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AN APPROACH TO THE MEASUREMENT OF UNIT COSTS IN HIGHER EDUCATION FUND-RAISING

A Dissertation

Presented to the

Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

---

by

Robert D. Teitelbaum

August 1977

APPROVAL SHEET

We the undersigned do certify that we have read this dissertation and that in our individual opinions it is acceptable in both scope and quality as a dissertation for the degree of Doctor of Education.

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ABSTRACT

AN APPROACH TO THE MEASUREMENT OF UNIT COSTS IN HIGHER EDUCATION FUND-RAISING

ROBERT DAVID TEITELBAUM, Ed.D.
THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA, 1977

CHAIRMAN: DONALD J. HERRMANN, Ph.D.

Rising costs in higher education have created an increased need for private financial support. Many institutions, public as well as private, have created financial development offices to obtain money through a variety of fund-raising programs.

The purpose of this study was to produce a costing system for higher education development which would offer administrators a way to determine the cost of each of their fund-raising programs.

The system was constructed in pilot form at a small public university but was intended to be alterable to fit the development structures of other institutions. A process of formative evaluation (continuous critique and modification) was employed during a ten-month period of construction at the pilot institution. Costs were compiled and reported four times during this period.

After completion the system was appraised by thirteen evaluators professionally involved in the field of higher education development. Their ratings indicated that the system had successfully achieved its intended purpose. Satisfactory ratings were assigned to each of six specific objectives which had been established for the system. These were:

1. To provide a tool for determining the cost-per-gift-dollar of the conduits through which voluntary support is brought to the institution.
2. To provide feedback from operations which can be used by development administrators in planning, budgeting, and controlling their programs.
3. To provide a means of setting measurable objectives for each program with respect to its use of resources.
4. To provide a tool which will assist in the appraisal of fund-raising programs by revealing cost differences among them and signaling cost trends which might require attention.
5. To provide a cost measurement system feasible to employ within the development office of the pilot institution.
6. To provide a cost measurement system that could be modified to fit the fund-raising structures and needs of other institutions of higher education.

A field study was also conducted. The pilot system was demonstrated to key development administrators at three other institutions, two private and one public. The primary purpose of the field study was to assess, by means of semistructured interviews with the administrators, the degree of difficulty which would be encountered in

modifying the procedures and materials developed at the pilot institution to suit the needs and structures of the institutions visited. The field study indicated that, with minor changes, the system could be applied at each of the institutions visited. The system was, however, deemed unnecessarily formal and complex for the smallest of the three institutions.

ACKNOWLEDGMENTS

Completion of this study required the cooperation of many people.

To the members of the committee: Dr. Donald J. Herrmann, Dr. Fred Adair, and Dr. Robert B. Bloom, the writer expresses his sincere thanks for their time and guidance.

A particular debt of gratitude is owed to Mr. Warren Heemann, Vice President for College Development at the College of William and Mary, for his valuable suggestions and for the wholehearted cooperation which made this project possible.

Deep appreciation goes to those who served as evaluators of the project: Dr. W. Michael Born, John W. Leslie, Stanley E. Brown, Dr. Jess Cloud, Susan E. Hershner, Julia B. Leverenz, Leonard A. Meyer, Kathleen S. Micken, Judith P. Sanderson, Michael R. Schoenenberger, James P. Seymour, Jeffery R. Shy, and Dennis G. Waller.

Thanks are also extended to the development office personnel at the institutions visited during the field study: University of Richmond, University of Virginia, and Washington and Lee University.

Finally, thanks and appreciation are offered to the writer's wife Fumie, daughter Romie, and sons Donald and Alex for all their patience, understanding, and help throughout the doctoral program.

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FUND-RAISING

CHAPTER I

INTRODUCTION

A list of the most urgent problems facing United States colleges and universities would have to include their chronic need for financial support. Meyer has cited increased student enrollments, new areas of study, expansion of existing fields, increased faculty salaries and fringe benefits, new facilities, and inflation, among the factors which have contributed to the rising costs of higher education.[1]

Since 1971, when Meyer analyzed the situation, the pressure of increased student enrollments has begun to abate. Hitch has pointed to the 1970 census figures as evidence that the long period of enrollment growth in higher education is coming to an end.[2]

The financial difficulties of higher education have not been alleviated, however, by the end of the enrollment boom. For a great many institutions it has even had the effect of aggravating fiscal problems. Many private institutions, according to Jellema, have found the competition for enrollments to be intense and the penalty for lack of success to be a severe reduction in tuition receipts and

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[1] James Dean Meyer, "A Study of Fund Raising Programs at Selected Institutions of Higher Education in the United States" (Ed.D dissertation, University of Wyoming, 1971), p. 2.

[2] Charles J. Hitch, "Ten Years After, Ten Years Hence," Daedalus (Winter 1975):56-57.

a resulting increase in operating deficits.[3]

Inflation, moreover, is considerably more significant than it was in 1971 when Meyer cited it as a factor in rising educational costs. Concurrent with the sharp inflation of these intervening years, which reached a peak of 12 percent in 1974, there was a deep economic recession. This recession brought about a decline in the flow of tax revenues to state treasuries and forced public institutions to join in the quest for money from private sources.

State universities had been urged to join this quest by the 1958 Greenbrier Conference on Advancing Understanding and Support of Higher Education, which stated: "Actually the burgeoning demands upon the great state universities for mass higher education in the next two decades make much more elaborate private support necessary. Programs for money raising, quite apart from tax bodies, have to be developed."[4]

Such advice seems to have been well taken, for as Sherratt wrote in 1975:

> Public colleges, faced with competition for resources of government from all quarters of the public sector, have had to emulate private schools in launching sophisticated drives for donated dollars. Today many state universities maintain development offices patterned after those of private institutions and designed to attract increased financial support from alumni

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[3]William W. Jellema, From Red to Black (San Francisco, California: Jossey-Bass, 1973), p. 52.

[4]E. H. Hopkins, ed., The Advancement of Understanding and Support of Higher Education: The Greenbrier Conference Report on Organizational Principles and Patterns of College and University Relations (Washington, D.C.: American College Public Relations Association, 1958), p. 54.

and friends of higher education.[5]

As a result of all these pressures, enormous amounts of money are being raised for higher education from private sources. It should be inserted here, parenthetically, that to speak of the enormity of the dollar amount is not to disagree with those who point to its inadequacy. A recognition of the substantial scale of effort and the expenditures of resources that is involved at present, is only heightened by the realization that such efforts and expenditures must be greatly increased if the true need is to be met.

During the academic year, 1974-75, a period when private giving was greatly inhibited by an economic recession, the Council for Financial Aid to Higher Education (CFAE) estimated the total amount of voluntary support for higher education at 2.16 billion dollars.[6] The 986 institutions of higher education participating in the CFAE survey for 1974-75 raised an average of 1,698 million dollars[7]; twenty of these institutions reported having each received more than sixteen million dollars.[8]

The question of how much money the institutions had to spend in order to raise these sums has no ready answer. Costs were not a

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[5]Gerald Robert Sherratt, "A Study of the Methods and Techniques Used in Fund-Raising at Selected Public Universities" (Ph.D. dissertation, Michigan State University, 1975), p. 3.

[6]Council for Financial Aid to Education, Voluntary Support of Education 1974-75 (New York: Council for Financial Aid to Education, 1976), p. 3.

[7]Ibid., p. 64.

[8]Ibid., p. 8.

part of the CFAE survey, nor are there any cost figures currently available which are applicable to all of higher education.

Leslie's figures on costs for 169 institutions for the period 1967 to 1970 may provide an approximation, however. He found that the median state university reported a cost of thirty cents to raise each dollar of gift money. The median private university reported a cost of twelve cents, and the median private college reported a cost of twenty-two cents for each gift dollar.[9]

These rates must be used with caution in seeking an answer to the cost question, since it has not been established that they are applicable to higher education in general or to the 1974-75 period referred to by CFAE. With due regard for this fact, it still seems safe to assume that, in the raising of 2.16 billion dollars in private funds for higher education, several hundreds of millions of dollars must have been spent. Further support for this assumption may be drawn from Leslie's additional finding that the cost of raising private money for higher education is increasing.[10]

The growing need for private support, the intensified competition for these funds, and the very substantial cost of raising them, make it important for institutions to continuously reexamine and reevaluate the efficiency of programs by which they seek to raise such money. It is necessary that this be done in order to ensure

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[9]John W. Leslie, Seeking the Competitive Dollar: College Management in the Seventies (Washington, D.C.: American College Public Relations Association, 1971), p. 17.

