

The Role of Philanthropy in Funding Irish Universities[©]

A paper by 2into3

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Foreword

This paper has been prepared by 2into3, from publically available information; in order to stimulate debate on the role philanthropy should play in funding Irish Universities. It suggests that philanthropy can play a very significant role but will require sustained investment. The paper argues that a good starting point is to set a philanthropic goal for the sector as whole. As only publically available sources have been used, and the research has been self-funded, it does not claim to have captured the full picture and its conclusions need to be considered in that context. We do hope however that it will encourage debate, lead to more comprehensive research and a greater visibility of how a key factor in Irelands future prosperity, third level education, can attain and defend a competitive position in the global marketplace.

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1. Introduction

How Ireland's universities are funded is a source of tension, conflict and debate. Recent increases in the student contribution to higher education – the registration fee – have not been well received, yet the universities themselves are seeking the return of student paid tuition fees. The economic crisis has undoubtedly led to a number of unfavourable budget cuts; education just one of many. Education, along with many other sectors ranging from arts and health to social services, now faces a pronounced and profound funding dilemma. The third level sector is facing two prominent challenges; to replace the funding shortfall arising from the reduction in state support, and the securement of investment required for future growth. Other sectors, such as the arts sector, have set a specific philanthropic goal; education has yet to follow suit. Unless the third level sector secures substantially higher philanthropic funds its financial crisis is likely to continue. This paper sets out the context of higher education funding and illustrates Ireland's standing at an international level. A comparison of Ireland's higher education relationship with philanthropy to the UK and the US reveal Ireland's underperformance in this area. Based on this, this paper seeks to illustrate the potential implications of increased philanthropic donations, focusing particularly on alumni relations. It is evident from the research that Ireland, in an international context, is falling behind. This paper seeks to highlight one element of a long-term solution.

2. University Funding Models

The basis for any university funding lies in government grants, research grants and contracts, academic fees, endowment and investment income as well as other operating income, for example bequests and philanthropic income.

2.1 State Support

An over-reliance on state support/funding among the seven Irish universities, and 14 institutes of technology, is increasingly prevalent; an aspect the economic crisis has brought to the fore. State grants form a notable portion of university income, ranging from 20% of total income in National University of Ireland Maynooth (NUIM) and Dublin City University (DCU) to 30% in the University of Limerick (UL). In addition to this, the portion of state or semi-state research grants and contracts as a source of income is distinctly higher among Irish universities when compared with their international counterparts, rising to 81% of research income in the case of University College Cork (UCC).

Table 1: University Funding Sourced from Research Grants & Contracts; % Sourced from State or Semi-State Bodies

	Research Grants & Contracts	% Sourced from State or Semi-State Bodies
University of Edinburgh	£182m	10%
Imperial College London	£299.2m	14.5%
University of Manchester	£194.2m	16.6%
London School of Economics	£24m	21%
Trinity College Dublin	€75m	27% (of total income)
NUI Galway	€53m	28% (of total income)
University of Warwick	£88m	33.5%
University College Dublin	€87m	60%
Dublin City University	€50m	78%
NUI Maynooth	€15m	79%
University College Cork	€81m	81%

Source: Relevant financial accounts for each university.

2.2. Contribution of Fees/Earned Income

The availability of state and semi-state income is dwindling – current government policy highlights a move towards a rolling back of state support in favour of greater student contribution, as evident in the budget (Department of Finance, 2012).

Although there appears to be a shift towards increased student contribution, the reliance on state or semi-state income, comprising on average 34% of total income, again holds true with regard to academic income or student fees. The Higher Education Authority (HEA) makes a significant direct contribution to academic fees; 35% in University College Dublin (UCD), 41% in Trinity College Dublin (TCD) and 54% in UCC. Thus, although it appears as though over one-third of funding comes from students, closer examination reveals that this is not the case.

Irish universities appear to lie slightly above average in terms of how much fees contribute to the overall income model when compared to universities in the UK and Australia with similar funding structures; although it must be noted that, under the Free Fees Initiative of 1996, the Irish state pays the tuition fee for students in higher education whilst the student pays a ‘registration fee’ to cover examination and services costs. However, it must also be noted that the ratio of government to student contribution is not publicly disclosed, thus making it difficult to identify total state input. Likewise, third level institutions cannot charge European Union students undergraduate fees. Nevertheless, they appear to lie far below average with regard to overseas fee income based on the information available.

Table 2: Fees and Overseas Fees as a % of University Income

	Fees as a % of Total Income	Overseas Fees as a percentage of Total Fees
University College Cork	30%	N/A
University College Dublin	37%	N/A
NUI Galway	40%	0.6% (of total income)
Trinity College Dublin	37%	2% (of total income)
University of Bristol	23%	41%
University of Manchester	31%	44%
University of Edinburgh	19%	59%
Imperial College London	20%	64%
University of Melbourne	33%	90%

Source: Relevant financial accounts for each university.

