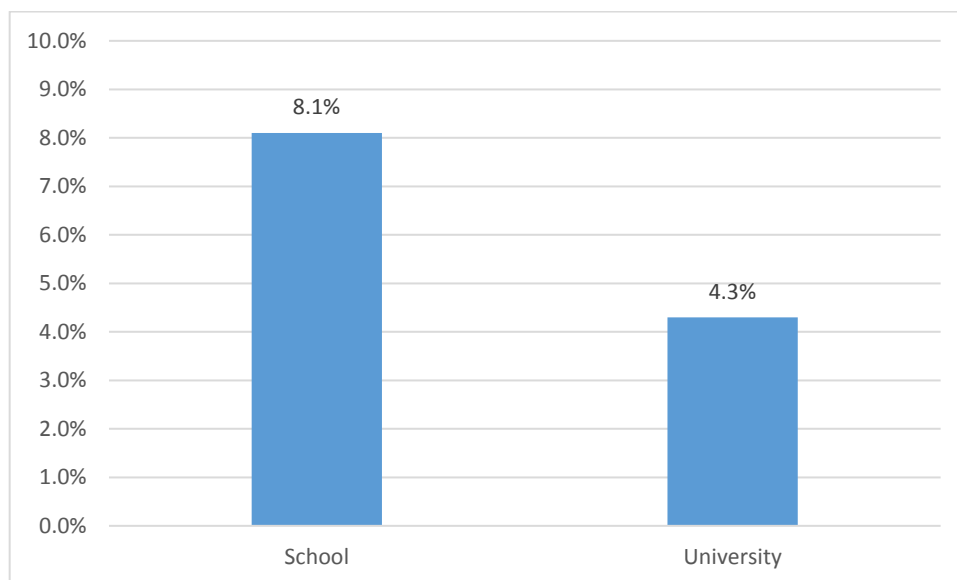
Questionnaire respondents were asked to focus on a board structure that supported the fundraising for their organisation. They were asked to indicate the amounts donated (in aggregate) by members of that board. For university respondents campaign boards (in the past financial year) had given a mean of £414,000. University governing boards had given a mean of £75,501. For schools, governing boards had given a mean of £25,630. The detail of this analysis is reported below.

Table 1: Average Board Giving

	<i>Mean</i>	<i>Standard Deviation</i>	<i>Median</i>
<i>Governing Board (Schools)</i>	£25,630	£72,612	£1,202
<i>Governing Board (Universities)</i>	£75,502	£113,984	£31,000
<i>Campaign Board (Universities)</i>	£414,000	£621,071	£150,000

It is interesting to note that for schools this board member giving represents approximately 8% of the total amount raised by these organisations from cash, pledge payments and gifts in kind. For universities, the percentage is smaller at a little over 4%.

Figure 1: Percentage of Total Giving Represented by Board Giving

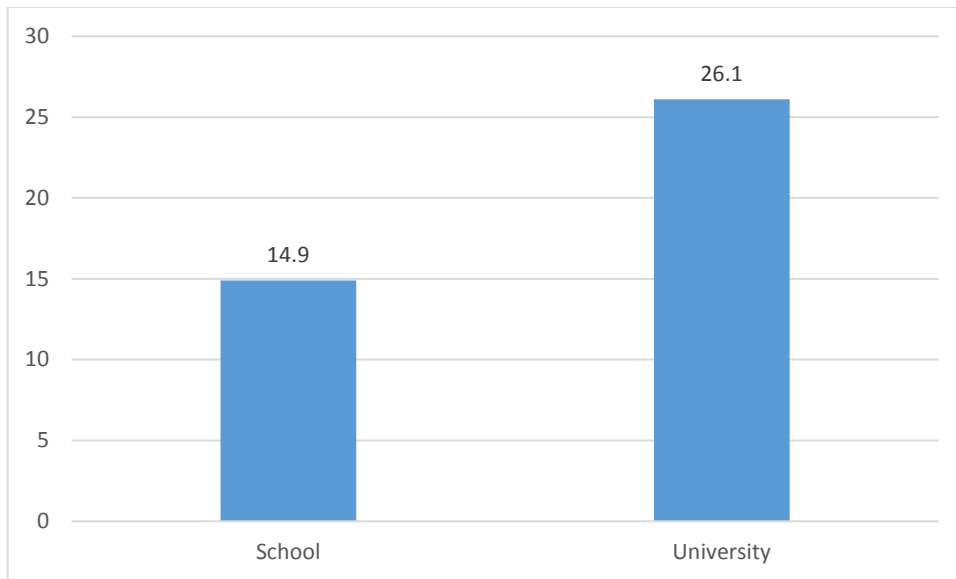


Considered in aggregate, these results suggest that board philanthropy is not as well developed as would be the case in the United States where there is a stronger tradition of board giving and where board giving would be expected to be a significantly higher percentage of the total.