[10]Ibid., p. 27.

that the resources the institutions are committing to the search for private support are deployed as effectively as possible.

Purpose of the Project

The aim of this project was to produce a costing system based on the principles of cost accounting but adapted to the needs of an institution of higher education. It would provide administrators a tool for determining the cost of their own fund-raising programs and a means of establishing the cost-per-gift-dollar of each conduit through which private voluntary support is brought to the institution. The tool had to be without unnecessary complexity so that it could be used within the development office without creating a requirement for special accounting assistance by the institution's business office beyond those services normally to be expected.

Such a system should provide feedback that development administrators should find useful in planning, budgeting, and controlling their programs. It should facilitate the setting of measurable objectives for each program with respect to its use of resources, and assist in the evaluation of the degree to which these objectives are met. It should be useful in appraising the efficiency of fund-raising programs conducted by the institution, revealing cost differences among programs, and signaling cost trends which might require

managerial attention.[11] It should prove particularly useful to administrators who take a systems approach to management and should provide information worthy of consideration when making decisions as to which programs to emphasize or deemphasize.

Although specifically designed to fit the fund-raising structure of the institution at which the system was developed, it was intended that it be capable of adaptation by other colleges and universities to fit their own fund-raising structures. To do this, each constituent element of an institution's fund-raising organization must be identified as either a producing division directly responsible for one or more fund-raising programs, or a service center providing services directly or indirectly to producing divisions. Once this has been done the institution's fund-raising costs can be allocated through them to individual programs. Figure 1 illustrates this principle.

Wide variations exist among institutions in the organization and operation of their fund-raising activities. Shilling wrote, in respect to private liberal arts colleges, that "The performance of the development function . . . has assumed an administrative

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[11] The word "Efficiency" is used here to mean "ability to produce a desired effect, product, et cetera, with a minimum of effort, expense, or waste" [Webster's New World Dictionary, Second College Edition, p. 445]. In higher education there is a well-founded skepticism of quantitative methods. A sharp distinction should be made between the efficiency of administration of an academic program and its effectiveness. In educational fund-raising, however, inputs and outputs are readily and fairly quantifiable in dollar terms. There is little potential for harm, therefore,and much potential benefit, in the measurement of program efficiency.

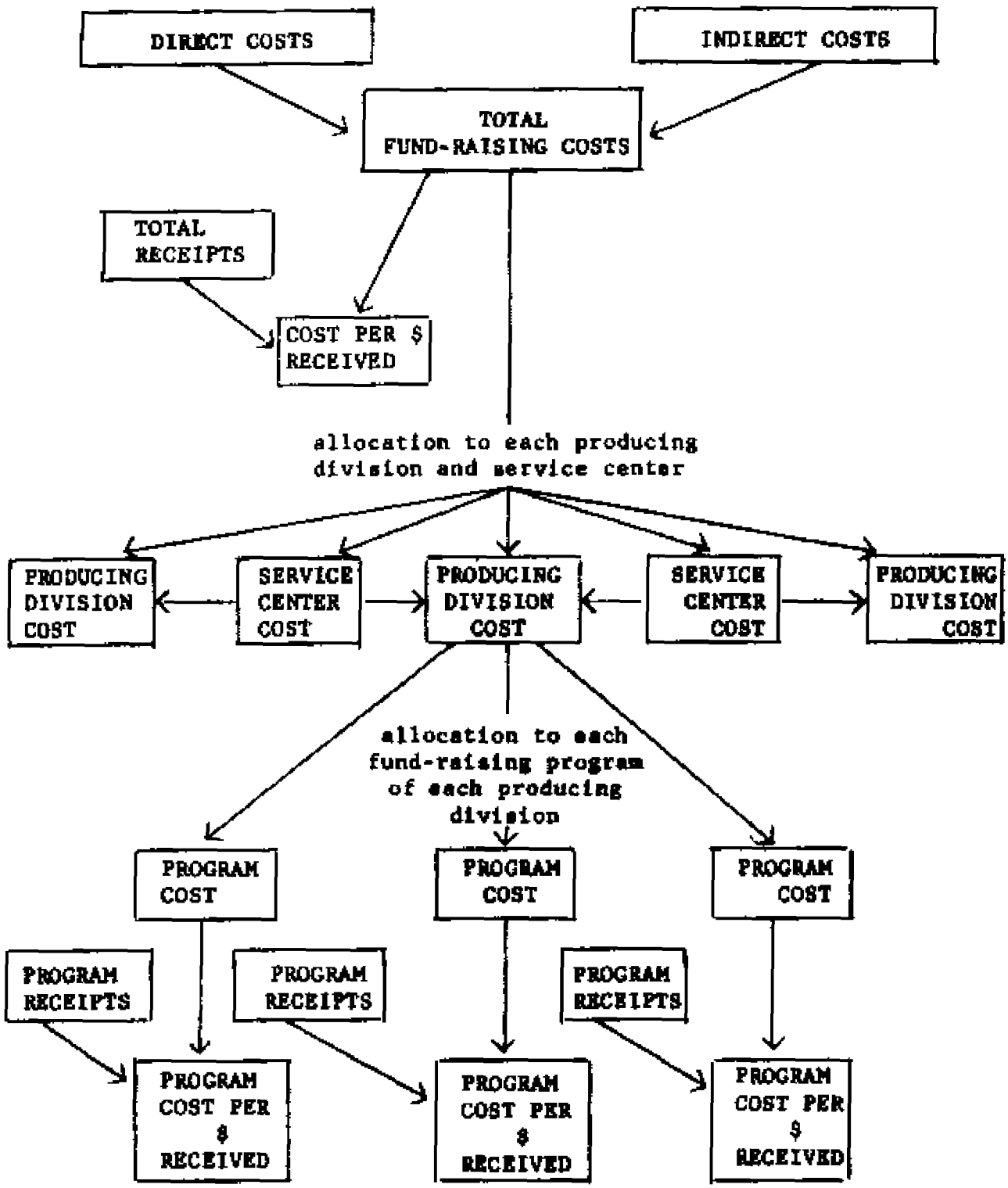

Figure 1. Model of Technique for Determining Unit Cost

posture based on expediency. In retrospect, the emergence of the organized development function has the appearance of means which were devised in an exigency."[12] It is, therefore, necessary to establish a system for determining unit costs, that is tailored to the institution which will use it. The forms, cost report format, and procedures developed in this project will probably not be applicable in other institutions without considerable alteration. However, administrators using the pilot project as a guide should be able to adapt the system to their own institutions.

Need for the Project

As Meyer indicates, there has been a tendency for more institutions to develop organized fund-raising programs.[13] Thus, it seems logical that the successful management of such programs is an important concern for a growing number of colleges and universities. Given the fact that larger amounts are raised almost every year in private fund-raising programs for higher education,[14] and that the cost of obtaining these funds has been rising,[15] managers of such programs can be expected to benefit from the availability of the

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[12] Roy Bryant Shilling, Jr., "An Appraisal of the Significance of the Development Function in the Advancement of Private Liberal Arts Colleges" (Ph.D. dissertation, Indiana University, 1967), p. 168.

[13] Meyer, "A Study of Fund Raising Programs at Selected Institutions of Higher Education in the United States," p. 92.

[14] Council for Financial Aid to Education, Voluntary Support of Education 1974-75, p. 3.

[15] Leslie, Seeking the Competitive Dollar: College Management in the Seventies, p. 27.

unit cost of each of their programs.

An increase in the magnitude of an institution's fund-raising efforts may bring with it new problems. As Odiorne wrote, ". . . One who can control results can manage even the largest of organizations."[16] According to Knezevich, however, in order to manage toward an objective, an administrator needs a measurement of outcomes that can be applied to his programs.[17]

Development administrators do have a measurement of program outcome that does not require the knowledge of program cost. This is the comparison of program receipts with the projected goal. It is a useful measure but not a sufficient one, because it only measures output. Program performance with regard to institutional assets consumed is not measured and, therefore, progress toward input-related objectives cannot be monitored.

Cost of operation of the fund-raising function in its entirety may be available to the administrator. Still needed, however, is the measurement of the cost of the individual programs managed within the function.

Schroeder and Adams are convinced that most college

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[16]George S. Odiorne, Management by Objectives: A System of Managerial Leadership (New York: Pitman Publishing Co., 1965), p. 14.