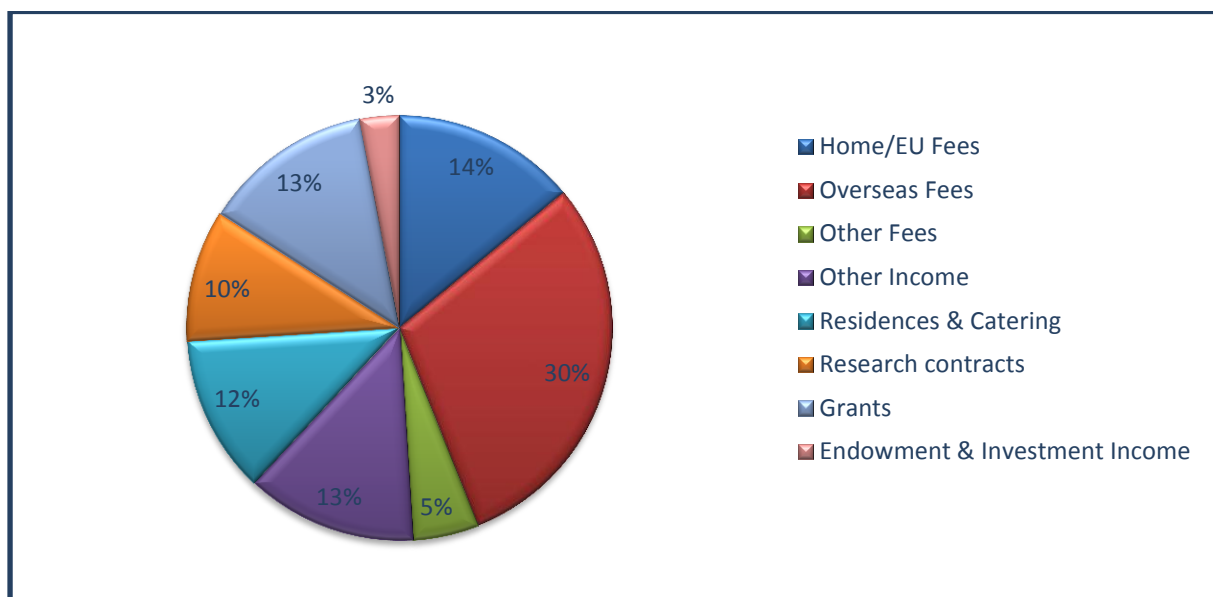
UCC, for example, as of the 30th September 2009, had a total income of €353m. 18,820 students were registered at the university for the academic year 2011/2012; c. 16% of whom were classified as international yet there is no specific information regarding the income that this 16% provided to UCC. TCD had a total income of €267m as of the 30th September 2011. In 2010/2011 16,747 students were registered at the university; 21% of whom were international and brought in €5m of the total income. TCD has, however, acknowledged the potential income source internationalisation can bring in terms of fees as well as access to more sources of philanthropic income. The college has planned to invest €3m in a strategy aimed at attracting more non-European students, as well as encouraging more of its own students to avail of study abroad opportunities (Burke-Kennedy, 2012).

2.3 Philanthropic Income

The information regarding philanthropic income is – to a large extent – unavailable with one or two notable exceptions, suggesting that the amounts receivable are insignificant relevant to other forms of income. Any information relevant to philanthropy is embedded within figures on endowment and investment income, donations and grants and therefore difficult to access for aggregation and comparative purposes.

International competitors present figures that indicate greater financial security and stability which has enabled them to excel among an increasing number of elite universities. The income base of international competitors, such as the London School of Economics (LSE), is more diversified than any Irish university, a fundamental aspect that their Irish counterparts must consider. For example, LSE had a total income of £233.7m, or €292.1m, as of the 31st July 2011– a 5.8% increase on the previous year, a result of strong student recruitment, increasing contributions from ‘non-core’ activities and effective financial management.

Table 3: London School of Economics Funding Model 2011



Source: Relevant financial accounts

According to the latest QS World Rankings¹, leading Irish universities are continuing to struggle, both financially and regarding international reputation, with only one Irish university – TCD – achieving a place among the elite top 100. The 2012 rankings show that, with the exception of NUI Galway and DCU, Irish universities have dropped in the rankings between 2011 and 2012; UCC has fallen from 181 to 190, whilst NUI Galway and DCU have managed to climb up to 287 and 324, respectively. Regardless, the rankings show that all Irish universities, as well as the Dublin Institute of Technology, risk losing their respected reputation among employers. Despite the intention to increase the student registration fee, many do not believe that this increase will do much, if anything at all, to close the funding gap between Irish universities and their international competitors (Flynn, 2012).