Board size, composition and profile

Universities had much larger governing boards than schools, with the average university board having almost double the number of board members. For campaign boards the average size was 9.6.

Figure 2: Governing board size



No schools, and only one university, considered wealth an important characteristic in the selection of governing board members. However, in campaign boards of universities, wealth is considered to be a relevant factor.

Figures 3 and 4 below illustrate the top criteria for governing board member selection in each category of institution. Figure 5 focuses on campaign boards.

Figure 3: The most important criteria for governing board nominations: universities

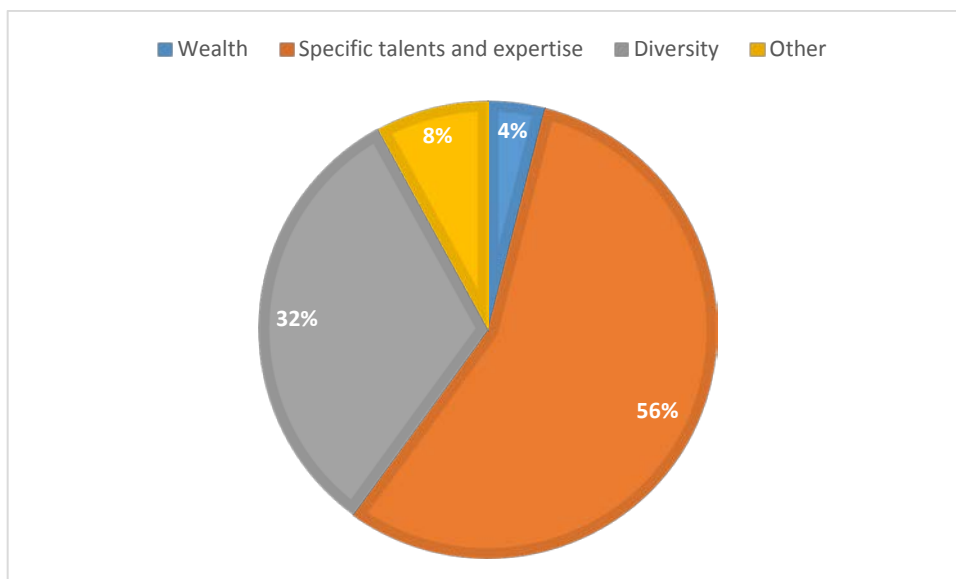


Figure 4: The most important criteria for governing board nominations: schools

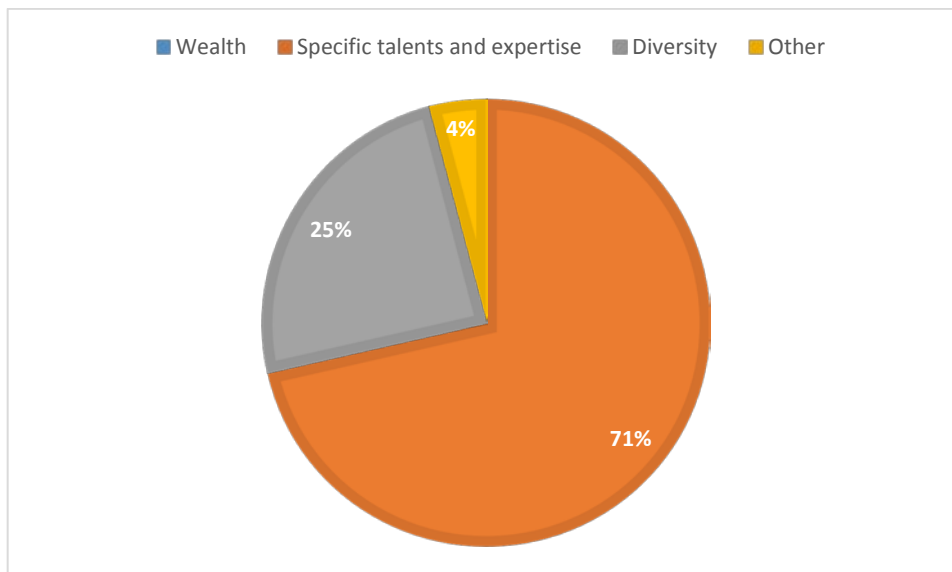
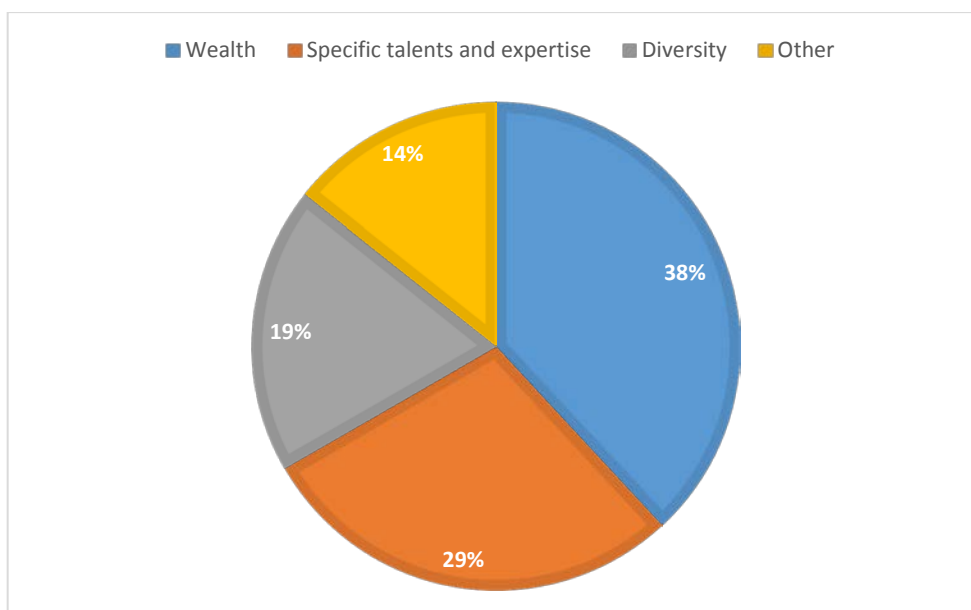


Figure 5 illustrates the top criteria for campaign board member selection in universities.

Figure 5: The most important criteria for campaign board member nomination



Engaging board members from the beginning

New board member orientation can lay the groundwork for early and meaningful involvement. The majority of respondents report offering some type of formal orientation process. But when we tease apart boards of different types it is apparent that an orientation is more commonly offered to governing boards.

