CASE

Engaging for Excellence:

Generating alumni support for higher education 2018

Findings from data collected in the International CASE Alumni Relations Survey (ICARS), International CASE Alumni Relations Survey for Business Schools (BICARS) and Asia-Pacific Alumni Relations Survey (APARS) for 2016-2017

Engagement | Affinity | Impact

AMAtlas
Advancement Metrics and Research for Education

ALUMINATI
NETWORK GROUP

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Foreword

CASE (the Council for Advancement and Support of Education) is proud to launch 'Engaging for Excellence', the 2018 CASE Alumni Relations report. CASE has accumulated a wealth of information on this subject area and is proud and excited about the launch of this landmark publication which, for the first time, brings together insights from institutions based in Europe and Asia-Pacific. CASE surveys have been instrumental in helping the sector understand the state of alumni relations across the globe. As we brought together data from across our regions it was clear that there were commonalities and differences in how institutions operated and engaged with their alumni.

The report is part of our wider, recently launched AMAtlas project. As a global organisation CASE seeks to support global advancement leaders to make the best data-driven decisions and create global benchmarking for their institutions. In time AMAtlas will create a resource to support our 3,700 members in 77 countries, providing access to data that is invaluable worldwide for strategic decision making.

I'm delighted that, in 2017, 140 institutions across 27 countries participated in CASE's Alumni Relations surveys in Europe and Asia-Pacific. This is the highest participation rate since its inception. This is an indication that alumni engagement is of increasing importance to higher education institutions. Alumni are critical partners for universities – opening doors and building powerful, connective, supportive communities.

CASE has worked with a global gathering of volunteer professionals working in alumni relations to produce this report, which grows out of previous alumni relations surveys CASE has been conducting since 2005. I would like to express my appreciation to the committee of volunteers who provided valuable feedback and advice in administering the surveys and reviewing this cross-regional report. My appreciation also goes out to our CASE colleagues in London, Mexico City, Singapore and Washington, D.C. who have worked together tirelessly with our volunteers to provide timely support to ensure that the survey produced tangible results on the status of advancement activity.

Finally, utmost thanks to our research partner Aluminati, without whose support this report and its interactive version would not have been possible. Aluminati's support enabled us to bring together resources to ensure findings reach out as widely as possible in an engaging and useful manner.

Tricia King
Vice President Global Engagement
Council for Advancement and Support of Education (CASE)

Partner's Perspective

As the founder and Managing Director of [Aluminati](#), I am delighted to support the production of this inaugural Alumni Relations report. This highly-accessible report is an impressive evolution in the communication of the important findings of CASE's alumni relations research initiatives. My respect and congratulations to all involved.

Certain key findings sit very well with my personal passion for leveraging online technologies to create meaningful connections between people and to build communities. An impressive 93% of institutions recognise the need to offer some kind of online community, with just under half offering a lifetime email; a service my [Aluminati](#) team has recently observed receiving a notable resurgence in interest.

We have long since recognised the importance of creating mentoring opportunities for alumni, and accordingly 77% of institutions have established mentoring programmes. I was somewhat surprised, however, at the high-levels of engagement of alumni to support student recruitment - an opportunity [Aluminati](#) has supported through its Ambassadors product for a number of years and which now appears to have become mainstream practice. Fantastic!

As one of CASE's most consistent supporters of alumni relations events, it is an honour for [Aluminati](#) to combine the support of this publication with our support of the inaugural [CASE Emerging Alumni & Supporter Relations Professional Award](#) - a celebration of the talent who safeguard the future of this absolutely crucial piece of Advancement. May this report allow that winner, and all like them, to join a community of talented and thoughtful alumni relations colleagues in effectively measuring the positive impact they have on our world.

Sincerely yours,
Daniel Watts
Managing Director
[Aluminati Network Group Ltd.](#)

If you are interested in finding out more about Aluminati's Alumni Relations technology please visit:
www.aluminati.net

Practitioner's Perspective

It's a great time to be working in the field of alumni engagement, in no small part because we are increasing our ability to see the impact of our work.

Over the past decade, CASE has brought together a number of international initiatives to better examine how we, as a sector, enable our alumni to support the strategic goals of our institutions. This includes not only the International CASE Alumni Relations Survey (ICARS), the International CASE Alumni Relations Survey for Business Schools (BICARS) and the Asia-Pacific Alumni Relations Survey (APARS), but also the work of the CASE Commission on Alumni Relations (including the Alumni Engagement Metrics Task Force) and the European Volunteer Metrics Pilot Project. All of these disparate groups have been striving in their own ways to answer the question: 'why does alumni engagement matter?'

This report is the first step to articulate an answer to that question for institutions across a range of countries, regions and institutional contexts. Our goal, ultimately, is to do that in a joined up way across the world.

Practitioners involved in the CASE surveys mentioned above, the various CASE volunteer groups and all 140 institutions who took part in this report, set out to answer a series of questions for themselves, and for all of us working in this sector. Fundamentally, we need to know:
· What are we giving to our alumni communities? How do we provide support that is helpful and meaningful?
· In turn, what are our alumni giving to our institutions? How is that support enabling our missions? Are we making the most of their support?

This report moves us along a path to answering those questions.

The institutions contributing to this report want to know that their work to engage alumni contributes to their institution's strategic goals (usually focused on recruitment, teaching and the student experience and research) as well as the success and fulfillment of their alumni (the success of alumni should be an institutional strategic goal as alumni embody the impact of our teaching).

In reading the report, it's important to keep in mind that by engaging alumni to support our institutional missions, what we actually do is support more students (and support those students better), and enable more research discoveries which can be applied to real-world problems. We need to remain focussed on activities which support those goals and which do that most effectively and efficiently. To do that, we need to measure and reflect on what we do.

Although this report provides benchmarking, it's not about how we measure up against other institutions but about understanding how what we do helps us achieve our strategic goals. By seeing what others do, we can learn the most effective and efficient ways to engage alumni to achieve this, and see whether these activities are actually making a difference.

For those of us working in alumni relations, we also need to understand how to justify and bid for resources to carry out this vital work; in short, we need to demonstrate why giving us more funding results in more outcomes for our institutions.

This report can help us:

1. understand and demonstrate the value of alumni relations programmes (ROI)
2. assist in evidence-based decision making and deploying resources more effectively
3. motivate engagement from staff, volunteers and internal stakeholders
4. leverage internal support, i.e. build the business case
5. benchmark over time and against peers
6. enable and support stewardship of non-financial alumni contributions
7. elevate the profession by demonstrating impact and effectiveness

Here's an example. We all spend a lot of time and energy organising events. How do we know if our events are successful? First we have to define 'success'. Is this measured by the number of attendees? No, that just shows how much we spent on catering and name badges. Is it measured by a survey? No, that shows whether people had a nice time. We should focus on 'did this event (or volunteer programme or other activity) help achieve any of the institution's strategic goals?' We can then set up activities which do that more effectively. I guarantee senior management will be much more interested in how effective our events and activities are in achieving a goal than in whether or not lots of people turned up and ate the catering. This report gives us some of the tools to help us do this.

To continue to understand these questions, and to make our programmes more effective, we need you to get involved. You can do this in a number of ways, from submitting your own institution's results to writing a blog for CASE about your thoughts on anything in the report.

If you do your own tracking, you may learn about what is effective for you. If you share with CASE, you'll share that insight with the sector, making all of us more effective. We look forward to hearing from you.

Alumni Relations Editorial Board 2018

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Executive Summary

This report compiles data from three CASE surveys on alumni relations:

i) International CASE Alumni Relations Survey (ICARS)

ii) International CASE Alumni Relations Survey for Business Schools (BICARS)

iii) Asia-Pacific Alumni Relations Survey (APARS)

In addition to findings from the above three surveys, the report also draws upon case studies and other secondary sources of information available in CASE's Advancement Resource Catalog to illustrate the importance of metrics in alumni relations. It also uses findings from CASE's European Volunteer Metrics Pilot Projects conducted between 2015-2017 to offer insight into how metrics can be helpful to the sector.

It also complements CASE's Alumni Relations Metrics Whitepaper which offers guidance and definitions for key terms used within the sector.

The report consists of the following sections:

1. Key Findings - This section provides an overview of the sector in Europe and Asia-Pacific

2. Alumni Engagement - This section reproduces guidance and definitions from CASE's Alumni Relations Metrics Whitepaper for the following terms:
- alumni
- alumni engagement (experiential, communication, volunteer and philanthropic)

3. Findings by Region - The section starts with information on alumni relations strategy and level of maturity. It then touches upon investment in alumni relations in terms of budget and staffing. The section then looks at the age of the three most common alumni relations programmes - events, volunteering and fundraising. Finally the report discusses these three programmes and alumni benefits and services under the following sub-sections:
- experiential engagement
- communications engagement
- volunteer engagement
- philanthropic engagement

4. Alumni Engagement Models and Impact - This section highlights a few examples of engagement models to assist in measurement and reporting of alumni engagement impact.

5. Appendices - In this section additional tables are presented with data for participating institutions by level of maturity, alumni relations strategy and per 10,000 contactable constituents.

6. Participating Institutions - The report ends with a list of participating institutions by region.

1. Key Findings

The infographics below illustrate the state of the sector across Europe and Asia-Pacific using total (i.e. sum) and average (i.e. mean) figures. Mean figures for computed variables involve calculations on a like-for-like basis. For example mean staff per 10,000 contactable constituents is based on two variables from the survey, alumni relations staff and contactable constituents. This is calculated by first computing staff per 10,000 contactable constituents for each institution and then calculating the mean across all the institutions, instead of computing it by using the sum figures for staff and dividing it by the sum figure for contactable constituents. The latter has an inherent bias as not all institutions answered all questions in the survey and not all questions exist in all three surveys that form the dataset for analysis.

SUM	MEAN
14,371,711 Living and contactable constituents served	**104,142** Living and contactable constituents served
734 Full-time equivalent staff working in alumni relations	**5.4** Full-time equivalent staff working in alumni relations
£22,151,358 GBP / $37,360,561 AUD Alumni relations non-staff budget	**£180,092 GBP / $303,744 AUD** Alumni relations non-staff budget
8,482 Events organised	**63** Events organised
205,555 Alumni attendees	**1,727** Alumni attendees
147,547 Alumni donors	**1,240** Alumni donors
27,502 Alumni volunteers	**367** Alumni volunteers

Alumni relations functions often measure metrics per 10,000 contactable constituents to reflect the relative size of an institution's contact base. Average (i.e. mean) figures per 10,000 contactable constituents were:

10,000

-7-

Living and contactable constituents -assumed base figure

1.2

Full-time equivalent staff working in alumni relations

342

Alumni attendees

£34,488 GBP / $58,037 AUD

Alumni relations non-staff budget

126

Alumni donors

70

Alumni volunteers

12

Events organised
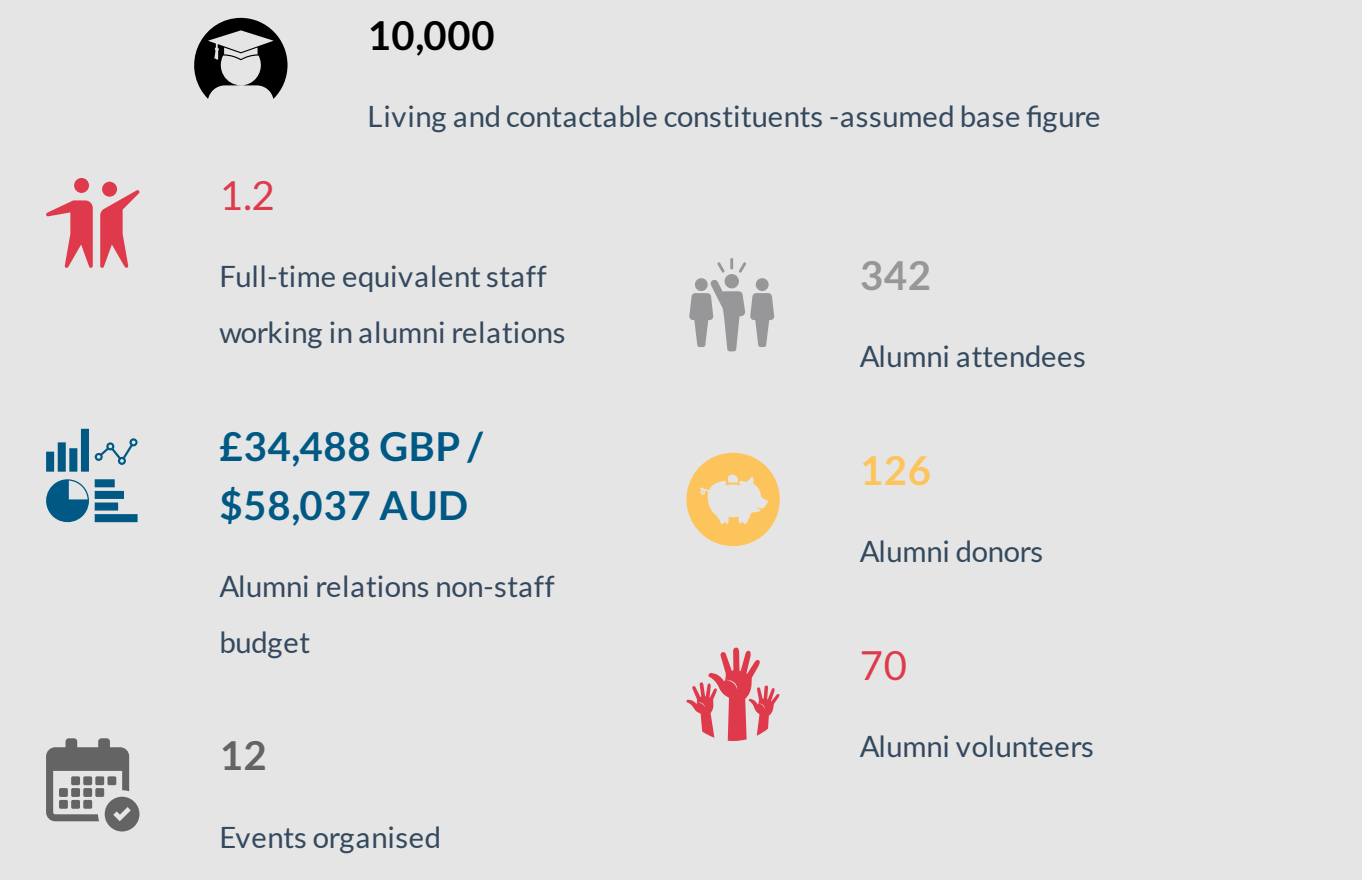
Alumni conversion rates for event attendance, philanthropic giving and volunteering were:

MEAN %

3.4%

% of contactable alumni attending events

1.3%

% of contactable alumni donating

0.7%

% of contactable alumni volunteering
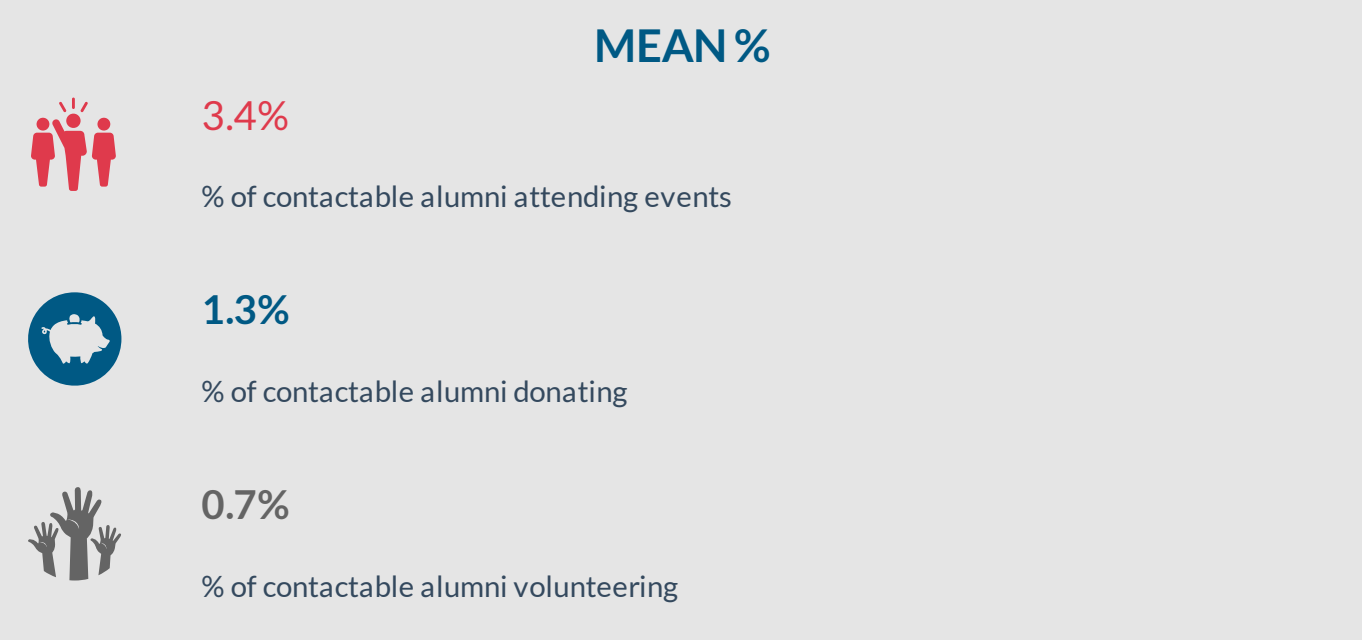
2. Alumni Engagement

The CASE Commission on Alumni Relations created a global Alumni Engagement Metrics Task Force in October 2016. The task force was assigned with developing a sector-wide framework to measure alumni engagement. In August 2018, the task force published [a white paper](), proposing definitions for key terms that form the basis of developing a common language across alumni relations professionals. These definitions are not directive in nature but facilitative, and should be interpreted as guidance for the sector. Institutions may apply the definitions as they deem appropriate to measure engagement.