Alumni's giving constitutes a major source of philanthropy in world-renowned universities; Irish universities, however, have yet to realise the full potential of this financial resource. Universities in the US such as Princeton College, Carleton College and Wesleyan University each maintain an average alumni giving rate of 60%, 59% and 49%, respectively. These universities are among the top 10 in terms of alumni giving, but it must be noted that they have a small student population – less than 3,000; an aspect argued to allow for enhanced student and alumni relations (The Alumni Factor, 2012). The US average of alumni giving, among *all* universities, is 10% (The Alumni Factor, 2012); a more realistic figure for Irish universities with an average (total) student population of 15,295. The UK currently has a 1.2% participation rate from alumni of public donations involved in

¹ A ranking of the world's top 700 universities, published by *Quacquarelli Symonds*, based on the following criteria: Academic peer review, recruiter review, faculty student ratio, citations per faculty and international orientation.



charitable giving, and has set a target to reach 5% by 2016 (More Partnership, 2012). In the financial year 2008/2009, TCD recorded an alumni participation rate of 1% (Healy, 2009); a more current aggregate Irish figure is not in the public domain but, given the trends in international giving patterns, one can assume that the figure would be low.

A drop in the world rankings is one of many consequences of over-reliance on state-support. Media reports suggest that both the Irish universities' and the government's focus is on increasing students' contributions in the form of the registration fee². Having looked at the diversified income models of other world universities, the evidence clearly indicates that Irish universities need to diversify their income model beyond domestic fees; they need to consider attracting more non-European students to increase overseas fees income, to lessen their dependency on the state by increasing their level of earned income and establishing stronger philanthropic support.

² The Department of Finance implemented a "2% reduction in core funding for higher education bodies in both 2012 and 2013, a further 1% reduction in both 2014 and in 2015, in addition to adjustment for increase in student contribution." in its 2012 Budget.

3. The Philanthropic Marketplace

The table below illustrates the total level of philanthropic income made available in Ireland, the UK and the US.

Table 4: Total Philanthropy Available

Total Philanthropic Income 2010/2011	Ireland	U.K	U.S
	€500m	€13.6bn	€264.7bn

Sources: Ireland: Forum on Philanthropy and Fundraising, 2012; UK: Charities Aid Foundation, 2011; US: Giving USA, 2012

The US and the UK, although their philanthropic marketplaces are much more established than that of Ireland, clearly illustrate the potential philanthropy can have with regard to funding higher education.

A recent report commissioned by the Higher Education Funding Council for England (HEFCE) found that charitable donations to universities, in the UK, could reach £2bn (c.€2.5bn) by 2020. According to the report - The Review of Philanthropy in Higher Education - educational institutions received £693m, or €856m, in charitable donations over the academic year 2011/2012, an increase of 35% on 2006/2007. The introduction of the Matched Funding Scheme in 2008 had already led to a 25% increase in donations by March 2012.

Case studies presented in the HEFCE report illustrate that investment in fundraising does yield significant returns. The University of Sheffield established its Development and Alumni Relations Office in 2002, having realised their number of donors had fallen to just six, and contributed approximately £100 (approx. €125) per annum. Since the office's establishment, the university has received over £30m, or c. €37.4m, in donations coming from over 12,000 individuals.

The US illustrates a more mature and developed philanthropic marketplace. The Council for Aid to Education(2011) report found that, through the combined sources of alumni, non-alumni individuals, foundations, corporations, religious organisations and other organisations, a total of \$30.30bn, or €23.1bn, was made available to the third level sector in 2011. Contributions to educational institutions and universities rose by 8.2%. As a result of a stable, and to a large extent, more predictable income in the US, universities and educational institutions were able to spend \$22,446 (€17,136) per student in 2011, of which 6.5% came from voluntary support. It was also reported in the Chronicle of Philanthropy's annual report that 19 of the top 50 philanthropic donors in the US