Figure 6: Campaign boards that offer new board member orientation

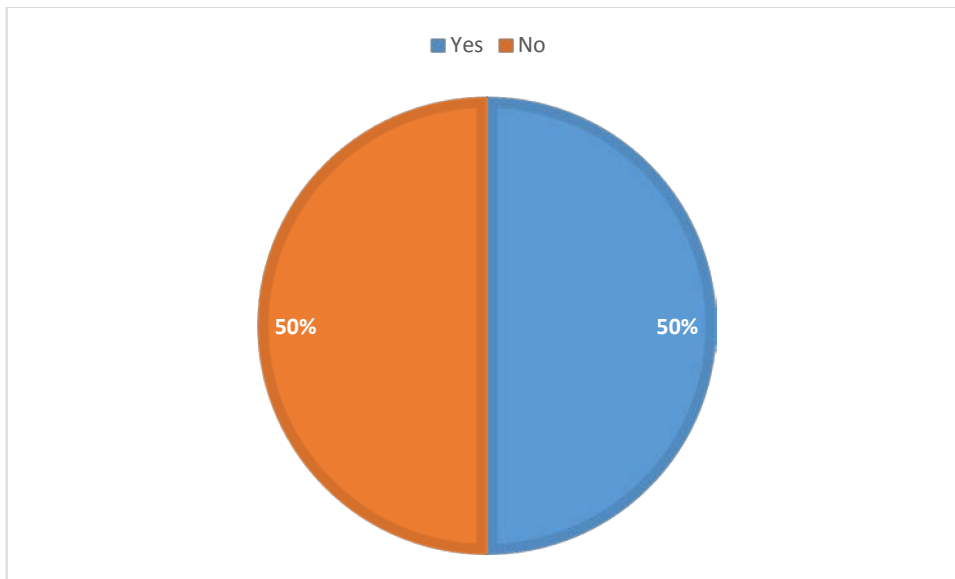
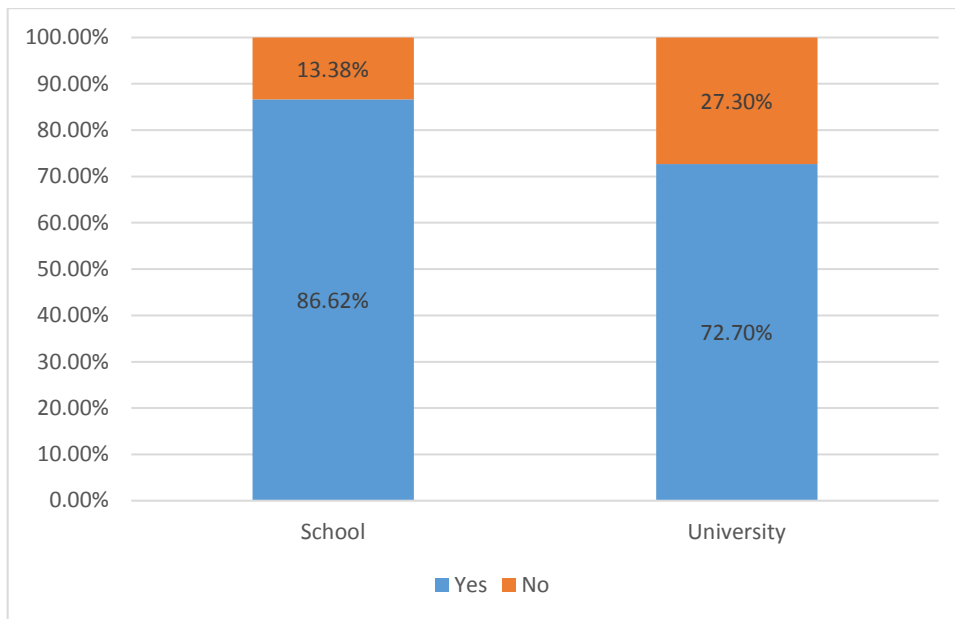


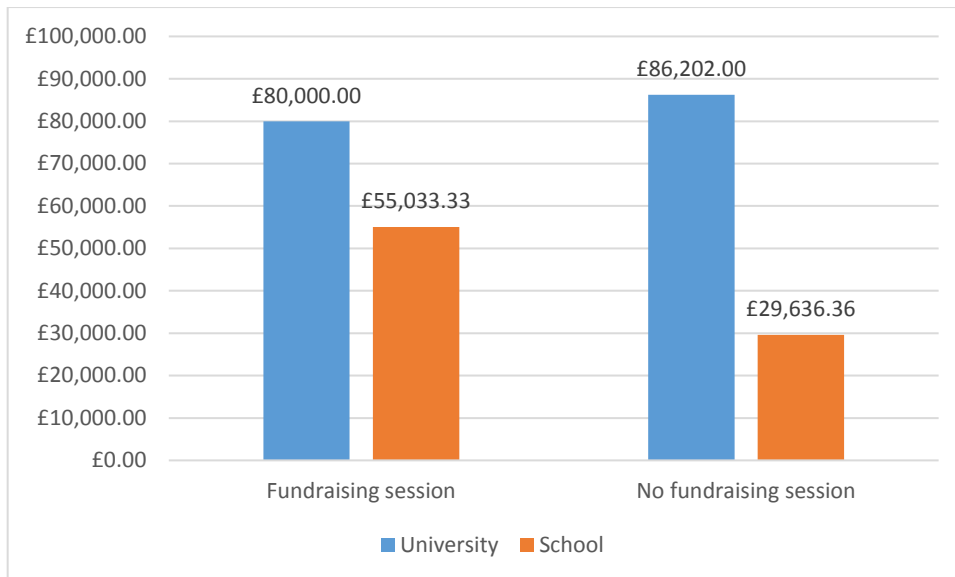
Figure 7: Governing boards that offer new board member orientations in each category



Of governing boards that offer orientation, under 10% report that there is a fundraising component to the orientation process.