2.1 ALUMNI

Graduates of the institution and others with a prior academic relationship, including non-graduates, certificate and credential holders, distance learners, lifelong learners, residents, post-docs, honorary degree recipients and honorary alumni.

2.2 ALUMNI ENGAGEMENT

Activities that are valued by alumni, build enduring and mutually beneficial relationships, inspire loyalty and financial support, strengthen the institution's reputation and involve alumni in meaningful activities to advance the institution's mission.

2.2.1 Experiential engagement

Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation.

2.2.2 Communication engagement

Interactive, meaningful and informative communication with alumni that supports the institution's mission, strategic goals and reputation.

2.2.3 Volunteer engagement

Formally defined and rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goals.

2.2.4 Philanthropic engagement

Diverse opportunities for alumni to make philanthropic investments that are meaningful to the donor and support the institution's mission and strategic goals.

3. Findings by Region

To ensure the findings were relevant to participating institutions regionally, the report illustrates trends across seven key regions.

More than half of the total number of participating institutions were from the 'UK and Ireland' and overall sector trends are thus influenced by data provided by institutions in this region. Institutions from 'Australia and New Zealand' comprised of 20% of the total number of participating institutions while the other regions collectively accounted for 25% of the total number of participating institutions. More information on which institutions were included in each of the regions is available in the Appendices.

Region	Percentage
Alpine & Iberian (5)	4%
Lowlands (7)	5%
Nordic (8)	6%
UK & Ireland (75)	53%
Rest of Europe (6)	4%
Australia & New Zealand (28)	20%
Central & Southeast Asia (6)	4%
Singapore & Malaysia (5)	4%
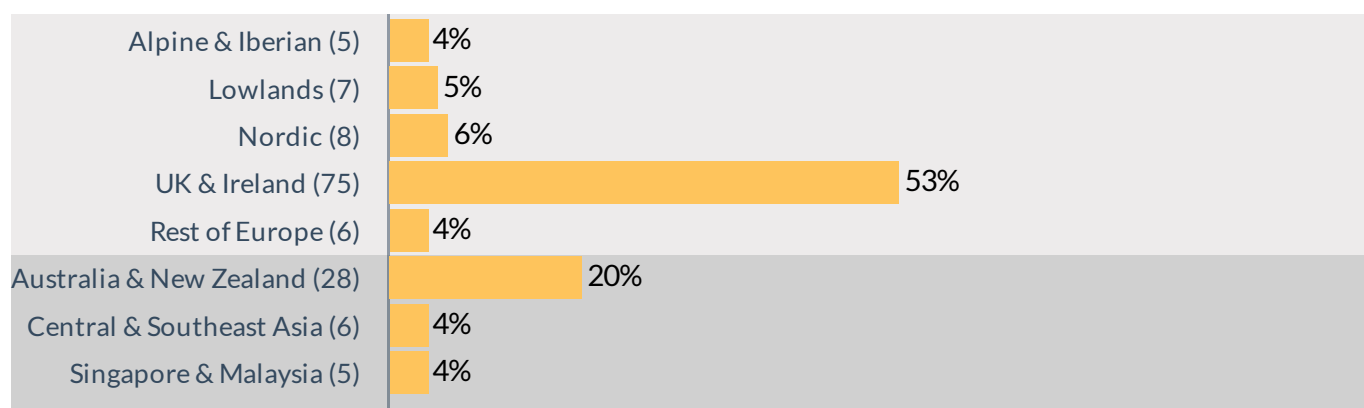
3.1 Level of maturity

Interestingly, when participating institutions were analysed by region and level of maturity, it was noticed that:

- Institutions in the 'UK and Ireland', 'Alpine and Iberian' and 'Lowlands' had a high proportion of institutions who were in the mature stage , and a relatively small group of institutions in the start-up stage.
- Institutions in 'Australia and New Zealand' and 'Nordic' had a high proportion of institutions in the intermediate stage, and a relatively small group of institutions in the mature and start-up stage.
- Institutions in 'Central and Southeast Asia' and 'Singapore and Malaysia' had a high proportion of institutions in the start-up and intermediate stage with a relatively small group of institutions in the mature stage.

Region	Startup	Intermediate	Mature
Alpine & Iberian (5)		40%	60%
Lowlands (7)		43%	57%
Nordic (8)		75%	25%
UK & Ireland (75)	16%	48%	36%
Rest of Europe (6)	17%	50%	33%
Australia & New Zealand (28)	7%	68%	25%
Central & Southeast Asia (6)	33%	50%	17%
Singapore & Malaysia (5)	40%	40%	20%
All - Europe (101)	12%	50%	38%
All - Asia-Pacific (39)	15%	62%	23%
All Participating Institutions (140)	13%	53%	34%
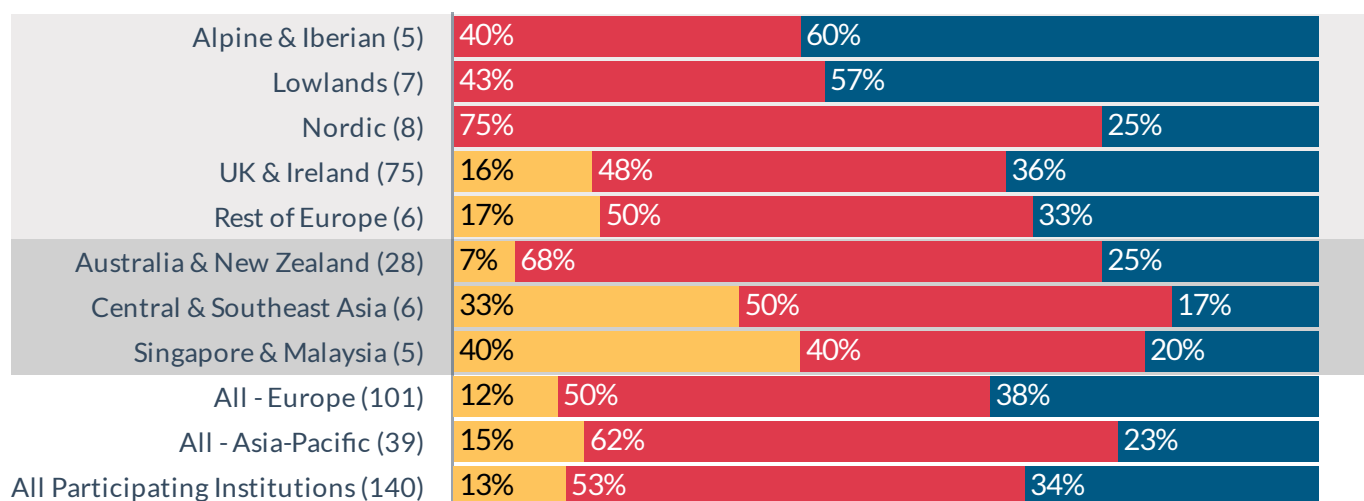
● Startup (19)   ● Intermediate (74)   ● Mature (47)

3.2 Alumni relations strategy

Data from the survey provides support to the longstanding belief that a robust alumni relations strategy can be transformational in terms of scaling up or starting an alumni relations programme.

Across the regions:
- Institutions in 'Australia & New Zealand' (78%) and 'Singapore & Malaysia' (100%) have a high percentage of institutions that have implemented an alumni relations strategy.
- In Europe, less than half the participating institutions in 'UK & Ireland' (40%) and 'Lowlands' (43%) have alumni relations strategies in place.
- Across the board, institutions are planning to create an alumni relations strategy soon, leaving a very small proportion of institutions with no signs of an alumni relations strategy in sight.

Region	Yes, adopted	Yes, to be adopted in the next 12 months	Yes, in progress	No alumni strategy
Alpine & Iberian (5)	20%		60%	20%
Lowlands (7)	43%	14%	43%	
Nordic (8)	13%	25%	62%	
UK & Ireland (75)	40%	12%	41%	7%
Rest of Europe (6)	17%	33%	50%	
Australia & New Zealand (28)	79%	7%	11%	
Central & Southeast Asia (6)	17%		83%	
Singapore & Malaysia (5)	100%			
All - Europe (101)	36%	14%	44%	6%
All - Asia-Pacific (39)	72%	20%		
All Participating Institutions (140)	46%	11%	38%	

Legend:
- **Yes, adopted**
- **Yes, to be adopted in the next 12 months**
- **Yes, in progress**
- **No alumni strategy**

3.3 Investment in alumni relations

Return on investment for alumni relations is a metric that often alumni professionals aim to capture. Perhaps, one way to calculate this could be to compare staff and non-staff alumni relations costs with engagement metrics and impact assessments of the alumni office. This could also be done for a specific programme or activity. In some instances, institutional investment in alumni relations directly correlates with the size and scale of its operations. Ideally, investment is sufficient to enable the institution to achieve its alumni relations goals and objectives. Institutions would hope to utilise their resources in the best possible way to achieve optimum efficiency, economy and effectiveness in alumni relations. Looking at relative investment measures per contactable alumni or per staff member employed can also assist with better understanding of investment and returns. The optimum balance between staff and non-staff (programmatic costs) is another factor to consider. This 'return on investment' or 'success measure' can be based on purely non-financial variables too and does not have to be interlinked with costs or philanthropic income.

mean non-staff alumni relations budget

Region	GBP	AUD
Alpine & Iberian	27,267	45,808
Lowlands	283,729	476,665
Nordic	67,155	112,821
UK & Ireland	138,418	232,541
Rest of Europe	161,125	270,690
Australia & New Zealand	255,930	433,780
Central & Southeast Asia	57,816	97,993
Singapore & Malaysia	602,538	1,021,250
All - Europe	141,884	238,365
All - Asia-Pacific	272,430	461,745
All Participating Institutions	180,092	303,744

mean non-staff budget (GBP /AUD)

● GBP   ● AUD

8.2

6.1

3.2

4.4

3.4

● Alpine & Iberian ● Lowlands ● Nordic ● UK & Ireland

● Rest of Europe

7.1

4.8

12

● Australia & New Zealand ● Central & Southeast Asia

● Singapore & Malaysia

4.6

7.4

5.4

● All - Europe ● All - Asia-Pacific

● All Participating Institutions

3.4 Age of programme offered

As noticed in alumni participation rate metrics, three of the most common elements in an institution's alumni programme are events, volunteering and fundraising asks.

The average age of each of these programmes indicates the order in which these programmes were established.

Regions with significant differences between the mean age of the three programmes are:
- Central and Southeast Asia, where institutions have offered events for 25 years (since 1993), volunteering opportunities for 16 years (since 2002) and alumni giving programmes for a decade (since 2008).

- Lowlands, where institutions have offered events and volunteering opportunities for 25 years (since 1993) or more but offered alumni giving programmes for nine years (since 2009).

- Nordic, where institutions have offered events and volunteering opportunities for 24 years (since 1994) but offered alumni giving programmes for seven years (since 2011).
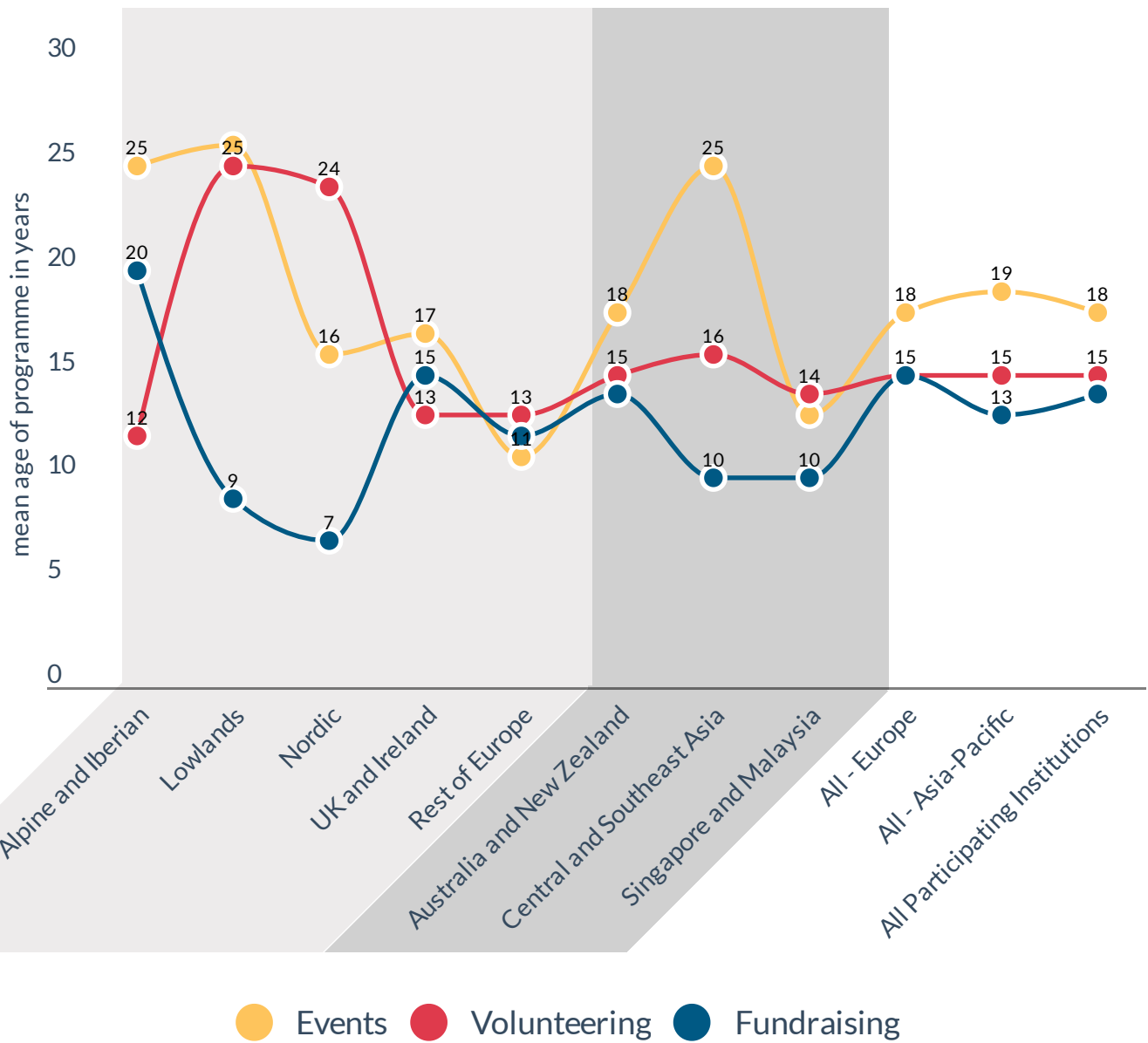
3.5 Experiential Engagement

The CASE's Alumni Relations Metrics Whitepaper defines experiential engagement as "meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation".

The following sub-sections illustrate the different ways in which institutions are using experiential engagement as a medium to enhance their relationship with their alumni.

3.5.1 ALUMNI MEMBERSHIP MODEL

Membership criteria for alumni associations vary widely across regions. Institutions may have standalone alumni associations as separate entities affiliated to the institution or they may operate a programme out of their alumni relations office (or offices based on separate departmental alumni teams looking after a group of alumni bound by a common strand e.g. graduating department or school of study).

The route to joining an institution's alumni community is varied – opt-in or opt-out, paid or free membership. This decision is affected by institutional approach to engaging alumni, size and composition of key target audience, cost of delivering the alumni membership benefits, funding for the alumni programme (either from institutional budget, membership dues or a hybrid model) and finally the effect of the membership model chosen on the level of alumni affinity and loyalty (and their propensity to give, not just financially but also non-financially).