[17]Stephen J. Knezevich, "MBO [Management by Objectives]: Its Meaning and Application to Educational Administration," Education (September/October 1972):19.

administrators want to make use of management science techniques,[18] but they note that:

> In the area of finance the greatest discrepancy has been in the use of unit cost data for management control. In the business world it is second nature to depend on detailed cost accounting data. No one would attempt to operate a modern business without elementary unit cost data. Yet a similar type of cost consciousness is just beginning to appear in university management.[19]

In 1971, the American College Public Relations Association published the results of a gift cost survey. In a monograph written to accompany the survey data Leslie wrote, ". . . Other than measuring the amount of gift income received, there are few quantitative measures for evaluating the effectiveness of public relations and fund raising programs that have been developed. . . ."[20] He also wrote that, ". . . It is difficult to determine costs of various activities within departments, such as how much is expended on the annual fund by the development office, . . ." and ". . . Financial statements represent expenditures by department, not by program or activity."[21]

All colleges and universities have a financial accounting system, according to the National Council of College and University Business Officers. However, the system often is incapable of supplying needed unit cost information. When there are repetitive

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[18] Roger G. Schroeder and Carl R. Adams, "The Effective Use of Management Science in University Administration," Review of Educational Research (Winter 1976):117.

[19] Ibid., p. 123.

[20] Leslie, Seeking the Competitive Dollar: College Management in the Seventies, p. 9.

[21] Ibid., p. 52.

requirements for certain cost information, the Council points out, it may be necessary to develop supplemental costing procedures.[22] Whether the need for supplemental procedures exists at a particular institution, with regard to the fund-raising function, is a matter which can best be determined by the administrators concerned.

Leslie's efforts to close the administrative information gap have not been limited to simply pointing to its existence. In addition to encouraging the writer in his effort to develop a means of measuring unit cost separately for individual fund solicitation programs, Leslie has published a proposed data collection system which would provide information on the cost of development, public affairs, public relations, and alumni functions on a programmatic, rather than departmental basis.[23]

Institutions adopting Leslie's recommended chart of accounts and his data collection system will be able to identify fund solicitation costs, for example, as occurring in an annual gifts, special project gifts or deferred gifts category. Further identification of costs at the level of particular gift programs within these categories; for example, a Law School Alumni Fund, Friends of the College Fund, or a Parents Fund is not provided by the system. Leslie's

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[22]National Association of College and University Business Officers, Fundamental Considerations for Determining Cost Information in Higher Education (Washington, D.C.: National Association of College and University Business Officers, 1975), p. 6.

[23]John W. Leslie, "A Resource Allocation System: For Managing an Institutional Advancement Program," College and University Journal (May 1973):19-29.

system does, however, develop cost information over a much broader area than is within the scope of the present project. Administrators considering adaptation of the present pilot project to their institution would do well to also consider Leslie's system before making a decision as to which best suits their needs.

Terms and Abbreviations

American Alumni Council

AAC (American Alumni Council). In 1974, AAC merged with the American College Public Relations Association to form the Council for the Advancement and Support of Education.

American College Public Relations Association

ACPRA (American College Public Relations Association). In 1974, ACPRA merged with the American Alumni Council to form the Council for the Advancement and Support of Education.

Accrual basis

A system of accounting which recognizes expenditures when materials are used and services are performed.

Allocation of costs

Proportional distribution of indirect costs among cost objectives.

Amortization

The proration of expenditures over a fixed period.

Basis of allocation

A method of equitably apportioning indirect costs among cost objectives.

Council for Advancement and Support of Education

CASE (Council for Advancement and Support of Education) was formed in 1974 by merger of the American Alumni Council and the American College Public Relations Association.

Cash basis

A system of accounting which recognizes expenditures when cash is paid.

Council for Financial Aid to Education

CFAE (Council for Financial Aid to Education).

Cost-per-gift-dollar

Expenses incurred for the purpose of fund-raising, divided by the total amount raised. This may be calculated on the basis of a single program, a group of programs, or all programs conducted by the institution.

Costing

The process of assigning or allocating costs to specific objectives.

Development function

The administrative unit which has responsibility for fund-raising. It may also have other responsibilities such as public relations and alumni relations. For purposes of this project the term is used interchangeably with "development office" and "fund-raising office."

Direct cost

An expenditure which is readily identifiable with a program or cost objective.

Fixed cost

An expense which remains constant over a period regardless of the level of activity of the program.

Fund-raising office

See "development function."

Indirect cost

An expenditure which is not readily identifiable with a program or cost objective

Producing division

A department of a development function which bears direct responsibility for obtaining money through one or more fund-raising programs.

Program cost

The measure in dollars of resources expended in operating a single fund-raising program. Same as program input.

Program input

See "program cost."

Program output

Dollars received through a single fund-raising program.

Service center

A department of a development function which provides a service to producing divisions.

Step-variable cost

An expense which remains constant for a range of program activity but increases when that range is exceeded.

Variable cost

An expense which increases or decreases with the level of program activity.

Scope

The pilot project was designed to fit the organizational structure of the pilot institution. It is believed, however, that the materials produced and lessons learned during development of the pilot project will be of value to administrators constructing a unit cost system to fit the fund-raising structure of their own

institutions.

CHAPTER II

REVIEW OF RELATED RESEARCH

The studies reviewed in this chapter are grouped according to their approach to the subject. Those relating to the fund-raising function in higher education are discussed first, followed by those specifically concerned with the cost of such fund-raising, and, finally, those which are concerned with costs in higher education but which do not concern themselves with the fund-raising function.

Fund-Raising in Higher Education

Bakrow sought to identify effective fund-raising practices by surveying individuals responsible for the financial development function at private colleges and universities which were judged to be successful fund-raisers. He found a wide variety of practices and marked differences among institutions as to which practices had proven successful. Bakrow observed in his review of the literature:

> No study was found which dealt with the evaluating of procedures and practices in fund-raising. At the time the research literature was reviewed, the listing of doctoral students [sic] up to 1960 indicated that no study had fund-raising or the fund-raising function as its focus.[1]

The present writer, in his own review of doctoral and

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[1] William John Bakrow, "The Relative Effectiveness of Certain Procedures and Practices in Fund Raising in Selected Private Colleges and Universities" (Ed.D. dissertation, Indiana University, 1961), p. 24.

nondoctoral research, could find no study earlier than Bakrow with the exception of Langeler[2] who, relying primarily on interviews with presidents and development officers of selected institutions, sought to describe the organization and content of their development programs.

Other than Timmins[3] who studied three cooperative national fund-raising efforts but did not examine the individual programs of the cooperating institutions, there appears to have been no further research on the subject for the next five years. In 1967, however, the results of four studies done separately by Bornheimer, Britt, Cramer, and Shilling were reported.

Bornheimer[4] sent questionnaires to private, liberal arts colleges in the United States, with enrollments of from 600 to 3,000 students, to examine the educational background, experience, status, and role of persons filling the position of director of development. Using the 1965-66 edition of the Education Directory, published by the United States Office of Education, he found there were eighty colleges eligible for his study. Within the eighty, sixteen were dropped when they indicated, on receiving the questionnaire, that they either had no development program or the director's position was

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[2]George Harris Langeler, "Financial Development Programs in Institutions of Higher Education with Special Reference to Selected Colleges" (Ph.D. dissertation, University of Michigan, 1959).

[3]Richard Haseltine Timmins, "A Study of Three National Efforts in Fund-Raising for Colleges and Universities" (Ed.D dissertation, Columbia University, 1962).

[4]Deane Gordon Bornheimer, "The Director of Development in Selected Independent, Liberal Arts Colleges of Moderate Size" (Ed.D. dissertation, Rutgers University, 1967).

currently vacant. The population of institutions Bornheimer was studying at this point consisted of sixty-four colleges in twenty-five states. He obtained a sample consisting of fifty-seven usable responses from colleges in twenty-five states.

In two areas of inquiry relevant to the present study, Bornheimer's results showed

1. a wide variety of educational backgrounds on both the undergraduate and graduate level, with a preponderance in the humanities and social sciences, and

2. a wide variety of backgrounds of previous employment, with the largest single group having had experience solely in the field of education.

Although some chief development officers had an educational or occupational background related to some area of organization, business, or government administration, the majority did not. It appears then that absence of use of quantitative measures in higher education development to evaluate fund-raising efforts and to help in the allocation of fund-raising resources may not be the result of a considered rejection of such measures but rather it may represent a lack of exposure to them on the part of directors of development.