When we looked at fundraising differences between governing boards that offer a fundraising component and those that don't, the data showed that those (in our sample) that offer such content are seeing greater board giving in schools, but not in universities (Figure 8).

Figure 8: Fundraising sessions and board giving



Leadership and perceptions of fundraising success

In universities, the vice-chancellor is considered to be the individual that is most important to fundraising success, and similarly in schools, the head teacher is considered the most important (Figures 9 and 10).

In schools, the governing board is also considered to be an important leadership structure for fundraising success by more respondents (23%) than those from universities (4%).

Figure 9: The leadership structure most crucial to success: Perceptions of school fundraisers

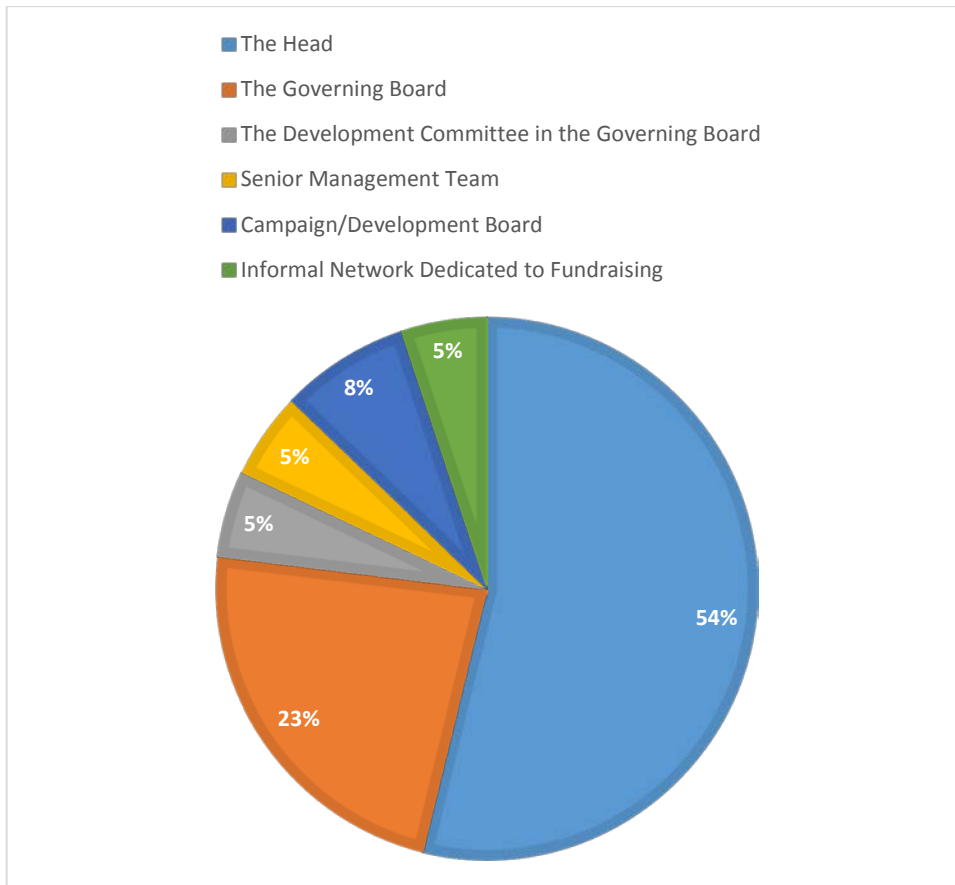
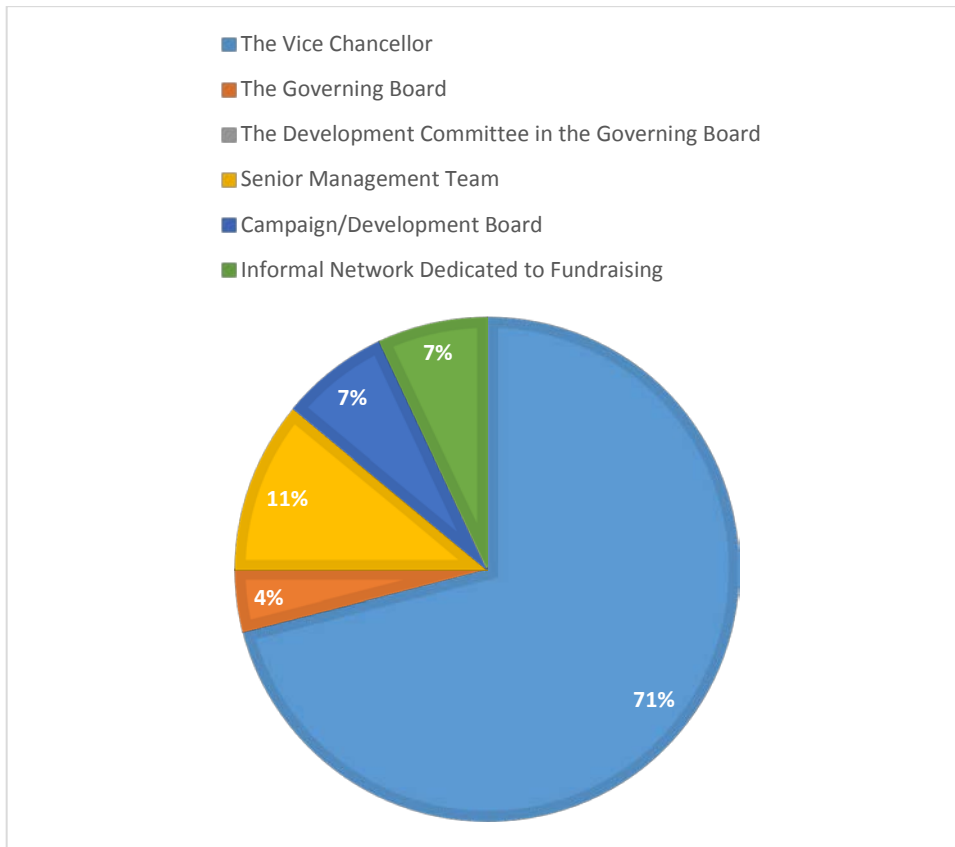


