Major Qualifying Project:

Creating a Culture of Philanthropy on WPI's Campus

A Major Qualifying Project (MQP) submitted to the faculty of Worcester Polytechnic

Institute in partial fulfillment of requirements for the Degree of Bachelor of Science in

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Submitted By:
    Madison Beck
    Stasha Greenalch
    Kelly Rathje
    Aaron Todd

Submitted To:
    Project Advisors:
        Professor Frank Hoy
        Professor Jerome Schaufeld
        Professor Eleanor Loiacono

    Project Sponsor:
        Peter Thomas, Executive Director of the Office of Lifetime Engagement at
Worcester Polytechnic Institute

Abstract

The tuition of a WPI student covers only two-thirds of the WPI annual operating budget; leading the institution to place a heavy importance on bridging the deficit through fundraising. However, in 2017, only 3.67% of WPI's living alumni population donated back to the institution. Compared to institutions of similar academic prestige, this rate is significantly lower and reflects a lack in campus wide philanthropic participation. Students and alumni alike are hesitant to involve themselves philanthropically, making it difficult for the Office of Lifetime Engagement to fundraise. The goal of our project is to improve alumni relations, overcome fundraising obstacles and develop a four-year action plan that creates a philanthropic culture on WPI's campus.

Acknowledgments

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All interview, focus group, and survey participants for partaking and providing us with important feedback.

Amherst College, Dartmouth College, and William and Mary College for sharing impactful information that will influence the health of WPI.

Executive Summary

We are a team of Worcester Polytechnic Institute (WPI) students working in collaboration with members of the Office of Lifetime Engagement (OLE) to determine the most effective ways to increase philanthropic participation on campus. The goal of our project is to assess current WPI philanthropic practices and provide a set of recommendations and deliverables, included in a four year plan that can be used by WPI to cultivate a culture of philanthropy. In order to accomplish this task we formulated the following objectives:

1. Developed an understanding of the importance of philanthropy on a college campus

2. Began to understand WPI's philanthropic practices

3. Outlined the factors that determine philanthropic participation

4. Researched and assessed marketing strategies to increase philanthropic giving

5. Understood engaging methods to raise awareness about philanthropic giving.

6. Created a student profile and four year marketing plan

We conducted interviews with several universities who are similar to WPI in academic prestige and have successful alumni programs that. These interviews allowed us to determine what other universities have done to foster success. In addition, we interviewed WPI faculty, staff and alumni to understand WPI's current philanthropic practices. After compiling the interview data and findings, we conducted focus groups of students to receive feedback on their WPI experience and their philanthropic perceptions. We also created a survey posing similar questions to students and alumni alike.

After cross-referencing the success of other universities and the needs of the WPI faculty, staff, students and alumni, we were able to create a set of recommendations to leave with the Office of Lifetime Engagement, a four-year plan that addresses key touch points along a student's academic career, and six segmented student donor profiles.

Findings & Recommendations

Our recommendations are presented in direct consideration of compiled results from interviews, focus groups, and surveys. Our recommendations include

1. Educate students on philanthropy

2. Address touch points through four-year marketing plan

3. Share allocation of funds in a transparent manner

4. Instill pride in students

5. Enhance current alumni relations

Our recommendations aim to enhance the undergraduate experience by cultivating a culture of philanthropy that that unites students of all backgrounds. Often times, students who are prideful in their undergraduate experience are more compelled to give back monetarily. If all recommendations are taken into consideration, it is our hope that more students feel genuinely inclined to maintain a connection to WPI and increase the annual giving rate. To ensure the success of our four-year marketing plan, we suggest that further research is conducted in order to fine tune and execute our recommended events.

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1.0 Introduction

Alumni donations play a significant role in a university's ability to serve its students. Donations are exceptionally influential at both public and private universities. States have reduced their support in higher education, resulting in donations playing a crucial role at public universities. Furthermore, private universities heavily rely on donations due to the limited amount of government funding they receive. Private universities aim to create a unique experience for undergraduate and graduate students, in hopes to seek loyalty and appreciation from their alumni. In other words, their experiences as students at the school lead them to participate in events and give back monetarily as alumni.

There are many recognized private universities within the United States that have created unique experiences for their students, influencing them to give back through monetary donations. Amherst College, Dartmouth College, and the College of William and Mary are examples of private universities that engage heavily with their alumni and are able to generate high percentages of alumni participation in giving. Most have philanthropy programs that date back over 100 years.

Worcester Polytechnic Institute (WPI) is a nationally ranked STEM (science, technology, engineering and math) school in Worcester, MA. WPI was ranked with Massachusetts Institute of Technology (MIT) in the Top 21 STEM Colleges of 2016 (Forbes, 2016) as well as the Top 10 schools for Women in STEM (Facts & Figures, 2017). Despite the academic prestige, WPI struggles to achieve high participation rates from the university's graduates. Only 3.67% of WPI's living alumni have given back to the school through donations in 2017.

The lack of participation is problematic for WPI because it is not only a private institution but it is also a non-profit. Therefore, the school relies on students' tuition, donations and grants to pay for student education, university operations and the research-based curriculum. The students' tuition covers approximately two-thirds of running the institution, meaning that a

significant portion of WPI's budget must be allocated to covering the rest of the costs. Currently WPI engages with their alumni via phone, email, post mail and community events. The institution has also begun placing importance on pre-graduation interactions with current students in order to create a philanthropic culture on campus

Working alongside the Office of Lifetime Engagement (OLE), the goal of our project is to assess current WPI philanthropic practices and provide a set of recommendations and deliverables, included in a four year plan that can be used by WPI to cultivate a culture of philanthropy. Our project will work to aid OLE in identifying areas that engage alumni and current students leading them to give back through donations.

To accomplish our goal, we completed the following objectives:

1. Developed an understanding of the importance of philanthropy on a college campus
2. Began to understand WPI's philanthropic practices
3. Outlined the factors that determine philanthropic participation
4. Researched and assessed marketing strategies to increase philanthropic giving
5. Understood engaging methods to raise awareness about philanthropic giving
6. Created a student profile and four year marketing plan

With knowledge gained from our background research, we completed each of these objectives by extracting data from interviews, focus groups and a survey consisting of a wide range of participants: WPI faculty and staff, students and alumni as well as stakeholders of other institutions. Interview feedback revealed that philanthropic dollars are extremely important as they fund various areas of an institution. Interviews with other universities furthered our knowledge on their unique practices and we found that educating students about philanthropy is essential in creating a culture of philanthropy. We assessed WPI's current practices and the philanthropic awareness of students to determine the course of action OLE must take to create a culture of philanthropy at WPI. We created 6 profiles to illustrate the giving habits of students based off of their gender and their involvement level. We drew the conclusion that students who

are involved on campus are more likely to give monetary donations to the school. Lastly, we created a four-year marketing plan by assessing feedback provided through the focus groups and survey while applying marketing strategies extracted from WPI undergraduate courses.

2.0 Background

2.1 Generalized Philanthropy

The Merriam-Webster dictionary defines "philanthropy" as the practice of donating money and time to help make life better for other people (Merriam-Webster's Collegiate dictionary, 1978). Today the word is socially interpreted as "private initiatives, for public, common good, focusing on quality of life". The word "philanthropy" has a long-lasting history dating back to fifth century Greece stemming from its original meaning, "love of mankind". The Greek word, *Philosanthropos*, combine two words: 'philos' meaning 'love' from a sense of nourishment and devotion and "anthropos", consequently meaning 'human being' in a sense of humanity or humanness (Bond, 2011). The universal meaning of the word has developed over time; however, early human civilization most broadly construed the idea around generosity, support, and contribution toward strangers. In 2016, American individuals, estates, corporations and foundations practiced this idea by collectively contributing $390 billion philanthropic towards US charities (USA, 1917).

2.1.1 Concepts of Philanthropy

Philanthropy today is conceptually an expression of communal engagement and social solidarity. Philanthropic participation displays a set of values that drive society and reflect ethical behavior. Physical approaches are considered as charitable acts such as donations and voluntary actions; however, it also consists of the establishment of culture, togetherness, foundation and the creation of a 'legacy'. In today's individualistic society, philanthropy allows people to express their passions and commitment to a common good. From simply attending church to receiving an academic scholarship, every person has encountered philanthropy one way or another, whether that be giving or receiving. These contributions can be expressed by donating money, time or materials.

Several different factors motivate people to give to a cause. For example, some people give to their institutions from a feeling of loyalty and obligation. Some people give with the mindset that giving is a good business strategy considering tax benefits and mutually beneficial interests. There are also people who give to support specific non-profit organizations to feel involved and to contribute toward either a local or a federal cause. The reasons for philanthropic involvement are endless (Oehri, Dreher, & Jochum, 2014).

2.1.2 Non-Profit Organizations

A non-profit organization is a group dedicated to supporting a cause rather than generating profit. In other words, the total income is not dispersed to its members, directors, or officers. Non-profit organizations include public charities, political organizations, legal aid societies, volunteer services organizations, public schools, public clinics and hospitals, labor unions, research institutes, churches, museums, professional associations, and some governmental agencies. The organizations generally fall under three sectors of society: governmental, business, and non-profit (Cornell Law, 2017).

The governmental sector represents the public component based on designated principles, laws, regulations, and processes for solving issues. According to the Business Dictionary, the public sector is the part of the national economy providing basic goods or services that are either not, or cannot be, provided by the private sector. It consists of national, state, and local governments, their agencies, and their chartered bodies (Business Dictionary, 1984). However, the public sector can only provide goods and services when electoral votes provide at least 51 percent consensuses that the government should act in a certain way. In turn, there is a set of established rules, which non-profit organizations in the sector can operate.

The business sector consists of private, for-profit corporations and businesses that provide goods and services to customers in order to generate a profit for the owner of the

company as well as its stockholders. The Merriam-Webster dictionary defines a business as the activity of making, buying, or selling goods or providing services in exchange for money (Merriam-Webster's Collegiate dictionary, 1978). Businesses operate only for private purposes, meaning means they only share profits with the population that has bought shares of corporate stock.

The non-profit sector includes many different individual sectors based on the characteristics of the organization. All proceeds in this sector are mandated to be reinvested into strengthening the mission of the organization. The 'Third Sector' relates to the first two sectors, governmental and business, however it is defined by ultimately not being defined at all. The 'Charitable Sector' references the most well-known organizations such as those based on arts, education, human services, religion, and environment. The donors of these organizations receive a tax deduction from federal income tax. The 'Philanthropic Sector' references the grant making foundations. The 'Volunteer Sector' refers to organizations that have paid staff members who work alongside volunteers in support of a common good. The 'Nongovernmental Organization (NGO) Sector' is often used in countries outside of the US. Although it compares itself to a corporation, it provides government-like services. Lastly, the 'Social Sector' aims to differentiate the job carried out by non-profits from those of business and governmental.

Due to a heavy reliance on donations, non-profit organizations often times will use business analytics to drive their reports and donation processes. Using business analytics is important because it can improve the process for NGO's when identifying donor's habits (SSIR, 2018).

2.2 Philanthropy on College Campuses

2.2.1 History

For a collegiate institution to financially survive in today's economy, they heavily rely on philanthropic giving from their alumni. The importance of alumni relations dates back to 1792, when Yale University began collecting information about their alumni in order to remain connected to them (Council for Aid to Education, 2016). Since then, institutions have made a conscious effort to create areas in which their alumni can participate in events, take active roles on committees and give back to the school monetarily. Today's universities place a huge importance on alumni donations in order to cover operational costs as well as open doors to new opportunities for students and faculty. In 2005, the University of California at Berkeley, a large public institution, aimed to increase their philanthropic dollars because of a decrease in state funding. This led the school to begin a long-term fundraising campaign in order to afford undergraduate scholarships, faculty chairs, research and other university endeavors (Applegate, 2012).

2.2.2 Non-Profit (Private) Institutions

Private schools typically are more successful in achieving high percentages of alumni participation because public schools traditionally have received an increased amount of state funding, deterring alumni from participating (Alumni Factor). However, UC Berkeley received a noteworthy amount of alumni participation during their fundraising campaign because they created awareness among their alumni about the need for financial support (Applegate, 2012). High percentages in participation heavily correlates with the alumni's sense of school pride and their post-graduation relationship with the school, as well. Research found that alumni from well renowned, prestigious institutions that excel both academically and athletically are more inclined to give back. A few schools that fall into this category are Cornell University, Clemson University and Georgia Institute of Technology (Alumni Factor).

Research also found that alumni who developed strong friendships and intellectual capabilities during their time at their respected colleges are more likely to give back (Alumni Factor). Alumni Factor's research shows that the schools who were able to challenge their students in the classroom and provide them with opportunities to form strong student-to-student connections achieved high percentages in alumni participation. Further studies also show the importance of relationships to the Millennial Donor. Research shows that the Millennial Donor is more likely to give based on the relationships he/she made while in the classroom with faculty/staff as well as other students. This ties back to the importance of the development of strong friendships and intellectual capabilities (Hosea, 2015).

The end goal for any institution is to give their student an experience that compels them to give when they transition into an alumnus. To get students in the habit of giving while they are on campus, institutions tend to involve and enlighten students about philanthropic giving. An example of this is the classic "senior gift" (Alumni Factor). It is essential that institutions place an importance on creating a philanthropic culture on their campus because it leads to their alumni's generosity down the road.

2.2.3 Benefits

Private colleges, or non-governmentally funded institutions, often rely on alumni donations in order to manage the institution's operating budget, including but not limited to , electricity, gas, materials and supplies (Alumni Factor). Along with school operations, faculty salaries, scholarships and research opportunities, alumni donations are often allocated towards the institution's endowment (Donors Trust, 2016). An endowment is a large pool of money donated by an alumnus or donor that serves to be an investment. Some endowment donors give with certain guidelines in order to ensure their money is allocated to a specific area (Phung, 2016). Research has found that being able to set boundaries around the allocation of a donor's money is important because the Millennial Donor is more likely to give back if they can choose

(Hosea, 2015). Other endowment donors give so that the institution can allocate it where they see fit (Phung, 2016).

2.3 Creating a Culture of Philanthropy on College Campuses

2.3.1 History

Philanthropy is important in maintaining and covering the costs included in an institution's operating budget. The importance of the philanthropic gifts towards United States higher education institutions was first recognized in 1641 by Harvard College. Clergymen were sent from Harvard College to England to raise funds to help educate Native Americans (Brittingham & Pezzullo, 1990). Over 200 years later in 1881, Harvard College was again the first higher education institution to create a class gift campaign, in which they raised over $113,750 (Broom, Center, & Cutlip, 2009).

As Harvard College set the standard for philanthropic donations to higher education institutions, Lyman L. Pierce pioneered opportunities for students to be involved in the philanthropy occurring at these institutions. In 1922, Pierce started a campaign in which students were to raise one quarter of the target amount. When the campaign was finished, they found that the students had raised over one half (70%) of the amount that was raised by alumni. In addition, they raised six times more than the faculty raised (Broom, Center, & Cutlip, 2009). With a successful campaign run primarily by students, the popularity of student-alumni associations began to increase by the 1970s (Council for Aid to Education, 2016).

In 2016, foundation support and alumni donors contributed to 50% of the money donated to US Higher Education. The amount raised by both foundations and alumni surpassed that raised by students (Council for Aid to Education, 2016). Furthermore, student contributions dropped by 11.9% in 2009 when the United States was in recession, which was the largest

annual drop since 1969 (Council for Aid to Education, 2016). To avoid another decrease in contributions, institutions have developed philanthropic cultures on their respective campuses.