Britt[5] sought to analyze the development offices at ninety-seven state universities and land-grant institutions. A questionnaire was mailed to each institution and a total of sixty-two responses were

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[5]William Morris Britt, "The Office for Development at Selected State Institutions of Higher Education" (Ed.D. dissertation, University of Tennessee, 1967).

obtained, including fourteen resulting from a follow-up mailing. Development officers of six of the responding institutions were selected, on a geographically representative basis, for in-depth personal interviews. Britt found the development office at the responding institutions to be increasing in scope and influence.[6] Although thirty-seven responding institutions did not have a separate office charged with institutional development (Britt did not ask whether they intended to establish one in the future), there seemed to be a trend in that direction, since at only ten of the respondents with development offices were these offices seven-years-old or older.

Britt's study also indicated a trend toward the establishment of a single development office responsible for a wide variety of development-related activities in state universities and land-grant institutions. Such a trend toward central management should increase the desirability of using a costing system such as the one described in this study to help the development officer effectively monitor and manage a variety of programs.

In an effort to identify successful fund-raising practices in small, private, primarily liberal arts colleges, Cramer[7] gleaned from current writings and by consultation with representatives of organizations concerned with educational fund-raising, a list of forty-nine areas, programs, and activities generally believed to

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[6] Ibid., p. 101.

[7] Robert Vern Cramer, "Financial Development in Private Higher Education and the Effects of Related Variables" (Ph.D. dissertation, University of Connecticutt, 1967).

influence an institution's success in seeking private support. He used 1962-1963 information on file with the Council for the Advancement of Small Colleges (CASC), supplemented by mail requests to institutions for additional information as necessary, to ascertain the status of fifty-five institutions with regard to the forty-nine variables. Some examples of the variables Cramer used are: amount spent in financial development, total gifts received, total gifts received from alumni, number of alumni, amount of time president spends soliciting gifts, number of trustees, percentage of trustees making contributions, the establishment of a parents' fund, and an organized community support program. Cramer then obtained Pearson's product-moment correlation for all possible combinations of the variables. This statistical method should have revealed significant relationships between the variables. Cramer, however, expressed surprise at the ". . . lack of a significant correlation between the amount of money the fifty-five CASC colleges spent in financial development, and the total amount of gifts received."[8] In speculating as to the cause of this apparent anomaly, Cramer considered that the colleges might have been ineffective in using the resources they already had, since most were unaccredited and all conceded the need to improve their situations academically and with regard to financial stability. He also considered the possibility that appeals were ineffective because ". . . It could have been that there was no sound reason for the existence of many of the CASC

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[8]Ibid., p. 137.

colleges studied. . . ."[9] An additional possibility, which does not appear to have been considered by Cramer, is that the lack of correlation could have resulted from incorrect data. It seems possible that at least some of the institutions might not have reported the true costs involved in their fund-raising efforts. Indeed, it seems possible that they may not have been aware of all the costs involved, lacking a system for identifying them and bringing them to the attention of administrators.

Shilling appraised the significance of the development function in private liberal arts colleges and found that ". . . There is little relationship between the performance of the development function in the private liberal arts colleges and the nature and purpose of these institutions."[10] He also found that ". . . The performance of the development function in the private liberal arts college has assumed an administrative posture based on expediency. In retrospect, the emergence of the organized development function has the appearance of means which were devised in an exigency."[11]

Meyer studied fund-raising programs by surveying 200 randomly selected public and private higher education institutions of

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[9] Ibid., p. 138.

[10] Roy Bryant Shilling, Jr., "An Appraisal of the Significance of the Development Function in the Advancement of Private Liberal Arts Colleges" (Ph.D. dissertation, Indiana University, 1967), p. 168.

[11] Ibid.

varying size and purpose.[12] The applicability of his results to all higher education institutions in the United States is open to question however, because his substantial level of nonresponse (32.5 percent) may have introduced an element of selection bias. In addition to this substantial percentage of institutions which were unwilling or perhaps unable to provide the information sought in Meyer's questionnaire, some of the institutions which did respond indicated they were unable to provide complete information because of inadequate records.

From the financial information his respondents were able to provide, Meyer computed an amazingly low "mean percentage of contributions expended for fund-raising . . . ." (2 percent), with a range of 1 percent (private colleges) to 4 percent (private universities).[13] These very low percentages seem best understood by examining the language by which the data was sought in the questionnaire. The question form leads the writer to believe that these percentages represent those expenses which were literally deducted directly from contributions and not total fund-raising expenses. If they were to be taken as total fund-raising costs it would put them in contradiction to those of Leslie who found, in a study discussed earlier, that during the 1967-1970 period the median cost-per-gift-dollar at private colleges was

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[12] James Dean Meyer, "A Study of Fund Raising Programs at Selected Institutions of Higher Education in the United States" (Ed.D dissertation, University of Wyoming, 1971), p. 92.

[13] Ibid., p. 63.

22 percent and at private universities it was 12 percent.[14]

The major significance of Meyer's research to the present study lies in the institutions which were unable to provide complete financial data related to development. This might not have been the case had these institutions possessed a system for measuring the cost of all phases of their development programs, such as the system which is the subject of the present study. It may well be that widespread use of such a system would have enabled more institutions to respond accurately to the survey and would have, therefore, provided the development field with a more generalizable and usable self study.

Sherratt, primarily by means of a questionnaire and interviews with development administrators, studied the organization and methods of fund-raising at eight public universities which were selected by Sherratt ". . . on the basis of their geographical distribution and their proven performance in fund-raising."[15] As in the Bakrow, Britt, and Shilling studies discussed previously, the development organizations were found to vary widely. Sherratt, however, was able to identify a number of characteristics common to most of the eight development offices.[16] A wide variety of fund-raising programs

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[14]John W. Leslie, Seeking the Competitive Dollar: College Management in the Seventies (Washington, D.C.: American College Public Relations Association, 1971), p. 17.

[15]Gerald Robert Sherratt, "A Study of the Methods and Techniques Used in Fund-Raising at Selected Public Universities" (Ph.D. dissertation, Michigan State University, 1975), p. 7.

[16]Ibid., pp. 334-53.

were aimed at such constituencies as alumni, students, parents, faculty, corporations, and foundations. In all institutions the annual giving campaign was described as the most complex[17], and ". . . the most expensive of the various fund-raising programs implemented by the development officers in terms of returns to cost . . . ."[18]

The primary concern of Sherratt's study was not fund-raising cost. However, the variety and complexity of the development programs he found at the eight public universities he studied seems to indicate that institutions which treat development cost as a single entity, rather than analyzing its components as they relate to separate programs, could be depriving development managers of an important means of improving their own effectiveness.

In summary, the studies reviewed in this section are those which have sought to analyze some facet of the development function in higher education but which were not concerned, or were only peripherally concerned, with the cost of fund-raising. Their chronology indicates a relatively recent but growing interest in the organization and operation of financial development in higher education. They document the existence of a wide variety of fund-raising structures throughout United States higher education and a wide variety of backgrounds of those responsible for the programs. They are significant to the present study because they show that a practical system

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[17] Ibid., p. 341.

[18] Ibid., p. 343.

for measuring the cost of institutional development programs must possess flexibility so that it can be tailored to a wide variety of development structures. They also provide evidence that such a system, once developed, would be useful not only to the institutions utilizing it but has the potential to provide data for future research in higher education development.

Fund-Raising Cost

Few studies have been done that were concerned directly with the cost of college and university fund-raising. Leslie, in 1969, reported the results of the first ACPRA survey.[19] This study, conducted with a grant from the Esso (EXXON) Foundation, obtained data for the period 1962 through 1968 (1962 to 1966 for fund-raising income and expense data) from 700 institutions which responded to the initial questionnaire and 445 institutions which responded to a supplementary budgetary data questionnaire. Usable and comparable responses were obtained from 105 institutions. Leslie also obtained information through field visits and personal interviews. All categories of four-year institutions were included in those providing data except state colleges and, with that exception, the findings were accepted as representative.

