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Tulane University Office of Development

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Tulane University Office of Development

Internship Report

Submitted to the Graduate Faculty of the

University of New Orleans

In partial fulfillment of the

Requirements for the degree of

Masters of Arts in Arts Administration

By

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B.A., Washington and Lee University, 1999

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Outline

- I. Profile of Tulane University
 - A. Mission of Tulane University
 - B. History of Tulane University
 - C. Funding of Tulane University
 - D. Organization of Tulane University
 - E. Budget Model of Tulane University
 - F. Tulane University Office of Institutional Advancement
 - 1. Structure
 - 2. Goals
- II. Description of Internship
 - A. Bea Field Alumni House Project
 - B. Reading and Evaluation of Books on Fundraising and Philanthropy
 - C. Additional Responsibilities
- III. Analysis of the Tulane University Office of Institutional Advancement
- IV. Recommendations for Improvement for the Tulane University Office of Development
 - A. Power of One
 - B. Alumni Affairs
 - 1. Task Force
 - 2. Student Advancement Programs

C. Office of Development

D. Marketing and Communications

V. Conclusion

I. Profile of Tulane University

A. Mission of Tulane University

As cited on the Tulane University website, Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom. Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of the location in New Orleans and our continual aspiration to be a truly distinctive international university.¹

B. History of Tulane University

Tulane University, a 501 (c) 3 non-profit organization, is one of the country's leading private research institutions. Founded in 1834 in New Orleans, it is home to eleven schools and colleges offering undergraduate, graduate, and professional degrees in architecture, business, engineering, law, liberal arts and sciences, medicine, public health and tropical medicine, and social work.

The forerunner to Tulane University, the Medical College of Louisiana, was founded in 1834 as the South's first medical school. By 1847, the public University of Louisiana was established, and the Medical College was joined by a law department (now School of Law) and a collegiate department (now Tulane College). Tulane was

¹ "Mission and Strategic Plan," Tulane University, 23 January 2005
<http://www.2tulane.edu/administration_mission.cfm>.

established as a private university in 1884 when the public University of Louisiana was reorganized and named in honor of benefactor Paul Tulane, a wealthy merchant who bequeathed more than \$1 million to endow a university for the city where he had earned his fortune. With a 5.93% compounded annual growth rate, \$1 million in 1884 would be equal to nearly \$1 billion in 2005.² This newly formed institution included schools of liberal arts and sciences, law, medicine and graduate studies.

In 1886, Josephine Louise Newcomb founded Newcomb College at Tulane as a memorial to her daughter, Harriott Sophie. Newcomb College was the first degree-granting women's coordinate college in the nation, and the Newcomb/Tulane model was later emulated by institutions such as Pembroke/Brown and Barnard/Columbia. In 1894, Tulane University, then located in downtown New Orleans, moved to uptown New Orleans. That same year the School of Engineering was established with its inaugural classes on the campus, including Tulane's first architecture classes. The independent architecture department opened in 1912 (School of Architecture), as did the School of Public Health and Tropical Medicine, followed in 1914 by the College of Commerce and Business, later named the A. B. Freeman School of Business. Four years later, Newcomb College moved from its original Garden District location to join Tulane's uptown campus. In 1927, Tulane established the School of Social Work, one of the first in the South. Next came University College founded in 1942 as Tulane's division of continuing education. Currently, Tulane has the following academic divisions: A.B. Freeman School of Business, School of Architecture, School of Engineering, Graduate School, Law School, School of Medicine, Newcomb College, School of Public Health and Tropical Medicine,

² "Compound Annual Growth Rate," www.investopedia.com, 18 April 2005, <<http://www.investopedia.com>>.

School of Social Work, Tulane College, University College, the Faculty of Liberal Arts and Sciences.³

During the 1950s, Tulane realized that an ambitious development program, which embraced alumni, business corporations, private foundations and government agencies, was critical for academic modernization. Beginning with a goal of \$30 million, the development campaign soon acquired a full-time director and staff and elevated its goal to \$96 million. During the fiscal year 2003, nearly \$63 million was raised in new gifts and pledges, while \$5.9 million came in through the annual fund. In July of 2004, Netscape co-founder Jim Clark and Yahoo! Co-founder David Filo each made a \$30 million donation to Tulane University. The combined gift of \$60 million is the largest single or combined gift in the university's history.⁴ Clark attended Tulane, but graduated from University of New Orleans, while Filo earned a degree in computer engineering from Tulane. The gifts brought the total endowment to \$722 million and the university hopes to increase the endowment to \$1 billion by 2008.⁵

C. Funding of Tulane University

For fiscal year 2005, Tulane's operating budget is \$593 million, while its total payroll, including benefits for fiscal year 2004 is \$359.9 million. Tulane's annual economic impact in New Orleans is \$842 million, and its annual economic impact in Louisiana is \$1.12 billion, according to an economic impact study for Fiscal Year 2002-

³ "Tulane History," Tulane University, 23 January 2005 <http://www2.tulane.edu/about_history.cfm>.

⁴ Michael Strecker, "Internet Pioneers Give Tulane University Its Largest Gift Ever," Tulane University, 29 July 2004, 23 January 2005, <http://www2.tulane.edu/article_news_details>.

⁵ Matt Hines, "Web Luminaries Hand \$60 million to Tulane," News.Com, 30 July 2004, 23 January 2005 <<http://news.com.com>>.

2003 which was completed in February 2004.⁶ With over 7000 employees, Tulane is the largest private employer in the greater New Orleans area.⁷ According to the 2003 Independent Auditor's Report by Deloitte and Touche, LLP, total liabilities and net assets totaled \$1,296,937 (in thousands).⁸

D. Organization of Tulane University

A group of trustees, incorporated under the title of the Administrators of the Tulane Educational Fund, is the governing and policy-making body for the University. Administrators elected after February 25, 1999 are elected for a term of three years, and may be re-elected to two additional three-year terms. In addition to the Board of Administrators, there is also a Board of Administrators (Emeritus). The Board of Administrators (Emeritus) is composed of members who have served as elected Administrators for three three-year terms or who have retired as elected Administrators upon attainment of age 70. Emeritus Administrators are entitled to serve on committees of the Board, to attend all meetings of the Board and committees to which they are assigned, and participate in the planning and negotiations of the Board. They are eligible to vote at committee meetings, but not at meetings of the Board. Emeritus Administrators are not allowed to serve as chair of any standing committees.⁹ As most of

⁶ "Independent Auditors' Report: The Administrators of the Tulane Educational Fund," Deloitte and Touche LLP, 26 September 2003.

⁷ "Tulane University Facts," Tulane University, 23 January 2005, <http://www.2tulane.edu/about_facts.cfm>.

⁸ "Independent Auditors' Report: The Administrators of the Tulane Educational Fund," Deloitte and Touche LLP, 26 September 2003.

⁹ "Tulane University's Faculty Handbook 2004-2005," Tulane University, 23 January 2005 <<http://www.tulane.edu/~fachand/>>.

our peer institutions have Emeritus Boards, we introduced the first Emeritus Board member in 1958.¹⁰

Faculty, staff, students, and administrators, under a resolution passed by the Board, are allowed to attend meetings of the Board and to have the floor, although they possess no voting rights. Under a resolution of the Administrators, "faculty, student, alumni or staff delegates to the Board may be invited to meetings of the Executive Committee of the Board when the Chairperson of the Board determines that the opinions of such delegates would be helpful in arriving at decisions on matters to be considered at such meetings."¹¹ The Executive Committee, comprised of the officers of the Board, the Chairs of selected committees, and two at-large members of the Board, meet in the months that the Board does not meet. The following are standing committees: finance, endowment management, academic and student affairs, development, audit, physical plant and campus development, nominating, Medical Center, personnel, honorary degrees, and intercollegiate athletics.

The President is the Chief Executive Officer of the University, elected by the Board of Administrators, and exercises the authority as spelled out by the Board of Administrators. Although he is paid, the President serves as a member of the Board of Administrators during the term as president and has all voting rights. The Senior Vice President for External Affairs is responsible to the President for areas of the University that include strategic and campus planning, government and agency affairs, institutional program development, communications and university relations, technology transfer and

¹⁰ Wynona Burmaster, Personal Interview, 4 April 2005.

¹¹ "Tulane University's Faculty Handbook 2004-2005"

development, and the Board of Administrators. As chief development officer, she/he serves as the key liaison with the Board of Administrators on all University development.¹² The Board of Administrators looks to its peer institutions as guides in making and revising the board policies governing the university. These peer institutions include American University, Duke University, Emory University, Rice University, University of Miami, Vanderbilt, and Wake Forest.¹³

E. Budget Model of Tulane University

Tulane University is currently organized under a decentralized budget model. Former President Eamon Kelly, president from 1980-1998, prepared the way for the introduction and implementation of the decentralized budget model, but it was current President Scott Cowen who transitioned the model into operation in 2001.¹⁴ Under decentralization, each individual division or school is responsible for supporting itself financially. Decentralization provides deans and other administrators with incentives and empowerment to more efficiently fulfill their missions and goals, while centralization enables the deans and department heads to feel limited responsibility for fundraising.¹⁵ Initially, development was centralized, but as the university became more complex, the budget model and development became decentralized. There is a question as to what is the best organizational approach, centralization or decentralization, and many organizations are faced with this challenge of finding the right balance between centralization and decentralization.