2.3.2 Culture of a Collegiate Institution

Culture within an institution is what differentiates it from other institutions. The institutions that have the most successful giving rates have created a culture centered on philanthropic participation. To create this culture on a campus, one must understand the current culture of the university and the practices, which will initiate a change. Most universities have an organizational and institutional culture amongst its members such as, faculty, staff, students, alumni, and board members. An organizational culture is defined as sharing attitudes, beliefs, customs, and behaviors (Kuh, 2001).

The satisfaction of a student with their college experience is directly related to the culture of the institution, which they are attending. The culture in turn affects an alumnus's decision to give back to the university (Kuh, 2001). Understanding what satisfies students is crucial and cannot be overlooked; once a student at the university is unsatisfied with their experience, they are extremely unlikely to give back (Gardner, 1998). Due to the diversity on college campuses, it is hard to define a culture that meets the needs of every individual student. Thus, subcultures are created within a university, which makes changing an organizational culture difficult (Kuh, 2001).

A subculture is defined as a culture within a larger culture in which their beliefs and interests vary from the larger culture. Each subculture carries the overarching customs and attitudes of the larger culture; each subculture differs from one another in terms of what they do and how they do it relative to the culture of the entire institution (Sackmann, 1992). In order to successfully change the culture of a subculture, one must look through the perspective of that subculture. Each subculture will have a different perspective on everything thus, it is important to treat and market towards each subculture in a different manner. One must identify the

subcultures that hold the most power or influence on campus in order to efficiently and

effectively make a cultural change (Winders, 2017).

2.4. Marketing Strategies to Target Subcultures

In order to successfully establish a culture of philanthropy on any given college campus,

it is important to understand many marketing lessons and strategies.

2.4.1 SWOT Analysis

A SWOT Analysis is an essential step in analyzing a business. SWOT is an acronym

that stands for Strength, Weakness, Opportunity and Threat. This kind of analysis allows

opportunities to be discovered: opportunities to take advantage of strengths, strengthen

weaknesses, act upon new opportunities and identify threats within the marketplace.

2.4.2 Customer Identification

One of the first steps that must be taken in order to create a business is to identify the

customer. A potential customer is someone who shares a common demand that can be

satisfied by a product and/or service, have resources and are willing to exchange, and in turn

have the authority to make an exchange. If the product does not have people in the position to

fulfill the four requirements then the product will not be successful because the product will not

have any customers. Once there are potential customers for the product using the STP

marketing approach one can further identify the customer.

2.4.3 STP

STP is a strategic marketing approach that stands for "segmenting, targeting and

positioning." This approach is used by companies and organizations to understand the market

and to create a plan in which they can compete in it.

The first step to this approach is segmenting. Segmentation is the division of markets into groups based off their needs and identities. There are four distinct methods in which markets are segmented: 1) demographic 2) geographic 3) psychographic 4) behavioral. Demographic segmentation divides the larger market by gender, ethnicity, education, income, etc. Geographic segmentation divides the larger market by location; this method usually is applied when a company does not have the resources to market to the larger market, or when the product is related to weather. Psychographic segmentation divides the larger market by interests, lifestyles and attitudes. This type of segmentation is more specific than the previous two types of segmentation because there is less variability than age and gender. The final segmentation is behavioral. Behavioral is similar to psychographic but differs because it divides the larger market by people's actual behavior. Psychographic segmentation is hard to acquire data on because it is based on people's perceptions and feelings whereas behavioral segmentation is based on people's actions that can be collected as data. Creating a good marketing segmentation will help in the future when determining the marketing mix and determining the types of promotion the product needs in order to be successful.

The next step is targeting. Targeting is important because it leads a company to cater towards a specific group within the market and create a strategy to market towards that specific group. When catering to a specific group, businesses increase the likelihood that the group will be interested in the product. There are three strategies used for targeting a market: 1) mass marketing 2) segmented marketing 3) concentrated marketing. Mass marketing is an undifferentiated strategy in which a business targets the entire market. Segmented marketing is a differentiated strategy in which a business targets several market segments within the entire market. Each of these different market segments require different marketing plans. Concentrated marketing is a niche strategy in which a business will focus on a small or specialized segment to gain a strong market position.

The last step is positioning. Positioning allows a company to decide the way they will decide to compete in the target market. Positioning is usually called the value proposition and is always from the customer perspective not the business' perspective. The goal of the company is to find the position in which the product has a competitive advantage among the market.

2.4.4 Communication Mix

The communication mix is a portfolio of the positions a company takes in order to communicate the value proposition. The communication mix includes Direct Marketing, Sales Promotions, Personal Selling, Public Relations, and Advertising. Direct marketing is a strategy to gain a direct response from individual consumers such as personalized emails or letters from the company to potential customers. Personal selling is another form of direct interaction between a company and a customer; it differs from direct marketing by requiring face-to-face interactions.

Sales promotions are very common and consist of contests and coupons that incentivize customers to buy a product. There are two different types of sales promotion strategies: push strategy and pull strategy. The push marketing strategy is when a company "pushes" their product on the customers. The company is trying to convince the customers that they need their product. The pull strategy is when the customers are demanding for a solution to a problem that their product solves. The goal of pull marketing is to create loyal customers who will continuously buy the product. A good marketing strategy combines both strategies. Public relations are a way for the company to maintain a positive image by communicating the good that the product brings. Public relations include crisis management, global identity building, corporate image management, and public relations

Finally, advertising is a form of non-personal communication using mass media. There are two types of mass media: digital media and traditional media. Digital media includes content that can be transmitted via the internet and interactive media such as social media. This form of

media is usually less expensive and has the ability to reach global audiences easier but does require the use of internet. Traditional media includes television, radio, newspapers, magazines and billboards. This form of media is easily accessible to all as there is no need for internet or other devices but it tends to be expensive and does not interact with the audience nor is it customizable. Finally, there is the above-the-line ad strategy and the below-the-line ad strategy. Above-the-line strategy affects the macro level, thus reaching a wider audience due to the use of traditional mass media advertising. This strategy aims to increase brand awareness and is conventional in nature. On the other hand, below-the-line strategy affects the micro level by reaching a targeted audience through direct marketing, public relations, sales promotions and events. This strategy aims to increase sales and loyalty to keep customers returning.

2.4.5 IMC Planning

The previous sections all make up what is called IMC planning. First, the target audience is identified, then, communications objectives are determined, the budget is selected, and communication mix is designed. Lastly, the program's effectiveness is measured. Once these steps are completed, the effectiveness can be determined and changes to the process can be implemented if necessary.

2.5 Business Analytics

The field of business intelligence and analytics (BI&A) looks to improve processes through examining large quantities of data (SAS, 2017). While examining data, one attempts to uncover hidden patterns, relationships, and other insights (SAS, 2017). With modern technology, it is possible to identify these answers and improve upon business objectives efficiency (SAS, 2017).

2.5.1 Why is Business Analytics Important?

BI&A and big data analytics has become an increasingly important field in the modern business world (Chen, Chiang, Storey, 2012). A study of gathered data, from 4,000 information technology experts from 93 countries and 25 industries, recognized business analytics as one of the four major technology trends of the 2010's *IBM Tech Trends Report* (2011). Another survey conducted by Bloomberg Businessweek (2011), found that 97% of companies with revenues exceeding $100 million actively use business analytics.

Although this movement towards business analytics in the professional world may seem sudden, it is easier to understand why once one recognizes all the benefits that are associated with BI&A. Business intelligence and analytics aims to improve performance and catalyze innovation (Sharma, Mithas, Kankanhalli, 2014). This objective can be accomplished by an array of methods and deliverables that most of the time depend on an industry and the information that is being sought after (Sharma, Mithas, Kankanhalli, 2014). A commonality in the BI&A field is that it is heavily dependent on data assembly, extraction, and analysis tools (Chen, Chiang, Storey, 2012).

2.5.2 Types of Data Analytics at Non-Profit Level

Blackbaud is a software distributor that specifically does business with nonprofit organizations. Blackbaud's primary goal is to increase fundraising for non-profit organizations through their products (Blackbaud, 2017). Their top software is a fundraising SQL database as well as a software that allows users to run analytics on data (Blackbaud, 2017). In a report, *The Definitive Guide to Nonprofit Analytics,* the top 10 categories for nonprofit analytics, data mining, business intelligence, and big data are ranked and examined. Below will summarize a few of Blackbaud's top categories of non-profit analytics.

2.5.3 Top Categories

According to Blackbaud, the most beneficial category of non-profit analytics is a standard report (Blackbaud, 2014). Standard reports are normally created on a regular schedule and typically illustrate what is happening in a certain area (Blackbaud, 2014). They are not beneficial when making long-term decisions, as they should be used in a monthly or quarterly setting (Blackbaud, 2014). For example, a standard report should be used if an executive wanted to get a better understanding of the success of their sales team.

Blackbaud highlights ad hoc reports as another extremely beneficial type of non-profit analysis. These reports are where specific questions are answered such as "who", "how often" and "how much". These reports are common with marketers who are trying to locate their target audience for their product (Blackbaud, 2014).

The third most beneficial report according to Blackbaud is known as a query drill down (or On-Line Analytical Processing). In a query drill down, the user is able to manipulate the data to find customized figures (Blackbaud, 2014). An example of the type of question query drill downs answer is the following: "Who are the different donors? How do their giving behaviors differ?" (Blackbaud, 2014).

A non-profit organization may want to know when a donor just recently experienced a major enhancement in their salary. In this case, an alert or trigger analysis is something that organization may be interested in implementing. The essence of alerts or trigger analysis is to configure your software to flag anything you may consider significant. In theory these flags should lead to a designated further action (Blackbaud, 2014).

2.5.4 Data Analytics at the University Level

Universities also use similar tools to the ones mentioned in Section 2.5.3 to analyze collected data. For the past five years, Yale University has used predictive analysis and ad hoc reports to analyze and increase the alumni donor percentage (Pradhan, Horne, Nimety, 2015).

The focus of their data analysis is to better understand alumni and their behavior. In efforts to do so, they have used heavy demographic and donation history analysis (Pradhan, Horne, Nimety, 2015). Their strategy is best explained in *Using Data to Guide Strategy*, "We (Yale University) defined the dependent variable in our 50th Reunion Annual Fund model as Y/N for having given at least one Annual Fund gift in the analysis year, and appended 10 years of giving data for the period of 2005-2014 to indicate whether each alum in our database made a relevant gift during their 50th Reunion over this period, then modeled on that." Yale's data analysis proved to be successful because their insights led to new strategies, which resulted in an 80% increase (Pradhan, Horne, Nimety, 2015).

3.0 Creating a Culture of Philanthropy at WPI

As previously mentioned, alumni donations play a significant role at institutions. Despite WPI's rankings and prestige, the institution struggles to increase participation among the university's graduates. The goal of our project is to determine current WPI philanthropic practices and arrange a set of recommendations and deliverables, included in a four year plan that can be used by WPI to cultivate a culture of philanthropy. Our project will work to aid the Office of Lifetime Engagement (OLE) in identifying areas that engage alumni and current students leading them to give back through donations.

To accomplish our goal, we completed the following objectives:

1. Developed an understanding of the importance of philanthropy on a college campus
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3.1 Developed an Understanding of the Importance of Philanthropy on a College Campus

To fully comprehend the importance of increasing philanthropic dollars at WPI, we first developed an understanding of the purpose of allocated philanthropic funds on college campuses. Applying lessons from our ID2050 undergraduate course, we began by performing background research. We applied our background research to the discussions we had with our

project sponsor, OLE. We gained an understanding of the history of philanthropy, its importance on a college campus and the areas in which philanthropic dollars are typically allocated.

3.2 Began to Understand WPI's Philanthropic Practices

We assessed OLE's current strategies to market towards and interact with students, alumni and faculty/staff. We collected data through 30 interviews. The interviews were semi-structured in-depth interviews. Semi-structured interviews allow the interviewee to think deeper about social and personal issues and allow for a variety of answers (DiCicco-Bloom & Crabtree, 2006). In order to conduct a successful interview, it is important to build rapport with the interviewee. Once rapport is built, the interviewee is more likely to express genuine feelings, opinions and facts (DiCicco-Bloom & Crabtree, 2006). We conducted interviews with faculty and staff members to gain an understanding on their giving habits and their opinions on WPI's fundraising strategies. Interview questions are found in Appendix 1.

3.3 Outlined the Factors That Determine Philanthropic Participation

We conducted six focus groups to determine the philanthropic participation of current students and alumni, view the breakdown of each group in Table 1. Focus groups differ from interviews and surveys because they do not lead to numerical data, instead an in depth understanding of attitudes, motivations, and perspective is gained (Holly Edmunds, 1999). Although a focus group is not a representative of the entire target population, it led a solid foundation for us to produce marketing strategies and create the four-year marketing plan.   We targeted major affinity groups to best understand the opposing views of the groups. We selected

both female and males from each focus group to compare answers between genders. By grouping them, the participants were able to focus on their gender-specific and involvement-based experiences (Kitzinger, 1995). Focus group questions are found in Appendix 2.

Campus Involvement	Gender	# of participants
Athletics	Male	5
Athletics	Female	6
Greek Life	Male	6
Greek Life	Female	7
Unaffiliated	Male	4
Unaffiliated	Female	4

Table 1: Focus Group Breakdown

Based on the information we received, we created more in-depth survey questions to collect quantitative data. Surveys consume less time than interviews and gather specific, quantifiable data (Rea & Parker, 2014). Furthermore, surveys are easily repeatable; therefore, we used the same survey for alumni of various graduating classes. Our project sponsor sent out the survey to all WPI alumni and we used our personal networks to reach the WPI student body. In conducting these surveys, we insured that our sample size was large enough to conduct statistical data. The survey questions were generated using information gathered from the interview questions; see Appendix 3 to review sample survey questions.

3.4 Researched and Assessed Marketing Strategies to Increase Philanthropic Giving

While conducting our literature review it became apparent that business and marketing strategies would be crucial to our project. We applied our knowledge extracted from WPI's businesses courses, outlined in section 2.4, to discuss marketing strategies that would strengthen our final result. We utilized a SWOT analysis, customer identification, and communication mix creation.

3.5 Understood Engaging Methods to Raise Awareness about Philanthropic Giving

Through our data collection and research, we identified areas in which WPI should address to raise awareness about philanthropic giving on campus. We first began researching what other institutions do to raise awareness about philanthropic giving on their respective campuses. We then interviewed three institutions, Amherst College, College of William and Mary, and Dartmouth College. Each institution met the criteria of being a relatively small institution (under 10,000 students) with tuition around $65,000 a year and a culture of philanthropy. Details about each institution can be found in Table 2.

Institution	Student Population	Tuition	Athletics	Type of School
Amherst College	2,000	$67,620	Division 3	Liberal Arts
College of William and Mary	8,600	$58,000	Division 1	Public Research
Dartmouth College	6,300	$66,174	Division 1	Liberal Arts

Table 2: Institutions Interviewed About Their Philanthropic Practices

Next, we spoke with OLE to understand the practices that are in place to promote awareness on WPI's campus. We then compared this data to the data we acquired through focus groups with students in order to we propose activities and events.