Among the purposes of Leslie's study, which he described as preliminary and exploratory, the purpose most relevant to the present

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[19] John W. Leslie, Focus on Understanding and Support: A Study in College Management (Washington, D.C.: American College Public Relations Association, 1969).

study was the identification of ". . . some promising possible yardsticks and evaluative criteria for measuring fund-raising effectiveness. . . ."[20] For this purpose he collected data on gift income, expenditures for institutional advancement progress (an umbrella term to include fund-raising, information services, publications, and alumni relations), the institutions' total educational and general expenditures, number of gift solicitation calls, alumni office activities, and alumni gifts. For his statistical analysis Leslie used Kendall's Tau, an index of rank order correlation. On the basis of his analysis he made several observations among which were these; gift income without deferred gifts was a reliable indicator of total gifts,[21] a very high correlation existed between advancement program expenditures and gift dollars, the correlation was higher when only fund-raising and alumni relations expenditures were included, the cost of raising funds was approximately fifteen- to twenty-cents per dollar, cost-per-gift dollar was inversely related to the amount of money raised and private institutions tended to receive slightly more money when their budgets emphasized fund-raising rather than public relations activities.[22] Leslie further noted that:

> Indicators and yardsticks of performance need to be established and tested over a period of years to determine their validity. Data collection systems must be expanded and improved

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[20] Ibid., p. 8.

[21] Ibid., p. 20.

[22] Ibid., p. 28.

to provide reliable information.[23]

Leslie's high correlation between advancement program expenditures and gift dollars contrasts starkly with Cramer's finding of no significant correlation between money spent in financial development and total gifts received. This contrast strengthens the suspicion voiced earlier in discussing Cramer's study, that his fifty-five small and somewhat financially unstable institutions, most of which were also unaccredited, may not have been aware of their actual fund-raising costs and were not, therefore, providing Cramer with accurate data. It seems logical to suppose that the type of institution Cramer studied would be less likely than others to be using management techniques of a kind which would have enabled them to accurately identify and keep track of money spent for the purpose of financial development.

The ACPRA survey was later repeated to obtain data for the period 1965 through 1968 and again for the period 1967 through 1970.[24] This latter study established that in two thirds of the institutions surveyed there had been an increase in cost-per-gift-dollar and that twenty-one institutions, 15 percent of those compared, had experienced cost-per-gift-dollar increases of 50 percent or more.[25] Management techniques which permit the monitoring of

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[23]Ibid., p. 51.

[24]Leslie, Seeking the Competitive Dollar: College Management in the Seventies.

[25]Ibid., p. 27.

development costs, such as the method developed in the present study, may offer a means of controlling the widespread increase in cost-per-gift-dollar noted in the ACPRA surveys.

A comparison of nonacademic operating costs in small, private, liberal arts colleges was conducted by Ven Horst and Henkhaus to establish guidelines for use by administrators in determining how economically and efficiently their own departments are operating.[26] The researchers mailed questionnaires to 141 institutions having enrollments of less than 2,500. The questionnaire sought information on the amount of the annual operational budgets and the number of personnel employed in twenty nonacademic departments, one of which was the development function.

Using data from the sixty-five usable questionnaires returned, the researchers determined the relationship between departmental operational budget and full-time equivalent enrollment for each of the nonacademic departments. Formulae were then derived for determining the operational budget and the number of personnel which would place a given department on the statistical "line of best fit" of all similar departments in responding institutions.[27]

The utility of the Ven Horst and Henkhaus formulae as guidelines for economic and efficient operation is open to question. They merely seem to indicate the number of personnel and size of

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[26]Marie Ven Horst and Edward J. Henkhaus, "Nonacademic Operating Costs: How Small Colleges Compare," College and University Business 55 (December 1973):24-25.

[27]Ibid., p. 25.

budget that would match other institutions of a similar size. Development administrators, for example, who might find by using the formulae provided, that they were operating with fewer personnel and a smaller budget than similar institutions might be encouraged to consider their departments relatively efficient and economical. Such a conclusion could not be justified, however, unless it could be shown that their output (gift dollars) was similar in quantity to the output of the other development offices. The Ven Horst and Henkhaus formulae do not take output into consideration. Moreover, caution seems to be indicated by the lack of correlation Cramer found between money spent in development and the amount of gift money received by the type of institution in question.[28] If it is assumed that Cramer's institutions were providing him accurate data, the lack of correlation would cast doubt on the value, as guidelines, of formulae derived from studying such small private liberal arts colleges. Further doubt as to the value of the guidelines is cast by the previously cited finding of Shilling regarding the unplanned nature of the development organization in the private liberal arts colleges he studied.[29] It appears that the Ven Horst and Henkhaus formulae would be more useful as guidelines if they

1. were derived from institutions which had demonstrated their

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[28]Cramer, "Financial Development in Private Higher Education and the Effects of Related Variables," p. 137.

[29]Shilling, "An Appraisal of the Significance of the Development Function in the Advancement of Private Liberal Arts Colleges," p. 168.

success in development, and

2. incorporated the cost-per-gift-dollar these institutions had borne in raising various categories of gifts.

The widespread use of cost measurement systems, such as the one the present study is designed to produce, could help make future research efforts similar to that of Ven Horst and Henkhaus more valuable and successful. In the present study, therefore, an effort is made to produce a system which will provide the using institution a data bank of costs-per-gift-dollar in each fund-raising category. In addition to helping these institutions in the management of their own development functions, the existence of such data should be of assistance to researchers who, like Ven Horst and Henkhaus, are seeking to gather information from which to develop guidelines by which other development administrators might gauge the efficiency of their own fund-raising efforts.

In summary, the studies concerned primarily with the cost of fund-raising in higher education are few in number and of doubtful utility to the development officer seeking a gauge with which to measure the efficiency of his programs. The Leslie--ACPRA surveys are the most valid and informative of these surveys. They reveal a rising trend in the cost which institutions incur in obtaining each gift dollar. They cannot compare costs in the various categories of fund-raising, because institutions lack such information. The tool developed in the course of the present study can make efforts more effective by providing at each institution a bank of cost-per-gift-dollar data for each category of fund raising.

Costs in Higher Education

This section reviews research which is, for the most part, concerned with institutional costs in higher education, but which focuses on these costs in relation to institutional outputs, i.e., degrees, credit hours, or social benefit, rather than the cost of the development function.

Brammer[30] developed a technique for determining the unit cost of instructional programs at teachers colleges. He found unit cost studies to be a simple and inexpensive way to achieve many of the benefits of cost accounting without added staff, and he recommended that teachers colleges use his technique on a year-to-year basis while seeking to improve upon it.

Brammer obtained all costs normally covered by the general fund budget: costs of instruction, administration, and physical plant, and allocated them to instructional programs, defined as instructional departments or divisions of schools. A total cost for each department was obtained from the direct costs budgeted to it plus an allocated share of physical plant and administration costs. The total cost for each department was then used to obtain three unit costs. These were:

1. Average departmental cost per full-time equivalent faculty member.

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[30]Lowell Howard Brammer, "A Technique for the Study of Unit Costs of Higher Education in Colleges and Universities for Teacher Education" (Ph.D. dissertation, Indiana University, 1954).

2. Average departmental cost per full-time equivalent student.

3. Average cost per departmental instructional unit. Instructional units were obtained by multiplying number of students enrolled by course credit hours.

Brammer was concerned solely with unit costs as they apply to educational programs. His technique, while similar in concept to the one which is the subject of the present study, does not lend itself to the establishment of unit cost (cost-per-gift dollar) of fund-raising programs. Brammer was not concerned with the problem of determining the cost of raising money for the institution and, therefore, did not develop instruments for isolating these expenses and distributing them fairly among the various fund-raising programs. This is done, however, in the present study which is specifically aimed at providing a measure relevant to the needs of an institution's development function as distinct from its academic departments.

Dyer[31] developed an approach for the use of cost-effectiveness analysis as an aid in planning for a state system of higher education. He compared the effectiveness and cost of providing needed incremental student capacity for the Texas public higher education system by building new institutions or, alternatively, by expanding existing institutions. For each alternative he estimated costs and returns to

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[31]James Simpson Dyer, "Cost Effectiveness Analysis for a Public System of Higher Education" (Ph.D. dissertation, University of Texas at Austin, 1969).

the state and to individuals. The following outline was used in the analysis of each alternative:

> . . . Analysis of Returns
> Returns to the Individual
> Returns to the State
> Returns to the State from Increased Tax Revenue
> Returns to the State Economy
> Noneconomic Returns
> Analysis of Costs
> Costs to the Individual
> Costs to the State
> Direct Costs
> Costs to the State from Foregone Taxes
> Costs to the State Economy. . . .[32]

Dyer was not concerned with unit cost in this study. His system, designed for application at the state level, does not seem relevant to the development officer seeking a method for determining the cost of fund-raising programs. However, Dyer's successful application of cost-effectiveness analysis in an area of higher education planning is encouraging to the present study. If a means of comparing the costs of different types of fund-raising programs is provided, the application of cost-effectiveness techniques in the area of development may be made practical.