¹² "Tulane University's Faculty Handbook 2004-2005."

¹³ Wynona Burmaster.

¹⁴ George Bernstein, Personal Interview, 14 March 2005.

Proponents of decentralization argue that this system brings greater involvement and commitment from the deans and increased monetary support for their specific schools. Supporters of centralization claim that a shared common goal encourages the process and helps support programs that cross departments. It is also much more difficult to raise money for major projects that are for “the common good” of the university with decentralization.¹⁶ According to Jon Lauglo in his article “Forms of Decentralization and their Implications for Education,” the four key arguments behind decentralization are:¹⁷

1. to use market forces to achieve maximum potential;
2. to create checks and balances against the concentration of power;
3. to challenge organizational dominance;
4. to reflect the right of workers to be decision makers.

Although Tulane has been operating under a decentralized budget for several years, there is a debate as to whether this is the best approach. It is much more difficult to send a unified message under decentralization, and the university now exists as a collection of separate and individual schools, each operating independently of the others, as freestanding silos. Each professional school functions as a closed unit, each negotiating and generating support separately of each other, although the school development officers report dually to the their respective deans and to central development.¹⁸ As Dean of Tulane College George Bernstein observed, some schools

¹⁵ Martha McKnight, Personal Interview, 2 May 2005.

¹⁶ Susan Brenna, “Buddy Systems?,” Council for Advancement and Support of Education, January 2003, 3 March 2005 <<http://case.org/Currents/ViewArticle.cfm>>.

¹⁷ Margarete Rooney Hall, “Two Approaches, One Goal,” Council for Advancement and Support of Education, April 2002, 3 March 2005 <<http://www.case.org/currents/viewarticle.cfm>>.

¹⁸ Martha McKnight.

feel that this is unfair. There is a formula that is applied equally to all schools to determine each school's contribution to central costs. LAS (Liberal Arts and Sciences), the largest tuition generating unit, and some other schools, such as the School of Medicine and the School of Business, feel that money is being "taken away" from them and directed to LAS.¹⁹

Under decentralization, there is more conflict between officers when they are all working towards the individual goal of their unit, rather than working towards university goals. The burden of fundraising is yours and yours alone. Each unit must effectively fundraise in order to support the faculty, students, and programs of their individual school. A sense of mistrust between the individual units and the central organization exists, and careful coordination is needed to remedy this problem.²⁰

Although centralization may lead to a culture of dependence, all schools and departments are part of the university, and the university has a responsibility to support the departments. They are not separate entities, nor should they be treated as such. The schools cannot continue to operate this way, infighting with each other. Tulane needs a structure that encourages and promotes collaboration. Higher level giving forces the schools and departments to cooperate together, as larger, long-term donors generally support a broad base of university needs, not just one school, one project, or one dean.²¹ The collaborative efforts of the development officers should have some designated value and uniformly recognized on monthly progress reports.²² Tulane must recognize the

¹⁹ George Bernstein.

²⁰ Martha McKnight.

²¹ Martha McKnight.

²² Martha McKnight.

strength in unity and centralization, as well as the merits of independence and decentralization and try to strike a healthy combination of the two. An organization based on the balance between centralization and decentralization allows for the optimum benefit of the university.

E. Office of Institutional Advancement

1. Structure

The Office of Institutional Advancement is comprised of five separate units: Development (Uptown), Alumni Affairs, Public Relations, Development Services, and University Publications (Attachment A). It is headed by the Senior Vice President for External Affairs, who reports to the President of the University. The Senior Vice President for External Affairs, with advice from the Chairperson and members of the Development Committee of the Board of Administrators and the University Senate Development Committee, creates and develops strategies and programs regarding philanthropic financial support of the University.

The Vice President for Development directly supervises the Development Office. The staff of the Development Office coordinates specific programs intended to raise funds from the private sector, including University constituencies such as alumni, parents, friends, corporations, and foundations. The staff is also responsible for acknowledging and reporting the use of gifts.

The Development Office has several divisions:

1. The Office of Major Gifts identifies and coordinates activities and solicitation of individuals capable of making large gifts to Tulane.

2. The Office of Planned Gifts develops and coordinates activities that encourage future gifts, such as bequests, charitable remainder interests, trusts, life insurance, and memorials.
3. The Office of Corporate and Foundation Relations identifies potential corporate and foundation donors, initiates and upholds contact between the University and representatives of business, industry, and charitable foundations, and coordinates, with faculty members and other administrative officers, the submission of proposals for corporate and foundation funding.

Other related departments of the Central Development Office include: Alumni Development Information Systems, Annual Fund, Research and Stewardship, and University Program Development. The heads of each of these departments report to Luann Dozier, Vice President of Development. Each department has a director, while Corporations and Foundations, Major Gifts and Planned Giving have development officers.²³ Julianne Nice, the direct supervisor of my internship, functions as the Assistant Vice President for University Program Development and the interim Director of Major Gifts.

2. Goals

The goals of the Development Office are as follows:

- To help Tulane University achieve its mission of education, research and community service through building mutual and

²³ “Tulane University’s Faculty Handbook 2004-2005.”

enduring relationships with the goal of increasing the number and maintaining the network of the university's loyal constituents;

- Raising money in a manner that is ethical, responsible, respectful and trustworthy;
- Enlisting the involvement, participation and informed cooperation of the entire university community.

II. Description of Internship

As an intern with the Development Department, I served as support for Julianne Nice, Assistant Vice President for University Program Development and interim Director of Major Gifts. Following are key projects on which I worked:

A. Bea Field Alumni House Project

I organized and helped develop plans for raising at least \$500,000 in endowment to match a Diboll Foundation challenge grant for permanent support of the Alumni House, and an estimated \$250,000 for needed renovations to the house. The alumni house will be named in honor of the extraordinary contributions of the late Bea Field to Tulane's alumni programming. Bea was an integral part of life at Tulane, as she served as the Director of Alumni Affairs from 1942 until 1977. The Bea Field Alumni House will be dedicated on Bea Field's 100th birthday, March 31, 2008. Because the campaign is so long, we are challenged to keep the momentum for the project strong. Our volunteers are kept continually informed of the progress that we have made and the planned next steps. The members of the Steering Committee are asked to attend two meetings a year and we planned times to celebrate small successes in order to generate and maintain enthusiasm throughout this rather long movement. We started this

campaign in the hopes that we will secure most major gifts and pledges by 2006, so that we can follow-up with a direct mail campaign to all Tulane constituents in 2007.²⁴ We have created a giving page on Tulane's website, and the direct mail campaign will generate gifts that will be icing on the cake, most likely bringing in lower level gifts.²⁵

The success of this project depends greatly on our steering committee. In order to achieve the goals of this effort, we need to facilitate the right balance between the staff and volunteers.²⁶ Rather than raising funds for a specific school or program, which already has a built-in constituency, the Bea Field Alumni House Project is a special project. Historically, the alumni have not generously supported the alumni house and alumni programming, but rather have directed their contributions towards the specific academic divisions in which they studied. This challenge forced us to think outside of the box and involve people who have a special connection to the project. Our first steering committee meeting was in late October 2004 and we recruited almost thirty members to be on the steering committee, unique and varied in composition. The older committee members have a special interest in the effort, as they knew and loved Bea from their years at Tulane. The younger group of alumni committed to the effort are passionate about supporting and expanding the alumni programming and the role of the alumni house.

²⁴ Kim Klein, Fundraising for Social Change, 4th ed., (San Francisco: Jossey-Bass, 2001) 54.

²⁵ Karla Williams, Donor Focused Strategies for Annual Giving, (Sudbury, MA: Jones and Bartlett Publishers, 2003) 36.

²⁶ Ivan H. Scheier, "Building Staff/Volunteer Relations: Setting the Stage," Ott, J. Stephen, ed, Understanding Nonprofit Organizations: Governance, Leadership and Management, (Boulder: Westview Press, 2001) 339.

We are faced with the challenge of keeping the momentum for the project strong for a relatively long fundraising period, over 3 years. We strategically planned our meetings so that they coincide with other events going on around campus, building upon the existing excitement and enthusiasm. A concerted effort has been made to keep all members of the steering committee aware of the progress, in order to maintain a heightened sense of awareness for this project, one that does not seem as “urgent” as some other fundraising efforts. The steering committee feels a true sense of ownership regarding this campaign. As George Steiner writes in Strategic Planning, “the primary benefit of the planning process is the process itself, and not a plan.”²⁷ We want the committee to really drive this effort and help us plan the process. They are the ones that have the power to make this successful, and we need their valuable help and input. As staff, we are there to facilitate the process. People are more interested in the execution of a plan when they participated in the development of the very plan.²⁸ I thank the volunteers of our steering committee over and over again and keep them informed of the status of the project.