In order to satisfy our objective, it was important to collect and quantify data regarding the philanthropic behavior of WPI students, alumni, employees, and other important groups of people. As mentioned previously our group has conducted and recorded responses from interviews, focus groups, as well as administering a survey that went out to over 400 potential respondents. The interview and focus group responses had to be quantified as they were unstructured We did this by going through each of the interviews and separating responses into general categories and drawing final conclusions. This process avoided biases. The survey results were cleaned by removing misleading data. The remaining data was then assessed and analyzed in Qualtrics in order to obtain a full scope of usable data.

We then analyzed WPI's alumni population to understand their philanthropic behavior. The methodology and process to this objective is as follows. First, the team worked with the metrics division of OLE to develop a query that would extract raw alumni data. We worked together in order to select the appropriate fields that most effectively capture alumni behavior. Second, the query captured approximately 50,000 alumni records and was copied into an excel sheet. We identified how we wanted to analyze the raw data and which medium to use. Table 3 outlines the different mediums that led us to decide that Tableau was the most fitting.

	Excel	SAS	Tableau
Cost	Low	Low	Low
User Feasibility	Yes	No	Yes
Functionality	Medium	High	High
Sponsor Familiarity	Yes	No	Yes

Table 3: Breakdown of Mediums to Analyze Raw Data

We identified which figures would effectively highlight the alumni population behavior and we tailored our analysis to capture philanthropy from an overall participation and a demographic perspective. Lastly, our Tableau report came in the form of six profiles that will help the WPI Office of Lifetime Engagement identify major demographics of our student body and their philanthropic behavior.

3.6 Created Profiles and Four-Year Marketing Plan

As previously mentioned, we looked to segment our total market into smaller groups. We analyzed data on specific demographics, specifically male and female to determine if gender played a role in giving habits. Next, we analyzed behavioral and psychographic characteristics. Utilizing our findings, we segmented the data into potential donor profiles. The creation of the profiles required the use of Excel and Tableau. Excel was used to store WPI's alumni data and for simple calculations. Tableau was used for the creation of advanced visuals. The systematic process in creating each profile is as follows.

Step 1: Create calculated fields in Excel

In order to break down the data easier it was vital to create calculated fields in the original alumni data set. Important fields created are the following: Donor Y/N , Campus Participation, Group Major, Gift Bracket, Non Greek or Athlete Y/N, and donation rate.

Step 2: Use simple excel functions to break down data

The various demographics are represented by different populations and figures. For example, when analyzing male athletes we asked the following questions: 1. How many male alumni are there? 2. How many of those are athletes? 3. How many male athletes are donors? All of the figures were calculated in excel using the *countif()* or the *countifs()* functions. Lastly, there is a statistic regarding the average donation rate for each demographic. The donation rate

is a calculated field that represents the number of gifts a person gives every year. This was developed from the following equation:

Donation rate = total lifetime gifts / total years since graduation

In order to create statistics that represent an entire demographic, the *=averageifs()* function was used.

Step 3: Connect Excel data source to Tableau and create visual figures

In order to create advanced visual figures, the usage of Tableau was necessary. Creating the figure allowed us to best understand the data by seeing it laid out in a visual manner. Next, we determined the best ways to target these profiles through a four-year marketing plan. We applied data collected from interviews, focus groups, a survey and background research to create it.

4.0 Results

By analyzing the information gathered from our research, observations, and interviews, we learned about the following:

1. Importance of philanthropy on a college campus

2. WPI's philanthropic practices

3. Factors that determine philanthropic participation

4. Marketing strategies that have the ability to increase philanthropic donations

5. Engaging methods to raise awareness about philanthropic giving

6. Profile of a WPI donor and how to market towards this profile

4.1 Importance of Philanthropy on a College Campus

4.1.1 Collegiate Institutions Rely on Philanthropic Giving

In our interviews with faculty and staff of higher-level education, it was evident that philanthropy is extremely important for many non-profit collegiate institutions, such as WPI. Not only do philanthropic gifts fund various areas of an institution but also they also directly affect the institution's rankings. As a result of philanthropic donations, universities are able to increase their quality of education while moving up in ranking.

4.1.2 Philanthropic Giving Funds Various Areas of an Institution

As previously mentioned, philanthropic gifts are typically used to fund various areas of an institution. People tend to overlook that philanthropic dollars must be allocated for university operations. These areas include utilities, facility upkeep and payroll. Without philanthropic donations funding the essential areas of a collegiate institution, while supporting new on-campus projects and institution initiatives, would be difficult. On-campus projects may include constructing new buildings, funding research, and supporting initiatives, such as marketing

campaigns. Many universities allocate their philanthropic dollars to providing scholarships to its students. Universities do this to alleviate burdens of the high cost of education. For example, at WPI, 92% of full time undergraduate students receive financial aid averaging about $19,800 per student. Without philanthropic gifts, these areas of an institution could not function.

4.1.3 Philanthropic Education is Essential in Creating a Culture of Philanthropy

In order to create a culture of philanthropy, it is crucial to encourage all campus stakeholders (students, faculty, staff, etc.) to get on board with the change. The first step in obtaining their support is to educate them on the cause. The most effective way in doing so is to create a sense of awareness in the what, why, where and how of philanthropy. One objection to a culture of philanthropy is the cost of higher education. The price of higher education has been increasing steadily over the past years. Since 1997, private colleges' tuition has increased by more than 300%, on average (Reference Appendix 4). People are not aware of the impact of a philanthropic gift has on an institution. Furthermore, they are not aware of how previous philanthropic dollars have been used to impact their own experience. Many business practices and marketing strategies can be used to create awareness and increase overall education about philanthropy on campuses, outlined in section 4.4.

4.2 WPI's Philanthropic Practices

In order to gain a deeper understanding of WPI's current philanthropic practices, we applied our firsthand experience at WPI to the information gathered through background research, interviews and focus groups.

4.2.1 WPI's Current Strategies to Fundraise

WPI's Division of University Advancement contains eight different offices consisting of Alumni Relations, Foundation & Corporate Philanthropy, Government & Community Relations, Information Management and Research, Advancement Services, Leadership and Planned

Giving, Development, Advancement Events and Communications. Each office works in concert with one another to fulfill the philanthropic needs of the university. The role of each office within their perspective areas is to build and sustain relationships with alumni, donors, current students, and other WPI advocates. Through conducting background research and interviews, we have compiled a list of WPI's current efforts executed by the Division of University Advancement. Their fundraising and engagement efforts include direct mail, email, phone (via call center), social media, crowdfunding, personal solicitation, and events. Some events that take place annually include Homecoming, class reunions, scholarship dinners, donor recognition events, and speaking events held by WPI President, Laurie Leshin.

Events are strategically managed to reach every "group" of individuals in order to maximize participation and create events that resonate with a diverse array of people. It is also important to note that different generations of students are susceptible to different ways of communication. For example, younger generations are more likely to be reached using social media whereas older alumni may prefer to receive post mail.

4.2.2 WPI Relies on Philanthropic Giving to Fund Various Operations and Areas

As previously mentioned, WPI relies on philanthropic giving to fund many campus operations. Through interviews and research, we gained deeper insight into WPI's allocation of philanthropic dollars and the impact that they have on a student's education experience. According to OLE, a large portion of philanthropic dollars are allocated to funding major projects such as MQP/IQP, scholarships, research, and construction. We also learned, however, that both students and alumni are unaware that philanthropic dollars assist in the funding of operational expenses such as utilities, capital improvements and employee payroll.

4.2.3 There is a Lack in Participation and Giving from WPI Alumni

Data shows that only 45.6% of WPI alumni have supported WPI financially once in their lifetime. Data also shows that current WPI alumni do not repeatedly give back to the school and

that a majority of donors only give one to five gifts. Figure 1 depicts a breakdown of WPI's total

alumni and the total lifetime gift bracket they fall in. Over half of WPI's alumni are in the zero gift

bracket range and as depicted, the data is exponentially decreasing.
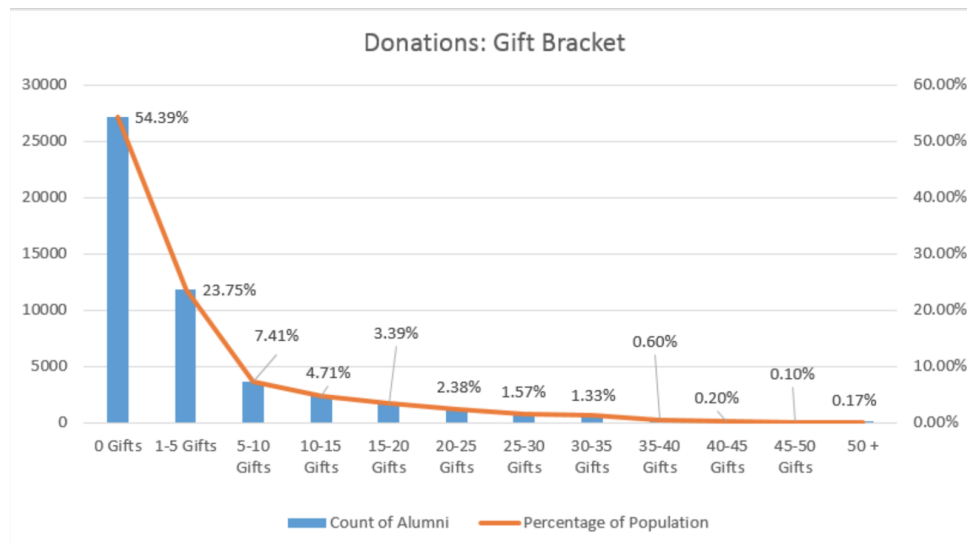
Figure 1: Alumni Population Lifetime Giving History

Increasing both the percentage of alumni that give back as well as the number of gifts

given could benefit WPI tremendously. In effort to increase it, we hosted focus groups to learn

what steps the institution must take in doing so. We received a wide variety of different

responses. The majority of people who said that they would give back to WPI said they would

be willing to give either time or money depending on their financial situation post-graduation.

Conversely, people who said they would not give back pointed to high tuition as their reason.

4.2.4 Students Are Unaware about WPI's Philanthropic Impact

As WPI students, we have made first hand observations that our peers have little

knowledge about WPI's history and fundraising efforts. To support our observations, we

surveyed students and alumni to understand the knowledge they have acquired about WPI's

philanthropic impact. Our survey asked students and alumni if they believe that WPI is a non-

profit or for-profit organization. Survey responses supported our observations by showing that 62% of current students and 30% of alumni believe that WPI is a for-profit organization. This is an alarming statistic because WPI is in fact a non-profit.

To further assess awareness levels, we asked our focus groups what they knew about philanthropy at WPI. Participants were able to address Greek Life's philanthropic efforts, University Advancement's Giving Day, and emails that are in the depths of their inbox. It seems that WPI's Greek community is very passionate about supporting their own and other organization's philanthropic causes such as Women's Heart Health, St. Jude's Research Hospital, or the Wounded Warrior Project. However, Greek Life's philanthropic efforts are unrelated to WPI's philanthropic efforts. According to OLE, "WPI is in direct philanthropic competition with Greek Life" when it comes to raising philanthropic dollars for the institution. Other focus groups questions asked about participant's knowledge on the allocation of WPI's funds as well as WPI's philanthropic events. The responses derived from the focus groups reflect that there is a clear lack of awareness about events held on campus, philanthropy in general, allocation of funds, and basic WPI background.

4.3 Factors that Determine Philanthropic Participation

Through our background research, focus groups, survey and interviews, we understand the factors that lead students and/or alumni to give and not to give philanthropic dollars to WPI. Coding and quantifying our data allowed us to identify major themes and recurrences.

4.3.1 School Pride Leads Students and Alumni to Participate

Research shows that students are willing to give back to their university when they have a sense of pride in their alma mater. We concluded that WPI students do have school pride because survey results showed that 75% of current student respondents and 98.2% of alumni respondents answered "yes" when asked if they had school pride. When asked "why do you

have school pride?" on both the survey as well as in the focus groups, we were able to group responses into categories: academic prestige and outstanding education, job placement and return on investment, the WPI Plan and the tight knit community.

Academic Prestige and Outstanding Education

The survey showed that 52% of respondents have school pride because of WPI's academic prestige, as well as, the challenging but reputable education the institution provides. In addition, all six focus groups reaffirmed our finding that students identify that WPI is a prestigious school that provides a strong education. A male student-athlete said, "WPI is a distinguished university. For what they do, they are good at it." In addition, a female student agreed, "WPI gives me a valuable degree."

Job Placement and Return on Investment

In order to market itself, WPI shares the impressive return on investment of the average graduate. In 2016, the average starting salary for a student graduating from WPI with a bachelor's degree was $66,977 (Post Graduation Report, Class of 2016). In addition, "WPI has been ranked in the Top 20 Schools to provide the best 20-year net return on investment" (Return on Investment, 2018). Survey and focus group results show that students and alumni are proud of their time spent at WPI because of where they ended up after graduation. A group of female undergraduates agreed, "I love the job opportunities at WPI" and "employers seem to listen to me more because I go to WPI; they are more interested in hiring me." In addition, a group of male students joked, "I came to WPI because I want to make bank," alluding to their hopes in having a high paying salary post-graduation and to live comfortably.

The WPI Plan

The survey provided us with an overwhelming amount of responses that related to the WPI Plan. Alumni gave accredited the Plan for their school pride through statements such as

"we did in one term what most did in a semester" or just plainly stating their belief that the Plan is WPI's greatest strength.

It was evident during focus groups that the WPI Plan excited students when they spoke about it. Although focus group participants did not blatantly call out "the Plan", they did state specific qualities of it as WPI's key strengths such as the MQP/IQP experiences, project-based learning, 7-week terms, research opportunities and the inability to fail with the A, B, C, NR grading system. Focus group participants did not pride themselves as students for the Plan but identified it as a strength of the school that leverages them in the future.

Tight Knit Community

Lastly, survey respondents and focus group participants prided themselves in the community of WPI. An alumnus responded to the survey saying, "I received an excellent education, as well as made many friends who I am still in contact with today." In addition, athletes and Greek life participants all shared that their friends make their experience at WPI better. We concluded that the many campus involvement opportunities such as varsity and club sports, Greek Life, and other clubs/societies, allow students to create tight knit groups within the WPI community. A male athlete said, "WPI has the resources of a big school and the community of a small school." He was echoed by another student saying, "I can go anywhere on campus and see familiar faces."

4.3.2 Factors That Lead Students and Alumni to Not Participate

Our research and data also showed that there are factors that both prevent current alumni from donating and will prevent current students from donating in the future.

Lack of Philanthropic Education

WPI is a non-profit, meaning there is a dire need for philanthropic donations in order for various costs of the institution to be covered. Through conversations with WPI faculty and staff, we learned that the tuition a student pays only covers two-thirds of the operating budget of the

university. This means that one-third of the cost must come from other sources. However, our research shows that students are unaware of WPI being both a non-profit and the impact of philanthropic dollars on their education.

When surveying students, 62% of students believe that WPI is a for-profit institution. In other words, more than half of the students believe that WPI is making a profit off their tuition. In addition, when asking focus groups participants to share their knowledge of philanthropy at WPI, there were many long pauses because the participants were unsure of an answer. This concludes that there is a clear lack of philanthropic education as WPI students do not know about the philanthropic efforts made on campus nor about their importance.