Region	Opt-in, non-paid	Opt-out, non-paid (automatic inclusion)	Paid membership
Alpine & Iberian			100%
Lowlands		57%	43%
Nordic	50%	37%	13%
UK & Ireland	7%	90	
Rest of Europe	17%	50%	33%
Australia & New Zealand		100%	
Central & Southeast Asia		83%	17%
Singapore & Malaysia		40%	60%
All - Europe	10%	77%	13%
All - Asia-Pacific		90%	10%
All Participating Institutions	7%	81%	12%

Legend: ● Opt-in, non-paid   ● Opt-out, non-paid (automatic inclusion)   ● Paid membership

3.5.2 ALUMNI BENEFITS

Alumni relations is not only about generating alumni support for the institution but, equally importantly, about providing value to alumni over their lifetime. As part of this approach, institutions should consider the impact of their benefits on resources and alumni affinity and should offer benefits that are:

RELEVANT

serve the needs of the the alumni segments

UNIQUE

benefits not available to the alumni community outside of institutional networks

EXCLUSIVE

available only to the alumni community

COLLECTIVE

helps bring together alumni in a network or community

VALUED

makes alumni feel good about themselves and their connection with the institution

VISIONARY

contributes to achieving institutional goals

Alumni benefits serve important uses when used strategically to:

- create a sense of belonging or offer credibility to recent graduates (lifetime institutional email, merchandise and membership cards)

- support lifelong learning (library access and online resources)

- contribute to business and career development (find-a-friend service and alumni business promotions)

- leverage institutional connection (sports and institutional discounts)

BENEFITS THAT CREATE A SENSE OF BELONGING OR OFFER CREDIBILITY
% of participating institutions offering the benefit

Region	Lifetime email	Merchandise	Membership cards
Alpine & Iberian	100%	60%	20%
Lowlands	29%	86%	43%
Nordic	25%	100%	13%
UK & Ireland	39%	77%	32%
Rest of Europe	83%	100%	83%
Australia & New Zealand	50%	68%	18%
Central & Southeast Asia	33%	83%	83%
Singapore & Malaysia	60%	60%	100%
All - Europe	43%	80%	34%
All - Asia-Pacific	49%	69%	38%
All Participating Institutions	44%	77%	35%

Lifetime email   Merchandise   Membership cards
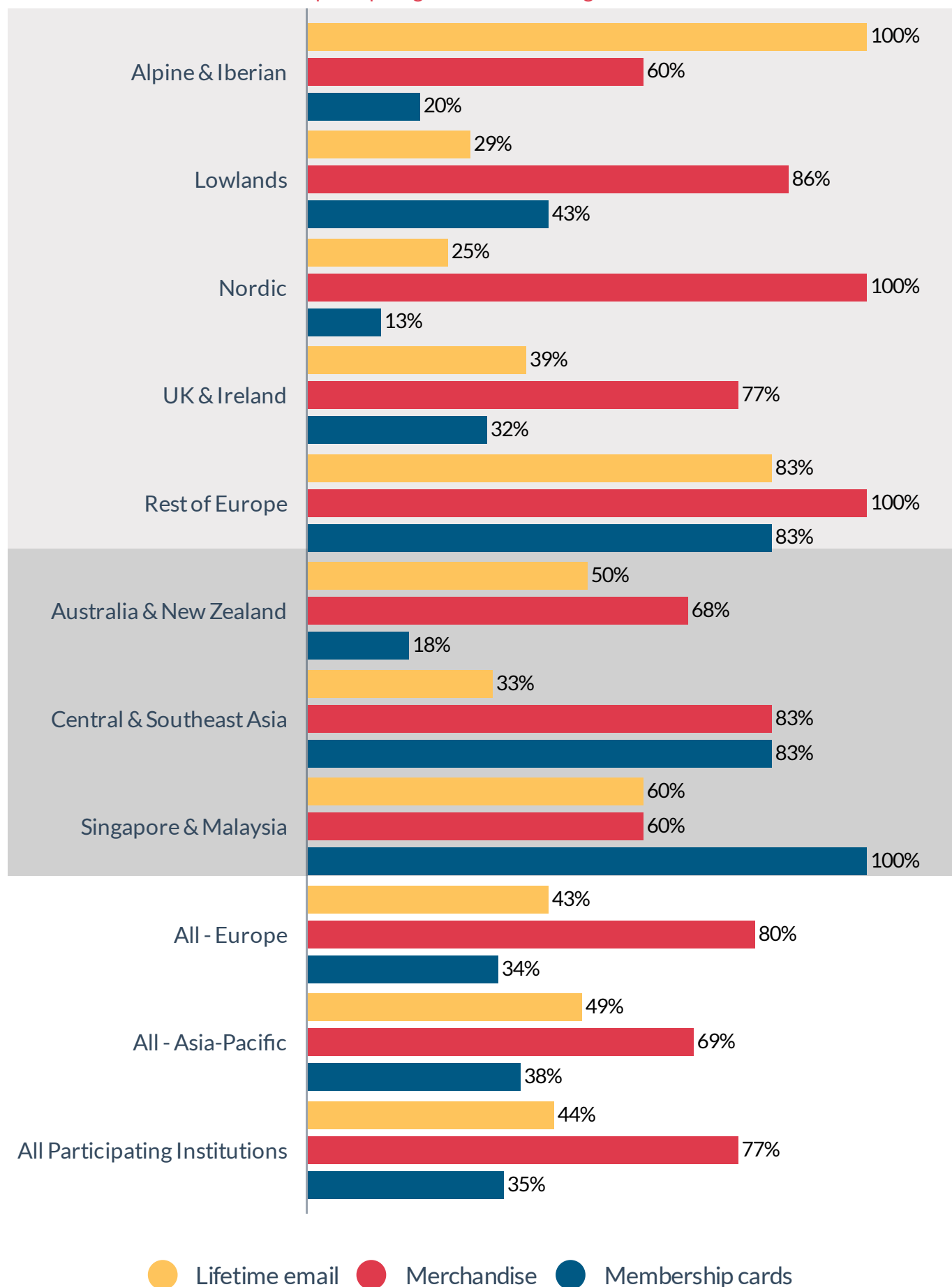
BENEFITS THAT SUPPORT LIFELONG LEARNING
% of participating institutions offering the benefit

Region	Library	Online resources
Alpine & Iberian	60%	40%
Lowlands	100%	86%
Nordic	75%	63%
UK & Ireland	96%	60%
Rest of Europe	100%	83%
Australia & New Zealand	100%	89%
Central & Southeast Asia	83%	83%
Singapore & Malaysia	80%	40%
All - Europe	93%	62%
All - Asia-Pacific	95%	82%
All Participating Institutions	94%	68%

Library   Online resources
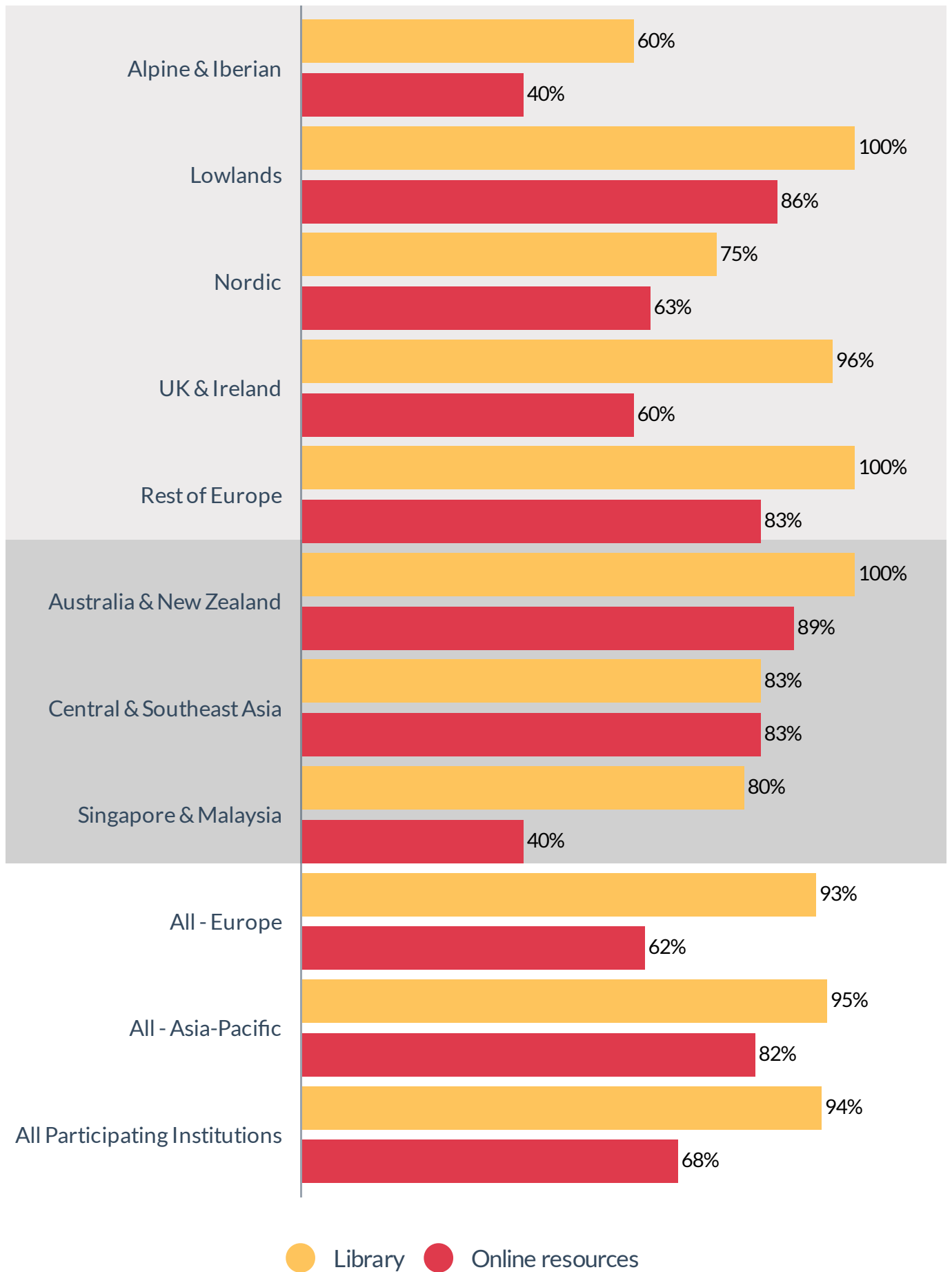
Case Study - Free Library Membership[1]

Wisconsin Alumni Association (WAA) collaborated with the University of Wisconsin (UW)-Madison Libraries to offer free access to research databases and other library services previously restricted to students and faculty on campus via their partner (ProQuest Research Library and ProQuest ABI/INFORM).

WAA members worldwide now have online access to more than 2,000 general-interest and academic journals, and materials from thousands of management and business journals. The benefit also allows alumni to email research queries to UW-Madison reference librarians, who will do free research-related legwork such as finding, copying and mailing articles.

For years alumni at UW had been requesting access to the same library privileges they enjoyed while they were students. In 2003, the alumni association and library officials began researching what it would cost and how much work would be involved in providing such a benefit to WAA members. The departments ultimately agreed to split the additional contract fees the university pays to license providers, noting that absorbing the extra expense is just part of the cost of doing business in a competitive marketplace.

In order to draw and retain alumni association members, we need to offer unique, branded benefits that they truly can't get anywhere else. More than 125 alumni joined WAA within three weeks of the announcement and the libraries benefits page received roughly 3,500 hits in its first week of operation. The page now averages 400 hits per month and gets four to six times more traffic than any other alumni benefit page.

Janet DesChenes, Senior Director of Membership & Marketing , Wisconsin Alumni Association

Case Study - Email for life[2]

The University of Cambridge launched its own Cantab.net email forwarding service in 1999. From day one, this service proved extremely popular and attracted more than 30,000 alumni over the next nine years. In 2008 they appointed a partner organisation (Aluminati) to upgrade their service by extending the email facility to a fully featured email account and facilitating the membership to increase further. Within 12 months, the new and improved service had more than 45,000 alumni and was receiving in excess of 10,000 visits per day. Between 60% and 70% of leavers join the service every year, making it one of our most successful. The feedback from our current 44,000 cantab.net alumni users has been uniformly positive. The membership of the service has grown by just under 25% in the past year, and cantab.net now deals with almost 10,000 alumni visits per day.

Morven Knowles, Alumni Relations Manager, Communications and Benefits, University of Cambridge

[1] Adapted from "AdvanceWork: Membership has its privileges" by Mary Ellen Collins published in the May/June 2005 issue of Currents Magazine

[2] Adapted from "University of Cambridge - Aluminati Network Group"

BENEFITS THAT CONTRIBUTE TO BUSINESS AND CAREER DEVELOPMENT
% of participating institutions offering the benefit

Alpine & Iberian
- Find-a-friend service: 40%
- Alumni business promotions: 60%
- Career support: 100%

Lowlands
- Find-a-friend service: 43%
- Alumni business promotions: 29%
- Career support: 57%

Nordic
- Find-a-friend service: 50%
- Alumni business promotions: 0%
- Career support: 63%

UK & Ireland
- Find-a-friend service: 79%
- Alumni business promotions: 51%
- Career support: 91%

Rest of Europe
- Find-a-friend service: 40%
- Alumni business promotions: 50%
- Career support: 100%

Australia & New Zealand
- Find-a-friend service: 32%
- Alumni business promotions: 29%
- Career support: 75%

Central & Southeast Asia
- Find-a-friend service: 67%
- Alumni business promotions: 33%
- Career support: 83%

Singapore & Malaysia
- Find-a-friend service: 80%
- Alumni business promotions: 80%
- Career support: 40%

All - Europe
- Find-a-friend service: 71%
- Alumni business promotions: 46%
- Career support: 87%

All - Asia-Pacific
- Find-a-friend service: 44%
- Alumni business promotions: 36%
- Career support: 72%

All Participating Institutions
- Find-a-friend service: 63%
- Alumni business promotions: 43%
- Career support: 83%

Legend:
- Find-a-friend service
- Alumni business promotions
- Career support

BENEFITS THAT LEVERAGE INSTITUTIONAL CONNECTION
% of participating institutions offering the benefit

Alpine & Iberian
- Sports centre discounts: 80%
- Institutional discounts: 60%

Lowlands
- Sports centre discounts: 43%
- Institutional discounts: 14%

Nordic
- Sports centre discounts: 13%
- Institutional discounts: 13%

UK & Ireland
- Sports centre discounts: 88%
- Institutional discounts: 57%

Rest of Europe
- Sports centre discounts: 67%
- Institutional discounts: 50%

Australia & New Zealand
- Sports centre discounts: 68%
- Institutional discounts: 36%

Central & Southeast Asia
- Sports centre discounts: 83%
- Institutional discounts: 67%

Singapore & Malaysia
- Sports centre discounts: 40%
- Institutional discounts: 60%

All - Europe
- Sports centre discounts: 77%
- Institutional discounts: 51%

All - Asia-Pacific
- Sports centre discounts: 67%
- Institutional discounts: 44%

All Participating Institutions
- Sports centre discounts: 74%
- Institutional discounts: 49%

Legend:
- Sports centre discounts
- Institutional discounts

3.5.3 ALUMNI EVENTS[3]

Alumni events form an important part of experiential engagement. Faculty members of the CASE Summer Institute in Alumni Relations 2010, Matthew Borowick, associate vice president for alumni, government and community relations at Seton Hall University, and Donna Thornton, vice president for alumni relations at Rutgers, the State University of New Jersey explain the benefits of different types of alumni events:

- Small, niche events such as affinity group activities, lectures and career-focused events provide alumni with a more targeted experience and personalized attention. Look for off-campus locations, focus topics on current events and embrace the opportunity to work one-on-one with volunteers and registrants.
- Larger, campus-wide events, such as reunions, allow the alumni office to connect with a number of groups during a single time-frame. Plan multiple, diverse events with activities for all age groups and families, plan early and leave ample time for guests to get from one event to the next.
- Awards and recognition events honouring service, volunteers and outstanding graduates raise the profile of alumni and the alumni organisation within the institution and can serve as opportunities to cultivate or close gifts with donors. Focus on engaging not only awardees, but also institutional leadership, trustees and the alumni board.
- Regional events provide opportunities to showcase the institution to alumni and friends who are unable to return to campus as well as to build an ongoing institutional presence in the area. Make sure regional volunteers helping plan the event have all of the information they need to coordinate it successfully and consider timing the event when faculty and administrators are traveling in the area.