Although the project will not be officially announced until March 2005, I laid the groundwork during the “silent” months of the project, beginning with the first steering committee meeting in late October 2004. I created information binders for all committee members, which consist of the agenda for the meeting, the fundraising plan, valuable information for volunteers of the steering committee, and printed material regarding the project to be distributed by the committee member (Attachment B). With assistance from

²⁷ Quoted in James Gregory Lord, The Raising of Money: Thirty-Five Essentials Every Trustee Should Know (Cleveland: Third Sector Press, 1988) 32.

²⁸ Lord 33.

the university publications department, I developed an information card and pledge card for the project (Attachment C and Attachment D). The fundraising plan lists the goals of the project, the naming opportunities for the house, and an outline of the plan itself.²⁹ A gift table spelled out the number of gifts needed, the gift level, the number of prospects, and the total gifts and pledges received so far. Included in the binders is the volunteer description, which defines the function of the committee members and their duties and responsibilities (Attachment E). This clearly spells out the expectations and the role of committee members, in terms of participation, solicitation, contributions, and time commitment. I helped compose the “Suggested Procedure for Personal Solicitation” which was also distributed to committee members (Attachment F). This explains the preparation for a personal visit, tips for the personal visit itself, and the follow-up process. I coordinated, with a local architect, the process of having new renderings done of the exterior of the house. Additionally, I oversaw the design and production of small lapel pins created by local artist India Stewart. These pins are worn by all committee members and others committed to the project, in an effort to generate awareness about our project.

As stewardship is a crucial aspect of the fundraising process, I send timely handwritten personal thank you notes to all donors.^{30 31} Donors receive a gift receipt from the university thanking them for their gift, as well as a handwritten note from someone working on the effort directly. Each thank you note paves the way to the next

²⁹ Kim Klein, Fundraising for Social Change 4th ed. (San Francisco: Jossey-Bass, 2001) 355.

³⁰ Klein 173.

³¹ Kathleen S. Kelly, Effective Fundraising Management (Mahwah, NJ: Lawrence Erlbaum Associates, 1998) 435.

gift and it is important to remember that a donor cannot be thanked too many times.³² Our goal is to not simply secure a donation, but to “develop a donor.”³³ As Greenfield pointed out in his book, “Donors are and will always remain the best prospects for more giving.”³⁴ The fundraising process is not complete without stewardship, which provides a loop back to the beginning of the process for new gifts.³⁵ The donor gives us the task of protecting their investment in the university, the alumni house and alumni programming, and it is our obligation to ensure that money is used as the donor intended it to be used. Good stewardship is “the bedrock on which the future of an organization is built.”³⁶

B. Reading and Evaluation of Books on Fundraising and Philanthropy

The Development Office has a vested interest in my growth and development as a member of the team. They recognize me as an investment in their future and take the time and energy to provide guidance and direction. The thoughtful attention and consideration that they gave me allowed me to be more productive, helpful, and valuable in the long run. I was given thought provoking and insightful books to read, rather than simple office work to keep me busy. This motivated me and encouraged me to work hard, as I know that my growth and development are a priority to them. The given assignments and tasks gave me an opportunity to learn and gain a better understanding of fundraising, philanthropy, and the theories behind it. Once I was ready to tackle real life

³² Klein 176.

³³ Lord 91.

³⁴ James Greenfield, Fundraising: Evaluating and Managing the Fund Development Process (New York: Wiley, 1991) 40.

³⁵ Kelly 433.

³⁶ Lord 93.

fundraising issues, I was equipped with a great understanding of the process. I was assigned several books on fundraising to read, including Rambam's Ladder by Julie Salamon and Donor-Centered Fundraising by Penelope Burke. I wrote brief evaluations and critiques of these books (Attachment G and Attachment H). I also read and participated in discussions regarding The Cathedral Within by Bill Shore and The Five Agreements by Don Miguel Ruiz. These were extremely helpful exercises, as they exposed me to some of the philosophies behind philanthropic giving and social entrepreneurship.

C. Additional Responsibilities

The Development Office's interest in my personal development extended beyond the given reading assignments, to the planning of and participation in a wide variety of workshops and meetings. In addition to the above duties, some of my responsibilities included setting up and coordinating workshops and researching possible corporate and foundation donors to art and music programs.

Meetings

I began my internship by meeting with a representative from each department of the Office of Development to introduce me to the function of each of these departments and their role in the larger picture. These initial meetings were most helpful and allowed me to recognize the various responsibilities of the different areas from the beginning. I knew that my supervisor had an interest in my growth and wanted me to succeed. In addition to the Major Gift Officers bi-weekly meetings, I attended monthly PEAC (Prospect Evaluation and Assignment Committee) meetings in which all major gift officers and support staff reviewed, as a group, new potential prospects. I also attended

monthly Pipeline meetings, which cover all major gift prospects who are in the pipeline to be solicited in the next year.

Workshops

A successful and prosperous work environment is one that is constantly growing, evolving, and changing. The variety of workshops I organized and attended provided the development office staff with an opportunity for personal and organizational development and learning. I attended a two-day grant-writing workshop led by Julie Nice and Martha McKnight which guided me and the other participants through the steps of writing a grant and required us to write a letter of inquiry and understand the difference between outcomes and activities. Other workshops that I arranged and attended include “Understanding the Communications Styles of Men and Women,” “Developing Relationships with a KISS: Keep It Simple Stupid!” and “Office Yoga.” I was also fortunate enough to attend the Association of Fundraising Professionals June Workshop, where I attended lectures entitled “The Well Oiled Fundraising Machine,” and “Building and Broadening Your Skill Set as a Development Professional.”

Additional responsibilities included planning a two-day intensive workshop and several shorter sessions on Neurolinguistic Programming with Sid Jacobson, PhD. The workshop was a combination of lecture, discussion, and activities which explored personal excellence in communication and persuasion. The workshop provided a fresh look at effective communication, as well as a better understanding of how we learn, work, change, and solve problems. The shorter follow-up sessions include workshops on sales skills and effective writing.

III. Analysis of the Tulane University Office of Institutional Advancement

Strengths

The strength of the Office of Development lies in several areas. The foundation of the office rests with the experienced and well-trained major gift officers, as well as an exceptional planned giving department. Tulane also has a strong national reputation. Tulane is ranked among the top fifty national research universities and ranked among the top one hundred universities in research funding.³⁷

Weaknesses

The Office of Development is faced with several weaknesses and challenges. The office is operating on a short staff, and the staff is constantly spreading itself too thin. There is a shortage of internal candidates for managerial roles. At times, there seems to be a disconnection with what is happening on campus with the deans and what planning is taking place with the major gift officers. This may be due to a lack of communication or a lack of fundraising experience on the part of the deans. Tulane faces the same challenges that many non-profit organizations in New Orleans face; there are only a small number of large corporate headquarters in the city and there is a history of an over-reliance on a small number of donor families for many years. There is no coordinated marketing or communications office to support the Office of Development, but rather public relations and publications departments, which are not fully supportive of the efforts of the office. There seems to be a disconnection between the two groups, and the publications department picks and chooses the projects that seem to interest them. The publications department serves the entire university and does not have the resources to staff our efforts. Tulane is a brand that must be marketed more effectively, and we need

³⁷ "President's Report," Parent's Council Meeting, 26 March 2004.

a full marketing and communications department to assist the development department in doing so. The major weakness of the Office of Development, which extends beyond the Office of Development, is the lack of integration between development and alumni relations. The two seem to be working autonomously and independently, rather than collaborating together to work towards a common goal.

Opportunities

There are a variety of opportunities that the Office of Development can build upon to broaden its financial support. The planned giving program has even more potential. There is more volunteer involvement of boards, which fosters peer solicitations with better results. Tulane has the opportunity to develop greater leadership around the country through the regional officer program, in which regional staff provides support for board level people who are committed to the fundraising effort around the country.

Challenges

The Office of Development faces several challenges. The office is short of staff and the staff salaries are on the low side. The office is located on Prytania Street, and this contributes to the feeling that the Office of Development is not an integral part of the university, as it isn't located near campus. Although Tulane has the advantage of having a built in constituency to rely on for support, there is also weakness in this strength. The numbers of alumni giving to Tulane are lower than its peer institutions and we are challenged to increase these numbers on alumni giving.

IV. Recommendations for Improvement

Through my recommendations, the Tulane University Office of Advancement can expect the following outcomes:

1. Unified and integrated advancement office that can work towards a common goal more effectively.
2. The Office of Institutional Advancement is organized as one unit, comprised of the Development Office, Alumni Affairs, and Marketing and Communications.
3. A reorganized Alumni Affairs office based on the results from an Alumni Affairs Task Force and the introduction of student associations.
4. A Development Office that encourages a culture of leadership.
5. A Marketing and Communications Office that sends out a clear and consistent message.