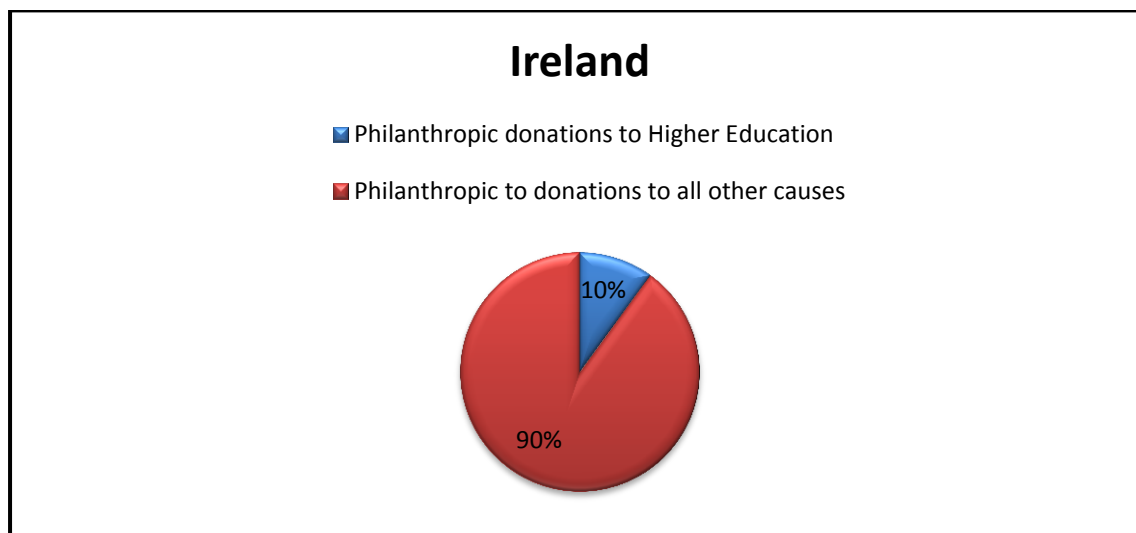
gave to educational charities; whilst the philanthropic rich list showed that 36% of charitable donations in the US go to higher education institutions (Jervis, 2012).

Philanthropy has never been an Irish 'trend'; the Irish are happy to give to the Third World or emergency disaster appeals "...but when it comes to education and social services we have mostly been content for the Government of the Catholic Church to pick up the tab." (O'Brien, 2012). Philanthropy, however, appears to be a relatively *misunderstood concept* in general, not just regarding education. 2.3% of the US's GDP is given in the form of donations/philanthropy compared with just 0.7% of Ireland's (O'Brien, 2012). The current level of philanthropic giving in Ireland, according to Report of the Forum on Philanthropy and Fundraising published in May 2012 is €500m per annum; the Forum is seeking to increase this to €800m by 2016. Irish citizens currently give less than 0.8% of their disposable income compared with the UK figure of 1.2%. Despite harsh economic conditions, the amount charities actually raised rose by 23% between 2009 and 2010 (2into3, 2011) while the Ireland Funds has raised over €320m since its founding in 1976 (The Ireland Funds, 2012) clearly indicating that money is available. The third level sector in Ireland has been the biggest beneficiary of The Atlantic Philanthropies, Chuck Feeney's foundation. Currently, donations from The Atlantic Philanthropies represent between 15% and 20% of the total philanthropic support received by Ireland's Universities. Atlantic's plan is to have completed its spend down by 2016.

4. Potential Philanthropic Income for the Third Level Sector

The pie charts below indicate that higher education in Ireland, the UK and the US have similar shares of the total philanthropic market; 10%, 6% and 9%, respectively.

Table 5: % of Total Philanthropy in Ireland Received by Universities



Source: Forum on Philanthropy and Fundraising, 2012; Industry Sources³.

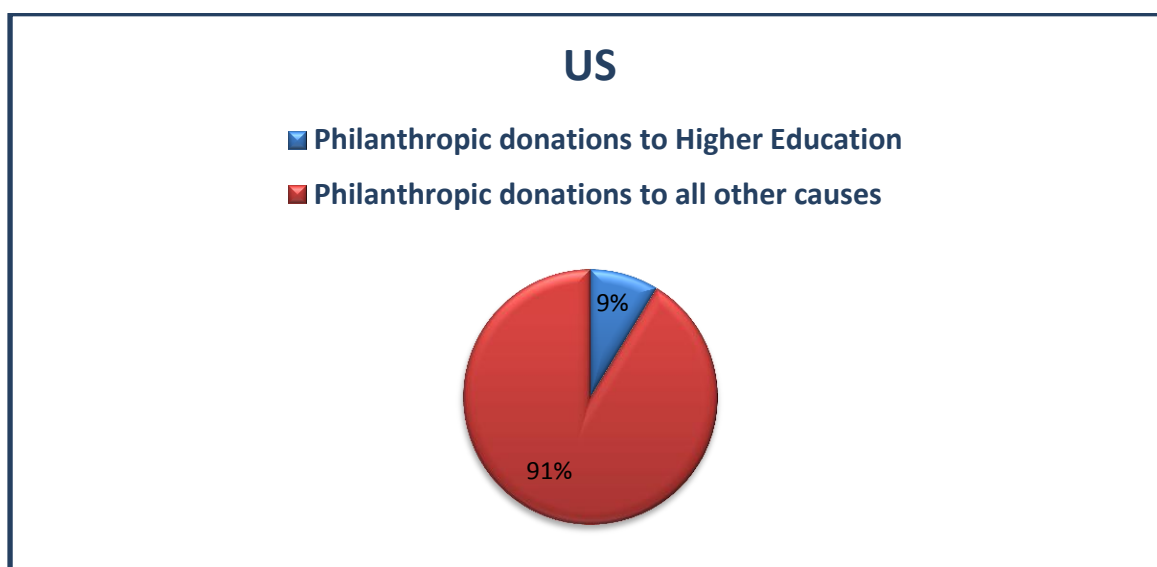
Table 6: % of Total Philanthropy in the UK Received by Universities