*in home country of institution

	On-campus*	Off-campus*	International
Alpine & Iberian	9	40	11
Lowlands	28	17	19
Nordic	27	6	12
UK & Ireland	25	11	31
Rest of Europe	20	23	19
Australia & New Zealand	61	7	16
Central & Southeast Asia	10	10	18
Singapore & Malaysia	32	10	8
All - Europe	25	13	28
All - Asia-Pacific	49	8	16
All Participating Institutions	32	11	24

mean number of events organised

● On-campus* ● Off-campus* ● International

% of events organised by location

Location	On-campus*	Off-campus*	International
Alpine & Iberian	29%	38%	33%
Lowlands	49%	19%	32%
Nordic	77%		18%
UK & Ireland	48%	18%	33%
Rest of Europe	39%	36%	25%
Australia & New Zealand	61%	9%	30%
Central & Southeast Asia	60%	14%	26%
Singapore & Malaysia	61%	26%	13%
All - Europe	50%	19%	31%
All - Asia-Pacific	61%	12%	27%
All Participating Institutions	53%	17%	30%

0   10   20   30   40   50   60   70   80   90   100

% of events organised
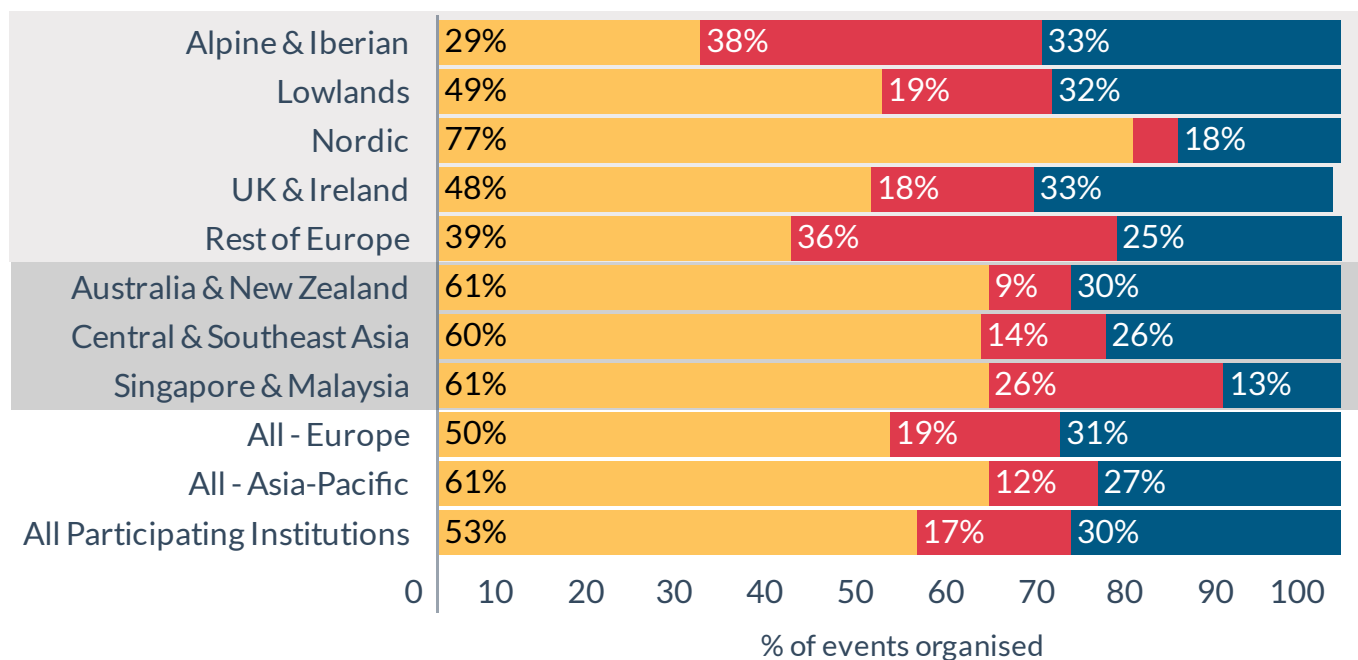
*in home country of institution

● On-campus*   ● Off-campus*   ● International

% of participating institutions offering events

Location	Yes, mostly managed by alumni relations	Yes, mostly managed by another department	Not offered
Alpine & Iberian	100%		
Lowlands	72%	14%	14%
Nordic	75%	25%	
UK & Ireland	88%	12%	
Rest of Europe	100%		
Australia & New Zealand	96%		
Central & Southeast Asia	83%	17%	
Singapore & Malaysia	100%		
All - Europe	87%	12%	
All - Asia-Pacific	95%		
All Participating Institutions	89%	10%	

● Yes, mostly managed by alumni relations

● Yes, mostly managed by another department   ● Not offered

3.5.4 ALUMNI EVENTS ATTENDEES

The survey also collected aggregate information on number of alumni event attendees over a 12-month cycle. Alumni attendees, with alumni volunteers and alumni donors, are three key data points that have been used widely as an engagement criteria to assess the overall success of an alumni programme. The sector is now looking at metrics beyond these three criteria too.

mean number of alumni attendees

Region	Mean
Alpine & Iberian	575
Lowlands	2,132
Nordic	1,728
UK & Ireland	1,236
Rest of Europe	2,458
Australia & New Zealand	2,734
Central & Southeast Asia	1,952
Singapore & Malaysia	2,090
All - Europe	1,387
All - Asia-Pacific	2,545
All Participating Institutions	1,727

% of contactable alumni attending events

Region	%
Alpine & Iberian	8.7%
Lowlands	4%
Nordic	4.6%
UK & Ireland	1.3%
Rest of Europe	21.2%
Australia & New Zealand	1.9%
Central & Southeast Asia	15.7%
Singapore & Malaysia	2.7%
All - Europe	3%
All - Asia-Pacific	4.4%
All Participating Institutions	3.4%
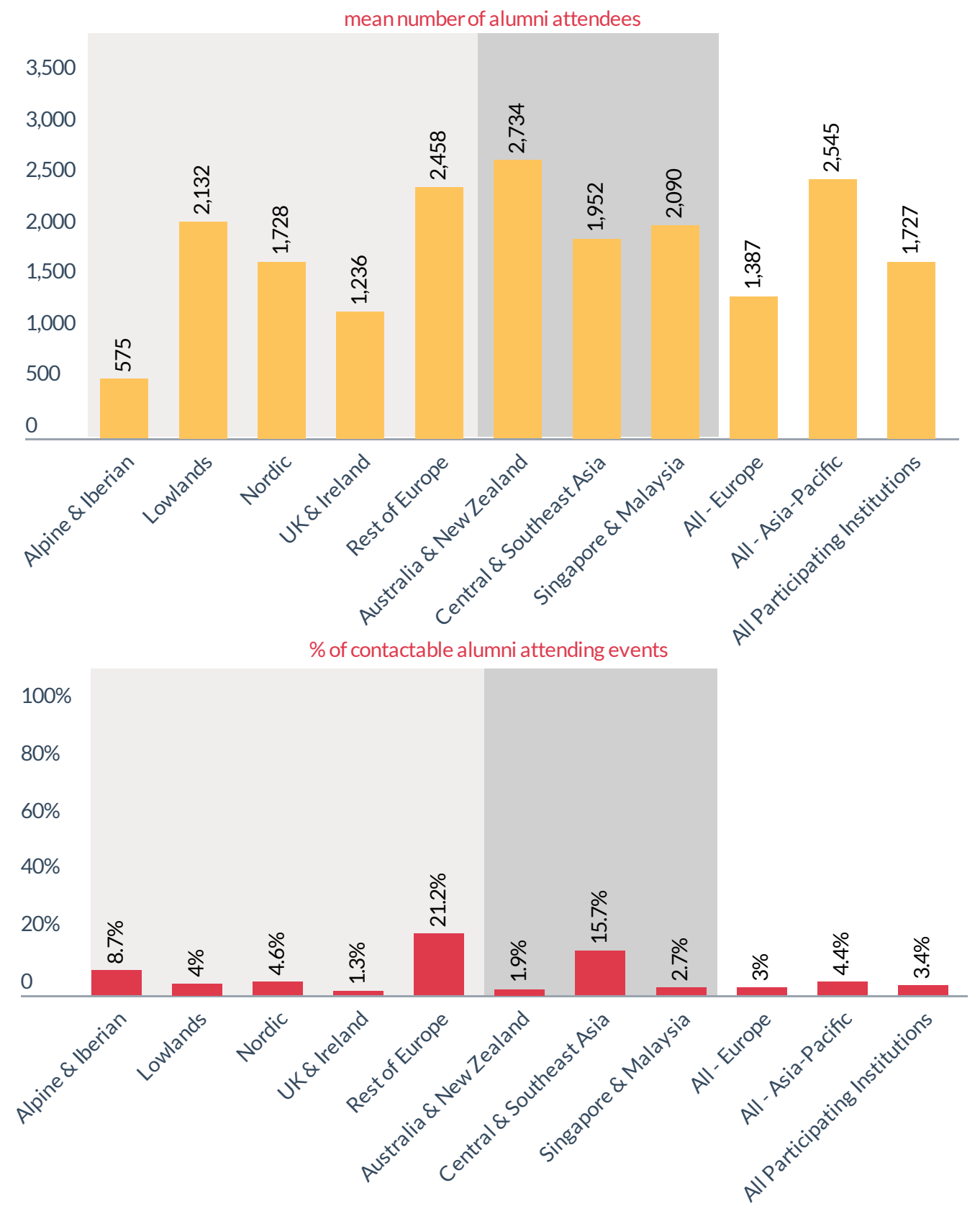
Case Study - Alumni events[4]

The University of Westminster's "What It Takes" events series won a CASE Circle of Excellence Gold Award in the Innovative Alumni Programmes category for 2018.

The key reasons for its success were:

- It engaged both alumni and students, the series was as much about giving alumni speakers support in their careers, as it was for their students.

- It covered topics not traditionally taught in the classroom.

- The series tied in with national celebrations to raise awareness of subjects that mattered to their student and alumni community, ensuring that there are talks relevant to every single demographic of the student community.

- It involved a cross-departmental approach to organising the events. The Marketing Team were roped in to design a strong brand identity for the series, the Students' Union helped promote the series across the student base, the University's Public Relations Team and Internal Communications Team created news articles and blogs, before, during and after events, to raise awareness and participation and the Course Representatives and Careers Department worked with the Alumni Relations team to design the talks, ensuring that they covered topics which students would find appealing and useful for their personal and professional development.

Impact

Over 204 alumni and 556 students attended the 14 talks in the series. The series attracted an even mix of representation across the University's five faculties, thus achieving their objective to unify the student experience and encourage cross-curricular learning and networking. International students made up 40% of the total number of attendees. The series had an intangible impact on the speakers themselves as they gained confidence as well as future speaking opportunities

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4Adapted from the University of Westminster's award entry for CASE Circle of Excellence Awards 2018

3.6 Communication Engagement

The CASE's Alumni Relations Metrics Whitepaper defines communication engagement as "interactive, meaningful and informative communication with alumni that supports the institution's mission, strategic goals and reputation".

The following sub-sections illustrate the different ways in which institutions are using communication engagement as a medium to enhance their relationship with their alumni.

% of participating institutions offering alumni website and social media

Region	Yes, mostly managed by alumni relations	Yes, mostly managed by another department	Not offered
Alpine & Iberian	100%		
Lowlands	100%		
Nordic	100%		
UK & Ireland	91%		5%
Rest of Europe	100%		
Australia & New Zealand	82%	18%	
Central & Southeast Asia	100%		
Singapore & Malaysia	100%		
All - Europe	93%		
All - Asia-Pacific	87%	13%	
All Participating Institutions	91%	6%	

● Yes, mostly managed by alumni relations

● Yes, mostly managed by another department   ● Not offered

Case Study - Social media[5]

The University of East Anglia (UEA) won a CASE Circle of Excellence Silver Award in the Best Use of Social Media category for 2018.

Background and challenge

Over its 55 year history (UEA) and its Student Union has hosted concerts involving pretty much every major band and musician you can think of. UEA gigs have always been open to the public and the concerts form an important part of the wider cultural contribution the university makes to the city of Norwich and wider region. The venue has also provided a wonderful addition to student life.

2016 was a year full of punk band 40th Anniversaries. But there was one anniversary marking the cancellation of a whole tour - by The Sex Pistols. The band were due to play at UEA on 3rd December 1976 on the first date of their Anarchy in the UK tour. The then Vice-Chancellor cancelled the gig on safety grounds and many other venues on the same tour then followed suit. The Alumni and Communications team at UEA were motivated to turn an impending negative into a positive; to use the date to launch a celebration of all the other gigs UEA had hosted across the decades and share them with the wider regional community, alumni, musicians and current staff and students.

A Student Union staff member, Gavin Hudson, had brought together a 80+page list of gigs, together with price, and landmarks in the venue history. Gavin had also collected and scanned in a bank of memorabilia. This rich material – together with the associated institutional, music and social history - was in danger of being overlooked and even forgotten. The bank of material from the Student Union would be put to use at last. Academic buy-in was already present. Politics Professor, John Street, was aware of the upcoming anniversary. He had conducted research in the university archives to find all the relevant material around that gig. This formed the core narrative for the launch. The project team used a Trello board to plan monthly content and input initial ideas for a dedicated set of web pages to showcase guest blogs, memorabilia, related media, photographs and the gig list.

The final piece of planning involved the current Vice-Chancellor, Professor David Richardson. In his youth he was a fan of punk, especially The Clash. He was keen to support the launch with his personal take on punk music and what it meant to him as a young man. This part of the story, which might be seen as unorthodox for a university Vice-Chancellor, fitted well with, and reinforced, UEA's brand of unconventional brilliance and of doing different. The project was launched using local and national media. The website was shared via Twitter, Facebook and using internal bulletins. A dedicated Twitter feed was set up - @UEAgighistory. This was used to share the existing archive and prompt the sharing of additional memorabilia. The feed was also used to link to the website, which ran fresh monthly content over 13 months.

Impact

The initial media campaign fully met its objectives, generated significant online readership (in excess of 500k reach) as well as print and broadcast coverage which exceeded all expectations. Participation in a public event, Punk in the Provinces, in November 2017 offered the chance to showcase material old and new to a public audience. Punk in the Provinces inspired the production of a publication: The Gig List, which included the original list of gig with additional material supplied by contributors from alumni

and the general public. The publication was given to all contributors and received local media attention. A second print run was demanded by the general public and these are currently on sale. 500 copies of the publication have been sold/given as presents to contributors.

Twitter: Average 163 new followers per month with total of 1,475 and average 90,300 impressions per month with 2,260 tweets at 07/03/2018.
Website evaluations: 20,393 total site views from December 2016 to January 2017 and 41,511 total page views.
The Gig list on ISSUU received 14,443 reads, 37K impressions and 61 shares.
Memorabilia added to the archive from start of the campaign to 31 January 2018 included:
- 107 newly digitised photographs
- 100+ gig tickets digitised by contributors
- 52 gig posters (including a number from the 1960s)
- 46 images of signed souvenirs

Another key outcome was the successful application to the AMA Digital Lab Fellowship programme 2018/19 with the aim to develop and enhance the archive using an online platform.

Case Study - Alumni events on social media[6]
The University of Glasgow won a CASE Circle of Excellence Silver Award in the Innovative Alumni Programmes category for 2018.

Background
The University of Glasgow's (UofG) Snapchat Takeover programme is a great way to involve alumni in telling their own story for the benefit of current students. The programme sits as part of the University-Wide Alumni Volunteering programme managed by Alumni Volunteers Manager and was initiated as a joint collaboration between the Careers Service and the Development & Alumni Office. It was essential for the two departments to work together seamlessly to present this new offering to alumni and engage them in something different and meaningful. The Careers Service provided guidance on key relevant messages to portray and also helped with the alumni selection process, bringing their knowledge of challenges in the labour market into play. This resulted in the Alumni Engagement Team members being able to approach alumni who could genuinely offer students much-needed advice that was specific, current and relevant. After an initial approach, the alumni were encouraged to reflect on their journey from student to graduate and bring their own ideas and suggestions for messaging/content to the programme.

The Alumni Engagement Team members then developed these ideas on an individual basis with each alumnus to tailor content plans to their own personal journey. This meant each alumnus had a bespoke storyboard ahead of the Snapchat takeover event and this in turn created candid, authentic and endearing content which students responded overwhelmingly well to.

Challenge
The Development & Alumni Office wanted to re-think how they deliver alumni events to students, and opportunities for alumni volunteers to engage directly with their student body, whilst delivering high quality

advice and inspiration. For a large proportion of students, they have no concept of different working environments. What are the varieties of office spaces? Where does one sit? Even, where does one eat?! Taking students to workplaces is a challenge involving transportation and benefiting small groups. Careers trips were coordinated by alumni working in the Glasgow Theatre Royal and Kelvin Hall Facility in February 2017. This took time and a financial commitment. Although there was good student sign up for these activities, only four students turned up for the Glasgow Theatre Royal tour and seven for Kelvin Hall. This was disappointing and it was decided that this type of activity was no longer viable.

Solution

With Snapchat, they were able to 'take' students to the Beatson Cancer Charity and different locations around London with less risk to resources and significantly better returns. At the same time as giving a flavour of the diversity of the working environment and inspiration for where real-life UofG alumni end up. This was delivered using technology that students are comfortable with and in their space where they could tune in at convenience throughout the day. Having never used Social Media to host Takeovers before, this programme was highly unique for the Alumni Volunteering Team working across the Careers Service and Development & Alumni Office. Snapchat was a growing channel managed by the Communications & Public Affairs Office and the Development & Alumni Office worked collaboratively to plan and deliver this project. The finished product benefited greatly from the expertise and knowledge that each team was able to provide (Careers, Alumni and Communications).

Working with the Communications & Public Affairs Office meant that they were able to use the innovative Mish-Guru software to record content before it was edited and uploaded. Two members of staff conducted the takeovers and interviewed alumni who were featured. This was an opportunity for student and alumni viewers to 'meet the Development & Alumni Office' and to go on their journey to meet alumni, cementing the idea of the UofG family and its importance.

Impact

An objective to connect with more recent alumni has been difficult using traditional engagement routes. The Development & Alumni Office needed to change their approach and take risks. This project was ideal as it targeted recent graduates (last 10 years) so their career journeys were obtainable for current students. With 100% positive response from all alumni approached, this was a breakthrough in engaging this group. A range of alumni from a variety of backgrounds and sectors (Beatson Cancer Charity, Pinterest and Victoria & Albert Museum) volunteered for 16.5 hours for the project. 70% of takeover participants were not involved in volunteering or donor activities prior to the event and 100% were not involved in traditional careers activities on campus.

Overall, signups to The Network, our alumni mentoring system, doubled, 153,502 Snapchat views were recorded across the takeovers. It also reported 106 screenshots of the content and 71 students responded to share their views (this was a much higher engagement rate than what is normally reported by their Central University Communication Team). Since the Takeovers the university converted five of the alumni to become mentors, one took part in a careers event and one became a major donor.

Following the success of this award-winning engagement campaign, the university planned two more Takeover trips with investment from the University. One to New York in April 2017 with alumni from Sony, Wall Street, Financial Times, MoMA and another to London in June 2017 with alumni from BBC News, Disney, Channel 4 and Radio 1.