Ewald and Kiker developed a model for determining the input cost of university degrees. After developing bases for allocating the cost of nonteaching units of the university to the teaching units (colleges), allocation is made to each college through an input set and output set of matrices. Their model can then be used to arrive at an estimated total cost for each of the several degrees

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[32] Ibid., p. 227.

awarded by the university as well as average degree costs at the baccalaureate level and master level. They wrote:

> There are four steps necessary to accomplish this purpose. First the output of the university's product divisions must be determined in terms of course hours. Second, these outputs must be weighted in order to express them as equivalent units. Third, the cost per equivalent unit must be calculated and converted into a cost per hour. The fourth step is to determine by type the number of credit hours that comprise the various degrees.[33]

Unit cost in Ewald and Kiker's model is computed in terms of degrees granted. As with Brammer, costs are applied solely to educational programs. No application to the university's fund-raising programs is attempted. The interrelationships between service centers and producing divisions of institutional development organizations are not likely to be complex enough to benefit from this application of matrix theory. Its application to degree cost is appropriate, as Ewald and Kiker pointed out, because ". . . The large size of the matrix system of an actual university impairs clear discussion and manual algebraic operations. . . ."[34]

Hample analyzed the cost of instruction at Montana State University, Bozeman, Montana.[35] The method he developed was designed to determine:

> . . . (1) the instructional costs per quarter for a full time

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[33]A. A. Ewald and B. F. Kiker, "A Model for Determining the Input Cost of University Degrees," Socio-Economic Planning Sciences (September 1970):337.

[34]Ibid., p. 332.

[35]Stephen Ross Hample, "A Cost Analysis of Instruction at Montana State University" (Ed.D. dissertation, Montana State University, 1975).

> equivalent student in each academic major at the baccalaureate, master's [sic] and doctoral level; and (2) the total instructional costs per student for the baccalaureate, master's and doctoral degree in each academic major.[36]

Faculty salaries were allocated by course level and subject area by means of a quarterly faculty workload report. Direct costs for each department, such as supplies and travel, were obtained from the business office. Indirect costs, such as student services, administration, and physical plant operations, were allocated to academic departments according to the product of the number of students in their courses and the number of credit hours for each course. This product was designated as student credit hours (SCH). Cost per SCH in each department, by level, were then computed. These costs were then used in the determination of a final cost per degree granted.

Hample stated that:

> This study was undertaken as a result of increased attention being focused at the local, state, and national levels on the costs of higher education. The purpose of this study was to provide relatively objective information on the instructional costs of degrees for consideration in making internal and external decisions regarding the operation of Montana State University.[37]

Design of a similar system to focus on the output of the development function instead of the instructional function and to provide for comparison of unit costs over different periods of time, although not discussed by Hample, should prove useful in making decisions related to the development function.

In addition to the research already discussed, a set of

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[36] Ibid., p. 18.

[37] Ibid., p. 101.

procedures and computer software for compiling and exchanging institutional cost information have been developed by the National Center for Higher Education Management Systems (NCHEMS). These procedures and software have been adopted, with certain modifications, by the Virginia State Council of Higher Education for use beginning with the 1976-1977 academic year. When fully implemented the Virginia Information Exchange Procedures are projected to provide for the exchange of costing information on disciplines and degree programs among state-supported institutions. The system will not provide a means of calculating the unit cost of fund-raising programs, however, for two reasons. Public relations and development are treated as a single program under an Institutional Support designation. Thus, no provision is made for lower levels of programs which could deal with separate development programs as in the present study. Second, only funds deposited in the state treasury are considered for reporting purposes. This excludes receipts from private contributions and direct expenditures from these sources, since private contributions to state institutions, in Virginia, are not handled through the state treasury.

In summary, studies of costs in relation to "educational output" of institutions have been useful in revealing the cost of instructional programs and as a planning tool. This review of such studies indicates that a cost measurement system such as the one developed in the present study, designed to inform development officers of their costs in relation to dollar output of each of their development programs, can be expected to yield benefits through

improved efficiency in the planning and management of financial development in higher education.

Compatibility of Costing System with Management by Objectives

A measuring system which informs development officers of the cost of their individual fund-raising programs should be useful in planning, budgeting, and control, regardless of what philosophy or techniques of management those development officers subscribe to. Its usefulness would be particularly high, however, for those development officers who seek to use the method known as management by objectives (MBO). MBO is described by its systematizer, Odiorne, as:

> . . . a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.[38]

Odiorne's seven-step cycle of management by objectives is shown in Figure 2. Information provided by a cost measurement system can be useful at the points indicated.

Step 1--Total development cost per dollar received (all fund-raising costs are combined and divided by the total of receipts in all programs). A goal for the ensuing year may be established after cost measurement reports from prior years have been reviewed.

Steps 3 and 4--Cost per dollar received (fund-raising costs divided by receipts) for each program. A goal for each program for

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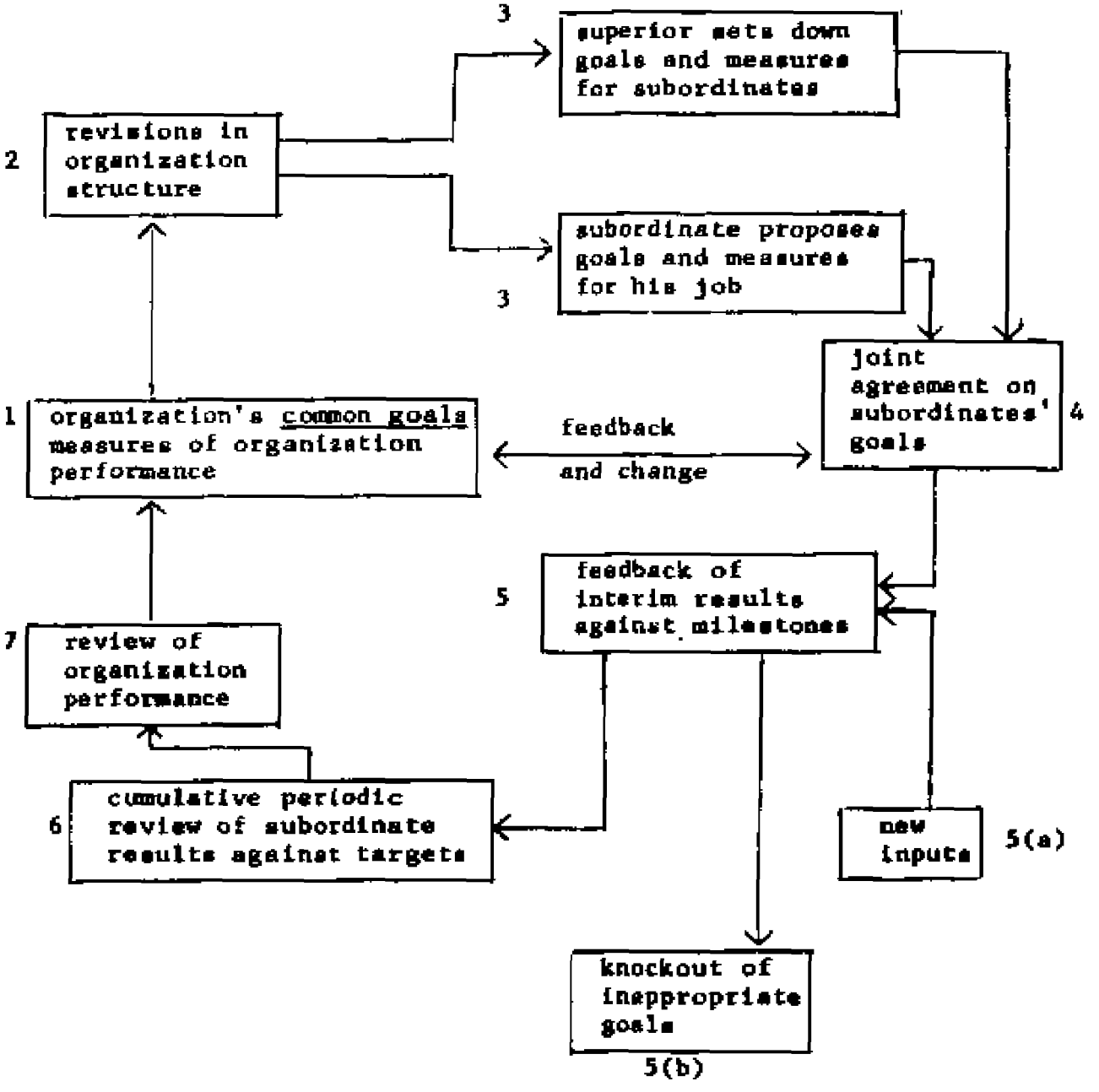
[38]George S. Odiorne, Management by Objectives: A System of Managerial Leadership (New York: Pitman Publishing Co., 1965), pp. 55-56.