Source: U.K: Charities Aid Foundation, 2011; More Partnership, 2012.

³ It must be noted that the information contained in this paper regarding philanthropic donations to the higher education sector is an estimate; there is incomplete data available in the public domain and we would draw attention for the need to gather the information necessary to ascertain a more exact figure.

Table 7: % of Total Philanthropy in the US Received by Universities



Sources: Giving USA, 2012; The Council for Aid to Education, 2011

However, if one compares the level of philanthropy on a GDP, per capita and per student basis, it becomes evident that Ireland lags far behind both the UK and the US. This indicates, and in some sense confirms, that although Irish people give frequently, the scale of giving lags its international counterparts.

Table 8: Philanthropic Income among universities in terms of GDP, per capita and per student

	Ireland All Third level	UK All Third level	UK Oxbridge	US All Third level	US Research & Doctorate level institutions
Total	€50m	€856m	€329m	€23.1bn	€15bn
Philanthropic donations					
As a % of GDP	0.03%	0.05%		0.2%	
Per Capita	€11.14	€13.67		€74.14	
Per Student	€258	€342	€8,226	€2,300	€3,075

Sources: Industry sources; The Ross Report, 2010; The Council for Aid to education, 2011; The World Bank, 2012; Higher Education Authority, 2012; Morgan, 2012; University of Cambridge, 2012; University of Oxford, 2012.

Based on this table, figures can be drawn up to illustrate the levels of philanthropy the third level sector in Ireland should be attracting, relative to those in the UK and US:

Table 9: Philanthropic goals for Ireland, relevant to those of the UK and US

	UK – as a % of GDP	UK – Per Capita	UK – Per Student	Oxbridge – Per Student
Ireland’s third level sector philanthropic goal UK benchmarks	€82.5m	€61.3m	€66m	€1.6bn
	US – as a % of GDP	US – Per Capita	US – Per Student	US – R&D Per Student
Ireland’s third level sector philanthropic goal US benchmarks	€330m	€332.6m	€444mm	€594m

Note: These figures are calculated as follows:

- As a % of GDP – Irish GDP multiplied by UK (0.05%) and US (0.2%) % of GDP
- Per Capita – Total Irish population multiplied by relevant UK, Oxbridge, US and US Research and Doctorate per capita figures.
- Per Student – Total Irish student population multiplied by relevant UK, Oxbridge, US and US Research and Doctorate per student figures.

As noted in the introduction to this paper, information and data concerning university funding and philanthropy in Ireland is limited. The arts sector recently announced a philanthropic goal of €25million⁴; the higher education sector has not publicly announced any goal. This table, therefore, provides the range in which the higher education sector should aim to target, depending on the improved ranking sought by each institution. It is necessary to compare Ireland not only with the US and UK third level sector as a whole, but also with Oxbridge and US Research and Doctorate universities for one dominant reason; their rankings, on both the QS World Ranking and the Times Higher Education, illustrate positions that Irish universities seek to achieve.

As already noted, funding, and funding models, have become a widespread and highly topical issue at all levels of society. The Irish higher education sector is in a time of crisis. It is obvious that overseas student fees and philanthropy are considered as a key source of income for leading universities worldwide. Irish universities, and likewise institutes of technology, need to expand their focus to include these two areas.

⁴ Achieving €25million in philanthropic funding in the arts sector will require 100 fundraisers where there are currently 10; eight will be recruited as part of the RAISE pilot.

While current Irish third level philanthropic income, at circa €50m, is a reasonable share of the current Irish Philanthropic market and represents a similar share of GDP to the UK, it lags considerably, given the smaller market share relative to total philanthropy, when benchmarked against all 210 US doctoral level institutions and Oxbridge. In addition, the dependency on Atlantic Philanthropies, which will cease funding within a relatively short time frame, means that the underlying base of sustainable philanthropic support is nearer €40m. For those Irish third level institutions seeking to be ranked in the world's top 100 universities there is a clear need to dramatically increase the level of philanthropic income they secure.