Alpine & Iberian
- Online community: 100%
- E-newsletter: 100%
- Printed Magazine: 60%

Lowlands
- Online community: 86%
- E-newsletter: 100%
- Printed Magazine: 71%

Nordic
- Online community: 100%
- E-newsletter: 100%
- Printed Magazine: 63%

UK & Ireland
- Online community: 92%
- E-newsletter: 99%
- Printed Magazine: 71%

Rest of Europe
- Online community: 100%
- E-newsletter: 100%
- Printed Magazine: 33%

Australia & New Zealand
- Online community: 96%
- E-newsletter: 96%
- Printed Magazine: 79%

Central & Southeast Asia
- Online community: 83%
- E-newsletter: 100%
- Printed Magazine: 50%

Singapore & Malaysia
- Online community: 100%
- E-newsletter: 100%
- Printed Magazine: 80%

All - Europe
- Online community: 93%
- E-newsletter: 99%
- Printed Magazine: 67%

All - Asia-Pacific
- Online community: 95%
- E-newsletter: 97%
- Printed Magazine: 74%

All Participating Institutions
- Online community: 94%
- E-newsletter: 99%
- Printed Magazine: 69%

Legend:
- Online community
- E-newsletter
- Printed Magazine

Case Study - CASE Circle of Excellence Awards for Digital Magazine[7]

[Bostonia](#), Boston University's (BU) digital alumni magazine, presents a very polished and engaging package of articles, videos and multimedia materials assembled in a bold and colorful design. The centerpiece stories are homeruns, showcasing the best in writing and media while providing a unique and compelling look at unusual topics, always with a critical connection to the university.

The issue highlighting Chinese students coming to BU is a particularly good example of the power of this approach. The articles are well done, the photography excellent and the entire package is translated into Chinese.

But what really sets this site apart are the videos, which are entertaining and informative but not too long. They bring articles to life and show real people and scenes from China that are authentic and powerful, notably a family preparing to send their daughter away and discussing their hopes and dreams over a cup of tea. An added benefit is the scrolling transcript in both English and Chinese. Videos are also used throughout the online magazine to compliment a variety of articles, such as research topics and an unusual, noncredit dance class.

Judges Report for CASE Circle of Excellence 2015 - Silver Award for Digital Magazines[3]

Case Study - CASE Circle of Excellence Awards for Print Magazine[8]

In 2012, The College of New Jersey's board president questioned [TCNJ Magazine's](#) reason for existence. It was a catalyzing moment for the staff, which embraced the challenge of reimagining and rejuvenating the triannual publication. The result: a [dynamic magazine](#) with a [lively and warm design aesthetic](#) that welcomed readers. A person need not know anything about the college or the state to feel at home in the periodical's pages, which took a clean approach to alumni magazine standbys like class notes and wedding and baby photos.

Feature articles entertained, challenged and informed, tackling topics from [Trenton's place in the music landscape to a psychology student's account of working with Syrian refugee children](#). Investing in the reader experience paid off. The board president became a fan of the magazine, and the admissions office increased the number of copies it orders for recruitment purposes.

Circle of Excellence 2017 Robert F. Sibley Magazine of the Year Award[4]

[7] *Adapted from "Digital Magazine Circle of Excellence 2015 Judges Report*

[8] *Adapted from "Eyes on Excellence" by Theresa Walker published in the November/December 2017 issue of Currents Magazine*

3.6.1 CONTACTABLE CONSTITUENTS

Contactable constituents are living individuals, served by the alumni function, who can be contacted by at least one medium of communication - email, telephone or post. Often institutions exclude constituents who have opted out from receiving communications when they compile data on their contactable constituents.

Effects of the European General Data Protection Regulation may have an effect on the number of contactable constituents in years to come across all regions.
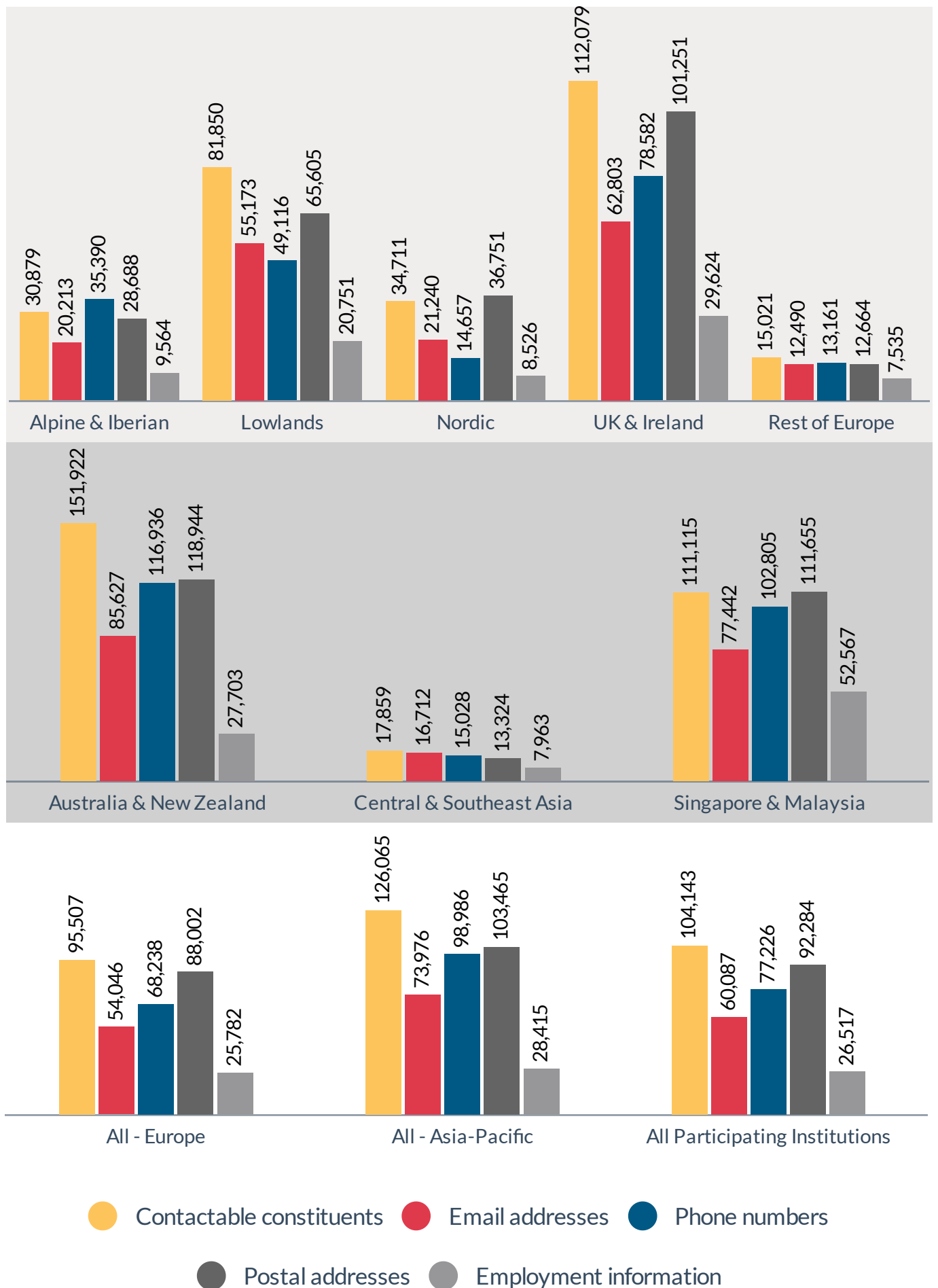
As these contacts form the basis of most direct communication to alumni, it is important to regularly undertake data cleansing exercises to verify if constituents have moved home or to remove any duplicate records. With multiple contact numbers and email addresses it is also a challenge to identify constituents' preferred channel of communication.

Having an understanding of how this number affects metrics and benchmarks will ensure engagement participation rates are interpreted and analysed correctly as the number of contactable constituents underpins the calculations of most engagement participation rates. For example an institution with 100 attendees and 10,000 contactable alumni will report an engagement rate of 1% and the same institution may report a higher engagement rate (2%) after a data quality check that reduces its contactable alumni to 500.

Regionally, there is a significant difference between average contactable constituents:
- Mean number of contactable constituents at institutions in 'Australia & New Zealand' is more than 151,922, the highest across all the regions, but just over half (56%) are contactable by email and four out five contacts have a phone number (78%) or postal address (18%).

- Mean number of contactable constituents at institutions in 'UK & Ireland' is also relatively high compared to other regions (108,598), but just over half (55%) are contactable by email. In terms of phone numbers and postal address, 69% contacts have a phone number and 89% have a mailing address.

- Institutions in 'Lowlands' and 'Nordic' regions have 81,850 and 35,712 mean number of contactable constituents, with over 90% contactable by direct mail.

- Institutions in 'Central & Southeast Asia', on average, have email addresses for almost 95% of their constituents.

- With relatively large contact databases (111,115), institutions in 'Singapore & Malaysia' also demonstrate above-average contactable participation rate with over 70% contactable by email (70%), phone (93%) and direct mail (98%).

mean number of contactable constituents

Alpine & Iberian
- Contactable constituents: 30,879
- Email addresses: 20,213
- Phone numbers: 35,390
- Postal addresses: 28,688
- Employment information: 9,564

Lowlands
- Contactable constituents: 81,850
- Email addresses: 55,173
- Phone numbers: 49,116
- Postal addresses: 65,605
- Employment information: 20,751

Nordic
- Contactable constituents: 34,711
- Email addresses: 21,240
- Phone numbers: 14,657
- Postal addresses: 36,751
- Employment information: 8,526

UK & Ireland
- Contactable constituents: 112,079
- Email addresses: 62,803
- Phone numbers: 78,582
- Postal addresses: 101,251
- Employment information: 29,624

Rest of Europe
- Contactable constituents: 15,021
- Email addresses: 12,490
- Phone numbers: 13,161
- Postal addresses: 12,664
- Employment information: 7,535

Australia & New Zealand
- Contactable constituents: 151,922
- Email addresses: 85,627
- Phone numbers: 116,936
- Postal addresses: 118,944
- Employment information: 27,703

Central & Southeast Asia
- Contactable constituents: 17,859
- Email addresses: 16,712
- Phone numbers: 15,028
- Postal addresses: 13,324
- Employment information: 7,963

Singapore & Malaysia
- Contactable constituents: 111,115
- Email addresses: 77,442
- Phone numbers: 102,805
- Postal addresses: 111,655
- Employment information: 52,567

All - Europe
- Contactable constituents: 95,507
- Email addresses: 54,046
- Phone numbers: 68,238
- Postal addresses: 88,002
- Employment information: 25,782

All - Asia-Pacific
- Contactable constituents: 126,065
- Email addresses: 73,976
- Phone numbers: 98,986
- Postal addresses: 103,465
- Employment information: 28,415

All Participating Institutions
- Contactable constituents: 104,143
- Email addresses: 60,087
- Phone numbers: 77,226
- Postal addresses: 92,284
- Employment information: 26,517

Legend:
- Contactable constituents
- Email addresses
- Phone numbers
- Postal addresses
- Employment information

Alpine & Iberian
- 73%
- 83%
- 86%
- 39%

Lowlands
- 74%
- 70%
- 94%
- 35%

Nordic
- 74%
- 41%
- 91%
- 33%

UK & Ireland
- 59%
- 70%
- 89%
- 26%

Rest of Europe
- 90%
- 89%
- 69%
- 62%

Australia & New Zealand
- 60%
- 74%
- 77%
- 19%

Central & Southeast Asia
- 95%
- 75%
- 66%
- 43%

Singapore & Malaysia
- 82%
- 87%
- 75%
- 59%

All - Europe
- 64%
- 69%
- 88%
- 29%

All - Asia-Pacific
- 68%
- 76%
- 75%
- 28%

All Participating Institutions
- 65%
- 71%
- 85%
- 29%

Legend:
- Email addresses
- Phone numbers
- Postal addresses
- Employment information

3.7 Volunteer Engagement

[CASE's Alumni Relations Metrics Whitepaper](#) defines volunteer engagement as "formally defined and rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goals".

The following sub-sections illustrate the different ways in which institutions are using volunteer engagement as a medium to enhance their relationship with their alumni.

Over the past four years, [CASE's European Volunteer Metrics Pilot Project](#) has developed a framework of recording and analysing alumni activities using a standard set of rules and guidance. This exercise made it evident that engagement activities were not restricted to event attendees, volunteering and donating, that 'volunteering' was an all encompassing term that had scope for further refinement and that institutions were ultimately involved in the same set of engagement activities, but were simply recording and analysing these differently.
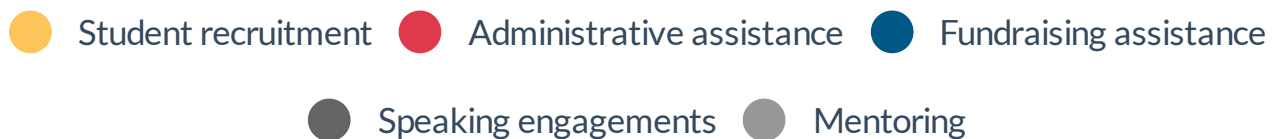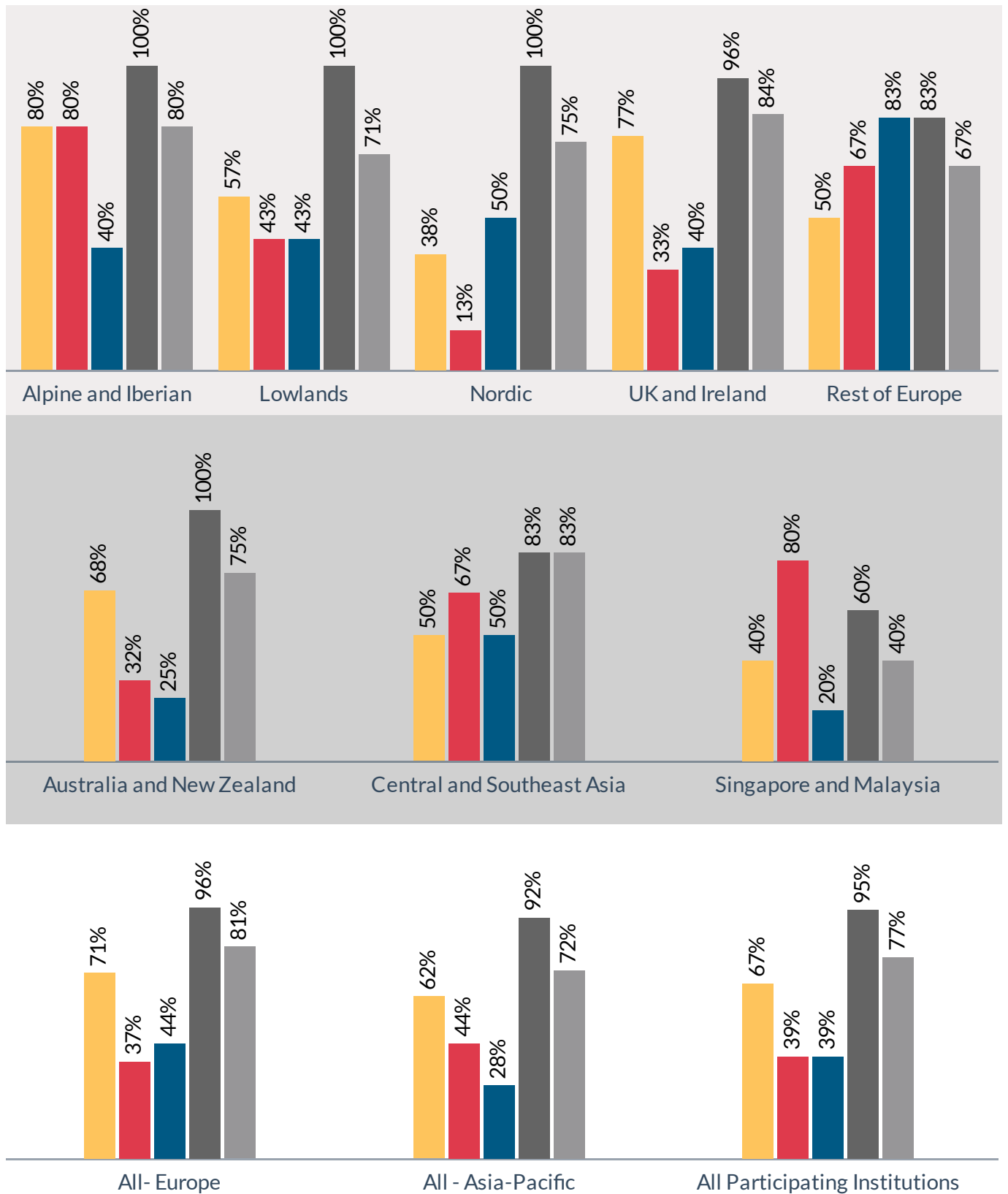
The framework led to two pilot projects where participating institutions submitted record-level activity-based information instead of aggregate-level institutional figures. This rich data set allowed us to look at alumni investment, engagement themes (careers, governance, curriculum) and alumni impact (advocacy, recruitment, graduate placements) all through the lens of alumni activities. Thus, narrowing the gap between alumni inputs and outputs and giving the sector more tools to pursue evidence-based decision making.

The framework helped compile a list of 14 activities, with 104 variants in all. By no means is this list static and institutions should refer to and contribute to this list to expand the scope of the framework.

The survey data presented in this report throws some light on five such activities:

1. Student recruitment: Institutions in 'UK & Ireland', 'Australia and New Zealand' and 'Other Europe' report 78%, 70% and 68% adoption rates when it comes to engaging alumni in activities that support student recruitment.

2. Administrative assistance: Institutions in 'Singapore & Malaysia', 'Central & Southeast Asia' and 'Other Europe' report 80%, 67% and 67% adoption rates, with less than 50% institutions engaging alumni in such activities across other regions.

3. Fundraising assistance: Institutions in 'Central & Southeast Asia' (50%) and 'Other Europe' (58%) engage more than half their alumni in engagement activities related to fundraising assistance. These are alumni supporting fundraising activities and not those who actively donate.