Figure 10: The leadership structure most crucial to success: Perceptions of university fundraisers



Appendix 2. Illustrative Quotes

Illustrative Quotes from **universities** about what **the vice-chancellors** or their equivalent can do to **charge** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Vice-chancellor	The VC is clear about her ambitious vision and she has a strong commitment to the vision, the institution and fundraising.	+	+	
Vice-chancellor	At the end of the day your institution is driven by your VC or Headmaster. If they are not on board, you are lost. If they have an exciting vision, get fundraising and support you, then you can fly.	+	+	+
Vice-chancellor	The alignment of institutional strategy with fundraising priorities.	+		
Vice-chancellor	Direct access to the senior management team to help drive the strategic vision of the institution forward.		+	
Vice-chancellor	Their energy and enthusiasm which grows over time as they see the results when they engage with potential donors.			+
Vice-chancellor	The respect he gives me and my team.			+
Head of College	For me, the closeness of the working relationship with the Head of the College is an exciting aspect of the role. We are able to strategise together, both around projects and prospects, making for a highly collaborative style of working.			+
Vice-chancellor	Raising sights and helping people to be more ambitious and to present their project narratives in better ways.			+

Illustrative Quotes from **universities** about what **campaign/development boards** can do to **charge** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Campaign/development board	Being part of a relatively small development office, having a team of high quality volunteers who are prepared to make introductions, conduct exploratory meetings with prospects, and bring donors on board has been a major factor in our success (we recruit board members in priority geographies, and many who travel extensively). Since it was established, many of this group have become more embedded across the University (e.g. Chair of Council, Treasurer, Advisors on Enterprise / Venture Capital). Having champions around the organisation will help future fundraising success.			+
Campaign/development board	Working on a one to one basis with individuals in the board, involving them in leading aspects of our fundraising, hosting dinner with their connections, or reaching out on a peer level to our major potential donors. It is very exciting when this activity is happening, and individuals are truly engaged in helping fundraising be a success.			+

Illustrative Quotes from **universities** about what an **informal network of dedicated people** can do to **charge** fundraising.