5. Implications for Universities

In seeking to expand philanthropic income universities need to consider this as a long-term strategy and thus invest appropriately, both in financial and human resource terms. There are certain key success factors which must prevail if the Universities are to expand their income base appropriately;

- Commitment of the board, the university head and its leadership team.
- A board structure that supports the fundraising function.
- A strong management team.
- A properly resourced fundraising function.
- A fundraising strategy aligned with the realities of the Philanthropic Market, including a number of aspects outlined in Appendix 1, most notably a strong and compelling case for support.
- Ability to demonstrate that public good is being served.

These factors are not easily or quickly put into place and require investment. The university itself, according to the paper “Increasing Voluntary Giving to Higher Education” (Thomas et al., 2004), also indicates three key factors which must be endorsed if voluntary giving is to be successful, in the long-term:

- 1) Institutional Leaderships - to ensure the fundraising plan fits with the overall strategy of the institution; major donors may want to deal with senior management; for academic and administrative staff to take their cue; and so that institutional leaders can give authority to the plan.
- 2) Lay Leaders – volunteers are a fundamental aspect of fundraising in the US, an aspect which should be transferred and acknowledged worldwide; volunteers and major donors, specifically alumni, are known to ‘lead by example’ and so should be included in the decision-making process.
- 3) Professional Development Operation – the most important aspect of any fundraising plan; needs to clearly identify who is being targeted and why; and should cover all potential constituencies i.e. endowments, annual funds, operating funds, facilities support and legacy gifts.

To illustrate the scale of investment required it is useful to look at what each university might need to invest in resourcing the fundraising function. The requisite investment is directly related to the

level of sustainable philanthropic income, per annum, that is needed. Each university that seeks an improved global ranking needs to increase philanthropic income, both over the course of their current strategic plan and in the long-term. A rough calculation can be inferred from the table below; although it must be noted an exact figure cannot yet be determined.

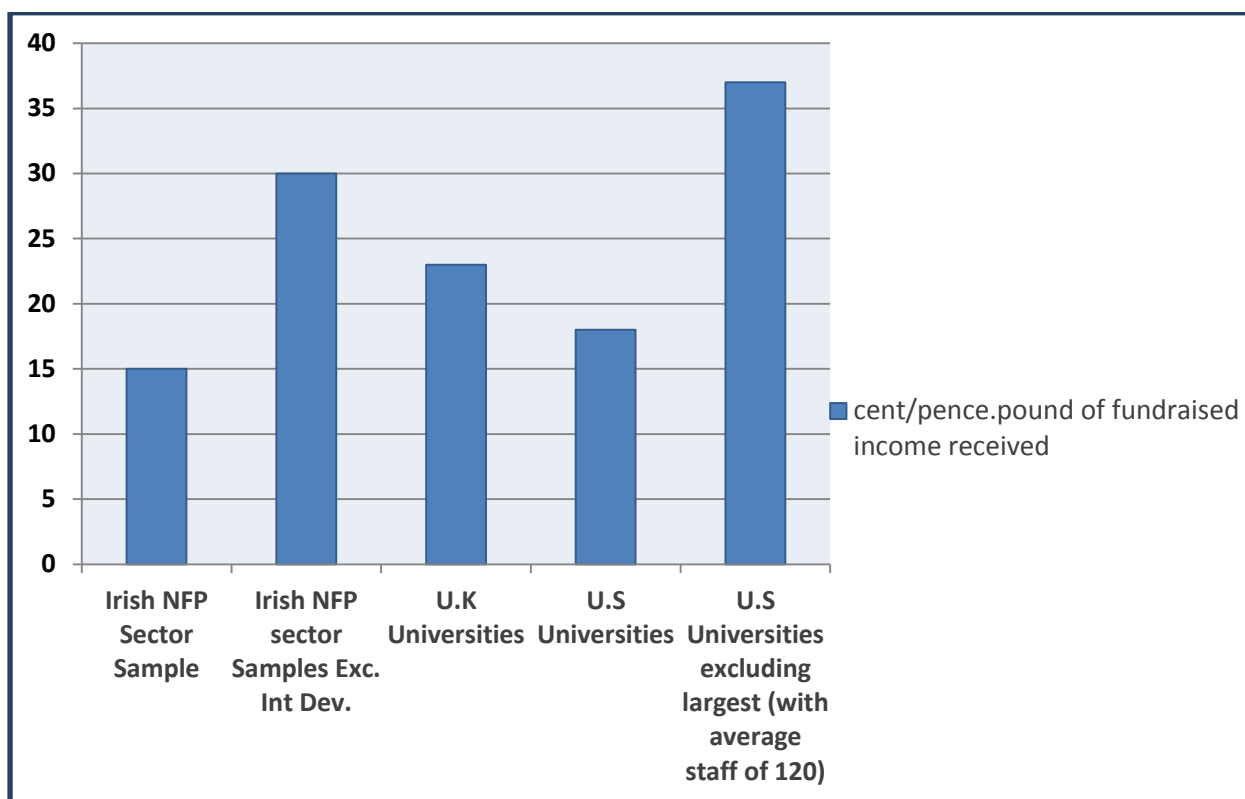
Table 10: Targets for each University based on Oxbridge, the UK, US and US Research & Doctorate