A. "The Power of One"

The Office of Institutional Advancement is unified as one whole unit, comprised of the Development Office, Alumni Affairs, Marketing and Communications, with one consistent strategic direction (Attachment I). The efforts of the various departments are come together and Tulane is a structure that encourages integration, not disintegration. Lawrence Burns, vice president of institutional advancement at the Medical College of Ohio, refers to the "power of one," the entity which is a product of the contributions of many individuals within the unit.³⁸ Fund raising is one component of the broader term, development. As Burns point outs, if the development office functions as an ambassador for all aspects of the university, then the communications efforts should focus on all

³⁸ Tom Watson, "Why Development Should Lead the Communications Program," OnPhilanthropy 4 November 2003, 12 February 2005. <<http://www.onphilanthropy.com/articles/print.aspx?cid=455>>.

aspects of the university as well.³⁹ At times, the lack of unity among the departments of institutional advancement, and the university, creates a climate of ineffectiveness and the missions and goals of the university as a whole are not clearly conveyed to the constituencies. One clear and consistent message must be sent to all audiences, and this can be done by unifying the departments.

Synergy in the Institutional Advancement Office allows for the collaboration that can strengthen the university. The efforts of everyone involved are more successful and effective when the employees all work towards a common goal: creating a positive educational environment and attracting the resources to allow the university to achieve its mission.⁴⁰

Although it is always vital to have diversified sources of funding, the university needs to capitalize on the power of individual giving and do so through more actively engaging the alumni and through the integration of the Office of Advancement. Individuals provide funding for the university year after year. The growth of the donor base of individuals is vital and ensures that the university can grow and prosper.⁴¹ In 2002, individuals contributed \$183.73 billion to charitable causes, comprising 76.3% of the total giving, \$240.92 billion (Attachment J). While religious causes receive 35%, \$84.23 billion of contributions in 2002, 13.1% or \$31.64 billion were given to education (Attachment K). According to Klein, seven out of ten adults in America support between five and eleven organizations, and the key is to become one of those organizations, giving

³⁹ Watson.

⁴⁰ J. B. Milliken, "Closing Remarks: A Unified Front," Council for Advancement and Support of Education (October 2002), 3 March 2005, <<http://case.org/Currents/ViewArticle.cfm>>.

⁴¹ Klein 9.

away around 2% of their income.⁴² Tulane University has a great chance at becoming one of those organizations, if they are not already, for many alumni of the university, assuming the alumni had a positive experience at the university and assuming that the individuals support charitable causes.

B. Alumni Affairs

One of the weaknesses of the university is the low alumni giving numbers, and the school must take steps to remedy this problem and increase alumni giving. According to Gail Mast, director of Development Information Services, only 23.4% of Alumni of Record, undergraduate degreed alumni for whom we have a current address, and Alumni Donors, alumni of record who have made one or more gifts during the year, made a gift in the 2004 fiscal year.⁴³ According to the 2005 edition of The U.S. News and World Report: America's Best Colleges, Tulane University has an average alumni giving rate of 24%, while some of the university's peer institutions, have a much higher giving rate. Rice University had a giving rate of 36%, Vanderbilt University a giving rate of 27%, and Duke University a giving rate of 46%.⁴⁴ A stronger bond between the alumni association and the university and more effective Alumni Affairs programming leads to an increase in alumni support. In addition, the current students are actively engaged while they are on campus, in the hopes that they will be more committed and involved alumni in the future. Student advancement programs are an important way to prepare future alumni for service back to the university. Several proposed initiatives

⁴² Klein 14.

⁴³ Gail Mast, personal interview, 24 February 2005.

⁴⁴ "Best National Universities," U.S. News and World Report 2005 edition, 83.

include the introduction and implementation of an Alumni Relations Task Force, as well as the creation of a student advancement program.

1. Alumni Relations Task Force

As reported in the Report of the Alumni Relations Task Force at the University of Virginia, lifetime alumni engagement leads to lifetime giving.⁴⁵ “Some may see fine distinctions between alumni relations and development, but we’re all playing the same game.”⁴⁶ Alumni, combined with students, faculty, staff and parents, are crucial in shaping the institution, and the university must be actively and aggressively engaged with this most important constituency.

Modeled after that of the University of Virginia, I recommend that Tulane University develop their own Alumni Relations Task Force, a group charged with the comprehensive task of identifying and developing ways to cultivate and strengthen significant ties with the alumni. Tulane reaches out to all alumni, to generate current support, as well as to cultivate the donors of the future. According to the findings of the task force at the University of Virginia, there are several ideas that can be applied to Tulane as well. A strong reunion system is central to an increase in alumni giving. It is nearly impossible to successfully cultivate alumni without an active and prosperous alumni relations program. A reunion program is the most natural and effective way to bring back alumni to campus to celebrate reunions marking milestone graduation years.

⁴⁵ “The Scenes of Their Youthful Studies: The Next Era in Alumni Relations at the University of Virginia,” Report of the Alumni Relations Task Force June 2004 <<http://www.Virginia.edu/Virginia/artf/chapter1>>.

⁴⁶ Mark Drozdowski, “The Fund Raiser: Courting My New Best Friends,” The Chronicle of Higher Education 17 December 2004, 26 January 2005 <<http://www.chronicle.com/prm/weekly/v51/i1>>.

Receptions, lectures, and dinners are a good way to steward the alumni, but a strong reunion program is what really brings the young donors back to campus. A valuable reunion program provides alumni with three key opportunities: 1) to reconnect with fellow alumni, 2) to revive the mind through relevant academic programming, and 3) to be reintroduced to the university as set intervals.⁴⁷ Tulane recognizes reunions as an invaluable opportunity to generate more alumni involvement and philanthropic support, and they provide sufficient staffing to support a reunion program. One concept to entertain is the concept of a three-class reunion. Some private institutions, such as Dartmouth, have a three year graduation based reunion groups, and this way, rather than returning as the Class of 1994 for a 10-year reunion, alumni would return as the Classes of 1993 to 1995. Reunions still occur every year, but they draw more alumni. Tulane also makes a concerted effort to generate and nurture class kinship before the students graduate, thus bringing them back to the class reunions year after year. Based on the desired outcomes of the University of Virginia’s task force, Tulane as well works towards the following outcomes:⁴⁸

- Build on existing foundation to achieve greater attendance and participation
- Provide more opportunities for volunteer involvement
- Provide better coordination of university messages
- Showcase strengths and needs to support the reunion giving effort

⁴⁷ “The Scenes of Their Youthful Studies: The Next Era in Alumni Relations at the University of Virginia.”

⁴⁸ “The Scenes of Their Youthful Studies: The Next Era in Alumni Relations at the University of Virginia.”

2. Student Advancement Program

The introduction of a program that connects undergraduate students to the alumni affairs department is crucial. A student's four years at Tulane are only the beginning of the long-lasting relationship that they should have with the school. A cultivated student is more likely to give gifts to the annual fund, and in time, make larger planned gifts.

According to a February 1998 Student Alumni Association/Student Foundation Network Membership Survey, student alumni associations, student ambassador groups, and student foundations make a “positive impression on their institutions.”⁴⁹

The undergraduates who participate in programs like this are “a gold mine of campus support,” and at Tulane, this group is underutilized.⁵⁰ The students in these groups are recruited to assist with reunions and other alumni functions, lead campus tours, as well as participate in fundraising activities. The survey revealed that the majority of the efforts of these groups focused on alumni or campus activities, and the most prevalent activities included homecomings or reunions, receptions and programs, campus tours, and new student programs. These organizations, as reported in the study, are funded primarily by their own fundraising events, Alumni Affairs Office support, and other campus sources. Some of the fundraising efforts include raffles, the sales of exam kits, balloons, and candy, although the groups depend primarily upon the Alumni Affairs Office for support of their budget.⁵¹

The results and impact of student advancement organizations like this are impressive and substantial. Of the surveyed students, 93 percent believe that their work

⁴⁹ Jessica Nuza, “A Powerful Network,” Council for Advancement and Support of Education June 1998, 27 February 2005 <<http://case.org/Currents/ViewArticle.cfm>>.

⁵⁰ Nuza.

encourages campus loyalty. The students who were members of an advancement organization were more likely to become active alumni, as 77 percent of respondents reported that former members of their groups had eventually become alumni leaders.⁵² Student Alumni Associations help build loyalty before the students even leave campus.

Based on the purposes of Kathekon, a creation of the Washington and Lee University Alumni Office and the Alumni Board of Directors, I recommend that the student advancement program at Tulane follow the same three-fold purpose:⁵³

- 1) To recognize undergraduates as alumni-in-residence and therefore familiarize and involve them with the Alumni Association and its work on behalf of the University;
- 2) To work as a civic leadership group on campus to influence the Tulane community positively and constructively;
- 3) To continue to serve as alumni volunteers for Tulane University after graduation.

Based on the strategies used for the student association at the College of William and Mary, the following strategies help build a successful student association at Tulane:⁵⁴

- Investment in volunteer training
- Create recognition programs
- Perform community service projects

⁵¹ Nuza.

⁵² Nuza.

⁵³ "Kathekon," Washington and Lee University, 27 February 2005 <<http://alumni.wlu.edu>>.