Lack of Transparency about Allocation of Funds

Focus group discussions showed that there is a lack of transparency about how funds are allocated. When asking participants where they believe WPI spends money, there was not much clarity. Focus group participants identified construction, MQP/IQP and research as areas they believe the institution spends money. Many focus group participants echoed that there was a lack of transparency by stating, "they don't do a good job of telling us where the money is going to." Furthermore, they also voiced that they felt there was a lack of follow through and that it will deter them from donating in the future, "I would donate if money wasn't going somewhere where I didn't think it was going to go, like a Tesla." The student was referencing President Leshin's automobile.

A graduate from the 1980's said "WPI needs to do a better job of telling us where the money is going." He described WPI's fundraising as "a little black box" because no one knows where the donated money is going.

Faculty and staff feedback also leads us to conclude that there is a lack of transparency. For example, employees expressed that it was confusing why WPI asks for donations from their faculty and staff members, when many feel overworked ("working 80 hours a week"). In addition, they had expressed confusion based off a perception saying, "WPI

decided to bring in eight new Vice Presidents." Faculty and staff members voiced that they were unsure of all the expenses that WPI covers and that it would be beneficial to see some sort of breakdown.

WPI is More of a Corporation than an Institution

Our research shows that there is a decline in school pride between alumni and students. 98.2% of alumni consider themselves to have school pride while only 75% of current students consider themselves prideful. There were many focus group comments that lead us to conclude that the decline in school pride could be because of students believing that WPI feels more like a corporation than an institution. Focus group participants shared "they (WPI) care more about marketing towards prospective students than they do about their current students." Other participants echoed this by commenting, "I feel like I am just a product that they are pumping out." We can conclude that this will deter students from giving back in the future because participants agreed, "WPI gave me the degree that I paid for, nothing else."

In addition, attention was brought to WPI's recurring marketing strategy that titles the involving class as the "best class ever." Although this marketing strategy nods to the incoming class raising the bar, it strips the pride of the previous class that was also called "the best class ever." Marketing efforts like this could have the ability to create a mindset and a culture that WPI may spend more time marketing towards their prospects than they do cultivating their current students.

An alumnus from WPI Athletics shared memories from when he was a student-athlete on campus and addressed the lack of support WPI showed towards their student-athletes, "We did it [funding] on our own. They made us do it on our own. So, they can do it on their own. I know a lot of alumni of that era that feel like this." He also shared that before Alumni Gym was torn down; there was a hallway full of photos of athletics teams dating back to the early 1900s. However, when they tore the building down five years ago, they never replaced this area that "many alumni visited during Homecoming to show their kids and to relive those days." In

addition, he shared that there is figurative WPI Hall of Fame but there is no literal nor tangible Hall of Fame area. Our observations showed that there is a plaque giving recognition to the WPI Hall of Fame athletes, however, it is being stowed in a closet. "All of these alumni could be donors. They want to see that people care and that they still matter. This doesn't do that."

This conclusion is also supported through faculty interviews. WPI faculty member addressed concerns regarding the investment in the building of the Foisie Innovation Studio as well as the purchase of the innovation space in the Boston Seaport, "it serves as a marketing ploy." Lastly, faculty members voiced that it is "important to make a relationship over time and to not just ask for money." We identified that this attitude has the capability of deterring faculty, staff, alumni and current students from giving back to the institution because 100% of interview and focus group participants noted that they must believe in and have a personal connection with a cause before financially supporting it.

4.4. Marketing Strategies That Have the Ability to Increase Philanthropic Donations

Many non-profit organizations use marketing strategies to cultivate growth and establish a donor-centric community to boost not only fundraising efforts but also participation rates. Many vehicles for marketing philanthropy are likely in place; however, with a broadened awareness and collaborative spirit, these efforts can be fully utilized.

After speaking with other universities that have cultivated long-standing successful philanthropic programs such as Amherst, Dartmouth, and William and Mary, we were able to create a toolbox of marketing pointers that other universities utilize. The most recurring piece of information mentioned by these universities was that when marketing to increase philanthropy it is important to tailor marketing towards creating a sense of community and altering the focal

point from dollar amounts to participation rates. Creating a community where *participation is expected* is what other universities have deemed the most successful. While speaking with faculty members from Dartmouth, we learned that they use business practices to cultivate a "giving mindset".

We created a SWOT analysis to determine the internal strengths, weakness, opportunities, and threats, reference Appendix 5. The strengths and weakness in the SWOT helped us to formulate sections 4.3. We used the opportunities section to pinpoint opportunities and identify touch points in developing a four-year marketing plan. The SWOT analysis allowed us to organize our findings using an easily visible and clear representation of facts and opinions. The four-year marketing plan is found in section 5.2.

Through our interviews, we identified three main behavioral and psychographic student groups on WPI campus: athletics, Greek life, and unaffiliated, meaning they are not involved in either athletics or Greek life. We have named this population as NAG, or Not Athlete or Greek. We then determined that gender plays a role in students' philanthropic mindsets, leading us to create six segments: female athletes, male athletes, female Greek life, male Greek life, female NAG and male NAG. In section 4.6, we explain in detail our findings about each of these segments.

4.5 Engaging Methods to Raise Awareness about Philanthropic Giving

In order to raise awareness about philanthropic giving, a holistic approach that encompasses every aspect of the institution including faculty and staff, students and board, members must be taken. This approach must make an impact on a person the moment they enter the WPI community, throughout their four years at the institution, and into their post-graduation life.

Through our research and interviews with other universities, we were able evaluate methods of raising awareness about philanthropic participation. For example, successful institutions have taken advantage of tours and orientations, campus wide events, educational opportunities, homecoming and senior class gift.

4.5.1 History Tours/Campus Tours to New Students to Educate About Donors

We interviewed Dartmouth College, who has the second largest annual fund around $50 million a year. Dartmouth attributes this feat to their active pursuit towards establishing student connection to the university over hundreds of years. Over time, these efforts have formed the culture and values, which shape student's perspectives the day they step on campus. Although Dartmouth and WPI are different institutions with students of various backgrounds, we can learn from their practices and tailor them in a way that is unique to WPI.

Dartmouth holds campus wide tours for all new students to educate them about the traditions on campus. The key to their tours are that they speak about how philanthropic dollars have affected every area on campus. These tours instill the mindset that philanthropy is necessary for continued growth and success of the university. When we spoke to a Dartmouth College alumnus, he spoke about the impact that these tours had on him. The new students begin to foster the ideas of the "Dartmouth for Life" culture by realizing they are part of something larger than they are.

4.5.2 Campus Events with Students

We found two different strategies exercised at campus events involving students. One view is "give to get". For example, if a student donates $5 they will receive a t-shirt in return. Many universities, specifically the College of William and Mary, believe this "give to get" method does not work to create a campus-wide culture of philanthropy. The rationale for this is that it does not instill the ideals of philanthropy into the students; instead, it is as if they are just purchasing a t-shirt. The "give to get" method gives students and alumni the expectation that if

they donate they should always get something in return for their gift. In our interviews, we found that this method will lead to a drop in participation of recent alumni.

On the other hand, there are universities who believe this type of event works because it gets students involved. Dartmouth College had one of their lowest annual participation rates recently. Therefore, they decided to start a new campaign in which they sold raffle tickets, leading students to re-engage in philanthropic events. Amherst College, which has an annual fund around $10.7 million, created an event similar to a "penny wars" event which is typically held in grade school. In short, they sell tickets to members of each class and if the class reaches the desired participation rate, they receive free food from a food truck.

Whether an institution believes in "give to get" or not, there are events that do not cost any monetary value to students. Amherst College, William and Mary College and Dartmouth College all host events that involve students writing thank you letters to alumni who have donated back to the institution. At Dartmouth College, they set up pre-addressed cards, including the donor's name and address, and students are invited to pick up and write a short note thanking them for the donation. In addition, Amherst College scholarship recipients are encouraged to write a thank you letter to alumni for their donation. This kind of event benefits the donors because it acknowledges their generosity and benefits the students because it teaches that a real person made it possible for the student to attend the institution. Other events that benefit both the donors and the students are luncheons and dinners that connect the two parties. Through our interviews with alumni who actively participate in donating back to their alma maters, we learned that they believe it is impactful to see and hear from the students who have benefited from their gift.

WPI does host events throughout the academic year like the ones mentioned. The stewardship program has attempted to have scholarship recipients write letters to donors. WPI has found two main problems in these events: students are unwilling to volunteer or they are unaware of the scholarship they have received. Recently, WPI has tested different avenues in

hosting this event: setting up a table in the campus center as well as sending out online forms for students to fill out. However, neither approach has generated the expected turnout.

In addition, WPI hosts an annual dinner the first week in April for students to meet the donors of their scholarships. Students are invited via email, which often go without a response, therefore there is no way of knowing who will be attending the event, or if students are aware of the event.

4.5.3 Information about Costs

As we previously mentioned, students and alumni are less likely to give back if there is a lack in philanthropic education and transparency regarding the philanthropic dollars. One of the biggest misconceptions is that tuition pays for your entire college experience. Colleges are constantly trying to figure out how to educate students about where their tuition dollars are being spent and where their tuition dollars fall short. One event that has shown to be impactful in the education of students is two-thirds day. This event was created by MIT because students' tuition only covers two-thirds of the annual operating budget for one student. On the day representing two- thirds of the school year, emails are sent out, billboards and posters are made, and events are held on campus to educate students that from that day forward their tuition is not covering any of the costs.

4.5.4 Homecoming and Senior Class Gift

Homecoming and senior class gift are two notable events that a majority of universities host. Homecoming is a time for alumni to revisit, reconnect and engage with their university. In our interviews with the other institutions, we found that it this is an important time to have alumni and current students interact. At Amherst College, a large part of their homecoming is the athletic games that take place throughout the day. These games are some of the most exciting because Amherst is usually competing against their rival. Through first hand observations at Amherst's 2017 homecoming, the school spirit and the atmosphere were both electrifying and

exciting. The event consisted of tables and food in the gymnasium, huge white tents lining the surroundings of the football field (each filled with food and alcoholic/non-alcoholic beverages), and volunteers walking around handing out Amherst paraphernalia such as face stickers and posters. They also hosted their annual Hall of Fame Tournament, a large volleyball tournament that attracts a crowd of spectators.

Dartmouth's homecoming is a time for alumni and donors to meet current students whom their donation has helped. There are annual traditions such as a parade and bonfire that alumni and students are encouraged to attend, as well as athletic events similar to those at Amherst College. In an interview, a Dartmouth alumnus, who has attended a WPI homecoming, spoke of the difference between WPI homecoming and Dartmouth's homecoming. He said the differences were "huge", referencing the school pride, atmosphere, and traditions at Dartmouth as the reasons why he is in favor of his alma mater's homecoming over WPI's.

The College of William and Mary gears their entire homecoming towards alumni. Their student enrollment is around 6,000 and on average, they have over 4,000 alumni join them on homecoming. They start the morning off with a networking breakfast to introduce donors with the students that they have helped. Next, they set up events to make the alumni feel welcome and allow them to reflect on their college experiences, such as re-ringing the bell on campus, (Ringing the bell is a William and Mary tradition. It is an honor to be able to ring it), setting up reunion tents for every class 5 years apart, setting up food, a live band, and an open bar. There is no fundraising on homecoming at William and Mary as this is a time to celebrate alumni and their achievements. Every university runs their homecoming differently just as every university run their senior class gift differently.

Dartmouth College hired four paid student interns to help the Office of Lifetime Engagement spread the word about the senior class gift. Dartmouth believes that peers asking peers is a key to the success of this program. Instead of having faculty and staff reach out to students, these paid interns determine which events and social media outlets to utilize in order

to engage their fellow senior classmates in giving. By creating an environment where information is more likely to be spread by word of mouth through peers on campus, the events are made fun, and students get very involved.

The College of William and Mary, on the other hand, allows senior students to individually donate back to anywhere as their class gift. For example, if one senior was a part of the volleyball team and another was involved in art club, the volleyball player could address her donation to the volleyball team while the art club addresses her donation to the arts program. William and Mary finds that this method is beneficial because students get to decide where their donation is going to and are more likely to donate. At William and Mary, the measurement of success of the senior class gift is solely based on participation. Students are able to give back to areas of the university they feel most connected to, rather than creating an object that requires maintenance and overall does not add much benefit to campus.

4.6 Profile of a WPI Donor

Through analysis of the alumni data, which we received from the OLE, we were able to identify six segmentations of the student donor population. Six profiles were generated that can depict what the typical student in each segment looks like. Each of these different segments help to find trends in donor behavior.

The six profiles are based off common demographics in the WPI alumni population, they are as follows: Males in Greek Life, Females in Greek Life, Males in Athletics, Females in Athletics, Males NAG (Non-athlete or Greek), and lastly Female NAG. Since these six segments make up the majority of the student population in the WPI community, the analysis identified important trends. To see the entire collection of the profiles located in Appendix 6. See below for an overview of the major findings from each profile.

4.6.1 Male in Greek Life

A large portion of WPI's alumni fall into the male Greek life segment. Roughly, 32% of WPI's 34,666 male graduates were in a fraternity during their scholastic career (11,082 alumni). We discovered that 74% of this segment have donated back to WPI. This is well above 45.6% that is for the total alumni population. Another interesting statistic is that 60% of the Male Greek donors also engage in at least one other campus activity. This leads us to conclude that campus involvement may be linked to alumni donations.

4.6.2 Females in Greek Life

Out of WPI's alumni population, 28% were involved in Greek life. Similar to the high percentage of male Greek donors, Female Greek donors represent 73% of the Female Greek population. Another notable statistic is that 70% of this demographic participates in at least one other activity, furthering echoing the finding that campus involvement may be linked to alumni donations.

4.6.3 Male in Athletics

The athletic population is smaller than the Greek population. With that being said, it makes up for 20% of male alumni. Like the two demographics previously mentioned, male athletes are excellent donors; 68% of male athletes are donors. Again, male athletes follow a similar trend to the two demographics above in that 62% are involved in at least one other campus activity not including their athletic team. Lastly, the male athlete gift bracket breakdown is very interesting. The gift bracket breakdown is used to identify how many gifts a donor will give over the course of their lifetime. The vast majority of donors fall in the 1-5 gifts section, meaning they are most likely to give in between one to five gifts over the course of their lifetime. What separates male athletes from the rest is that roughly 50% donate more than 5 gifts. This is significantly higher than most of the other demographics researched.

4.6.4 Female in Athletics

The athletic population is slightly larger, as 27% of females at WPI participated in athletics. Similarly, there are less women that tend to donate back to WPI (60% of females). That being said, this is still significantly higher than the 45.6% rate previously mentioned. Typically WPI's female athletes are highly involved on campus, 61% participate in at least one on campus activity outside of varsity athletics.

4.6.5 Male NAG

The male NAG population includes 20,620 alumni which is 60% of all male alumni. The male NAG demographic differs greatly from the other populations discussed. Only 37% are donors. This statistic is significantly lower than the overall alumni average. It is important to highlight that only 49% of the male NAG population participated in a campus activity. This further accentuates the finding that campus involvement may be linked to alumni donations.

4.6.6 Female NAG

The female NAG population is extremely similar to the Male NAG population. Female NAG's make up 55% of the female alumni population. Only 46% of the 6,241 Female NAG's are donors. Lastly, only 47% of Female NAG's participated in a on-campus activity. This is the second lowest percentage of all the other segments with male NAG's slightly lower.

4.6.7 Conclusions

Through an in-depth analysis of the profiles, we have been able to identify four overarching conclusions.