	UK Per Student	Oxbridge Per student	US Per Student	US R&D Per Student
UCD	€8.5m	€205m	€57.3m	€76.6m
UCC	€6.5m	€155m	€43.3m	€57.9m
TCD	€5.7m	€138m	€38.5m	€51.5m
DCU	€3.8m	€91.5m	€25.6m	€34.2m
NUIG	€5.8m	€92m	€39.1m	€52.3m
UL	€3.4m	€82.7m	€23m	€30.1m
NUIM	€2.8m	€69m	€19m	€25.8m

Note: Calculated by multiplying current total student population by relevant U.K, Oxbridge, U.S and U.S Research and Doctorate per student figures.

The range presented here is broad but if, for example, UCD still seeks a place among the world’s top 100 universities, the figures relative to those of Oxbridge and US Research and Doctorate universities are of most relevance. Achieving this level of philanthropy, however, requires long-term investment and commitment. The cost of fundraising that Irish universities need to consider is illustrated below:

Table 11: The Cost of Fundraising in the Not-For-Profit Sector, including universities in the UK and the US



Note: Irish not-for-profit sector data taken from 2into3 report on fundraising in Ireland 2011 “Fundraising Performance: The Second Annual Report on Fundraising in Ireland”; UK University data taken from Ross-CASE survey 2011; US University data taken from CAE’s Voluntary Support on Education (VSE) survey.

It must be noted that, according to best practice, two-thirds of fundraising expenditure is spent on staff and human resources. If, for example, UCD did set a goal to achieve €50m of philanthropy per annum, this would cost approximately €12m per annum, assuming an average fundraising cost of €0.24 per €1 raised, and would require a team of c.105, assuming an average salary and benefits of €75,000, based on figures presented in the 2009/10 Ross-Case Survey (Gilby & Armstrong, 2011). Although the figure may appear overly generous, it would still result in a 76% return on investment. What must also be taken into account is that philanthropy is about more than finances and money; philanthropy entails building relations, communications and partnerships that will extend well into the future.

Alumni signify a major ‘target market’ that requires additional expertise and focus. Research carried out by ‘The Alumni Factor’ identified five factors that help to explain the participation rates from alumni;

- Friendship and intellectual capability
- Intellectual development

- College experience and intellectual capability
- Staying close with undergraduate friends
- Developing deep friendships during undergraduate years

Granted, such factors are easier to stimulate among smaller universities, hence the student body size of the top 10 in the US, yet other universities in the US with much larger student bodies still manage to attract relatively high levels of alumni giving, e.g. Harvard University which has a student body of more than 10,000 and an alumni participation rate of 19% (The Alumni Factor, 2012). Alumni give back to show their appreciation, according to the organisation and to enable others to have an experience similar to their own. What is of utmost importance, according to the paper, is to start encouraging alumni giving before graduation day, e.g. request a 'senior gift'. It is imperative to start graduates quickly into a pattern of giving, and to then work on sustaining this pattern, long-term.

Irish universities' websites do have a 'click to donate' button, and all have established a foundation specifically to support and resource each university. However, only three of the seven universities – TCD, NUIG and UL – have initiated an appeal directly targeted at alumni. Despite these actions, there is a lack of information regarding the participation rate of alumni in public giving resulting in a common assumption that the rate is low. Likewise, the absence of such information from the financial and annual reports suggests that such assumptions are correct.

Alumni's giving is a representation of a university: a successful university produces successful graduates. Irish universities have produced highly ambitious and successful graduates, an aspect acknowledged through universities' alumni achievement awards, yet this aspect has yet to be reflected in alumni giving.

In the situation where current philanthropic income for the entire Irish third level sector is approximately €50m per annum, it would be expected that a team of some 105 fundraising professionals be employed, rather than the current figure of less than 50. To grow philanthropic income to the levels that may really be needed in the long-term will require significantly greater levels of investment in fundraising capacity and for that investment to be sustained.