⁵⁴ Tami Gardner, "Seize the Day," Council for Advancement and Support of Education, January 2003, 3 March 2005 <<http://case.org/Currents/ViewArticle.cfm>>.

- Make it fun to be a member

C. Office of Development

The development process exists to further the mission of the nonprofit organization and is a long-term process. It is the means, not the end, and the success of fundraising is dependent on the character and strength of the organization it serves.⁵⁵ Tulane University is an organization of character and strength and the Office of Development strives to create an environment and culture that embraces and supports positive change.

The current areas of the Office of Development are Major Gifts, Corporate and Foundations, ADIS, Annual Fund, Stewardship, and University Program Development. I recommend that these divisions remain. I recommend the following initiatives regarding University Program development:

Continue to Develop a “Leader Culture” and a Culture of Positive Change

The Office of Development should make a concerted effort to develop their own leadership pipeline, rather than relying on outside candidates every time a position needs to be filled. The cultivation of current leaders is instrumental in an organization’s success. “Succession Management” is the idea that succession planning and leadership development are united and together they create and help build a steady, reliable pipeline of leadership talent.⁵⁶ They share a common goal: to get the right skills in the right place.⁵⁷

⁵⁵ Karla Williams, Donor Focused Strategies for Annual Giving (Sudbury, MA: Jones and Bartlett Publishers, 2003) 31.

⁵⁶ Jay Conger and Robert M. Fuller, “Developing Your Leadership Pipeline,” Harvard Business Review December 2003 <<http://www.hbr.org>> 3.

⁵⁷ Conger 4.

Through staff training and development, changes can continue to be implemented to create a culture of change within the office. The importance of building human capital through developing the leadership and interpersonal skills of the staff is integral to the success of the organization. Positive change is reinforced through the action, words, and attitudes of the office. This positive energy leads to more opportunities for growth and collaboration. The vision of the office is clear and creates momentum for the changes that need to be made. Without commitment to positive change, the institution will not be able to move forward and will be left behind.⁵⁸

Positive change is encouraged by motivating and engaging employees of the Office of Institutional Advancement. Five suggestions to become a skilled motivator are important to recognize:⁵⁹

1. Establish clear goals and objectives. These are most effective when they reflect the needs and input from the staff.
2. Lead by example. Everyone shares the work load and is committed to the cause.
3. Celebrate successes. Celebrate the small victories and larger victories together, encouraging them and showing appreciation for their work.
4. Empower the staff. Empowerment can motivate well and gives the employees a real sense of ownership of their work.

⁵⁸ David A. Whetten and Kim S. Cameron, Developing Management Skills, (New Jersey: Pearson Prentice Hall, 2005) 485.

⁵⁹ Marc C. Whitt, "Small Office: Serving as the Chief Encouragement Officer," Council for Advancement and Support of Education, May 1999, 3 March 2005 <<http://case.org/Currents/ViewArticle.cfm>>.

5. Be a cheerleader. Encourage greater productivity, while applauding their work and thanking them for their work. The staff needs to know how much their work is valued.

Foster Relationships between Academics and the Office of Development

The Development Office continues to nurture the relationship between the faculty of Tulane and the Office of Development. The two must work together, towards a common goal. The faculty and staff are coming from an academic background, not a development background, and the development office works towards bridging the gap and uniting the two so that they can best work towards a common goal.

D. Marketing and Communications

The unit currently called “Publications” is expanded and renamed “Marketing and Communications,” while the department still reports to the Vice President of Institutional Advancement. As Michael House pointed out, “Marketing is the system that allows an organization to focus its limited resources so that it can increase the probability of obtaining its goals.”⁶⁰ Tulane focuses its marketing efforts to achieve the goals of creating a campus wide culture of communication. There is a clear and consistent message sent out to constituents, and this message and the intended image of the university sometimes gets blurred.

This department is an integrated marketing unit, where all media relations, advertising, events and public relations reflect specific university objectives.⁶¹ This office focuses on all strategic communications and has clear objectives of the marketing

⁶⁰ Michael House, “The Marketing Mix,” Market the Arts, (New York: FEDAPT, 1983) 65.

⁶¹ Larry Hincker, “Finding the Perfect Fit,” Council for Advancement and Support of Education, July/August 1999, 3 March 2005 <<http://case.org/Currents/ViewArticle.cfm>>.

campaign. Under this marketing model, the Marketing and Communications office is comprised of four departments: communications (who is responsible for press releases and communicates with the media), marketing (who researches the university's audience), publications (who works on all printed pieces), and the programs department.⁶² The programs department is unique to this marketing model and the department works specifically for a particular unit or school of the university. Based on the strategic plans, the desired outcomes of the specific schools, the vision of the university, the programs department creates a specific marketing plan, including internal communications, publicity, recruitment, and advertising. The programs department relies on the marketing, publications and communications department to carry out the plans that they develop.⁶³

The program department is brought in closer to what is going on in each academic division, thus helping to eliminate the current disconnect between the Publications Office and the Office of Development. With staff members from the programs department devoted to the individual schools, a better understanding of the marketing objectives of each academic division is facilitated. This leads to a more effective overall campaign, one that is clearly integrated because there is a program manager devoted to each case. The program manager uses the following questions as a guideline to develop the specific marketing plans:⁶⁴

- Target audience:

⁶² Larry Hincker.

⁶³ Larry Hincker.

⁶⁴ Michalann Hobson, "Making the Marketing Plan and Mix Work," Market the Arts, (New York: FEDAPT, 1983), 125.

Who do we have now?

Who do we not have?

Who do we want?

- Access:

How and where can this audience be reached?

- Appeal:

What appeals to this group? What are they attracted to?

- Tools:

How can we effectively reach them with our message?

The program manager is charged with the task of ensuring that all marketing is consistent to the message and objectives of each school, from a consistent logo to the fonts and colors used. In the past, I have confronted problems in getting some graphic design and marketing assistance, but an assigned programs department staff member helps remedy these problems.

V. Conclusions

Observations

I am most grateful for the opportunity that I had as an intern with the Tulane University Office of Development. The Tulane Office of Development is a stimulating, dynamic, and vibrant culture in which to work. The staff is bright and intelligent, and generally willing to face the next challenge with a smile. As the most sophisticated development office in the state, I had many wonderful learning opportunities and valuable resources at my fingertips. I observed and absorbed all that was happening around me. I was excited to get the chance to apply what I had learned through my arts

administration classes to the work I was doing, particularly in the areas of non-profit management, organizational behavior, marketing, and development.

Impact

I provide the office of development with needed assistance on a variety of projects through my work as a student intern and as an employee. The office is planning to hire another student intern this summer based on the success of my internship last summer. I am surrounded by smart and experienced role models that truly have the development and the advancement of Tulane at heart. There are so many skills that I learned from my work, skills that are refined and developed only through actual hands-on experience. I hope that the Office of Development feels my work is beneficial and helpful to them as well. I feel lucky and extremely fortunate to be a member of the Office of Development at Tulane University.

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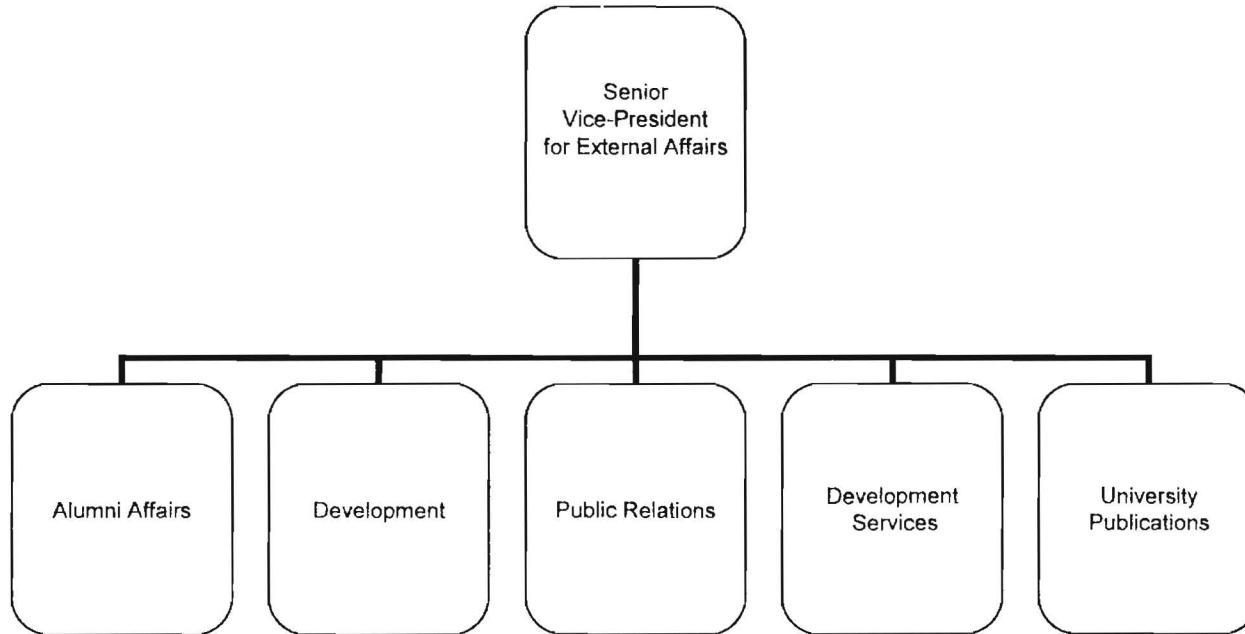
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Tulane University Institutional Advancement Current Organizational Chart



**Alumni House Fundraising Plan
The Bea Field Alumni House
March 29, 2005**

**Goals
Naming Opportunities
Sources of Likely Prospects
Gift Table
Outline of Plan**

Goals:

1. Raise at least \$1 million in endowment for permanent support of the Alumni House and alumni programs.
2. Raise the amount needed for current renovations to the house (estimate TBA).
3. Recognize the extraordinary contributions of the late Bea Field to Tulane University's alumni program by naming the Alumni House in her memory.
4. Educate Tulane alumni about the importance of alumni programming and the need to support it through charitable gifts.