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Informal network dedicated people to fundraising	I personally find connecting donors with other donors a thoroughly enjoyable part of my role - and seeing them proactively seek each other at various stewardship events.			+
Informal network dedicated people to fundraising	The most important aspect of these relationships is that their power and influence will open doors to funders, influencers and further connections that might otherwise not look at our case for support, however strong it might be.			+

Illustrative Quotes from **universities** about what the **senior management team** can do to **charge** fundraising.

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Senior management team	Ownership / embracing of a development agenda by the University Executive Board means that all our project champions wanted to be involved and they see it as prestigious to be closely involved with our fundraising team.			+
Senior management team	As the Director of Development I sit within the senior management team. This is essential to ensure that fundraising and development is not seen as a standalone activity but rather is central to the progression of the organisation and linked to all elements of activity.			+

Illustrative Quotes from **universities** about what **the vice-chancellors** or their equivalent can do to **drain** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Vice-chancellor	The VC is not clear about their vision; promises to give their time then backs out; sees little value in stewardship activity.			-
Vice-chancellor	The VC's lack of detailed understanding of the fundraising process.			-
Vice-chancellor	The Head of House recruits consultants to support our fundraising efforts without any reference to myself or my department. The consultants do not understand the organisation or its context, frankly, he undermines my efforts by providing irrelevant and unhelpful advice.			-
Vice-chancellor	Getting them to realise it's a 'long game', getting them to realise that we need to invest in fundraising, getting them to realise that people give to an outcome, not to a building as such.	-		-
Vice-chancellor	It can be very difficult if the leader is not supportive, or does not understand the timescale of cultivation.			-
Vice-chancellor	They assume that major donors just give money (without the huge amount of work required to get them to the point of giving).			-
Vice-chancellor	The process within higher education to bring about change and introduce new initiatives is long-winded.			-

Illustrative Quotes from **universities** about what the **senior management team** can do to **drain** fundraising.

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Senior management team	Lack of understanding! Their getting involved with fundraising without consulting the Development office, not informing us of interactions with donors/ potential donors, not understanding the need for case for support for institutional priorities, suggesting fundraising for inappropriate projects, unrealistic expectations, not taking a brief etc.			-
Senior management team	With the focus on student recruitment, engagement and experience it can sometime be repetitive work to argue the case for development/fundraising as a priority.	-		
Senior management team	Their busy agenda means we need to be constantly creative to keep our mission, aims, challenges etc. in front of them. Especially as fundraising is still in its infancy at this university, and the relative impact of our work is small compared to other income streams (this will change!)	-		

Illustrative Quotes from **universities** about what **governing boards** can do to **drain** fundraising.

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
The governing board	While the Head of House is most involved and influential with alumni, the decision-making process involves a governing body of academics, the majority of whom are positive but not excited by fundraising. A fairly keen political sense is required to avoid pitfalls and difficulties with this group.		-	-
The governing board	Attention span for discussions on fund-raising approaches is not long. Sometimes they think the most difficult things are the easiest. Sometimes they offer advice that is hopelessly impractical. The academics on the board are more interested in their own research than in the institution's success viewed as a whole.	-		-

Illustrative Quotes from **schools** about what **head teachers** or their equivalent can do to **charge** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
The head	It is essential for the head teacher to be seen to lead fundraising with a strong vision and a commitment to engage and involve donors in the advancement of the school.	+	+	+
The head	Working with someone who gets excited about fundraising and trusts me as a development professional.	+	+	+
The head	The Headmaster's passion and vision for the School is infectious, which inspires me to take that vision and passion out to our supporters.	+		+
The head	Their view and ease in articulating the vision for the school.	+		+
The head	Ease of communication; realistic expectations; long view of relationships.		+	+
The head	Energised by a Head who becomes excited by the process of raising funds.		+	
The head	Honest discussion/debate where your opinion and expertise are valued and taken seriously.		+	
The head	Identifying and discussing high net worth individuals and agreeing an approach strategy - our Head is very good at this!			+
The head	Their passion and commitment to the school.			+