6. Conclusion and Recommendations

A cross-country comparison of university funding models has clearly indicated that the Irish model, on a general level, is too focused and dependent on state support. Irish universities need to expand their focus to other forms of income, predominantly philanthropic income and earned income. This paper has highlighted a number of key issues which need to be acted on:

- The need to set a philanthropic goal for the Irish third level sector, as a whole.
- Invest sufficient resources to achieve philanthropic goals.
- Promote a culture of giving among current students.
- Enhance alumni relations, and exploit their giving potential.
- Encourage Irish universities to publish their philanthropic performance and participate in surveys such as Ross for comparative purposes.
- An increased focus on attracting more non-European students.

Undergraduate registration fees, according to the 2012 Budget, will have reached €3,000 by 2015. Despite the assumption that increasing the students' contribution will solve the funding crisis, the evidence clearly indicates that this is not the case. Granted fees in the UK and US are substantially higher; but so too is their philanthropic income. Education is widely cited as the key to economic growth, so in a time of economic crisis many question the decrease in funding available to educational institutions. But as Derek Bok - an American lawyer and educator, and the former president of Harvard University – once said “If you think education is expensive, try ignorance.”

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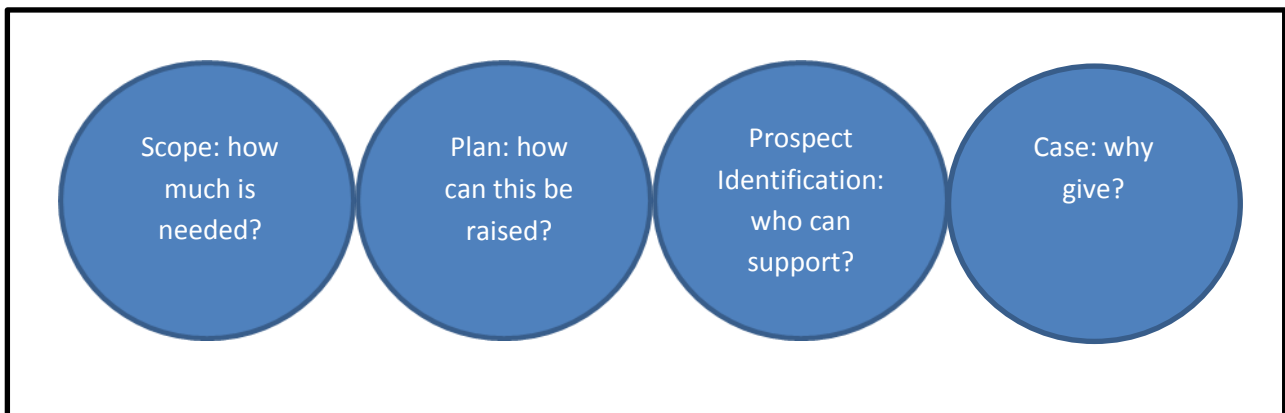
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8. Appendix

8.1 Fundraising Strategy



As indicated in the main body of this paper, “A fundraising strategy aligned with the realities of the Philanthropic Market” is a key success factor for those looking to increase philanthropic donations. Within this factor there are four fundamental aspects which must be considered:

- 1) Scope: the university must set a philanthropic goal
- 2) Plan: a fundraising plan should be developed, in line with the university’s overall strategy.
- 3) Prospect Identification: the university should identify those most likely to give to the university, i.e. who to ask.
- 4) Case: the university needs a compelling and well-articulated case as to why philanthropic donations are required.

9. About 2into3 and the Authors

2into3

2into3 are Ireland's specialist advisors and capacity builders for the not-for-profit sector. We work with social sector leaders and collaborate with partners to help scale impact, develop sustainability, build leadership and innovate. 2into3 offers a unique portfolio of management consulting and leadership recruitment services to its clients. Clients range from very small specialised groups to third level institutions and hospitals. 2into3 has completed a wide range of consultancy assignments and filled over 70 senior positions in the past five years; consequently 2into3 have an unparalleled insight into the current status of the Irish not-for-profit sector.

Dennis O'Connor

Dennis is a founding Director of 2into3 with specific responsibility for Management Consulting Services. Prior to establishing 2into3, he built up a successful independent management consultancy business, Dennis O'Connor & Associates, serving clients in the not-for-profit and private sectors. In the not-for-profit sector, Dennis has served as Executive Director of Clongowes Wood College Foundation and on the Clongowes Board, as well as Interim Director of S.H.A.R.E and Chair of Rockboro Primary School. In the private sector, Dennis has been a Technology Entrepreneur and has held a number of senior management roles, both as a business unit Managing Director and Divisional Head of Strategy for Glanbia plc.

Ruth Millar

Ruth is an Analyst as part of the management consulting team with 2into3. Ruth read the Business, Economic and Social Studies programmes at TCD, specialising in joint honours Business and Sociology. As part of the BESS programme, Ruth studied at the University of Umea, Sweden. In the not-for-profit sector, Ruth is chairperson of Amateur Sports Karate Organisation.