Naming opportunities:

Banquet Room	\$250,000
Alumni Lawn	\$250,000
Parlor	\$150,000
Side Garden	\$100,000
(left of house when facing it)	
Director's Office	\$100,000
Catering Pantry	\$100,000
Patio (rear of house)	\$50,000
Upstairs Board Room	\$50,000
Brick Walkway	\$50,000
Fountain	\$25,000
Other upstairs offices	\$25,000

Plaque recognizing donors of at least \$10,000 toward the endowment or immediate capital renovation fund

Sources of Likely Prospects:

- Alumni House volunteer leadership during the time Bea was active
- Past, present, and future Tulane Alumni Association leaders
- Donors to the Bea Field Scholarship Fund
- Individuals who have family connections or considered themselves to be friends and fans of Bea
- Individuals supportive of alumni programming

Gift Table:

<u># of gifts needed</u>	<u>Gift level!</u>	<u># of prospects needed</u>	<u># of prospects identified so far</u>	<u>Projected Total</u>
1	\$500,000	1*	(endowment)	\$500,000
1	250,000	3	1	750,000
3	100,000	9	2	1,050,000
2	50,000	6	6	1,150,000
25	10,000	75	12	1,400,000

Plus, gifts are all sizes are welcome!

*A solid commitment has been received

Outline of Plan:

1. Recruit fundraising committee.
2. Have inaugural meeting Homecoming 2004: Convene committee to discuss goals, naming opportunities, draft prospect list, and possible fundraising ideas.
3. Communicate with committee quarterly to update on solicitations made and dollars raised, through both email and regular mail.
4. Committee should meet again the weekend of March 17 and 18 during the campaign kick-off and during Homecoming every year, unless a more frequent schedule of meetings has been agreed upon. We hope to have raised at least \$700,000 by Homecoming 2006.
5. Plan mass mailing to all alumni no later than March 2007. Announce success when at least \$1 million in endowment is raised, along with the estimated amount of immediate renovation funds, as well as the cost of the re-dedication event (assume event costs no more than \$5,000).
6. Re-dedicate the Alumni House in memory of Bea Field no later than her 100th birthday (March 31, 2008) to celebrate a successful fundraising effort, and have a reception at the house. Send press release. Publicize in the Tullanian.



The Bea Field Alumni House Project

We want to honor the extraordinary contributions of the late Bea Field to Tulane University's alumni program by naming the Alumni House in her honor. We share her dedication to further strengthening important aspects of the university.

As Director of Alumni Affairs from 1942 until 1977, Bea Field touched the lives of many in the Tulane community. She was a remarkable woman loved by all. Her continuing legacy at Tulane includes the Educational Conference and the Annual Fund, among others.

We hope to raise at least \$500,000 in endowment to match a Diboll Foundation challenge grant for permanent support of the Alumni House, and an estimated \$150,000 for needed renovations to the house.

We are confident that we will meet these goals and will dedicate the Bea Field Alumni House on or before Bea Field's 100th Birthday, March 31, 2008.



PROMISE AND
DISTINCTION
The Campaign for Tulane

The following naming opportunities are available:

Living room	\$250,000
Side yard (right of house when facing it)	\$250,000
Side yard (left of house when facing it)	\$100,000
Director's office	\$100,000
Kitchen and pantry	\$100,000
Side sunporch	\$100,000
Patio in rear of house	\$50,000
Upstairs board room	\$50,000
Walkway	\$50,000
Fountain in back yard	\$25,000
Other upstairs offices	\$25,000

There will be a plaque recognizing donors of at least \$10,000 toward the endowment or immediate capital renovation fund.

90 percent of all gifts will go to the endowment fund and 10 percent will go toward the renovation, unless donor specifies other percentages.

Gifts of Securities

Please call the Office of Planned Gifts at 504-865-5794
or toll-free 800-999-0181 for information
about transferring securities to Tulane.

Bea Field Alumni House Project
c/o Julie Nice • Tulane University Office of Development
3439 Prytania St. • Suite 200 • New Orleans, LA 70115
Telephone: 504-314-7380 • Fax: 504-862-8761
E-mail: jnice@tulane.edu

Tulane University

Tulane University
Bea Field Alumni House Project

NAME

ADDRESS

CITY, STATE, ZIP

HOME PHONE

EMPLOYER'S NAME

BUSINESS ADDRESS

BUSINESS PHONE

E-MAIL ADDRESS

Please list my/our name(s) as follows:

I AM ENCLOSING \$ _____

Please make payments to Tulane University.

I PLEDGE \$ _____

Pledges must be paid in full by December 31, 2007,
to count toward the campaign.

____ Please send me quarterly reminders for the balance.

The value of benefits received is not substantial and can be
disregarded when claiming your itemized tax deduction.



PROMISE AND
The Campaign for Tulane
DISTINCTION

90 percent of your gift will go to the endowment
fund and 10 percent of your gift will go toward the
renovation, unless you specify otherwise.

CREDIT CARD

__ Visa __ MasterCard __ Diners Club

__ Discover __ Carte Blanche __ American Express

AMOUNT CHARGED

EXP. DATE

ACCOUNT NUMBER

NAME AS IT APPEARS ON CARD

____ Enclosed is the matching gift form for my and/or
my spouse's employer.

____ Please send me information on how to make my
gift by Electronic Transfer of Funds.

Gifts of Securities

Please call the Office of Planned Gifts at
504-865-5794 or toll-free 800-999-0181 for
information about transferring securities to Tulane.

Bea Field Alumni House Project
c/o Julie Nice • Tulane University Office of Development
3439 Prytania St. • Suite 200 • New Orleans, LA 70115
Telephone 504-314-7380 • Fax 504-862-8761
jnice@tulane.edu

Bea Field Alumni House Steering Committee Volunteer Description

Function:

The Volunteers of the Steering Committee will help fundraise at least \$500,000 endowment to match the Diboll Foundation challenge grant for permanent support of the Alumni House and alumni programs and an estimated \$150,000 for needed renovations to the house.

Duties and responsibilities:

- Actively participate in all phases of the fundraising process:
 - Try to attend two annual meetings. The first will discuss goals, naming opportunities and prospect list. The second, midway through the campaign, will assess the progress of the campaign. There may be other meetings occasionally, such as in March 2005 as part of the Tulane University Campaign Kickoff Weekend.
 - Be up to date and informed regarding the monthly updates on the status on the solicitations made and the dollars raised, both mailed and through email.
 - Communicate the progress of your own solicitations and gifts to Julie Nice at Tulane so that all solicitations and gifts can be tracked.
 - Once a gift has been made, follow through with a thank you. It is vital that the people who gave gifts are properly thanked for their gift both by the Alumni House and you. For example, a thank you note on your personal stationery is a nice gesture that is greatly appreciated by the gift giver.
- Give a gift to the Bea Field Alumni House at whatever amount you are comfortable giving.
- Personally solicit friends to make gifts at the same level or greater than your gift; Some solicitation approaches include one-on-one personal visits, hosting a party at your home for friends, inviting a small group of friends for an intimate lunch, speaking at alumni events, or however else you feel you can help.
- Enthusiastically encourage others to make gifts to the Bea Field Alumni House and educate Tulane Alumni about the importance of alumni programming.
- Time Commitment: We hope to announce success early on, but in no event later than Bea Field's 100th birthday, March 31, 2008. The dedication will take place on her birthday.

Suggested Procedure for Personal Solicitation

Contact: Julie Nice, (504) 314-7380

October 22, 2004

1. Preparation for a personal visit

It is often helpful to have another volunteer, a friend, or a staff member from Tulane accompany you on the personal solicitation visit. This gives the meeting more energy and adds life to the project. Two or more people in the room help focus the meeting and ensure that all of the details of the project are reviewed and not overlooked. Please let us know if you would like us to assign someone from Tulane to help out on your visit.

If you would like to personally solicit a person, please check with Julie Nice before doing so. We want to ensure that all lines of communication are clear. Julie can be reached at (504) 314-7380, or through her assistant, Annetta Ewell, (504) 862-8456.