Illustrative Quotes from **schools** about what **governing board members** can do to **charge** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
The governing board	The Governors personify our School (its mission - values) and, through their collaborative actions with the Development Office and wider interactions with our community, give donors the assurance that their gifts will be wisely spent. This is so critical in the fundraising process and a very buoying relationship to have in place as a sole fundraiser.	+		+
The governing board	The future Chair of our Board attended the IDPE annual conference with me this year and has committed to a long-term fundraising strategy that she will implement. The current Chair has been very supportive but is not as focused, or aware of the professional approach necessary to create a successful fundraising strategy. He has however strongly articulated the case for support and been a strong personal supporter. I create time to build relationships with the board and it reaps rewards.		+	+
The governing board	I am lucky to have a particularly engaged group of Governors who are willing to support me and be guided by my programme needs. Their enthusiasm and love for the school is incredibly enthusing and their influence opens doors where I could not.		+	+
The governing board	When they begin to understand the process and the ways that they can interact and engage with fundraising.			+

Illustrative Quotes from **schools** about what **campaign/development board members** can do to **charge** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Campaign/development board	Shared vision and commitment. Learn from their business success and apply it.	+	+	
Campaign/development board	For me, it's the opportunity to motivate a group of alpha board members, each successful in their own field but not necessarily experienced fundraisers, and lead them to a point where they are completely united in the collective goal and willing to use all of their skills in order to deliver it. Very often, I've seen board members having to express emotion, uncertainty or vulnerability in pursuit of the goal, in a way that they wouldn't in their professional lives. That's when I know that they will deliver.		+	

Illustrative Quotes from **schools** about what **informal networks dedicated to fundraising** can do to **charge** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Informal network dedicated to fundraising	A strong sense of common purpose, unwavering commitment to the institution and desire to succeed.	-	-	
Informal network dedicated to fundraising	I think that innovation and creativity in fundraising can only come from a group of people who have the same ambitions and aspirations for your organisation. You cannot fundraise in a vacuum. Having a wide network means that you are constantly being challenged, and constantly questioning approaches and strategies which is a good thing. But it also means that your community feels that they are valued and important, and they take ownership of the campaign. Their desire to make it successful creates a whole community drive to do so.	-	-	-

Illustrative Quotes from **schools** about what **head teachers** can do to **drain** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
The head	Short term thinking, not really engaged in the process, lack of understanding of donor motives, lack of inclination to try to understand these things, and not resourcing fundraising. I could go on.	-	-	-
The head	Not sticking to an agreed strategy.	-	-	-
The head	The lack of sharing information and knowledge about parents, or assuming that I know about particular individuals, when all I have is a name on a database!	-	-	-
The head	Lack of diary time; fear of exposure or negative response; changes in capital project priorities.	-	-	-
The head	Trying to find time to discuss prospects and fundraising vehicles.	-	-	-
The head	A lot of report writing which doesn't always help with my job and is just seen as a ticking the box model.	-	-	-
The head	There is little sense of everyone working together as a team, so with some individuals, the relationship works well, but with others, there is little or no relationship there.	-	-	-

Illustrative Quotes from **schools** about what **governing board members** can do to **drain** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
The governing board	Their lack of long term vision, their reluctance to take an active part in fundraising, their resistance to change.	-		
The governing board	Unrealistic expectations of fund raising goals.	-		
The governing board	A few members of the board want 'smash and grab' fundraising and will not invest in areas such as feasibility studies.			-
The governing board	Some get it but others see fundraising as what others should do and don't even consider donating to any campaign. I find it difficult to be able to persuade others to give when those who direct the giving don't give.			-

Illustrative Quotes from **schools** about what **campaign/development board members** can do to **drain** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Campaign/development board	Inability of some members to attend consultants' presentations.			-
Campaign/development board	Times when they are too busy to engage.			-

Illustrative Quotes from **schools** about what **the senior management team** can do to **drain** fundraising

Which leadership structure is most crucial to fundraising success?	What do you find personally energising or charging about the process of interacting with this group/individual?	1. Setting strategic directions about what to raise money for and how much is needed.	2. Exhibiting a high growth appetite	
			a. The direction is set by asking what is possible, not what we can afford this year.	b. The direction is set by asking how sustainable fundraising growth can be achieved and considering how to build a mature fundraising system.
Senior management team	In my opinion, not allocating sufficient thought and time to fundraising.			-
Senior management team	Lack of understanding. Fundraising is seen as a side issue to the school, not important, and neither is the Development Office.	-		-