SOURCE: George S. Odiorne, Management by Objectives: A System of Managerial Leadership (New York: Pitman Publishing Co., 1965), p. 78, figure 5-1.

Figure 2. The Cycle of Management by Objectives

the ensuing year may be established after cost measurement reports from prior years have been reviewed.

Steps 5, 6, and 7--Cost per dollar received (for the entire development function and for each program) may be obtained from interim reports for use in periodic performance reviews.

CHAPTER III

METHODS AND PROCEDURES

A system was constructed at one public institution, designated as the pilot institution, primarily using a process of formative evaluation. The existence of a wide variety of development structures throughout higher education in the United States has been well-documented in the literature. It, therefore, was recognized that a pilot system constructed to fit the structure and needs of a specific institution would probably require modification if it were to have value elsewhere. In order to assess the degree to which such modification would be necessary and the parts of the measurement system which would need to be altered, a second phase was included in the project. This consisted of field visits by the director of the pilot project to one other public and two private institutions. During the third phase of the project, the summary evaluation phase, the system was evaluated by a group of judges professionally involved in one or more areas of the financial development of higher education.

This project is intended to be of assistance to administrators of development programs who wish to adopt a costing system at their own institutions. For this reason the steps in the design of the pilot system and a description of the development structure for which it was designed are presented in this chapter. To further assist these administrators a detailed description of the forms and procedures which

comprise the pilot system, the degree of adaptability as determined during the field visits, and the results of the summative evaluation are presented in subsequent chapters.

Assumptions

In designing this system for costing of programs it was assumed that:

1. All institutions have some type of a financial accounting system. Whether or not the system is automated, expenditures are recorded and can be reviewed.

2. To be practical, the measurement system would have to be compatible with the accounting procedures in effect at the institution. It should not force the institution to make a major revision of its chart of accounts or change the method by which it classifies expenditures.

3. To be practical the system should not require that administrators, except for one individual responsible for the compilation of data and preparation of reports, have a detailed knowledge of the system or devote substantial time to its administration.

4. The system would be most practical if it allowed the estimation or approximation of input data in cases where obtaining greater accuracy would be disproportionately time consuming or uneconomical.

Constructing the Pilot System

The pilot system was constructed in the following eight steps:

1. The structure of the development office was examined for

the purpose of identifying the producing divisions, the service centers, and the operating relationships among them.

2. The data sources were identified in order that the costs and the receipts of each program could be obtained.

3. A costing approach suited to the purposes of the measurement system was chosen. The following three approaches to cost accounting were evaluated:

Variable costing--only those costs which vary when the level of program activity is changed are recognized as program costs.

Full costing--all costs are assigned to programs regardless of whether they vary when program activity is changed.

Standard costing--standard unit costs for each program are first established. Actual costs are then compared with the standard.

4. The chart of accounts and the expenditure classifications used in the institution's accounting system were reviewed for the purpose of identifying costs to be identified with fund-raising.

5. Appropriate bases of allocation were chosen for use in assigning indirect costs to service centers, to producing divisions, and to each fund-raising program operated by the producing divisions.

6. Procedures were established and the necessary forms were designed for obtaining information needed in the allocation of indirect costs. Worksheets were also designed in a fill-in-the-blank format to facilitate computing the cost of each program.

7. A reporting format was established in which significant and useful information obtained through the system would be

periodically made available to development administrators.

8. A computer program was designed to facilitate the compilation of data and the preparation of reports.

A process of continuous critique and modification, referred to as formative evaluation, was maintained over a ten-month trial period, after which the final system was adopted for permanent use. Costs were compiled and reports made four times during the trial period. The first report covered costs and receipts over the entire preceding fiscal year (July 1, 1975 through June 30, 1976). Reports were then compiled at the end of each of the next three quarters. During each of these reporting cycles the system was reexamined and appropriate changes were incorporated.

Formative Evaluation Procedures

The Vice President for Development at the pilot institution and ten of his administrators served as formative evaluators. The writer, who served as director of the pilot project, was provided space in the development office in order to make possible a continuous and informal exchange of reactions and suggestions. Tentative procedures and proposed changes were discussed and evaluated in this manner.

In addition to this interaction, semistructured interviews (Appendix A) were conducted individually with the formative evaluators. The purpose of these interviews was to obtain the evaluators' opinions on such questions as the degree to which all pertinent costs had been identified, the appropriateness of the bases of allocation

selected for use, the degree of complexity of the system from the user's point of view, and the value of the information provided in the periodic reports.

The Field Study

After completion of the pilot project, the project director visited three institutions of higher education that had organized development programs and explained the system to key development administrators. The primary purpose was to assess the degree of difficulty which would be encountered in modifying the procedures and materials developed at the pilot institution to suit the needs and structures of the institutions visited. This was done through semistructured interviews (Appendix B) which sought answers to questions relating to the eight previously described steps of the construction process. Comments and recommendations were also solicited.

Summative Evaluation Procedures

The system in its final form was appraised by thirteen evaluators. There were two outside evaluators, ten of the eleven development administrators who had served as formative evaluators and one who had joined the pilot institution development staff after the formative phase of the project was completed. The two outside evaluators were:

John W. Leslie--President of Institutional Advancement Consultants and Former President of the American College Public Relations Association.

W. Michael Born--Vice President for Management Programs, Research, and Career Development of the Council for Advancement and Support of Education.

Each of the summative evaluators was provided a description of the completed pilot system along with sample forms and reports. The purpose of the project was presented to them in terms of a general goal and specific objectives. Evaluators were then asked to indicate on rating sheets (Appendix C) the percentages in which, in their estimation, the general goal and specific objectives had been achieved.

The evaluators were informed that the system would be considered satisfactory if the mean of the ratings indicated that the following three conditions had been met:

a) The goal of the project had been at least 80 percent achieved.

b) Specific objectives, on the average, had been at least 80 percent achieved.

c) No single objective had been less than 60 percent achieved.

The Pilot Institution

The pilot institution is a small public university with schools of arts and sciences, education, law, business administration, and marine science. Full-time enrollment is currently about 4,000 undergraduate and 1,600 graduate and professional students. It has an endowment totaling about ten million dollars.

The Office of College Development,[1] established in February 1971, has responsibility for all fund-raising activities, except that athletic scholarship funds are solicited by a separately incorporated entity, the Athletic Education Foundation. Since April 1973, by agreement, the Society of the Alumni is no longer engaged in fund-raising activity.

The Office of College Development currently has a full-time staff of eighteen, including clerical personnel. It is headed by the Vice President for College Development, who reports directly to the President.

Development responsibilities are delegated to directors for Annual Giving, Special Giving, Sponsored Programs, Grants and Research Contracts, and Corporate Relations. The Director of Corporate Relations also has responsibility for a function unrelated to college development, that of student career placement.

Supporting services, specifically, identification of potential donors; maintenance of address lists; preparation and reproduction of appeal letters; gift receiving, recording, and acknowledgment are assigned to Coordinators for Donor Research, Communications, and Development Services.

Data automation is provided by the institution's central computer, an IBM 370 Model 158, in conjunction with a terminal and supplemental computer, a Wang 2200, in the Office of College Development.

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[1] Although officially a university, the institution continues to use college in its title for reasons of tradition.

The institution's financial accounting system is automated and operates on a July 1 through June 30 fiscal year. Accounting is on a cash rather than accrual basis, meaning that expenditures are recognized when cash is paid rather than when services are performed or materials are used. All invoices, expense vouchers, and interdepartmental transfers (used for internal billing for services provided, e.g., by the institution's print shop) are processed by the business office. Automated data listings are provided monthly to each activity of the institution. These show current budget status and expenditures during the previous month grouped according to class; e.g., supplies, personnel services, and contractual services.

In May 1976, following a year of preliminary work, a "Campaign for the College" was launched for the purpose of raising nineteen million dollars over the ensuing three years. A professional consulting service was engaged to provide advice on conduct of the campaign. Services of a resident consultant are provided under terms of the contract.

Prior to the start of the pilot project, development administrators did not have the benefit of quantitative measures relating to individual programs, except for receipts. Cost information was available only as it pertained to the entire development function, since neither the annual budget nor reports provided by the institution's accounting system classified expenditures according to program.