2. Personal visit

You want to convey your enthusiasm for the project and your commitment to the project during your personal visit. The visit should be upbeat and you hope to leave the meeting with your friend as excited about the project as you are.

During the personal visit with the prospect, you want to:

- Explain the project
- Provide details and literature on the project
- Answer any questions
- Tell them that you would like them to consider making a gift to the project of a specific amount, or if applicable, present a list of naming opportunities
- Agree on next steps

3. Follow up to a personal visit

After you meet with someone, you should send them a personal note thanking them for their time. If possible, a hand written note is best. This gesture is greatly appreciated.

Following a personal visit, please call Julie to report on how the meeting went and together develop the next steps and the best plan. Ideally, the next steps are clarified in the meeting.

Please report back to Julie the status of the next steps and let us know if there is anything Tulane can do to help out.

Reflections on Rambam's Ladder by Julie Salamon

Gwendolyn Perrilliat

The desire to give is fully explored by Julie Salamon in her book, Rambam's Ladder. This notable approach to giving is most interesting and thought provoking, prompting me to examine my own giving and better understand thoughts behind giving. The book is based on the beliefs and works of the twelfth century physician, philosopher and scholar Rabbi Moses ben Maimon, best known as Maimonides and known by many as Rambam, an acronym derived from the first letters of his name. He created an eight step program for giving, known as the Ladder of Charity, and as Salamon sees it, Rambam's Ladder. The ladder is laid out in descending order, with the most noble at the top.

The first rung on the ladder is "the reluctant giver, the giver who gives begrudgingly." When someone gives to a beggar on the street simply to keep the beggar from bothering him anymore, he is a reluctant giver whose own selfish reasons guide him to give. It is from here that a giver would move up to the second rung, "to give less to the poor than is proper, but to do so happily." A beggar living on the street certainly needs more than \$5, although it is important that the giver gives the beggar this \$5 with a smile, not grudgingly. What amount is considered "proper" can be debated, although what I find most important about this step is that the giver is giving eagerly and with a smile.

The third rung on Rambam's Ladder is solicitation, "to give to the poor after being asked." People should give out of the goodness of our own hearts, not simply because they are asked to give. Many need to be solicited to give because in our complicated and busy world, we may inadvertently overlook giving. The Fourth rung on the ladder is "to hand money to the poor without being asked, but risk making the recipient feel shame." The person who gave once he was asked was on a lower rung than the person who gave without being asked. Maimonides did this because he felt that those in need should not beg. The giver takes a small risk that the recipient will feel shameful, however, this small risk outweighs the positive outcomes. He wanted to protect the dignity of the needy so that they are not forced to plead for assistance. This message is one that we should remember, as I think it is often forgotten. At times, I have a hard time

asking for help, and I am always grateful when someone sees that I am in need of assistance and offers their help without my asking for it. In a perfect world, we should give without being reminded to do so and protect the dignity and pride of those in need.

The fifth rung on Rambam's ladder is "to give to someone you don't know, but allow your name to be known." The person who gave to someone they didn't know is placed above the person who was solicited. "Philanthropy as Diplomacy" is an idea that Salamon introduces in this chapter. I feel that we should help people in need we know in our community, as well as those people unknown to us in foreign communities. Our society can move towards living in peace with a cooperative spirit that lends a helping hand to those in need, even those who are foreign to us.

The sixth rung on Rambam's ladder is "to give to someone you know, but who doesn't know from whom he is receiving help." According to Maimonides, anonymity is not the highest form of giving. This chapter touches upon the abuses of a Hale House, a children's shelter in New York founded by Clara Hale, and her daughter Lorraine who robbed from the charity. Despite being rocked by scandal, the charity was eventually turned around and saved. With the Hale House, the donors were forced to give the money to the needy recipient directly, for the people initially managing the capital for the charity were misusing the funds. The donor is forced to know who the recipient is, while the recipient does not know who he is receiving the gift from. As Salamon pointed out, complete anonymity is surrendered in order to ensure that the money is ending up in the right place.

The seventh rung is anonymity, "to give to someone who you don't know, and to do so anonymously." It is one thing to help those that you personally know who are in need of help, and it is another thing to help someone you don't know and to do so anonymously. Anonymity shields and protects those in need from the rest of the community knowing their situation and feeling shame. It preserves the dignity of the poor, so that they don't feel like they are seen as beggars.

At the top of the ladder is the eighth rung, "The gift of self-reliance. To hand someone a gift or a loan, to enter into a partnership with him, or to find work for him, so that he will never have to beg again." The story in this chapter that really illustrated this is the one of John Ford, a successful African-American who runs the Horizons program

which helps formerly homeless people enter the working world. John has a brother who was a drug user and one day he received a phone call to come get his troubled brother out of the shelter. He cried outside of the shelter, in disbelief, that his brother was there, among the homeless people.

The journey up Rambam's ladder is a long and complicated one. This is clear through the story of John and his brother. If I were John and had to rescue my brother at a homeless shelter, my first reaction would be to give him food, shelter, and whatever money he might need to keep him off of the streets. This is only a temporarily solution to a much bigger problem, as hard as it might be. What he really needs is to be equipped with the tools and skills to survive on his own. He should not live a life dependent on handouts from others, and I would need to be fully committed to providing him with the resources and support that he would need in order to succeed and to never have to beg again.

Reflections on Donor Centered Fundraising by Penelope Burk

Gwendolyn Perrilliat

Through Donor Centered Fundraising, Penelope Burk introduces many important concepts and explores the new methodology of donor centered fundraising, challenging the traditionally accepted fundraising practices. Donor Centered Fundraising recognizes and explains the ways to preserve and foster the loyalty of donors.

Ben Franklin's fundraising philosophy, which focuses on the people who are giving the money, rather than on the money itself, is reflected in the donor centered approach to fundraising. Donors need to receive noteworthy information about their gifts at work, and it is the fundraiser's responsibility to provide this information. The fundraiser must communicate to the donor this information in order to maintain and to increase the donor's giving. The relationship between the donor and the fundraiser has to be developed and cultivated. The focus must be on the donor, not the money to be raised, and lack of communication leads to the failure of the fundraisers.

Communication is the key to donor centered fundraising. Communication is simply defined as the exchange of information between individuals, however, Burk's breakdown of what meaningful communication means to donors is very intriguing. Communication is broken down into three areas: acknowledgement, communication, and recognition. Acknowledgement privately shows the organization's appreciation of the donor, including thank you letters and phone calls. Even if the donor wishes to be

publicly anonymous, they must be acknowledged and thanked privately. In Burk's definition, communication is providing information to the donor about his or her gift at work within the organization. This is the communication on the progress of the gift at work and what is going on within the organization. Recognition, the third category of the breakdown, publicly recognizes the donors for their contributions. There are many ways to recognize, including donor lists in the newsletters and donor plaques.

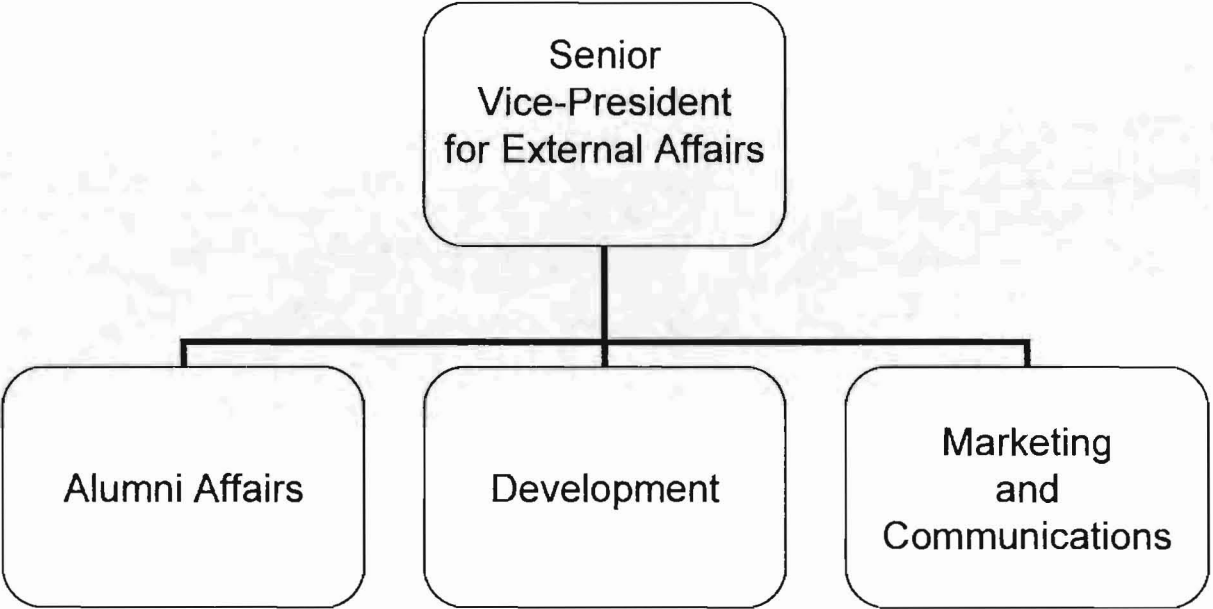
Within the broad category of acknowledgement, one interesting way that Burk suggests to cultivate the donors is through simple personal thank you calls. Donors can be called by members of the staff or by members of the Board, if they agree to participate. The statistics show that the phone calls made by board members are very valuable, 72% are the donors who were called and thanked by a board member are likely to give more the next time they are asked. These small gestures have great meaning. The donors feel a real personal connection with the organization, and they know that they are important to the cause, as someone took time out of their busy day to make the phone call and to personally thank them. It is important to thank donors at all levels with a phone call. With all of the phone solicitation that we get today, it is nice to receive a caller who simply wants to thank you for your gift and not ask you to buy anything or donate money. These thank you phone calls help solidify the relationship and help lay the foundation for a long and prosperous partnership between the donors and the organization. Each donor, regardless of the size of the gift, is treated with the same care and attention.