Students Involved in Greek Life/Athletics Are More Likely to Become Donors than Those in the NAG Population

45% of WPI's entire alumni population have made at least one donation in their lifetime. It is stated in sections 4.6.1 and 4.6.2 that males and females affiliated with Greek life average about 74% and 73% respectively. In addition, sections 4.6.3 and 4.6.4 reaffirm this finding as

they show a similar overall donation statistic with both male and female athletes at 68% and 60% respectively. Furthermore, sections 4.6.5 and 4.6.6 show the drastic difference for those in the NAG population. Male NAG's have an overall donation percentage of 36%, while females are slightly higher at 46%. Essentially this information suggests that there may be a cultural aspect to Greek life and athletics that is more likely to yield donors compared to students who are not involved in either.

Students Who Are Involved in Campus Activities Are More Likely to Become Donors than Students Who Are Not

When we examined the numbers presented in sections 4.6.1 to 4.6.4, we drew the conclusion that students who are involved in campus activities are more likely to be donors than students who are not. The majority of donors participated in at least one campus activity in addition to Greek like or athletics. In addition, the alumni who are WPI's most generous donors were highly involved in the WPI community.

However, in the NAG population the numbers aren't as clear. 50% of Male NAG donors participate in at least one campus activity, while the number drops slightly to 47% in the Female NAG population. Although there is a select group who we considered to be involved on campus, it falls short of being a majority. Therefore, further analysis was required to draw a strong conclusion.

Appendix 7 and 8 present a visual comparison between NAG alumni and NAG donor alumni as well as their campus participation. Appendix 7 shows that a very small amount (29%) of NAG alumni participate on campus. Appendix 8 measures the same behavior but instead focuses in on the NAG donor population. In this group, participation levels shoot up around 20%. Therefore, we concluded that alumni are more likely to give when they were previously involved on campus.

Student Major Does Not Play a Role in Philanthropic Behavior After Graduation

In order to create each profile, we analyzed the connection between alumni and their field of study. The purpose of this exercise was to analyze whether or not there is a difference in giving habits between alumni of different majors. This research ultimately yielded no indication that this hypothesis was true for any of the demographics.

5.0 Recommendations

5.1 Educate Students on Philanthropy

5.1.1 Philanthropy Tour

We recommend that philanthropy tours be added to New Student Orientation, Accepted Students Day, and already existing campus tours. During these tours, the objective should be to give a history of WPI and highlight how donors and philanthropy have shaped the WPI campus and community. For example, when tour guides bring groups to the Sports and Recreation Center, they currently share information about the facility and the gym class requirements. By weaving philanthropy into the tour, guides would speak about how the building required $50 million in fundraising. Fred Harris Daniels Foundation was one of the first donors, creating the dance studio in his honor. The tour guide would then talk about how that $50 million was used for state of the art equipment such as our near Olympic sized pool (one of the only ones in the area). This tour should include buildings such as Alden Hall, Riley Commons, the library, and other significant buildings on campus. By hosting the philanthropy tour, students and prospective students will gain an understanding of how philanthropy has shaped WPI as a whole. They also will get a history lesson about WPI, which will instill pride and sense of community within the students. Ultimately, this tour will make it clear that giving back to the institution is an expectation.

5.1.2 Events

Two-Thirds Day

We recommend that WPI host a Two-Thirds Day in efforts to provide an opportunity to engage students and to share with them that their tuition represents two-thirds of the cost of their education. This event would take place during the fifth week of C term, as it marks two-

thirds of the academic year. This event would target all undergraduate students with a focus on first year students. In order to market this event, campus wide emails should be sent out, electronic flyers should be presented on televisions in the Recreation Center and Campus Center, and billboards and banners should be placed throughout the campus. Chartwells, Residential Services, and Student Government Association should all be resources in hosting this event. We believe the outcome of this event would be an increase in awareness about tuition costs and the importance of philanthropic dollars. The impact of Two-Thirds Day is expected to reach the entire WPI community.

Athletics Hall of Fame

We recommend that WPI create a better presentation of the Athletics Hall of Fame. We imagine that the Hall of Fame allows for parents, alumni, and students to revisit the history of WPI athletics. Athletes who went here feel a strong connection to the Athletic Department and creating a better visual presentation may heighten that connection. Athletes that play now can play because of those who came before them, which creates a sense of oneness, family and motivation within the programs. The Athletic Department would take charge in this change as well as handle the marketing side of things. Using direct mail, email, and social media accounts are a good ways to reach out to people about this change.

Penny Wars/Food Trucks

We recommend that WPI host a Penny Wars/Food Truck event, which is referenced in section 4.5.2. The Penny Wars/Food Truck event would require tickets to be sold, at a recommended price of $5. For this event, we suggest that every class has 60% participation, meaning that 600 students out of 1,000 would have to buy a ticket. There are about 1,000 students in each class, leading us to conclude that if 60% of the class bought a ticket, there would be a total income of $12,000.

The event is using a give-to-get strategy; students who *give* money to a ticket (while also belonging to a 60% represented class) would *get* to participate and *get* free food. We recommend that this is an outdoor event hosted on the WPI quad during D term. We believe that this would be a great way to begin a philanthropic conversation with students and to invest into creating a tight knit community. In order to execute this event, OLE could collaborate with SAS. The marketing for this event would include table sitting in the Campus Center, creating billboards and flyers to spread throughout campus, and lastly, but most importantly, using word-of-mouth conversations by students. We believe this event will be an opportunity to begin a philanthropic conversation and to create a fun community event that resonates with the student.

Partner with Greek Life during Greek Week

We recommend that OLE collaborate with WPI Greek Life during D-Term Greek Week. . Our research shows that alumni who were involved in campus activities are more likely to give than alumni who were not. Targeting Greek Life as a major group of organizations, OLE will increase the likelihood of them giving back post-graduation by educating them on philanthropy.

We recommend that OLE partners with Greek Life to create a competition that would raise philanthropic dollars for the school and would reward the organization that raised the most. We believe that this would open a conversation and catalyze philanthropic habits. During an interview, an OLE member expressed that there is philanthropic tension between WPI and Greek Life. The member was referencing the competition between WPI's philanthropic efforts to fundraise for the institution and Greek Life's philanthropic efforts to fundraise for other causes, such as Women's Heart Health, St. Jude's Research Hospital and the Wounded Warrior Project. In other words, there is a philanthropic tension caused because Greek organizations raise money for causes unrelated to WPI. As a result, it is difficult for WPI to fundraise alongside of them. This partnership would mitigate that obstacle by combining both parties' philanthropic efforts and targeting a major group on campus.

Utilize SAS to Plan and Promote Events for Students

We recommend that OLE create work-study opportunities for four students. When hiring the four students, it is important to consider the students' involvements on campus as well as their social media presences. This is important because the students will need to utilize their networks as a way to promote events. The job of these In addition to the 4 work study students, we recommend that OLE utilizes their partnership with SAS to leverage their campus presence by hosting and planning events alongside them. By collaborating with students, OLE will be able to host and plan events that in turn attract students.

5.2 Address Touch Points through Four-Year Marketing Plan

Through discussions with OLE, we learned that a person must be reached seven times before giving. With that in mind, we created a marketing plan in order to reach students multiple times by addressing touchpoints of each academic year.

5.2.1 Pre-Collegiate

We recommend that OLE preface the marketing plan by marketing towards pre-collegiate, prospective students. Table 4 breaks down the touch points that should be addressed, when they should be addressed and who OLE should partner with in order to address them.

Pre-Collegiate Student			
Touch Point	**What**	**When**	**Who**
Admissions Office and Engagement (Campus tours, in-office banners, info session break down of costs)	Admissions should utilize campus tours, banners, and the pre-tour information sessions to stress the expectation of giving back to school. After leaving campus, prospective students should understand the concept "undergraduate for 4 years, WPI family for life." The tours/banners should point towards the necessity of philanthropic gifts as well as the impact of them on campus. Furthermore, admissions should provide insight to the allocation of funds and the breakdown of tuition expenses.	Pre-collegiate experience	Admissions

Table 4: Breakdown of Touch Points for Pre-Collegiate Students

5.2.2 Accepted Student/Freshman

We recommend that OLE place a large emphasis on marketing towards and captivating the accepted student and first year student. Table 5 breaks down the touch points that should be addressed, when they should be addressed and who OLE should partner with in order to address them.

Accepted Student/ Freshman			
Touch Point	**What**	**When**	**Who**
Accepted Students Day	We recommend that the impact of and the need of donors on campus is discussed. Furthermore, we recommend that school pride be addressed as what compelled the donor to give back. We recommend that campus tours be utilized as a way to leverage philanthropy by discussing the buildings, monuments, plaques put in place by donors.	Prior to A term	President's Office, Admissions
New Student Welcome BBQ	We recommend that the need and the impact of donors on campus be addressed. Furthermore, we recommend that the donor's school pride and reasons they felt compelled to give be addressed.	Prior to A term	OLE, Admissions
NSO Welcome Address	We recommend that a speaker at NSO (or the WPI President) thank the donors who made scholarships possible. They should address the importance of donations by educating class on	A term	President's Office

	the philanthropic impact, specifically scholarships		
Campus Philanthropy Tour	We recommend that campus tours be utilized as a way to leverage philanthropy by discussing the buildings, monuments, plaques put in place by donors.	A term	Admissions
Insight Group	Each first year will be involved in an insight group and will be mandated to attend meetings. We recommend that these groups host small fundraising competitions and open discussions to leverage philanthropy. In addition, we recommend that insight groups are encouraged to participate in campus activities and that CAs hold their students accountable.	B Term	Residential Services, Community Advisors
Activities Fair	Hosting activities fairs two times per each academic year will allow for students to learn of ways get involved on campus. This is important because our research shows that students who are involved on campus are more likely to give back as alumni. To ensure that students attend and are well informed of opportunities, we recommend that punch cards be used at the event to incentivize students to go to at least 5 tables at the fair.	A Term / C Term	Student Activities Office
Dining Hall	Freshman students must live on campus, therefore they must eat in the dining halls on campus at least once a day. We recommend that there is signage placed in the dining hall and the TV screens are used to educate students on philanthropy. In addition, we recommend that there is WPI-themed dinner night to instill school pride in students.	D Term	Chartwells
Freshman Dorms	We recommend that dormitory bulletin boards be utilized to educate students on philanthropy and provide insight to tuition and budget allocations.	A - D terms	Residential Services

Table 5: Breakdown of Touch Points for Accepted Students/Freshman Class

5.2.3 Sophomore

We recommend that OLE address the following touch points in order to market towards the sophomore class. Table 6 breaks down the touch points that should be addressed, when they should be addressed and who OLE should partner with in order to address them.

Sophomore			
Touch Point	**What**	**When**	**Who**
IQP Info Sessions	In order to travel abroad, sophomores must attend to Information Sessions for the different IQP project sites. We recommend that project advisors acknowledge the donors who give towards global scholarships, the project site, etc. By doing so, students will understand the philanthropic impact donor dollars have on their undergraduate experience.	A and B term	Global Project Center
IQP Letter Opening Event	We recommend that WPI re-vamp the current IQP process by using the reveal of acceptance as a way to build community and cultivate pride within a student. We recommend that the Global Project Center host a letter-opening event to enhance the IQP experience and to create a tight knit community between project site peers.	C term	Global Project Center

Table 6: Breakdown of Touch Points for Sophomore Class

5.2.4 Junior

We recommend that OLE address the following touch points in order to market towards the junior class. Table 7 breaks down the touch points that should be addressed, when they should be addressed and who OLE should partner with in order to address them.

Junior			
Touch Point	**What**	**When**	**Who**
Thank you letters to donors who made IQP possible	We recommend that the project center makes it mandatory for abroad students to write letters and send photos to donors who donated towards their IQP experience. This will both educate students that donor dollars make an impact on their education as well as express gratitude and provide transparency for the alumni donors.	A-E Terms	Global Project Center

Table 7: Breakdown of Touch Points for Junior Class

5.2.5 Senior

We recommend that OLE address the following touch points in order to market towards the senior class. Table 8 breaks down the touch points that should be addressed, when they should be addressed and who OLE should partner with in order to address them.

Senior			
Touch Point	**What**	**When**	**Who**
Senior Week	Senior Week is the week before commencement. We recommend that an action packed week be planned in order to send seniors off on a positive note. Our research shows that alumni are more likely to give if they feel connected to the school and if they have school pride. We recommend that WPI create an everlasting connection between graduates and the school throughout this week by planning exciting events.	D term	OLE, SAO, Senior Class Board
Goat's Head Trivia	Many seniors go to Goat's Head to play trivia. We recommend that there is signage about philanthropy at Goat's Head. We also recommend that there are facts about WPI on the beverage cups in order to instill pride in students.	A-D Term	Goat's Head, SGA
Senior Class Gift	We recommend that the Senior Class Gift process be improved upon, as it is many student's first time giving back to the school.	A-D Term	Senior Class Gift Committee
CDC	As seniors prepare for graduation, they spend a great deal of time communicating and using the resources of the CDC. We recommend that the CDC serve as a liaison between OLE and the senior class.	A-D Term	CDC
Countdown to Graduation	We recommend that the Senior Class Board hosts events and advertises a countdown to commencement. For example, 100 Days until Graduation, 50 Days Until Graduation, etc.	A-D Term	Senior Class Board

Table 8: Breakdown of Touch Points for Senior Class

5.2.6 General Student Body

We recommend that OLE address the following touch points in order to market towards the entire student body. Table 9 breaks down the touch points that should be addressed, when they should be addressed and who OLE should partner with in order to address them.

General Student Body			
Touch Point	**What**	**When**	**Who**
Activities Fair	Hosting activities fairs two times per each academic year will allow for students to learn of ways get involved on campus. This is important because our research shows that students who are involved on campus are more likely to give back as alumni. To ensure that students attend and are well informed of opportunities, we recommend that punch cards be used at the event to incentivize students to go to at least 5 tables at the fair.	A and C Term	Student Activities Office, Clubs and Organizations, Greek Life, Athletics, Community Service
Homecoming	We recommend that Homecoming is re-vamped in order to create tight knit community between students as well as establish connection between alumni and university.	B Term	SAS, Athletics, Greek Life,
Banners on Campus	We recommend that an internal marketing campaign be piloted on campus: Greatest Of All Time (GOAT). The banners would be utilized as a way to show that students are the GOAT in all academic, athletic, professional endeavors. This would be a major pride point as our research shows that pride in WPI leads alumni to give back to the school.	A-D	OLE, Marketing
Tech Suite Keys	We recommend that the Library Tech Suite Keys are used as a way to educate students about philanthropy as well as incorporate pride points using the internal marketing campaign: Greatest Of All Time (GOAT)	A-D	Library, SGA
Student Portal	We recommend that a portal is created to provide undergraduate with all information affiliated with the university. The centralized space will avoid excess emails and keep students informed on campus activities. In addition, we recommend that the portal be used to instill WPI pride and educate about philanthropy.	A-D	ATC, IT

Two-Thirds Day	We recommend that an event be hosted to mark two-thirds through the school year. We recommend that SAS plans and executes this event so that it is more approachable to all of campus. The event will be used to educate students about how their tuition only covers ⅔ of the annual operating budget. We recommend that the event be advertised through campus wide email, signage, and flyers. On the day of, we recommend that an event be held with give-to-get initiatives.	C Term	OLE, Admissions, Financial Aid, Chartwells, Goat's Head, Residential Services
Penny Wars / Food Trucks	We recommend that students plan and execute this event to make it more approachable. For this event, we recommend that tickets be sold to every class. In order to attend, each class would have to gain 60% participation.	D Term	SGA
Greek Week Event (Greek Life)	We recommend that OLE collaborate alongside Greek Life to incorporate a philanthropy-based event into their Greek Week competition. This will begin to cultivate a partnership between the two, market towards a major group of students and overcome the competitive tensions between the two.	D Term	Greek Life
Athletics Hall of Fame (Athletes)	We recommend that alumni of WPI athletics be inducted into the Hall of Fame at an annual event that ties alumni and students together, for example, the Athletics Banquet.	D Term	Athletics
Campus Concert	Our research shows that students are disappointed in the events held and the lack of "fun" on campus. We recommend that WPI enhance undergraduate experience by investing into an event that also allows philanthropy to be weaved into it.	D Term	SGA, SocComm
Donor Signage on Buildings	We recommend that signage be used on buildings to express philanthropic impact of WPI Donors.	ALL	OLE
Transparency into Money Allocation	We recommend that WPI share information about money allocation in a transparent manner. We recommend that a breakdown of university costs be sent out annually campus wide as well as to alumni. We also recommend visual representations of money allocation are displayed in residential buildings, common areas, etc.	ALL	Financial Aid, Finance
Campus Center	Many students go to the Campus Center daily. We recommend that the TV screens	ALL	CC/OLE

	in the Campus Center be utilized to broadcast standalone and self-explanatory graphics related to philanthropy.		