4. Speaking engagements: All institutions in 'Australia & New Zealand', 'Lowlands' and 'Nordic' engage their alumni in speaking engagements. This form of engagement is also widely adopted by institutions in 'UK & Ireland' (96%) and 'Central & Southeast Asia' (83%).

5. Mentoring: Four out of five institutions in 'UK & Ireland' and 'Central & Southeast Asia' engage alumni in mentoring activities, with more than 70% institutions in 'Australia & New Zealand', 'Lowlands' and 'Nordic', engaging alumni in mentoring.

% of participating institutions offering different volunteering opportunities

Alpine and Iberian
- 80%
- 80%
- 40%
- 100%
- 80%

Lowlands
- 57%
- 43%
- 43%
- 100%
- 71%

Nordic
- 38%
- 13%
- 50%
- 100%
- 75%

UK and Ireland
- 77%
- 33%
- 40%
- 96%
- 84%

Rest of Europe
- 50%
- 67%
- 83%
- 83%
- 67%

Australia and New Zealand
- 68%
- 32%
- 25%
- 100%
- 75%

Central and Southeast Asia
- 50%
- 67%
- 50%
- 83%
- 83%

Singapore and Malaysia
- 40%
- 80%
- 20%
- 60%
- 40%

All- Europe
- 71%
- 37%
- 44%
- 96%
- 81%

All - Asia-Pacific
- 62%
- 44%
- 28%
- 92%
- 72%

All Participating Institutions
- 67%
- 39%
- 39%
- 95%
- 77%

Legend:
- Student recruitment
- Administrative assistance
- Fundraising assistance
- Speaking engagements
- Mentoring

Case Study - Mentoring[9]

The University of Westminster's Mentoring Scheme won a CASE Circle of Excellence Gold Award in the Student Alumni Initiatives category for 2018.

Challenge

Their Mentoring Scheme has been running since 2010. It experienced modest growth each year, growing to support 400 alumni and student partnerships in 2016-17. In 2017, they set out plans to significantly increase the scale and impact of the Scheme in 17-18, with a plan to 'relaunch'. To enable this they sought funding for the scheme from a grant making body with close connections to the institution.

A few key things stand out in this relaunch that are worth highlighting:

- Unlike many other Mentoring Schemes in the sector, their scheme is not only open to current students but also open to alumni within three years of their graduation, who can apply to participate as mentees.
- The mentors, all alumni, are also supported with mentor training sessions developed by the university's careers office, thus offering an additional benefit to alumni who volunteer as mentors.
- There are various strands to the scheme which target groups of students who typically need more encouragement and support to realise their full potential.
- Mentees were given the opportunity to be partnered with the growing number of international mentors joining the scheme, with some mentees travelling to Warwick and Berlin to meet with their mentors.
- The additional funding also meant that three new staff were employed by the mentoring office – all University of Westminster graduates!
- And lastly, the team do not use software to match the mentors and mentees. It is all done manually, through reviewing each application from students and alumni, and pairing them based on common interests. This personal service and bespoke approach to pairing alumni mentors and student mentees is part of the reason why the Mentoring Scheme is so successful.

Impact

- The revamped scheme reported a 49% increase in applications from alumni to become mentors from 490 to 732.
- Mentee applications jumped by 131% from 310 to 715.
- 242 new mentors joined the scheme of which 42 were based outside of the UK, a 38% increase in international mentors.
- 297 widening participation students and recent graduates to benefit from the professional insights of our mentors.
- These numbers only touch the tip of the iceberg when it comes to its impact – the institution will hopefully be able to illustrate that continuous growth of the programme has a positive effect on graduate placement rates, alumni affinity and the institution's career-related goals.

% of participating institutions offering volunteering opportunities

Region	Yes, mostly managed by alumni relations	Yes, mostly managed by another department	Not offered
Alpine & Iberian	100%		
Lowlands	71%	29%	
Nordic	63%	25%	12%
UK & Ireland	79%	19%	
Rest of Europe	83%		17%
Australia & New Zealand	78%	18%	
Central & Southeast Asia	66%	17%	17%
Singapore & Malaysia	100%		
All - Europe	78%	18%	
All - Asia-Pacific	80%	15%	5%
All Participating Institutions	79%	17%	

● Yes, mostly managed by alumni relations

● Yes, mostly managed by another department   ● Not offered

Case Study - Career support

The [Junior Enterprise Network](#) in Europe consists of 330 junior enterprises in 15 European countries employing 28,000 students who manage 4,350 projects.

One such junior enterprise is ETH Juniors, affiliated to ETH Zurich. ETH Juniors employs 8-12 students who are studying a masters programme. They are organised as an association of the university where the members of the enterprise are also the executive board of the association.

Their main goal is to combine classroom learning with real-life entrepreneurship - even before they graduate and start their career. They operate like a business and they acquire projects in software development and consulting services, they seek new employees, negotiate contracts, manage the projects, send out the invoices and handle the finances – just like a real business. And of course at the same time their enterprise earns some income.

Now at ETH, they added an extra element to this enterprise. The juniors have year-round support from a board of directors, that is made up of eight very successful Swiss industry managers, most of them ETH Alumni!

In all they are now exceedingly successful as a business enterprise, so successful that the leaders of ETH Zurich asked them to give something back, because part of their success, besides their hard work, is certainly the reputation of ETH Zurich in the sector.

ETH Zurich was founded to modernise Switzerland by generating know-how for the Swiss industry. This is one of the main targets of the institution till today. Therefore, the ETH Juniors and its Alumni Advisory Board decided that ETH Juniors would transfer part of their annual revenues to a fund, the jFund. The goal of the fund is to offer financial support to start-up companies founded by members of ETH alumni, particularly those who were associated with ETH Juniors and have their business plans ready to take off.

This directly supports the main target of the ETH Zurich - to transfer know-how into the industry and create jobs.
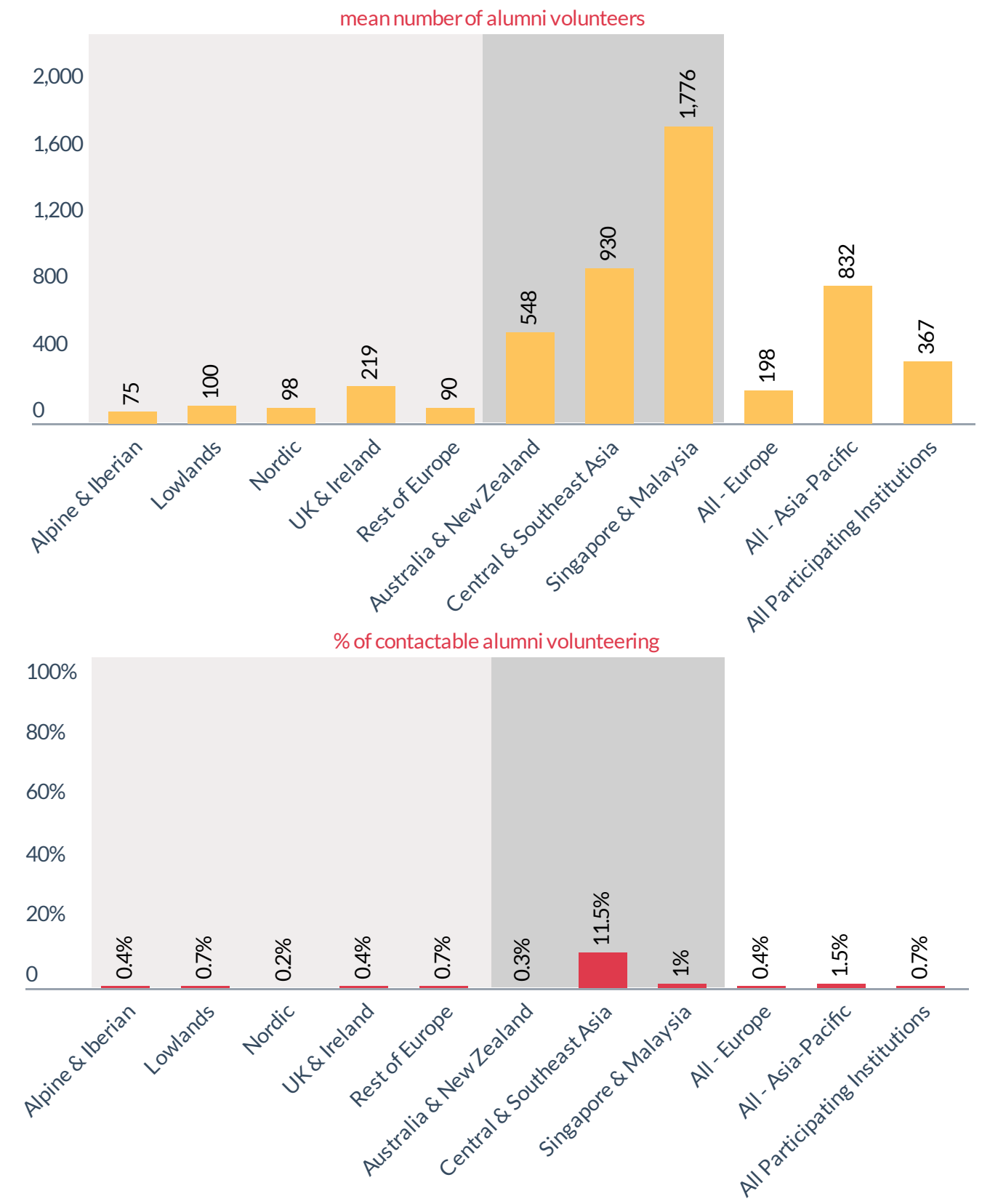
Once members of ETH Juniors complete their master programme they automatically join the institution's alumni group ETH Seniors.

This network of current students working with alumni is a win-win model on so many counts – it connects students with alumni, it helps further alumni careers and supports student entrepreneurship and most importantly the fund helps the institution achieve its overarching strategic goal enshrined in its founding principles.

Peter Brunner, President, ETH Juniors jFund

3.7.1 ALUMNI VOLUNTEERS

The survey also collected aggregate information on number of alumni volunteers over a 12-month cycle. Alumni volunteers, with alumni attendees and alumni donors, are three key data points that have been used widely as an engagement criteria to assess the overall success of an alumni programme. The sector is now looking at metrics beyond these three criteria too.
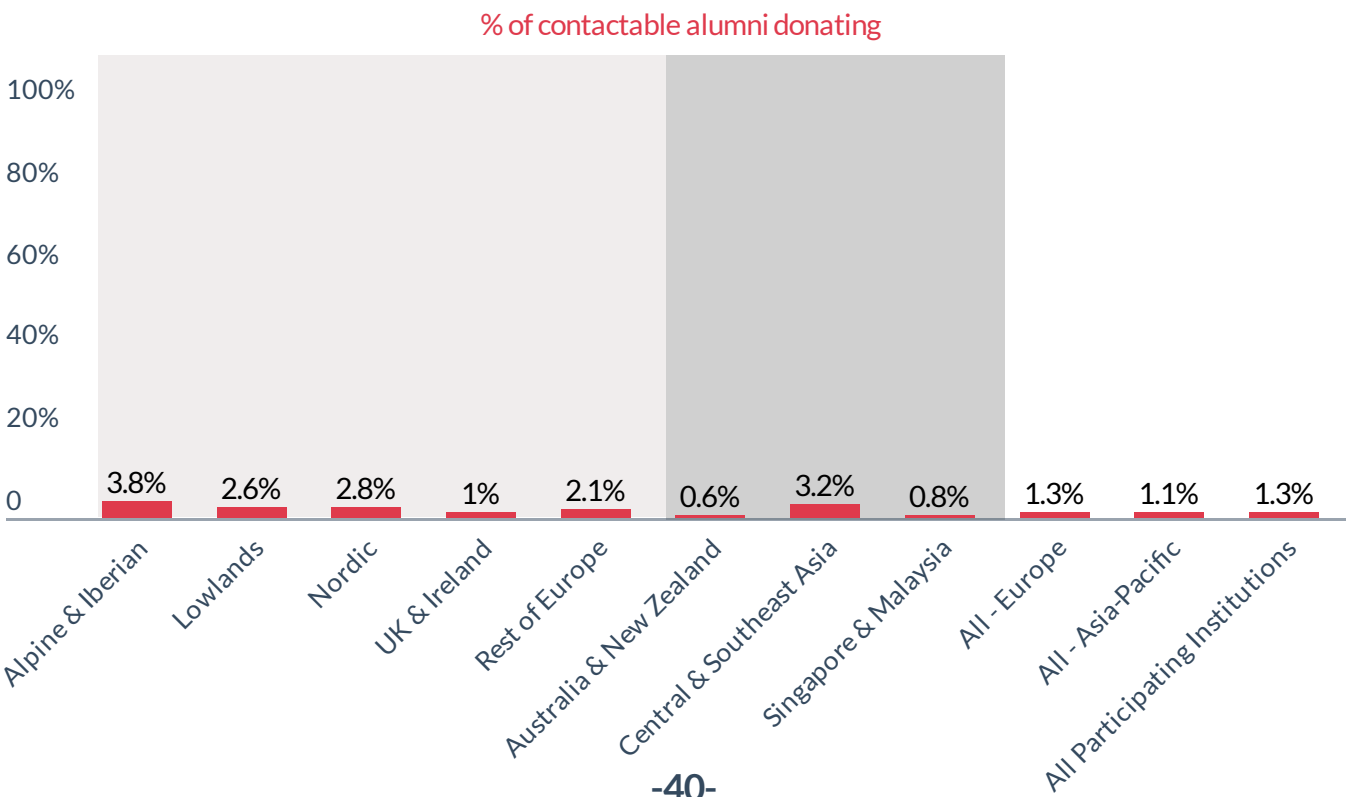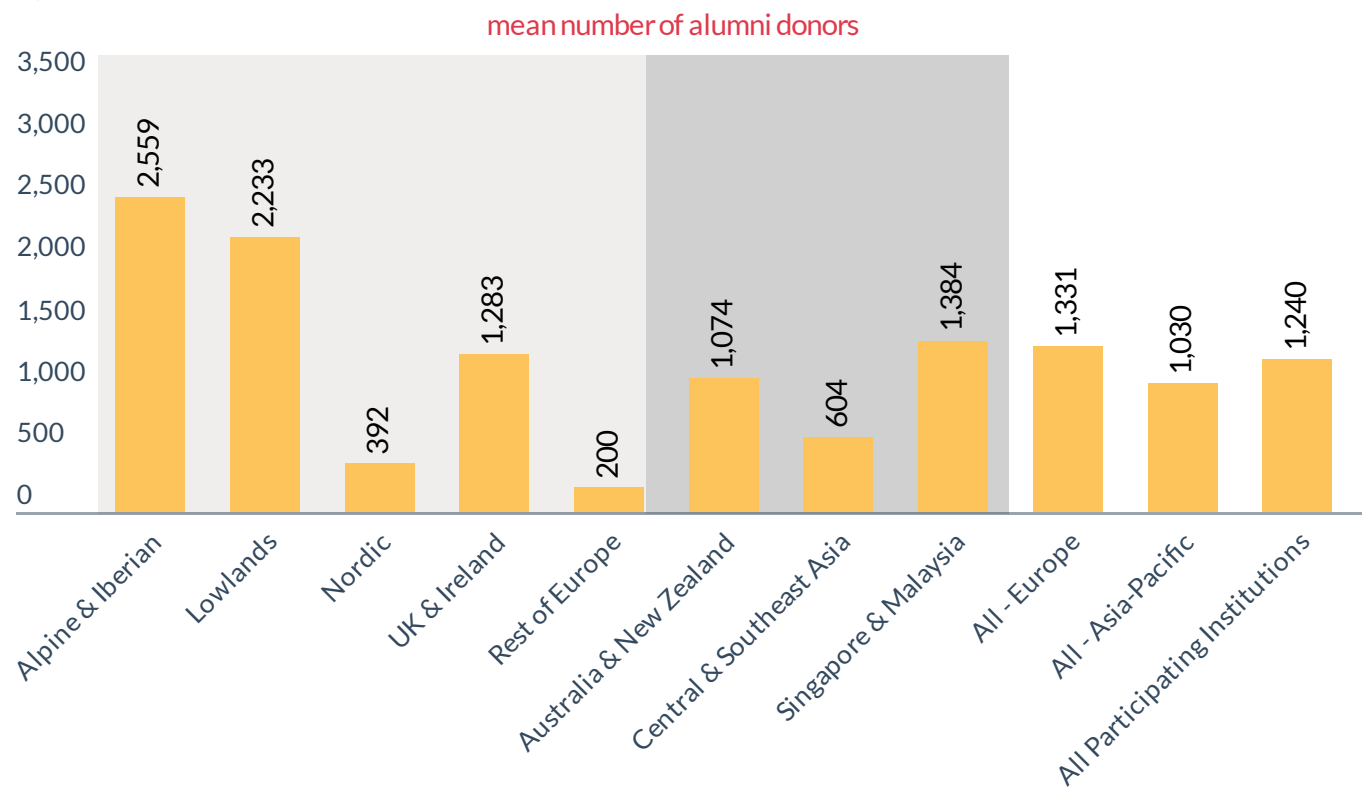
mean number of alumni volunteers

Region	Value
Alpine & Iberian	75
Lowlands	100
Nordic	98
UK & Ireland	219
Rest of Europe	90
Australia & New Zealand	548
Central & Southeast Asia	930
Singapore & Malaysia	1,776
All - Europe	198
All - Asia-Pacific	832
All Participating Institutions	367

% of contactable alumni volunteering

Region	Value
Alpine & Iberian	0.4%
Lowlands	0.7%
Nordic	0.2%
UK & Ireland	0.4%
Rest of Europe	0.7%
Australia & New Zealand	0.3%
Central & Southeast Asia	11.5%
Singapore & Malaysia	1%
All - Europe	0.4%
All - Asia-Pacific	1.5%
All Participating Institutions	0.7%

3.8 Philanthropic Engagement

CASE's Alumni Relations Metrics Whitepaper defines philanthropic engagement as "diverse opportunities for alumni to make philanthropic investments that are meaningful to the donor and support the institution's mission and strategic goals".