A donor centered development department functions differently than a traditional development department. Fundraisers traditionally focus only on raising money for their own organization, while according to Burk, donor centered fundraisers "cultivate the

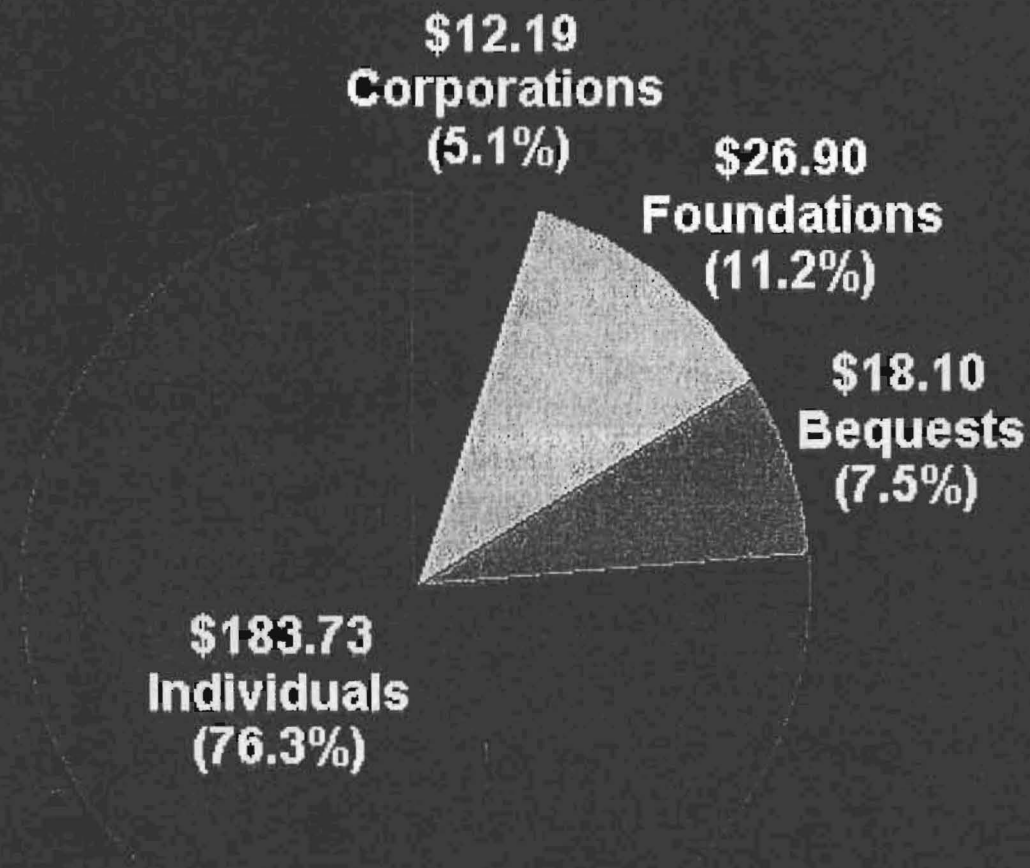
philanthropic spirit and encourage giving” and function as advocates for the donors, regardless of where they are giving. Raising money for their organization is the third priority for the donor centered fundraiser. This more global approach requires that everyone better understands the whole picture. Donors must be cultivated and encouraged to give, no matter where they give. This is part of the role of fundraisers, to encourage giving in general. It is not simply about the bottom line and how much money is raised, but about the donors, the relationships with the donors, and their movement through the giving programs of the organization. Communication is the investment that must be made in order to earn the return, to secure the gift.

Before I immersed myself in the study of non-profit administration, I thought of fundraising as simply raising funds. It is much more complicated and involved than that. After learning more about the process, I view fundraising more in terms of the relationships with the donors, rather than the

Tulane University Institutional Advancement Proposed Organizational Chart



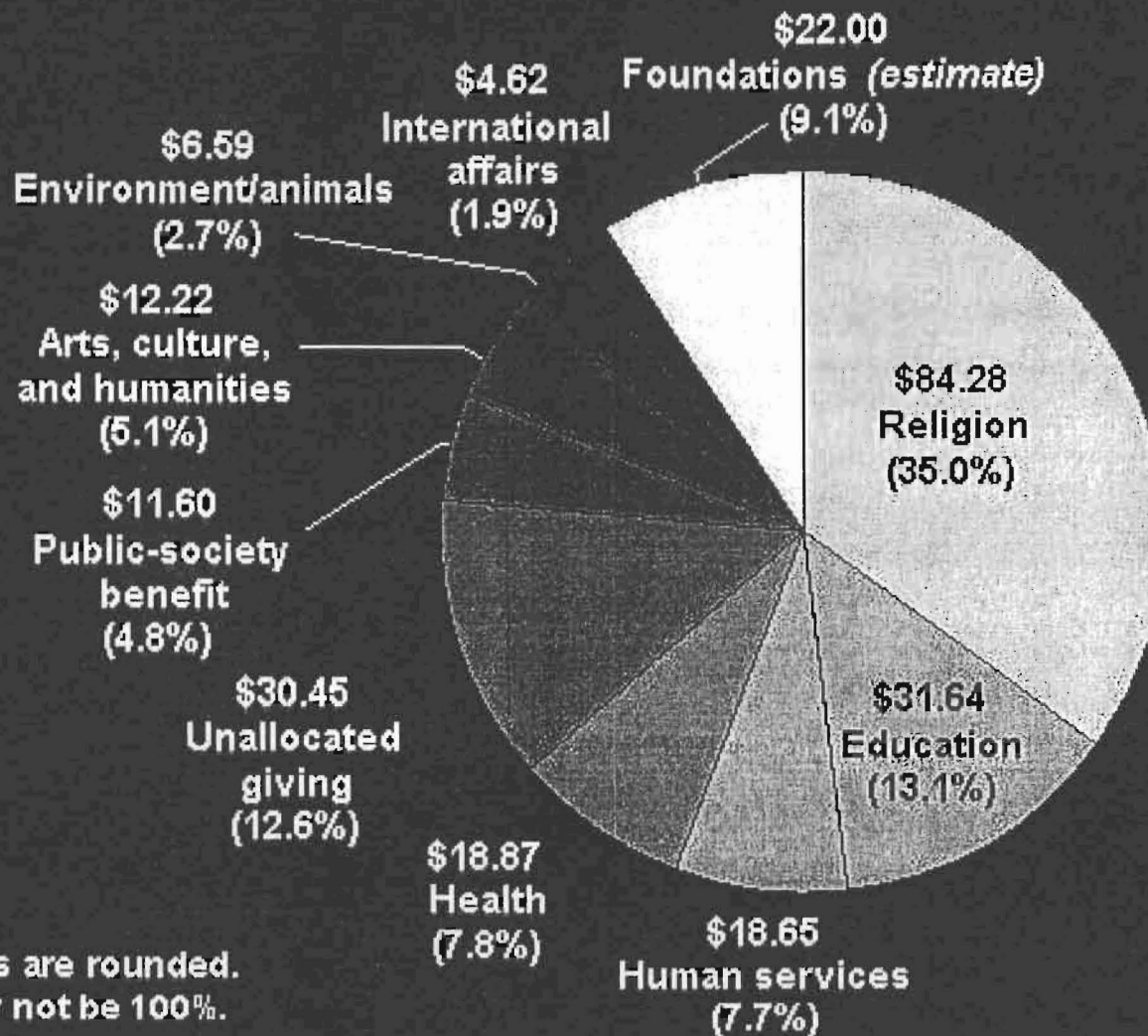
2002 CONTRIBUTIONS: \$240.92 BILLION BY SOURCE OF CONTRIBUTIONS



All figures are rounded.
Total may not be 100%.

Source: AAFRC Trust for Philanthropy/*Giving USA 2003*

2002 CONTRIBUTIONS: \$240.92 BILLION BY TYPE OF RECIPIENT ORGANIZATION



All figures are rounded.
Total may not be 100%.

Source: AAFRC Trust for Philanthropy/*Giving USA 2003*