Table 9: Breakdown of Touch Points for General Student Body

5.3 Share Allocation of Funds in Transparent Manner

5.3.1 Operating Budget Sent Out Annually to Faculty, Staff, Alumni and Students

We recommend that WPI send out a breakdown of the institution's annual operating budget to all campus stakeholders and alumni. This is necessary because our interviews, focus groups and survey revealed to us that there is a lack of transparency. Respondents referred to WPI's fundraising efforts to a "little black box" in order to express that once they give money, they are unsure of where it goes. Furthermore, students also expressed uncertainty during focus group discussions.

5.3.2 Campaigning and Following Up with Results

Our data shows us that there is a lack of transparency in the budget allocation and the school's fundraising efforts. Respondents expressed disappointment by pointing out "lack in follow through" and "broken promises. In order to counteract these complaints, we recommend that OLE utilize the alumni portal to share updates on fundraising campaigns.

5.3.3 Utilize Graphics to Educate Students on Allocation and the Need for Philanthropic Dollars

Focus groups participants shared that they were very unaware of WPI's budget allocation. Students were identify the areas in which they believed WPI would spend their money. Their responses as well as our finding in a clear lack of transparency, lead us to recommend that graphics are used to educate students on allocation of funds. Graphics should represent the allocation of money in a clear, self-explanatory manner such as a pie chart. The

graphic should be shared on campus, utilizing campus center and recreation center TVs, posters, and residential hall bulletin boards. An example of a recommended graphic can be viewed in Figure 2.

Total Operating Expenses (in thousands)

Change in Net Assets fro…
4.0%
Auxillary Enterprises
11.0%

Student Services
9.4%

Institution/Academic Sup…
14.7%

External Relations
4.6%
Sponsored Research/Pro…
10.3%

Instruction/Dept. Research
46.1%
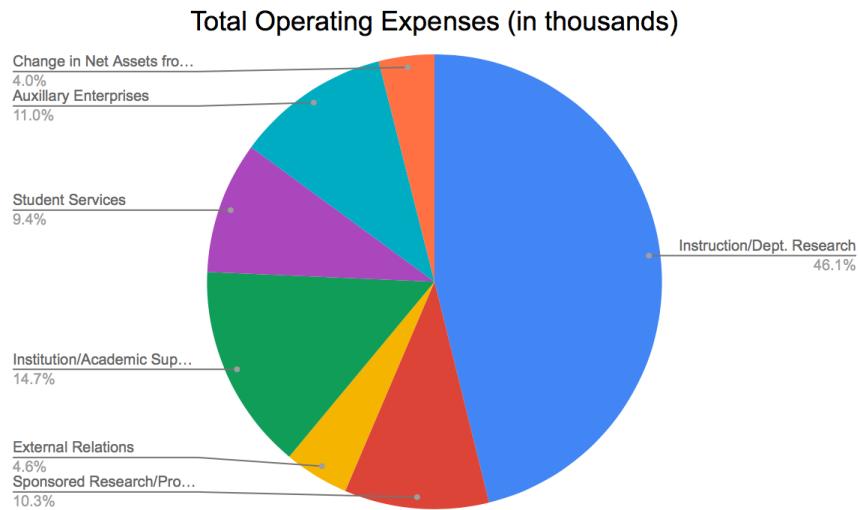
Figure 2: Example Graphic to Educate Students on Budget Allocation

5.4 Instill Pride in Students

5.3.1 Utilize Banners around Campus to Remind of Academic Prestige, ROI, WPI Plan and Tight Knit Community

We recommend that WPI pilot an internal marketing campaign in order to cultivate student pride. Our recommendation might best come to life by utilizing banners around campus to touch upon student's pride points: academic prestige, ROI, the WPI Plan and the essence of a tight knit community. These banners will target all students, including athletics, Greek life students and the non-athlete/Greek life (NAG).

We recommend that WPI pilot this campaign with the term "GOAT" which stands for "Greatest of All Time." The campaign not only uses a term that college students have heard before but also ties into Gompei the Goat, WPI's mascot. This method to cultivate pride has been seen at various schools ranging from the University of Alabama to William and Mary.

Identified through observations, the University of Alabama markets their slogan "Where Legends are Made." GOAT could be publicized on banners around campus as well amongst other touch points such as Library Tech Suite Keys and Goat's Head Beverage Cups. The banners and additional touch points would equip students with facts related to WPI's ROI, school rankings, athletic accomplishments, inventions, and new technologies while cultivating school pride. View examples of banners in Appendix 10.

5.3.2 Slogans for Each Class – To Give Each Class a Sense of Pride and Showcase Their Uniqueness

Similarly, we recommend that every incoming to be identified with a unique slogan. It is a recurring theme that a WPI incoming class is called "the best class ever" until the next incoming class surpasses their greatness and then is called "the best class ever". Being one of the top engineering schools, our students have a natural competitive nature. Therefore, we believe it would be beneficial to create slogans for each class instead of classes systematically being called "the best class ever". These slogans could be chosen during freshman orientation and kept alive throughout their college careers.

5.3.3 Encourage Campus Involvement

We found that students who were involved on campus were more likely to donate as alumni than students who were not involved. To overcome the obstacle of uninvolved students abstaining to participate, we recommend that campus involvement is encouraged as soon as they step foot on campus and throughout their WPI career. We believe that having recurring activities fair and a new student portal would be the best solutions.

Recurring Activities Fair

We recommend hosting a student-centered activities fair more than once a year. Currently, the activities fair is hosted to benefit freshman during A-Term New Student Orientation. We believe that hosting the activities fair A term and C term would be beneficial to

all students but most importantly to first year students. With over 200 clubs and organizations represented, it is easy for a student to feel overwhelmed and miss potential opportunities. By hosting this event twice, a year it allows for students to further investigate opportunities. Furthermore, it also allows first year students to settle into the academic schedules before deciding the clubs and organizations in which they would prefer to join.

Student Portal

We recommend that a student portal be created in order to establish a centralized location for all university information. This portal would include information related to daily, weekly and monthly campus wide events. This feature would both encourage campus participation and involvement but also limit the amount of emails sent out through the school's undergraduate alias. Furthermore, this portal would include accessibility to 25live, Chartwells, Canvas, Bannerweb, Handshake and other platforms that students use throughout their academic career.

We recommend that OLE weave philanthropic information into the page by informing students on volunteering and donating opportunities as well as facts about WPI philanthropy. The portal would make students' lives easier while making them aware of all the events that are occurring on campus. Creating event awareness will lead to student participation while on campus as well as philanthropic participation as alumni.

5.3.4 Cultivate Students While They Are on Campus

Research and focus group/interview feedback revealed that the most efficient way to create a culture of philanthropy is to introduce philanthropic participation as a "way of life" and as an expectation. Introducing philanthropic participation should begin the day a student steps foot onto campus and re-introduced throughout their career. After several interviews with other universities, we noticed a recurring theme of answers; many mentioned that cultivating students instills a sense of self-motivation to participate as alumni. There are many ways to cultivating

students; this may entail seniors talking to freshman about philanthropy during NSO, students teaching students about traditions and those who came before them, and the hosting of general fundraising events. By introducing this expectation, we believe students will feel more inclined to give back to WPI post-graduation.

5.5 Enhance Current Alumni Relations

5.5.1 Homecoming

Homecoming is an annual event that almost every university hosts. Most students were introduced to the homecoming tradition in high school and continue to see it throughout their college experience. Homecoming is a great vehicle to create and maintain relationships between alumni and current students. With that being said, it is essential that Homecoming is a pleasant and memorable experience for both students and alumni.

Based off interview feedback, alumni expressed disappointment in the change of location and the stricter regulations compared to previous Homecomings and stressed the need for a revamp. We recommend that WPI Homecoming take place on the Quadrangle, as it is an open and collective space. We recommend that those of legal drinking age be allowed to consume alcohol in a respectable and controlled manner. Through interviews with alumni, staff and other universities, there is a sense of agreement that alcohol enhances the act of celebrating and coming together.

In addition, Homecoming should foster the connection between alumni and the organizations in which they were involved. We recommend that there should be designated areas for organizations to come together, to network, and to celebrate the one commonality: WPI. These designated areas allow for alumni and current students to meet one another and open doors for networking.

5.5.2 Maintain Connection between Alumni and Institution

Through our interviews and focus groups, we learned that people who feel connected to an organization are more inclined to give back to it. We recommend that WPI place a high level of importance on maintaining their connection with alumni. We believe by maintaining a connection, alumni will be more likely to participate philanthropically.

We recommend that WPI confer with alumni to learn how the institution can help support them in their professional and personal endeavors. This interaction should not be used to ask for donations. We believe that this is necessary because alumni have expressed beliefs that WPI only contacts them when they need money. We recommend that offering professional aid or resources, such as the CDC, to alumni will emphasize the "Undergraduate for 4 years, WPI Family for life" mindset.

Furthermore, we recommend that alumni be contacted for both monetary and time donations. Although there is a dire need for monetary donations, we believe that alumni will be more connected to the school if they are able to donate their time. By maintaining this kind of connection, alumni will then be more likely to give back to the school.

During an interview, a WPI professor and Department Head expressed interest in being the liaison between the institution and its alumni. We recommend that WPI utilize the department heads to contact and network with alumni. We believe that this will maintain a connection and resonate with alumni because the department head plays a major role in the undergraduate career of a WPI student.

Lastly, we recommend that WPI Athletics invest money into creating a Hall of Fame area and an area for alumni to reflect on their athletic career at WPI. An interview with a WPI alumni revealed that there was a hallway in Alumni Gym (renovated building) holding pictures of athletic teams dating back to early days. The interviewee spoke about fellow alumni expressing

disappointment when they returned to campus to find out that it was no longer there. This kind of area would foster an alumni's school pride upon returning to campus.

5.6 Address Additional Student Concerns

We recommend that WPI investigate and address additional student concerns. During our focus groups and interviews, common concerns of students, faculty and staff were surfaced. One of the more prominent concerns that arose was the feeling of WPI running more like a corporation than an institution. Students expressed feelings of "WPI caring less about them once they became student as compared to when they were a prospective student". Focus groups revealed concerns that the end-of-term course evaluations were not actually considered. Furthermore, participants also expressed that "WPI has a desire to make things hard for us (students)" by setting too many rules, regulations and unnecessary boundaries. We recommend that WPI invest time into providing transparent explanations about rules, regulations and boundaries in order for students to fully understand. We believe if WPI addresses additional concerns, the relationship between the student body and the school would be better. Thus, students would feel more welcomed and accepted on campus.

5.7 Creation of Dashboard

We recommend that the Office of Lifetime Engagement constructs a Tableau dashboard that produces an up-to-date philanthropic analysis. This will allow those [EL1] who work at the Office of Lifetime Engagement to view firsthand how their marketing efforts affect donations. Furthermore, interpreting how philanthropic behaviors change over [EL2] time could be invaluable when determining [EL3] effective marketing strategies.

5.7.1 Selecting a Software

As mentioned in section 3.5, it is recommended that Tableau is used as a means to create the dashboard. Table 3 in section 3.5 clearly presents that Tableau has low cost, is user friendly, has high functionality, and is familiar to our sponsor.

5.7.2 Features

The query that was built for the analytical portion of our project generated 76 total fields that illustrate our alumni donation behavior. To keep this process simple and as non-technical as possible, we recommend that the Office of Alumni Engagement use the same query to build their dashboard. The following fields should be used to create the dashboard: ID, Age, 1st Degree, Gender, Varsity Athlete, Greek, NAG, Date of Most Recent Gift, Total Gift Count, and 2017 Total Giving. These fields will allow the Office of Alumni Engagement to build the following aspect to their dashboard.

NAG Field

We have conclude that the NAG (non-Athlete or Greek) demographic is an absolutely critical demographic for the Office of Alumni Engagement to reach. Since there isn't a specific field in our query that identifies a NAG, we recommend that OLE adds a calculated field into the Tableau data set.

Total Giving Time Chart

Using the fields *Date of Most Recent Gift* and *2017 Total Giving* (field dependent on year), a time chart that tracks that year's total donations can be constructed. This will allow the Office of Alumni Engagement to actively track donations and identify philanthropic behavior over a specified period of time. This will add value to any marketing campaign or event conducted. For example, the Total Giving Time Chart will display how donations fluctuated at the conclusion

of homecoming weekend. The fields *Greek, Gender, Varsity Athlete, NAG,* and *1st Degree* can be filtered to show data regarding each specific demographic.

Total Gift Time Chart

Similar to the figure above, this chart will show the total amount of gifts that are being donated through a specified time period. This chart will need the following fields: *Total Gift Count* and *2017 Total Giving* (this field will change depending on the year). The difference between this figure and the *Total Giving Time Chart* is in the way it measures donations. The graph explained above could become misleading if there are persons who engage in extremely large donations. This chart will allow users to identify trends from a total gift basis, which is valuable in a participation perspective. The fields *Greek, Gender, Varsity Athlete, NAG,* and *1st Degree* can be filtered to show data regarding each specific demographic.

Generational Gift

This figure will require the following fields *2017 Total Giving (*this field will change depending on the year) and *Age.* In order to create this chart it is required that a calculated field in Tableau is created. This field will have to breakdown *Age* into generational categories. The overarching goal of this figure is to identify which age groups are donating throughout different times of the year. The Office of Alumni Engagement will be able to better track the effectiveness of specific events and marketing campaigns in regards to each generation of alumni.

6.0 Conclusion

Through conducting surveys and focus groups, WPI students and Alumni alike identified a want and need for changes on WPI campus. We were able to collect data from results and compile it in way that benefits both WPI stakeholders and the campus as a whole. After thorough background research and interviews with WPI faculty and staff, we were able to distinguish various practices already put in place as well as pinpoint areas that require reworking. Fundraising plays a significant role in WPI's ability to serve its students by both paying its annual operations and initiating new project/research opportunities. Despite the importance, WPI receives low rates of participation from alumni population. This shortcoming is a result of:

1.   A lack of philanthropic education

2.   A lack of transparency about the allocation of funds

3.   WPI feeling more like a corporation than an institution

In order to reflect and maximize the quality of our research we decided to conduct interviews with various schools similar in academic prestige. We were able to extract information that furthered our knowledge on unique practices used to increase student and alumni participation as well as how to create a culture of philanthropy in the community. After collecting and compiling our data we were able to create 6 profiles illustrating the giving habits of students based on various characteristics such as gender and their level of campus involvement.