3.8.1 ALUMNI DONORS

The survey also collected aggregate information on number of alumni donors over a 12-month cycle. Alumni donors, with alumni attendees and alumni volunteers, are three key data points that have been used widely as an engagement criteria to assess the overall success of an alumni programme. The sector is now looking at metrics beyond these three criteria too.

mean number of alumni donors

Region	Mean
Alpine & Iberian	2,559
Lowlands	2,233
Nordic	392
UK & Ireland	1,283
Rest of Europe	200
Australia & New Zealand	1,074
Central & Southeast Asia	604
Singapore & Malaysia	1,384
All - Europe	1,331
All - Asia-Pacific	1,030
All Participating Institutions	1,240

% of contactable alumni donating

Region	%
Alpine & Iberian	3.8%
Lowlands	2.6%
Nordic	2.8%
UK & Ireland	1%
Rest of Europe	2.1%
Australia & New Zealand	0.6%
Central & Southeast Asia	3.2%
Singapore & Malaysia	0.8%
All - Europe	1.3%
All - Asia-Pacific	1.1%
All Participating Institutions	1.3%

3.8.2 PHILANTHROPIC INCOME FROM ALUMNI

Data in the tables below is from two CASE fundraising surveys that capture information on philanthropic income secured (including pledges) and philanthropic income received in cash:

- Ross-CASE Survey of Charitable Giving to Universities in the UK and Republic of Ireland 2016-17
- The Charitable Giving Survey to Australia and New Zealand 2017

Mean	United Kingdom & Republic of Ireland	Australia & New Zealand
Income (GBP)		
New funds secured	£9,062,106	£15,479,810
New funds secured from alumni	£2,358,055	£4,179,549
Cash income received	£8,204,975	£12,362,787
Cash income received from alumni	£2,633,337	£2,843,441

Mean	United Kingdom & Republic of Ireland	Australia & New Zealand
Income (AUD)		
New funds secured	$15,224,338	$26,006,081
New funds secured from alumni	$3,961,532	$7,021,642
Cash income received	$13,784,358	$20,769,482
Cash income received from alumni	$4,424,006	$4,776,981

Sum	United Kingdom & Republic of Ireland	Australia & New Zealand
Income (GBP)		
Largest pledges from alumni	£33,975,011	£41,428,571
Largest cash gifts from alumni	£30,759,252.39	£23,613,761

Sum	United Kingdom & Republic of Ireland	Australia & New Zealand
Income (AUD)		
Largest pledges from alumni	$57,078,018	$69,600,000
Largest cash gifts from alumni	$51,675,544	$39,671,119

Mean	United Kingdom & Republic of Ireland	Australia & New Zealand
Number		
Contactable alumni	106,641	157,744
Donors	2,278	2,566
Alumni donors	1,786	1,286
% of alumni donating	1.3%	0.7%

4. Alumni Engagement Models & Impact

Over the years, practitioners and experts have developed new models for alumni engagement and adapted existing models from other sectors to fit within an alumni relations setting. The report highlights three such models and hopes to inspire readers to use these to create their own models that work for their institution.

4.1 Circular Model[10]

The A-A-A Model aims to encapsulate the core pillars of alumni engagement measurement in one simple framework that is both easy to understand and share. The model proposes three key elements that depend on each other and that can be measured to determine the overall performance of an alumni engagement programme. This assessment can be undertaken at any stage of the student-alumni life cycle. It captures criteria associated with:
- Affinity (feelings, attitudes and behaviours)
- Activity (input and output measures to determine return on engagement)
- Action (impact outcomes that help achieve strategic goals and objectives)
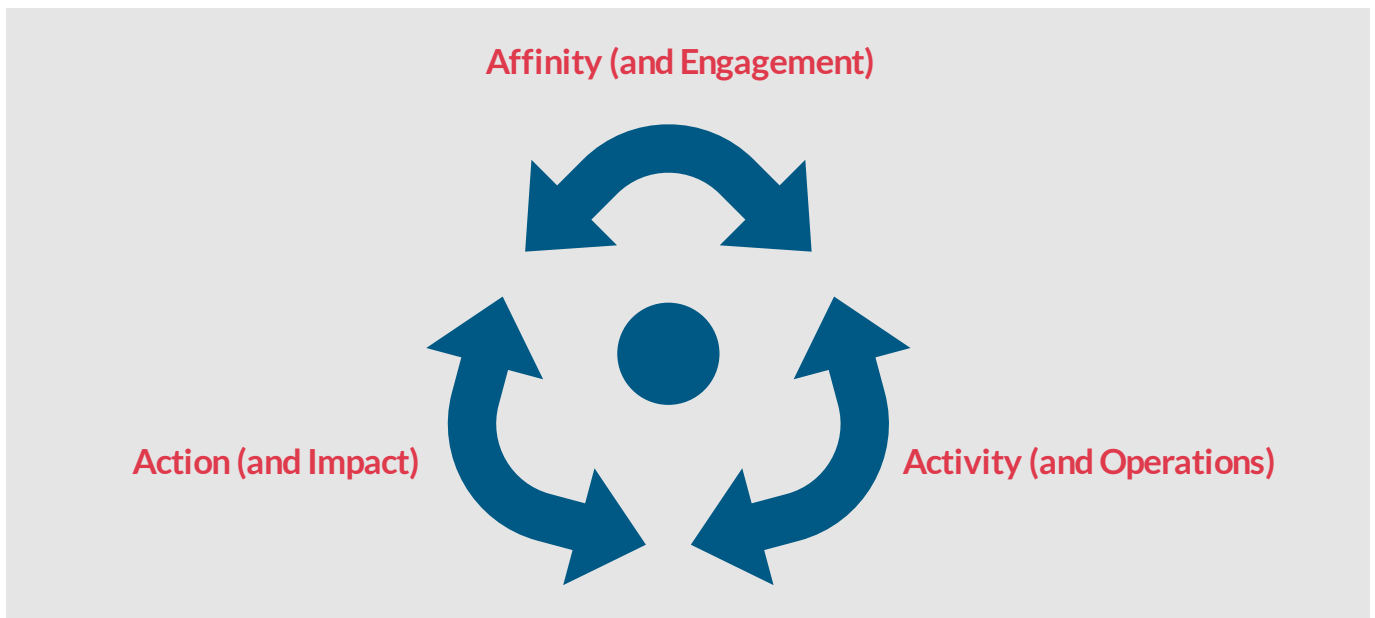
Affinity (and Engagement)

Action (and Impact)

Activity (and Operations)

4.2 Linear Model[11]

This linear model proposes a definition for alumni engagement that aims to shift the idea of alumni engagement being purely transactional to having more to do with relationship-building. Relationships with alumni change and can be affected by the engagement programmes throughout the alumni life cycle. The definition reflects this journey using the different stages that alumni go through, similar to customer journey life cycle models that are widely used outside of higher education.

The model defines alumni engagement as "the level of Attraction, Connection, Affection, and Influence an alumnus has with their alma mater over time."

	Attraction	Connection	Affection	Influence
Activity level	Opens email, reads e-newsletter, magazine, registers for online alumni services, downloads your mobile app	Engages on social media, uses mobile app, occassionally uses alumni services, attends events or reunions.	Takes full advantage of alumni services, frequently attends events, volunteers and participates in activities	Champions the institution and its mission
Giving behaviour	May have given as a student	Reliable annual member and/or gives to annual fund regularly	Gives to scholarship or other directed fund, is a lifetime member	Major gift and/or legacy gift
Trigger to move to next level	Giving, joining or volunteering depends on understanding the value of being connected	Giving, joining or volunteering is regular, but not guaranteed, needs a personal relationship with someone at the institution.	Giving is highly likely, looking for opportunities to leave a legacy & further influence the institution	

4.2 Matrix Model[12]

This matrix model encompasses alumni engagement based on feeling and behaviour that was recorded for each alumni in the database using a scoring system (based on the results of an alumni survey) and potential impact purely based on data that assessed fundraising ability. Plotting all alumni on a matrix where the x-axis denoted 'engagement levels' and y-axis denoted 'impact levels', the model was able to segment the alumni base into four key categories, each with specific characteristics:

- Sleepers are alumni who have little or no connection to the university and who have the ability to make only a low to moderate impact.

- Champions have a moderate to strong connection with the school and have the ability to make a low to moderate impact.

- Potential leaders exhibit low to moderate connection with the school but have the ability to make a moderate to high impact.

- Leaders demonstrate a moderate to strong connection with the school and have the ability to make a moderate to high impact.
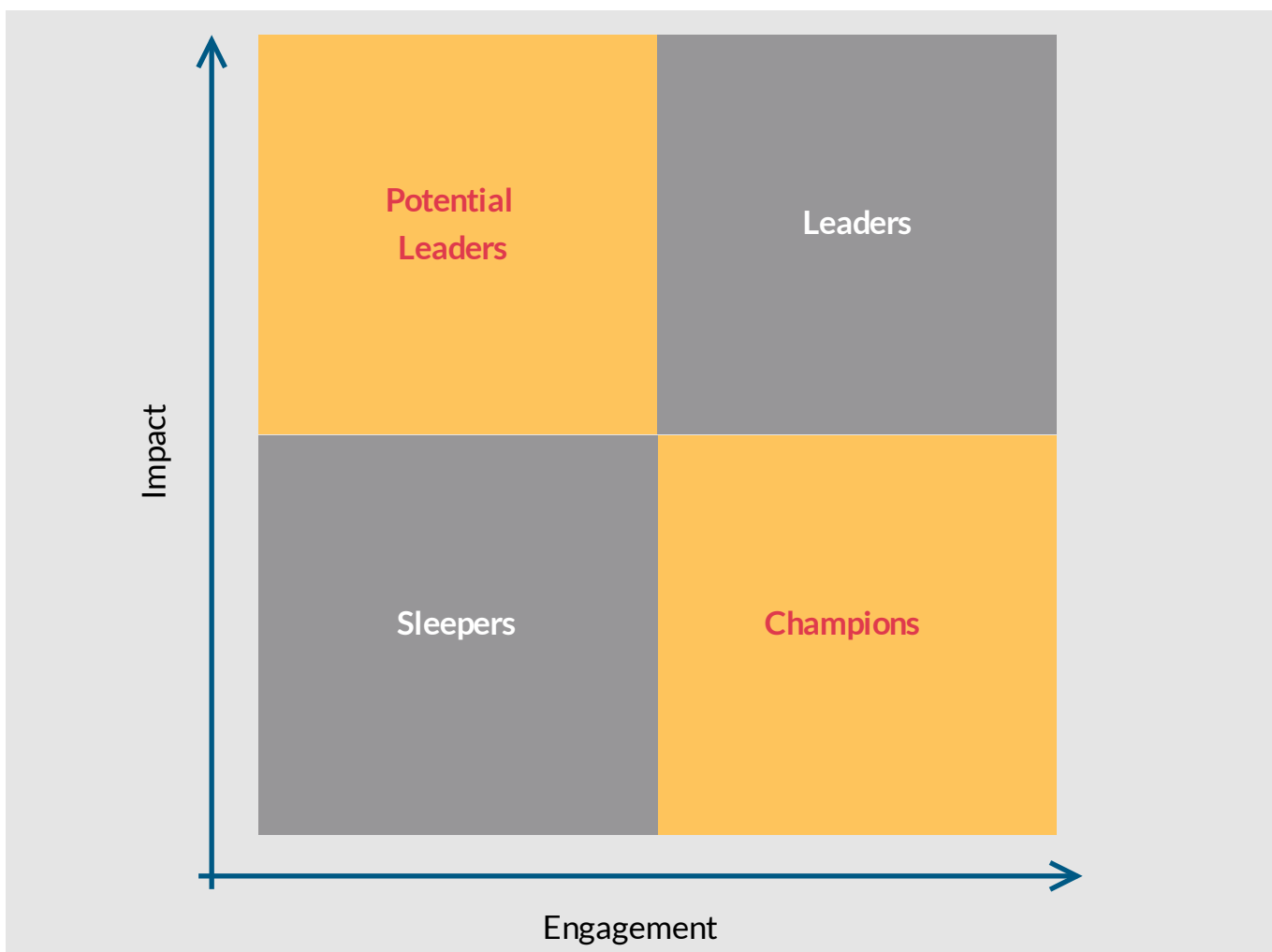
Alumni Impact Matrix using non-financial indicators

The following chart is based on a hypothetical set of data. The chart aims to illustrate the impact of an alumni mentoring programme on institutional graduate outcomes.

A similar model could be used to illustrate various alumni programmes using different data points across the x and y axis, for example:
- level of alumni engagement (0 being 'low engagement' and 10 being 'high engagement')
- level of alumni resource investment (0 being 'low investment' and 10 being 'high investment')
- level of impact (0 being 'low impact' and 10 being 'high impact')
- alignment with institutional strategic goals (0 being 'low alignment' and 10 being 'high alignment')

Bubble size: Mean number of mentees

% of graduates in employment

Mean mentoring cost per mentor (£)

Region A   Region B   Region C   Region D   Region E

Case Study - A Categorical Decision[13]

Defining Domains of Alumni Engagement

Indiana University organised alumni engagement into 10 categories. They are meant to be used in a variety of institutions no matter the size, culture, location or structure.

Academic engagement
Adjunct faculty members, guest lecturers, competition judges, mentors, reviewers of academic programmes and curricula and other similar roles.

Alumni outreach
Alumni groups based on shared affinity, geography, identity, and interest.

Career development
Internship opportunities; online and in-person workshops, seminars, and panel discussions; individualized coaching and mentoring; job fairs; and networking opportunities.

Diversity and multiculturalism
Identity-based groups and networking experiences, cultural awareness experiences and recruiting initiatives.

Lifelong learning
Online and in-person lectures, seminars and workshops, as well as family camps, group travel, retreat centers and other immersive learning experiences and facilities.

Philanthropy
Institutional fundraising, annual giving campaigns, galas, golf outings, community service projects and partnerships.

Spirit, pride and tradition
Alumni award and recognition events, homecoming celebrations, reunion programmes, ceremonies, game-day events, game watches and postseason events and travel.

Student and recent graduate leadership development
Alumni-student mentoring initiatives, student-to-alumni networking activities and programming designed for alumni who graduated fewer than 11 years ago.

Student recruitment
Alumni interview programmes, college fair tabling, legacy admissions programmes, prospective student recommendations and referrals and admitted student programmes.

University advocacy
Political and public advocacy initiatives, student citizenship development experiences and other programming designed to raise awareness of university achievements, needs and priorities.

[13]*Adapted from "A Categorical Decision by J.T. Forbes published in the October 2015 of Currents Magazine*

Case Study - Advocay & Impact[14]

The Central European University (CEU) won a CASE Circle of Excellence Gold Award in the Issues & Crisis Management category for 2018.

Summary

In April 2017, the Hungarian Parliament passed legislation threatening Central European University's operations. CEU quickly conveyed that this was a threat to academic freedom, sending bilingual updates, holding press conferences and launching and managing a letter-writing campaign and a social media campaign.

The campaign received support from 25 Nobel Prize laureates, the president of Germany, the presidents of Harvard, Princeton, Yale, Oxford, thousands of researchers and professional organisations worldwide, as well as the President of the Hungarian Academy of Sciences. The Hungarian people showed their support in demonstrations in Budapest that were attended by tens of thousands of people. CEU is also proud of the strong support of the Hungarian academic community.

Crisis challenge

Following the passing of the legislation, several politicians and many media outlets misinformed the public about CEU. Thus, it was crucial to provide information to the general public in a swift and concise manner.

To speed up decision-making, CEU set up a 'Response Team', with 14 members of leadership and administration, and named the Rector, Provost, and two Pro-Rectors as official spokespeople for the University. CEU issued press releases in two languages (English and Hungarian) within hours of each piece of news to which we chose to react, in some cases issuing several releases in one day. CEU also made sure to inform the university community simultaneously or a few minutes prior to a press release, fulfilling an important internal communications function that served to keep our community informed, unified and strong. At decisive moments CEU held press conferences, which Hungarian media could not ignore, and international media connected via local correspondents and livestream.

CEU developed direct communication campaigns to our key audiences – CEU community (faculty, students and employees), general public, prospective students, US and European lawmakers, donors and influencers and alumni. CEU was in constant contact with its 15,000 alumni in 120+ countries via email newsletters and social media, and reached out via these channels as well as its representatives at alumni chapters in dozens of countries to keep them informed about the situation on a weekly basis, and suggested ways for them to support their alma mater. Many sent in photos of demonstrations held in capital cities or at universities, and they signed petitions, gave presentations, notified media and politicians and other influencers.

Marketing and media campaign

The campaign hashtag #istandwithCEU was embedded within all media outreach, offline and online. On Twitter and Facebook, CEU curated the #istandwithCEU hashtag and provided a Facebook profile picture frame with #istandwithCEU. A dedicated microsite was set-up and the university's homepage was rebranded to communicate the campaign messages. CEU created sample letters of support that friends of the University could send to Hungary's prime minister and other officials. These were provided on the dedicated website and distributed to faculty, staff, students and alumni to reach out to colleagues and institutions globally, with an enormous response. CEU produced and distributed #istandwithCEU badges and temporary tattoos and hung #istandwithCEU banners on CEU campus buildings. With a local photographer CEU started a '#istandwithCEU Photo Project' that ran on Instagram and Facebook.