After reviewing the profiles and data collection combined, we were able to link higher campus involvement to higher monetary donations post-graduation. This finding along with our other methodologies helped us to create a four-year plan with unique touch points and marketing strategies. These touch points indicate important moments in a student's career, which will allow our marketing strategies to be most influential during these times. Assuming

success, at the end of the four-year implementation, the WPI community should feel a culture of

philanthropy where participation is naturally expected. In turn, not only will participation rate

increase but also more students will have a fulfilled and engaged campus life experience.

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Appendix

Appendix 1: Interview Questions

Interview Questions

Preamble: You have been asked to partake in an interview as a part of the Creating a Culture of Philanthropy Major Qualifying Project. The purpose of this project is to create a four year plan to increase participation in philanthropic events at WPI. Your responses are entirely voluntary and you can decline to participate at any point of the research process. By completing this interview you are giving your consent that you are over the age of 18 years old and any information given can be used in our research. All answers are private and confidential.

Four Distinct groups of Interviews:

Faculty/Staff
Students
Alumni
Other Institutions

Faculty/Staff
1. Are monetary gifts important for WPI? If so, why? If not, why not?

2. How do you think monetary gifts are used at WPI?

3. How do you think they should be used?

4. Do you support causes (outside of WPI) with monetary gifts?

5. What types of organizations?

6. What motivates you to give to those organizations?

7. Do you financially support your alma mater (if not WPI)?

8. What motivates you to financially support your alma mater (if not WPI)?

9. Do you see WPI as a cause worth supporting with a monetary gift? If not, why not? What would change your mind about that? If yes, why?

10. Do you support WPI with a monetary gift? If so why? If not, why not?

11. What would make you consider giving a monetary gift to WPI?

12. What do you think it would take to make WPI to be seen by your coworkers as a worthy philanthropic investment?

13. Rate the following approaches to promoting a philanthropic mindset for your organization:
   __ Community events
   __ Information sessions
   __ Newsletters
   __ Clubs/Organizations
   __ Annual giving events

Students

1. Do you understand that WPI is a nonprofit organization?

2. Are monetary donations important for WPI? If so, why? If not, why not?

3. How do you think monetary gifts are used at WPI?

4. How do you think they should be used?

5. Did you receive scholarship support from WPI?

6. Do you understand scholarships as a philanthropic cause for WPI?

7. Do you support causes (outside of WPI) with monetary gifts?

8. What types of organizations?

9. What motivates you to give to those organizations?

10. Do you see WPI as a cause worth supporting with a monetary gift? If not, why not?

11. What would change your mind about that?

12. Do you know that part of your educational experience, whether you receive scholarship support or not, is made possible by philanthropic support from alumni, parents, friends, corporations, foundations, and other organizations? If yes, how did you become aware of this?

13. If you answered no to the previous questions, what would be the best way to help build your awareness of this?
   a.) On campus information sessions/events
   b.) Informational Pamphlet
   c.) Webpage
   d.) Emails
   e.) Social Media
   f.) Other:_____

1.   Do you see WPI as a charitable cause worth supporting with a monetary gift? If not, why not? If yes, what brought you to that understanding of WPI?

1.   What would make you consider giving a monetary gift to WPI?

1.   What do you think it would take to make WPI to be seen by other students as a worthy philanthropic investment?

1.   Rate the following approaches to promoting a philanthropic mindset for your organization:
        __ Community events
        __ Information sessions
        __ Newsletters
        __ Clubs/Organizations
        __ Annual giving events

18. (Students who have not received a scholarship) On a scale from 1 to 10, 1 being not at all and 10 being fully, how responsible do you feel to give back to WPI in years after graduation.

19. (Students who have received a scholarship) On a scale from 1 to 10, 1 being not at all and 10 being fully, how responsible do you feel to give back to WPI in years after graduation.

20. Do you consider yourself to have pride in your university? If yes, what is the driving factor? If no, why not?

Alumni

1. Do you understand that WPI as a nonprofit organization?

2. Are monetary donations important for WPI? If so, why? If not, why not?

3. How do you think monetary gifts used at WPI?

4. How do you think they should be used?

5. Did you receive scholarship support from WPI?

6. Do you understand scholarships as a philanthropic cause for WPI?

7. If you received a scholarship, do you feel the desire to help others as you were helped? If yes, why? If no, why not?

8. Do you support causes (outside of WPI) with monetary gifts?

9. What types of organizations?

10. What motivates you to give to those organizations?

11. Do you see WPI as a cause worth supporting with a monetary gift? If not, why not?

12. What would change your mind about that? If yes, why?

13. Do you support WPI with a monetary gift? If so why? If not, why not?

14. What would make you consider giving a monetary gift to WPI?

15. What do you think it would take to make WPI be understood by alumni and students as a worthy philanthropic investment?

16. (For alumni who have graduated 10 years or more ago) How has motivation to donate changed since graduating?

17. Rate the following approaches to promoting a philanthropic mindset for your organization:
__ Community events
__ Information sessions
__ Newsletters
__ Clubs/Organizations
__ Annual giving events

Other Institutions

1. Is philanthropy important for your institution? If so, why? If not, why not?

2. How are philanthropic gifts used at your institution?

3. What is your alumni participation rate?

4. What messages/programs do you use to promote a philanthropic mindset among alumni?

5. What messages/programs do you use to promote a philanthropic mindset among students?

6. What messages/programs do you use to promote a philanthropic mindset among your employees?

7. Based on your personal knowledge, what is the culture of school pride at your university? If yes, what do you think is the driving factor? If no, why not?

8. Rate the following approaches to promoting a philanthropic mindset for your organization
__ Community events
__ Information sessions
__ Newsletters
__ Clubs/Organizations
__ Annual giving events
__ Athletics
__ Value of Education

Appendix 2: Focus Group Questions

We are conducting a focus group for our MQP, which is focused on exploring ways to increase philanthropy on campus at WPI. We are planning to come up with a four-year program that establishes a "giving" mindset starting from student's freshman year through senior year. We are trying to determine the best ways to educate students as well as finding out what motivates them most.

Questions:

1. What do you know about philanthropy at WPI?

2. Do you plan to give back to WPI after graduation?

3. What are some key attributes and qualities that a non-profit should have to make you want to give back to them? Does WPI meet this criterion?

4. How do you think philanthropic dollars at WPI are used?

5. What would prevent you from supporting an organization or would cause you to withdraw support? Does WPI meet this criterion?

6. What aspects do you view as WPI's greatest strengths?

7. What aspects do you view as WPI's greatest weaknesses?

8. What makes you feel most connected to WPI? How can we increase this connection?

9. What are your views on campus wide events such as Homecoming, sporting events, spring concerts, etc.?

10. Would you consider yourself to have pride in WPI? Why or why not?

11. What kind of programs related to philanthropy at WPI are you aware of?

12. What do you believe is the most effective way to educate students about philanthropy at WPI?

Appendix 3: Survey Questions

You have been asked to partake in a survey as a part of the Creating a Culture of Philanthropy Major Qualifying Project. The purpose of this project is to create a four-year plan to increase participation in philanthropic events at WPI. Your responses are entirely voluntary and you can decline to participate at any point of the research process. By completing this survey, you are giving your consent that you are over the age of 18 years old and any information given can be used in our research. All answers are private and confidential.

In this survey, we are NOT asking you to donate to WPI. We are trying to figure out what would motivate students and alumni to give back. At no point during this survey will we ask you to donate to WPI.

Questions:
1. What year are you set to/did you graduate from WPI?
   - 1950-1954
   - 1955-1959
   - 1960-1964
   - 1965-1969
   - 1970-1974
   - 1975-1979
   - 1980-1984
   - 1985-1989
   - 1990-1994
   - 1995-1999
   - 2000-2004
   - 2005-2009
   - 2010-2014
   - 2015
   - 2016
   - 2017
   - 2018
   - 2019
   - 2020
   - 2021

2. What were / are your affiliations on campus? (Sports teams, Clubs, Greek life, etc.)
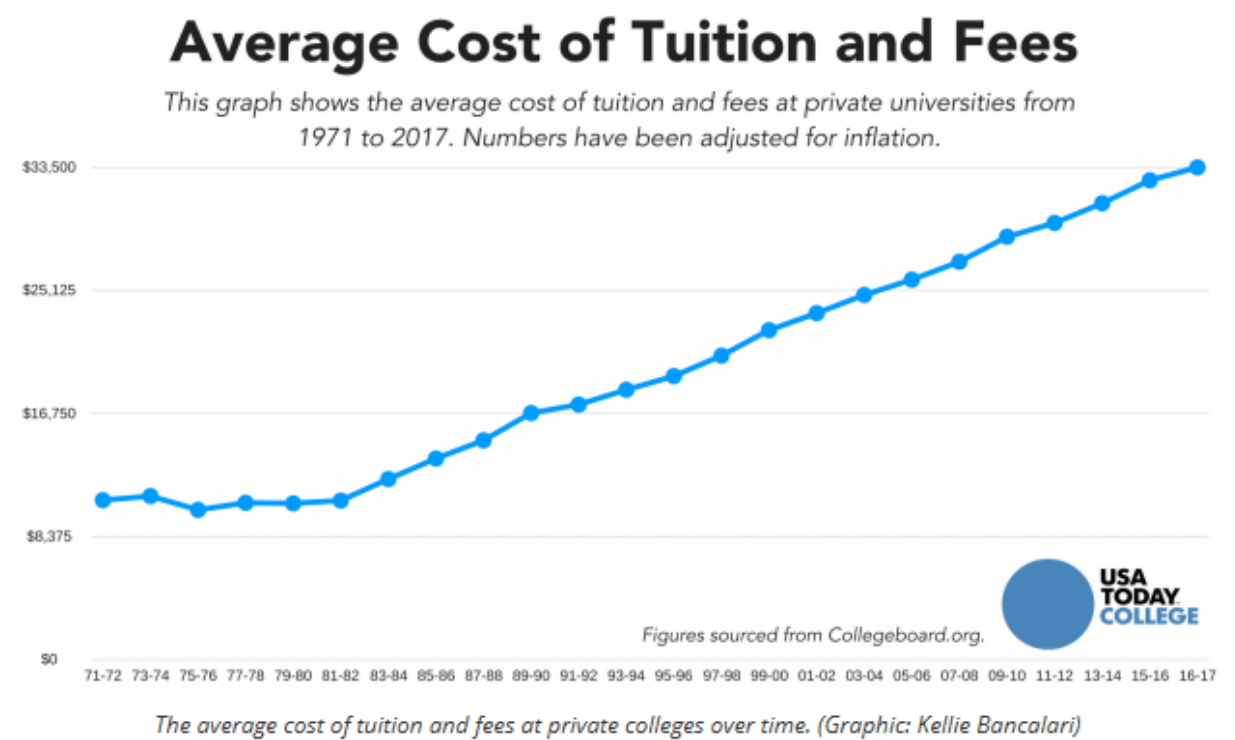
3. Is WPI a …. (choose one)
   - Non-Profit
   - For Profit

4. Did you receive a scholarship from WPI?
   - Yes
   - No
   - Unsure

5. Do you consider yourself to have pride in WPI?
   - Yes
   - No

5a. (If participant answered No to question 5) Why?

5b. (If participant answered Yes to question 5) What was/is your motivation behind your pride in WPI?

6. Rank the following approaches to getting people to donate back to WPI:
    - Community Events
    - Information Sessions
    - Newsletters
    - Clubs/Organizations
    - Alumni Events
    - Other: ____

7. Have you ever given a monetary gift to WPI?
    - Yes
    - No

8. Rate how the following would impact you to donate to WPI (100 being the highest, 0 being the lowest). (We are trying to figure out what would motivate you to give money to WPI)
    - Athletics
    - Clubs/Organizations/Greek life
    - Academic Prestige
    - Scholastic Programs (ie. MQP, IQP etc.)
    - Facilities
    - Other:____

9. Feel free to add other comments or information you feel is important for us to know regarding giving back to WPI.

Appendix 4: Private Colleges' Tuition Trend

Average Cost of Tuition and Fees

This graph shows the average cost of tuition and fees at private universities from 1971 to 2017. Numbers have been adjusted for inflation.

Figures sourced from Collegeboard.org.

USA
TODAY
COLLEGE

The average cost of tuition and fees at private colleges over time. (Graphic: Kellie Bancalari)

http://college.usatoday.com/2017/06/09/private-college-tuition-is-rising-faster-than-inflation-again/

Appendix 5: SWOT Analysis

Strengths	Weaknesses
- Academic prestige & outstanding education - Job placement & ROI - WPI Plan - Tight knit community - Provides many opportunities for students to make professional connections - Project based learning & group work experience	- Lack of Philanthropic education among students - Lack of transparency about allocation of funds - More of a corporation than an institution - Low participation rate compared to academic competitors
Opportunities	Threats
- Homecoming - Senior class gift - NSO (New student orientation) - Expansion of MQP/IQP project sites - Support student driven research and/or innovative ideas	- Cont'd lack of transparency can cause a loss of trust from students/alumni - Bad press - Political views

Appendix 6: Generated Donor Profiles

The female Athlete demographic represents roughly 28% of our female alumni.
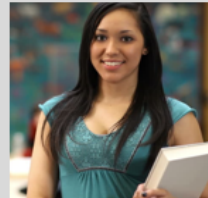
Ashley Athlete

Bio:

Ashly is a female student at WPI who is also a member of a varsity athletic team. At WPI Ashley studies mechanical engineering. In addition to being an athlete Ashley participates in at least one other on campus event. She is not in a Greek organization. After graduation Ashley will become one of WPI's alumni donors, likely giving 1-5 times in her lifetime.

Comments from Ashley:

"I believe WPI strengths are the IQP/MQP, resources, and hands on experience"
"I wish there was more interaction between athletes and non-athletes"
"I have more pride in being an athlete than as a WPI student"

Profile

Gender: Female

Affiliation: Varsity Athletics

Major: Mechanical Engineering

The male Athlete makes up for 20% of our male alumni

Tom Athlete

Bio:

Tom is a male student at WPI who is also a member of a varsity athletic team. At WPI Tom studies mechanical engineering. In addition to being an athlete Tom participates in intermural/club sport and is a member of a fraternity. After graduation Tom will become one of WPI's alumni donors, most likely giving three gifts every 10 years and anywhere from $1-$5,000 lifetime.

Comments from Tom:

"I plan on giving back, especially if WPI can set me up with a great job"
"I have pride in my school because of its prestige and academic rigor"
"I am not interesting in going to school events or becoming more connected with the WPI community"

Profile:
Gender: Male

Affiliation: Varsity Athletics

Major: Mechanical Engineering

The female Greek demographic represents roughly 28% of our female alumni.

Sally Greek

Bio:

Sally is a female student at WPI who is alos a member of a sorority. At WPI Sally studies mechanical engineering. In addition to being in a Greek organization Sally participates in at least one other on campus event. After graduation Ashley will become one of WPI'salumni dononrs, likely giving 1-5 times in her lifetime.

Profile

Affiliation: Greek

Gender: Female

Major: Mechanical Engineering

Comments from Sally:

"Knowing where my money is going affects my likliness to give back"

"WPI's greatest strenths are the value of the degree and the IQP"

The male Greek demographic represents roughly 32% of our male alumni. It is also noteworthy that almost 50% of Greek donors are also varsity athletes.

Billy Greek

Bio:

Billy is a male student at WPI who is also a member of a fraternity. At WPI Billy studies mechanical engineering. In addition to belonging to a fraternity Billy participates in in on campus club/organization. After graduation Billy will become one of WPI's alumni donors, most likely giving three gifts every 10 years and anywhere from $1-$5,000 lifetime.

Profile:
Gender: Male

Affiliation: Greek

Major: Mechanical Engineering

Comments from Billy:

"WPI gives me great opportunties, companies are interested in hiring me"

"If I were to give back to a non-profit it needs to have an impact on me personally"

"I wish WPI didn't feel like a corporation"

The female NAG demographic represents roughly 55% of our female alumni.

Jillian Unafiliated

Bio:

Jillian is a female student at WPI who does not participate in Greek life or a varsity sport. Furthermore Jillian does not participate in ant club or an on campus activity. Jillian studies mechanical engineering at WPI. Beyond graduation Jillian is unlikely to become one of WPI's alumni donors.

Comments from Jillian:

"I am more likely to give back if I know exactly where the money is going"

"WPI's greatest strengths are the project work and the value of the degree"

Profile

Gender: Female

Affiliation: NAG (Non athlete or Greek)

Major: Mechanical Engineering

The male NAG demographic represents roughly 60% of our male alumni.

David Unafiliated

Bio:

David is a male student at WPI who is does not participate in Greek life or a varsity sport. Furthermore David does not participate in any club or an on campus activity. David studies mechanical engineering at WPI. After graduation David will not become one of WP's alumni donors.
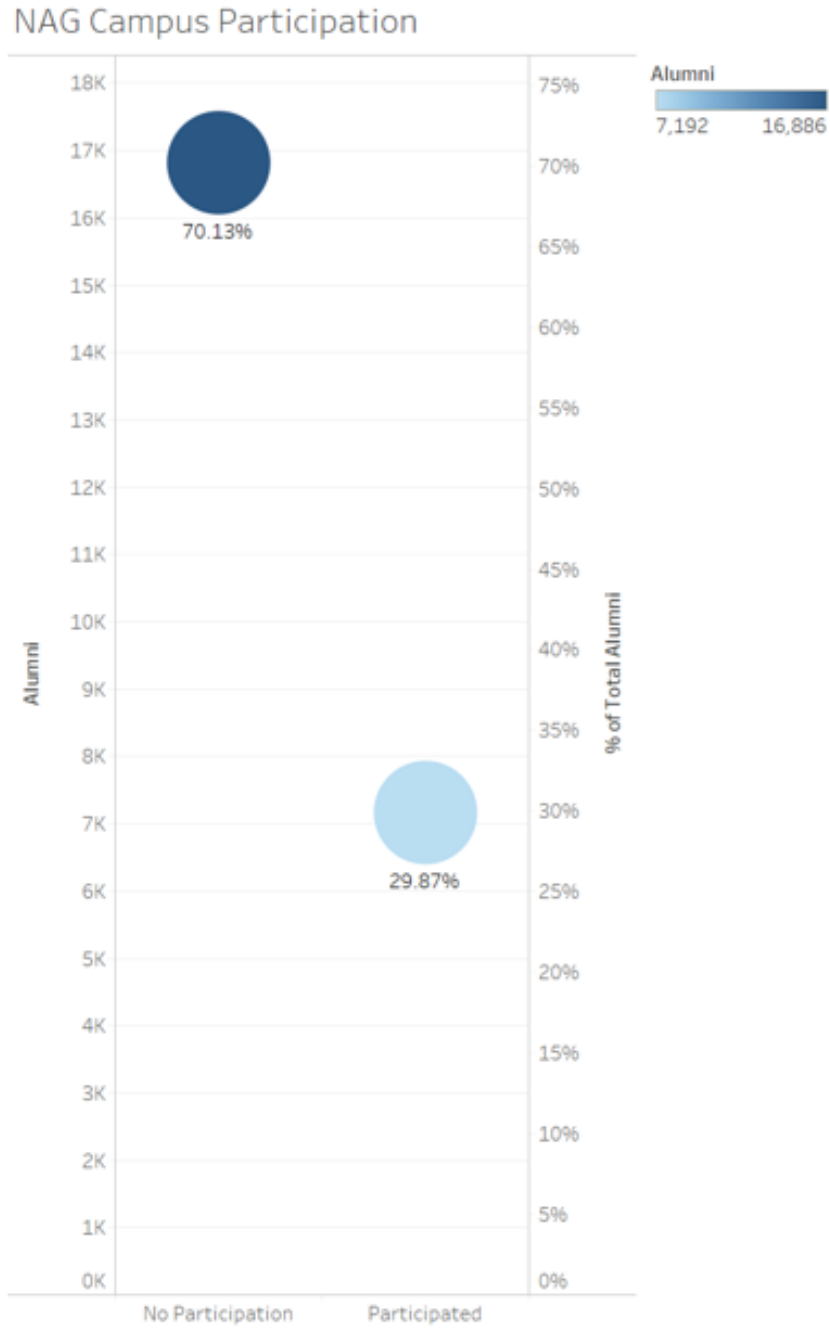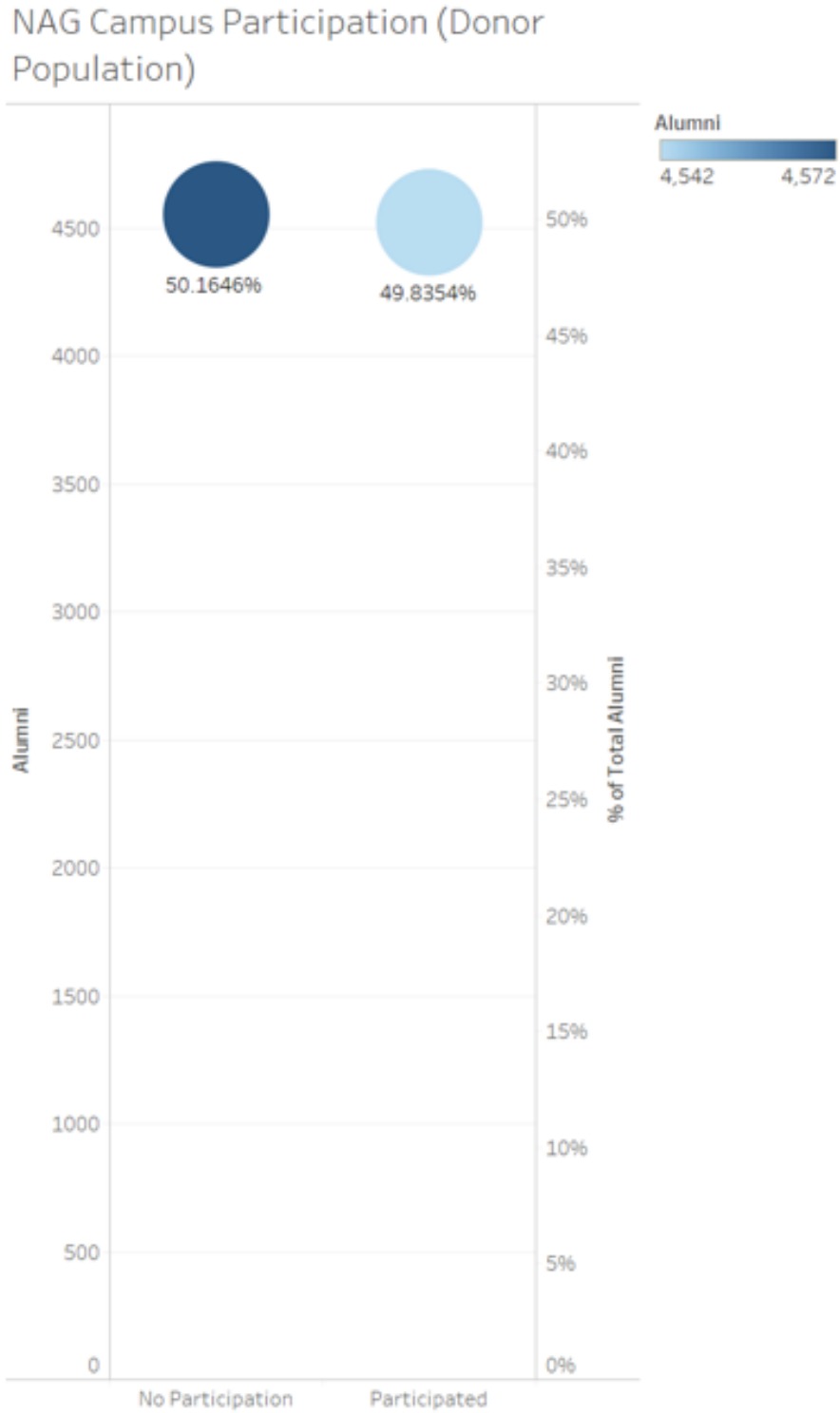
Comments from David:

"WPI lacks a sense of community, campus wide events and celebrations are not widely known about"

Profile:

Gender: Male

Affiliation: NAG (Non athlete or Greek)

Major: Mechanical Engineering

Appendix 7: NAG Campus Participation
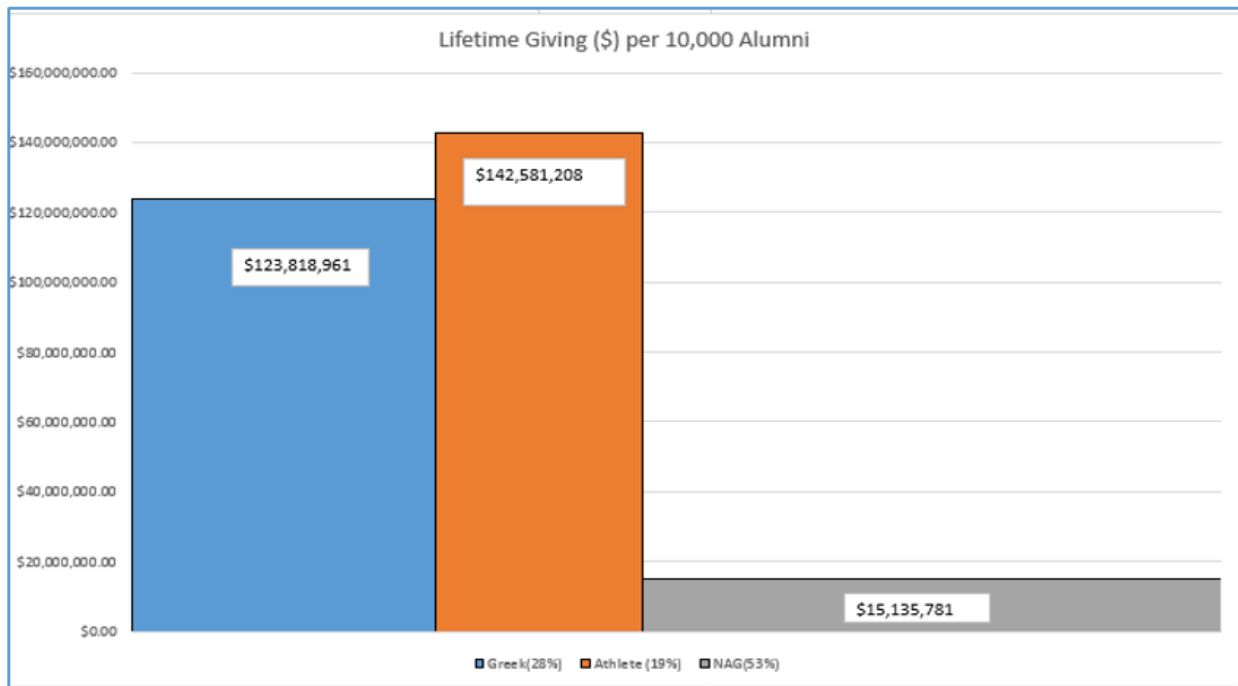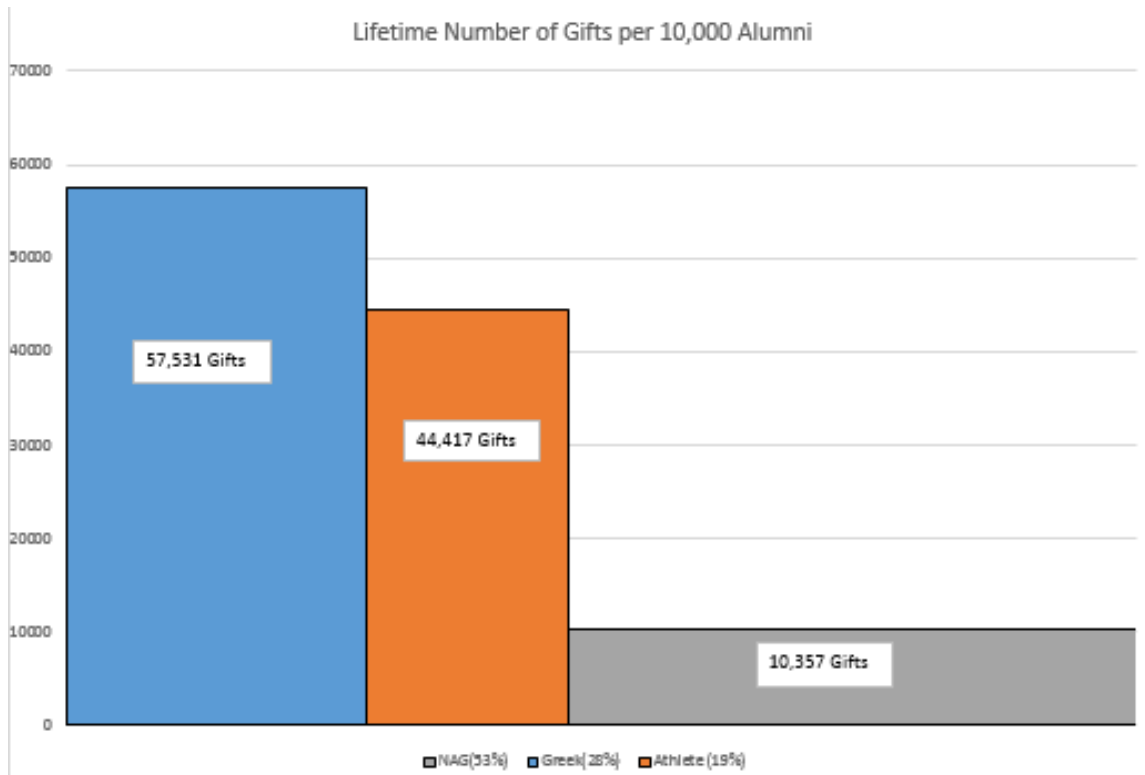

NAG Campus Participation

Appendix 8: NAG Campus Participation (Donor Population)

NAG Campus Participation (Donor Population)

Appendix 9: Projected Giving (10,000 Students)

Lifetime Number of Gifts per 10,000 Alumni

- 57,531 Gifts
- 44,417 Gifts
- 10,357 Gifts

NAG(53%) — Greek(28%) — Athlete (19%)

Lifetime Giving ($) per 10,000 Alumni

- $123,818,961
- $142,581,208
- $15,135,781

Greek(28%) — Athlete (19%) — NAG(53%)

Appendix 10: Examples of Banners