Impact

All in all the campaign published 34 press releases, coverage rose by more than 1,000% in Hungarian media with 2,000 articles being published in a single day across international media (*New York Times, Financial Times, Wall Street Journal, BBC, CNN, Deutsche Welle, ZDF, Suddeutsche Zeitung, FAZ, Der Spiegel*) at the campaign's peak. Twitter followers doubled and research showed CEU hashtags had a potential reach of 140 million impressions. The Twitter Thunderclap recorded more than 3 million impressions and CEU's website traffic was up by 300%.

CEU needed to quickly build on its international support and name recognition, and developed and implemented the #SeeUatCEU campaign to attract applicants to our degree programmes. The campaign drew on the strength of the #IstandwithCEU campaign to defend CEU and academic freedom and provided a new impetus for the CEU community to come together to support an important cause – recruiting a new class of students from around the world for fall 2018. It transformed concern for CEU's future into a call to action with a positive message, with students, faculty, staff, and alumni raising their voices about the quality and value of a CEU education, all with a very welcoming tone.

The campaign was conducted nearly entirely on social media, in a cooperation among the Communications Office, Recruitment Office, Alumni Relations Office and academic departments. In just two months, the campaign reached over 1,700,000 people worldwide. The first video for the campaign was viewed by over 900,000 people. By the end of the campaign on February 1, applications to CEU showed an increase from a year earlier.

[14] *Adapted from the Central European University's award entry for CASE Circle of Excellence Awards 2018*

5. Appendices

5.1 Findings by maturity

The report also offers information by level of maturity, thereby offering benchmarking opportunities for participating institutions. Information on level of maturity (start-up, intermediate, mature) was self-reported by participating institutions in the survey.

More than half the participating institutions considered their alumni relations function as intermediate in terms of level of maturity, 34% considered their alumni relations capabilities as mature while 13% were in the start-up phase.
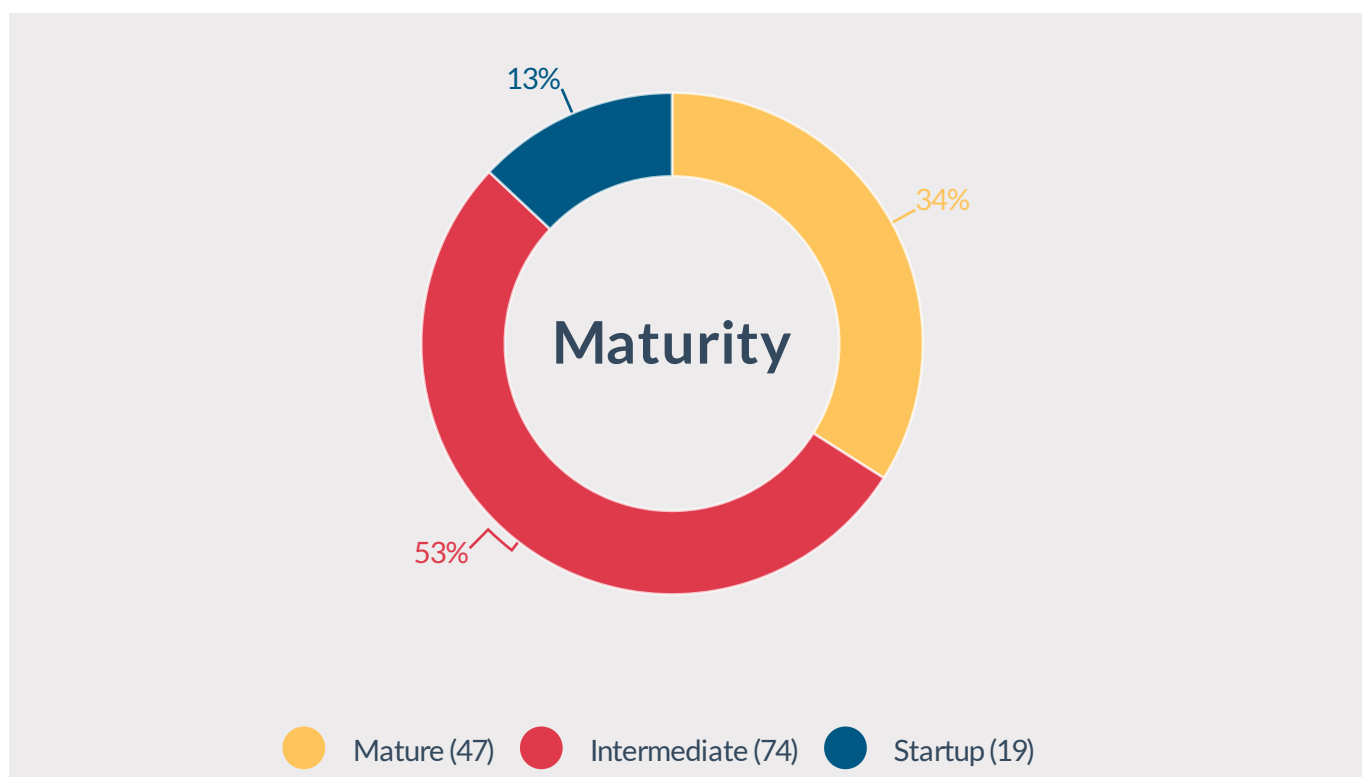
Mature: Alumni relations programmes who have been offering events, volunteering and giving programmes for more than 15 years. On average, over a 12-month reporting period, they would have 125,000 contactable constituents with 2,000 event attendees, 2,000 donors and 350 volunteers. They would typically oversee an events programme of 100 events annually. In terms of resources and investment, these programmes would report an annual non-staff budget of £250,000 GBP / $400,000 AUD with 8 FTE staff.

Intermediate: Alumni relations programmes who have been offering events, volunteering and giving programmes for more than 10 years but less than 15 years. On average, over a 12-month reporting period, they would have 100,000 contactable constituents with 1,500 event attendees, 900 donors and 400 volunteers. They would typically oversee an events programme of 50 events annually. In terms of resources and investment, these programmes would report an annual non-staff budget of £150,000 GBP / $260,000 AUD with 5 FTE staff.

Start-up: Alumni relations programmes who have been offering events, volunteering and giving programmes for less than 10 years. On average, over a 12-month reporting period, they would have 50,000 contactable constituents with 500 event attendees, 400 donors and 70 volunteers. They would typically oversee an events programme of 25 events annually. In terms of resources and investment, these programmes would report an annual non-staff budget of £80,000 GBP / $135,000 AUD with 3 FTE staff.

Age of programme (Mean number of years)	Start-up	Intermediate	Mature
Events offered	10	15	25
Volunteering offered	5	12	20
Fundraising asks made	9	12	18

Constituents (Mean)	Start-up	Intermediate	Mature
Students	12,576	21,849	20,815
Contactable constituents	50,087	103,629	126,783
Email addresses	30,591	57,830	74,840
Telephone contacts	37,430	78,083	91,570
Postal addresses	45,705	88,599	114,865
Employment details	11,581	21,888	38,322
Attendees	474	1,798	2,096
Volunteers	68	382	350
Donors	382	855	2,005

Events organised	Start-up	Intermediate	Mature
On-campus	12	23	52
Off-campus, but in country of domicile	5	8	17
International events	7	13	44

Programmatic budget (Mean non-staff budget)	Start-up	Intermediate	Mature
Non-staff budget (GBP)	£81,686	£154,971	£252,970
Non-staff budget (AUD)	$137,572	$261,663	$426,266

Alumni relations staff	Start-up	Intermediate	Mature
FTE Alumni relations staff	2.5	4.7	7.5

5.2 Findings by strategy

Age of programme (Mean number of years)	Yes, adopted	Yes, to be adopted in the 12 months	Yes, in progress	No
Events offered	18	22	17	15
Volunteering offered	15	21	12	13
Fundraising asks made	15	11	13	21

Constituents (Mean)	Yes, adopted	Yes, to be adopted in the 12 months	Yes, in progress	No
Students	25,263	15,771	16,766	10,808
Contactable constituents	130,308	78,380	86,422	52,910
Email addresses	73,618	45,332	51,136	34,032
Telephone contacts	97,714	61,615	62,114	38,625
Postal addresses	110,486	79,152	79,627	46,720
Employment details	32,696	24,072	20,587	16,152
Attendees	2,050	1,532	1,562	456
Volunteers	558	116	170	223
Donors	1,347	789	1,334	359

Events organised	Yes, adopted	Yes, to be adopted in the 12 months	Yes, in progress	No
On-campus	41	20	27	12
Off-campus, but in country of domicile	11	15	11	8
International events	28	22	21	12

Programmatic budget (Mean non-staff budget)	Yes, adopted	Yes, to be adopted in the 12 months	Yes, in progress	No
Non-staff budget (GBP)	£224,481	£154,687	£142,502	£63,316
Non-staff budget (AUD)	$379,179	$260,222	$239,850	$106,450

Alumni relations staff	Yes, adopted	Yes, to be adopted in the 12 months	Yes, in progress	No
FTE Alumni relations staff	6.7	3.8	4.7	2

5.3 Findings per 10,000 contactable constituents

Region	FTE Alumni relations staff	Non-staff budget (GBP)	Non-staff budget (AUD)	No. of events	Attendees	Volunteers	Donors
Alpine & Iberian	3.3	22,343	37,537	20	866	42	377
Lowlands	1.2	104,167	175,000	19	403	71	262
Nordic	2.4	34,442	57,862	21	456	19	282
UK & Ireland	0.7	18,422	30,949	8	127	38	94
Rest of Europe	4.8	584,083	981,260	60	2,115	73	212
Australia & New Zealand	0.5	17,179	29,116	5	194	28	96
Central & Southeast Asia	4.0	29,753	50,429	22	1,575	1,152	325
Singapore & Malaysia	2.3	46,946	79,570	10	265	96	76
All - Europe	1.2	39,765	66,805	13	302	40	135
All - Asia-Pacific	1.2	21,883	37,090	9	437	154	105
All Participating Institutions	1.2	34,488	58,037	12	342	70	126

Level of Maturity	FTE Alumni relations staff	Non-staff budget (GBP)	Non-staff budget (AUD)	No. of events	Attendees	Volunteers	Donors
Start-up	1.3	33,289	56,019	6	176	68	58
Intermediate	1.1	20,005	33,716	11	425	97	111
Mature	1.3	57,648	96,928	16	287	33	167

Strategy	FTE Alumni relations staff	Non-staff budget (GBP)	Non-staff budget (AUD)	No. of events	Attendees	Volunteers	Donors
Yes, adopted	0.9	18,459	31,146	10	283	99	108
Yes, to be adopted in the 12 months	2.4	131,510	220,987	20	807	27	94
Yes, in progress	1.3	25,358	42,667	13	320	40	164
No	0.4	11,091	18,677	7	90	64	72

5.4 Methodology

ABOUT THE SURVEYS

Each survey is administered by a volunteer-led survey committee. The respective survey committees reviewed the surveys and approved the final versions for launch. The surveys are hosted on the CASE Benchmarking Toolkit. Not all participating institutions provided usable responses to every question in the survey. Base number of institutions for the variables illustrated in this report is available on request. Data submitted by the participating institutions is queried and verified by CASE. However, please do note, data submitted in the surveys is self-reported data; it is not audited. Findings for sub-groups should only be used as a guide.

Data from 140 institutions has been analysed for this report, including 11 business schools. For the purpose of this report it was assumed that data submitted by an institution's business school was not included in the data submitted for the institution's overall survey return.

ABOUT CASE

CASE believes in advancing education to transform lives and society. As a global nonprofit membership association of educational institutions, CASE helps develop the communities of professional practice that build institutional resilience and success in challenging times. The communities include staff engaged in alumni relations, fundraising, marketing, student recruitment, stakeholder engagement, crisis communications and government relations. CASE is volunteer-led and uses the intellectual capital of senior practitioners to build capacity and capability across the world.

CASE has offices in London, Mexico City, Washington, D.C. and Singapore. Member institutions include more than 3,700 colleges and universities, primary and secondary independent and international schools and non-profit organisations in 82 countries. CASE serves nearly 88,000 practitioners. For more information about CASE, please visit www.case.org.

ABOUT PARTNER

In 2002 Daniel Watts, founder of Aluminati, created an independent 'Oxford Graduates Email Service' in response to the university's decision to terminate all email accounts for leavers. The service, which still exists is called Pidgeme.com and having signed up over 1,500 leavers in its first year, continues to cater to thousands of Oxford graduates. After launching a similarly successful service at Cambridge, UCL contacted Aluminati to run, on an official basis their own "Email for Life" service (as it is now known in the sector): UCLMail. Other universities soon followed suit.

Over the next few years the Aluminati team grew, deeply developing their industry insight and establishing a team of technical experts in the field of designing and operating engaging online platforms for alumni. From 2008 the company began to apply this expertise more widely, developing new products in the online space, all in service to the educational sectors objective of keeping alumni connected and engaged.

Over the subsequent few years Aluminati released sophisticated services in the area of extracting social network data from hyper-popular online networks Facebook and LinkedIn including establishing a formal agreement with LinkedIn for full profile access to their API.

The company also released Aluminate, our flagship online engagement platform that aims to deliver an online space that, in contrast to all existing platforms on the market, is specifically designed to give alumni a reason to engage on a regular basis. Aluminate's modular approach accurately reflects the faceted inter-connectedness of educational institutions with modules that offer value not just to the alumni office but also to the key careers, recruitment and international operations.

Aluminati now operates worldwide with customers in the UK, Netherlands, Switzerland, Australia, New Zealand and Canada.

5.5 Participating Institutions

Australia & New Zealand
1. Australian Catholic University
2. CQUniversity Australia
3. Deakin University
4. Edith Cowan University
5. Griffith University
6. James Cook University
7. La Trobe University
8. Macquarie University
9. Murdoch University
10. Queensland University of Technology
11. RMIT University
12. Swinburne University of Technology
13. The Australian National University
14. The University of Auckland
15. The University of Melbourne
16. The University of Newcastle
17. The University of Queensland
18. The University of Sydney
19. The University of Western Australia
20. University of Canberra
21. University of Technology Sydney
22. University of the Sunshine Coast
23. University of Waikato
24. University of Wollongong
25. UNSW Sydney
26. Victoria University
27. Victoria University of Wellington
28. Western Sydney University

Central and Southeast Asia
1. American University of Beirut
2. Birzeit University
3. Indian School of Business
4. Kimep University
5. Lahore University of Management Sciences
6. The Aga Khan University

Singapore & Malaysia
1. Nanyang Technological University
2. National University of Singapore
3. Singapore Polytechnic
4. Singapore University of Social Sciences
5. Universiti Teknologi Petronas

Alpine & Iberian
1. Franklin University Switzerland
2. INSEAD
3. Karlsruhe Institute of Technology (KIT)
4. University of Navarra
5. Vienna School of International Studies

Lowlands
1. Delft University of Technology/TU Delft
2. KU Leuven- University of Leuven
3. Leiden University
4. Tilburg University
5. University of Amsterdam
6. University of Twente

Nordic
1. Aarhus University
2. Hanken School of Economics
3. Karolinska Institutet
4. KTH Royal Institute of Technology
5. Technical University of Denmark (DTU)
6. University of Helsinki
7. University of Oulu

UK & Ireland
1. Abertay University
2. Bath Spa University
3. Birkbeck, University of London
4. Birmingham City University
5. Bournemouth University
6. Brunel University London
7. Canterbury Christ Church University
8. Cardiff Metropolitan University
9. City, University of London
10. Cass Business School
11. De Montfort University
12. Dublin Institute of Technology
13. Edinburgh Napier University
14. Goldsmiths University of London
15. Henley Business School
16. Heriot-Watt University
17. Imperial College London
18. Imperial College London Business School
19. Keele University
20. Lancaster University
21. Lancaster University (Business School)
22. London South Bank University
23. Loughborough University
24. Manchester Metropolitan University
25. Middlesex University
26. Newcastle University
27. Northumbria University
28. Nottingham Trent University
29. Oxford Brookes University
30. Queen's University Belfast
31. Ravensbourne
32. Royal College of Surgeons in Ireland
33. Royal Northern College of Music
34. SRUC
35. St. Mary's University, Twickenham
36. Teesside University
37. The London School of Economics & Political Science
38. The University of Edinburgh
39. The University of Sheffield
40. Trinity College Dublin
41. Trinity Laban Conservatoire of Music & Dance
42. University College Dublin
43. University of Aberdeen
44. University of Brighton
45. University of Bristol
46. University of Cambridge
47. Cambridge Judge Business School
48. University of East Anglia
49. University of East London
50. University of Exeter
51. University of Glasgow
52. University of Greenwich
53. University of Hertfordshire
54. University of Hull
55. University of Kent
56. University of Leeds
57. Leeds University Business School
58. University of Leicester
59. University of Lincoln
60. University of Liverpool
61. Management School, University of Liverpool
62. University of Manchester
63. Alliance MBS
64. University of Reading
65. University of Southampton
66. University of Stirling
67. University of Strathclyde
68. University of Suffolk
69. University of Surrey
70. University of the Arts London
71. University of the West of England
72. Bristol Business School
73. University of the West of Scotland
74. University of Westminster
75. University of Wolverhampton

Rest of Europe
1. Central European University
2. Koc University
3. LUISS University of Rome
4. New Economic School (NES)
5. Riga Technical University
6. University of Cyprus

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