In this regard the situation at the pilot institution was typical of that which, as Leslie indicated, exists throughout higher

education.[2] Evaluation of programs had to be done and program-related decisions had to be made without the advantage of cost information on a program by program basis. Lack of this information was not a serious handicap while the development effort remained small enough to allow the Vice President to be personally involved with virtually all operations. By mid-1976, however, when the pilot project was initiated, private support had been raised to a magnitude, and the program structure had reached a level of complexity, which made individual program cost information extremely desirable. Furthermore, the institution's continuing growth trend in private support (see Table 1), and an ever-increasing need for more such funds to supplement state appropriations and student fees, seemed to indicate that such information would become increasingly important as support for effective management.

Description of Cost Measurement System

The following is a brief summary description of the system for gathering data, allocating costs, and determining the cost-per-gift-dollar of each program. A more detailed item by item description of each form and procedure is presented in Appendix D.

Time summaries for each producing division and service center were filled out weekly by one person in each office using a fill-in-the-blank type form. The purpose of these time

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[2] John W. Leslie, Seeking the Competitive Dollar: College Management in the Seventies (Washington, D.C.: American College Public Relations Association, 1971), p. 9.

TABLE 1

PRIVATE VOLUNTARY SUPPORT FROM ALL SOURCES
1970-1971 to 1974-1975
(in dollars)

Year	Pilot Institution	Average for Higher Education Institutions	Average for Public Higher Education Institutions
1970-1971	271,277	1,409,000	1,392,000
1971-1972	462,548	1,506,000	1,604,000
1972-1973	1,098,859	1,716,000	1,766,000
1973-1974	1,369,928	1,768,000	1,874,000
1974-1975	1,954,118	1,698,000	2,081,000

SOURCE: Council for Financial Aid to Education, Voluntary Support of Education (New York: Council for Financial Aid to Education, editions published 1972 through 1976).

summaries was to aid the project director in determining, at the end of each quarter, how working time had been divided in each office.

The expenditures of each office during the quarter were obtained from the file of expense vouchers and entered on a ledger. A separate ledger sheet was used for each producing division and service center. Items of more than one thousand dollars yielding benefits beyond the reporting period were not entered on the ledger sheet but instead were entered on a separate amortizable item record.

Cost allocation was done quarterly by the project director using a separate form (worksheet) for each office. The worksheets for the service centers were completed prior to those for the producing divisions because allocation of indirect costs from the former was needed to complete the latter.

The worksheets, which included abbreviated instructions for each line entry, utilized man-day information from the time summaries and expenditure information from the ledger sheets and amortizable items record. When completed they provided total costs of each office together with the portion of these costs to be allocated to other offices and to specific programs.

A quarterly report was produced from the worksheet information. This report was presented to the Vice President for Development in a modular format, that is, with a separate detachable portion pertaining to each office which could, after review by the Vice President, be detached and forwarded to the office concerned. The report stated for each service center and producing division,

as well as for the development function in its entirety, a total cost of operation and total expenditures of state and nonstate funds as well as a division of costs into fixed, variable, and step-variable categories. Cost-per-gift-dollar figures were given for the development office as a whole, for each producing division, and for each individual program. Figures were provided for the most recent quarter and cumulatively from the beginning of the fiscal year.

CHAPTER IV

RESULTS OF THE PILOT PROJECT

Tailoring a System for the Pilot Institution

The eight steps in tailoring a program cost measurement system for the organizational structure and requirements of the pilot institution were listed in Chapter III. The results of these steps are described in this chapter.

Structure of the Development Office

There were five producing divisions identified. These were identified on the basis of their responsibility for twenty-three development programs and one nondevelopment program (student placement). The producing divisions and programs were:

Annual Giving Office--William and Mary Fund; Law Alumni Fund; MBA (Master of Business Administration) Alumni Fund; Graduate Education Alumni Fund; Parents Fund; Friends of the College Fund; Associates of the Swem Library Fund.

Corporate Relations and Placement Office--Corporate Friends Fund: Williamsburg Area; Corporate Friends Fund: Virginia, other than Williamsburg area; Corporate Friends Fund: Other than Virginia; School of Business Administration Sponsors Fund; School of Business Administration Sponsors Fund: Directors; Special Corporate Gifts;

Student Career Placement.

Special Gifts Office--Special in Vivo Gifts; Estate Settlements; Gifts in Trust; Expectancies.

Grants and Research Contracts Office--Federal Grants; State Government Grants; Local Government Grants.

Sponsored Programs Office--Foundations; Corporate Foundations; Associations.

The offices of Communications, Development Services, and Donor Research were identified as service centers. For purposes of the project the Vice President's office, which included himself, his assistant, and a secretary, was also considered a service center. It was so considered becsuse his functions of support, supervision, and direction for his subordinate managers are forms of services provided to them and are indirectly, rather than directly, related to production.

Services were not utilized to the same degree by all producing divisions. Services of the Communications Office were, for the most part, provided to Special Gifts, Annual Giving, and Sponsored Programs. Those of Development Services were provided largely to Annual Giving, Corporate Relations, and Special Gifts. Donor Research support was provided almost exclusively to the Special Gifts Office and only occasionally to Sponsored Programs and Corporate Relations.

The efforts of the Vice President's Office were directed, as one might expect, toward all the producing divisions as well as the service centers. Not, however, to all in the same degree. More time was spent in support of the Special Gifts Office than any other

producing division. More time was devoted to working with the Communications Office than any other service center.

The statements relating to the utilization of services and efforts of the Vice President's Office are broad generalizations. Actual percentages of time allocation were computed for each reporting period using the weekly time summaries provided by each office. These percentages were used in arriving at the portion of the Vice President's Office costs which were to be allocated to each office and the portion of cost of each center which were to be allocated to each producing division.

Sources of cost and program receipt data

Total money received through each program was available from Development Services, except for programs operated by the Office of Grants and Research Contracts. Information on these latter programs was obtained directly from the Grants and Research Contracts Office.

Expenditures, both state and privately funded, were available in the monthly computer printout reports provided by the Business Office to all activities on the institution's chart of accounts.

At the start of the project the Development Office was treated as a single account and all Development Office expenditures appeared in one report without indication of the producing division or service center responsible. However, the identification of expenditures according to the producing division or service center which has incurred them is important to the process of attributing all costs to individual programs. Therefore, after consultation with a

representative of the Business Office, each producing division and service center was designated as a separate subactivity for accounting purposes. Thenceforth, expenditures were reported on separate computer printouts for each producing division and service center. This change required only the assignment of account numbers. It did not involve any alteration of the accounting system or the computer program.

The Business Office paid all equipment and maintenance costs of office copying from a central account which was reimbursed by billing each of the institution's activities at the rate of four cents for each copy made by the activity. The number of copies to be billed was determined from a monthly reading of a control cartridge, assigned to each activity. Copying machines could not be operated without the insertion of one of these cartridges. As another step toward cost identification, a separate cartridge was assigned to each producing division and service center in place of the single one formerly used by the entire Development Office staff.

A copy of each expense voucher and invoice submitted was retained by the Development Office. This practice aided the project director in identifying those expenditures which were to be considered direct costs of specific programs. However, reading and evaluating each voucher (the Development Office submitted an average of about eighty per month in the course of the pilot program) was time consuming and undesirable as a continuing procedure. A means of speeding the process of identification was, therefore, sought. The solution was provided by a minor change in the procedure for

submitting vouchers. All members of the Development Office staff submitting vouchers or invoices were requested to indicate which program necessitated, or would benefit from, the expenditure. This was to be done by marking the voucher with a "program identifier," which was a single letter corresponding to a particular program. This procedure greatly simplified the project director's task of identifying direct and indirect costs. Those expenditures which could not be identified with a program (or programs, since it was permissible to use two or more letters in the program identifier to indicate that an expenditure should be divided) were pooled as indirect costs and allocated in a manner to be described later.

Having the person incurring the expense identify its program objective on the voucher at the time of submission had the side effect of increasing the accuracy of the program cost measurement system. This was so because this method reduced the number of expenses which could not be identified with a particular cost objective and which, therefore, had to be added to the pool of indirect costs requiring allocation. Allocation, no matter how equitable the basis, cannot be expected to produce as accurate a result as would be obtained if it were possible to identify all costs directly with a program.

The institution, as has been stated, maintained accounts on a cash basis rather than on an accrual basis. This created a problem in the measurement of program cost. Since expenditures in cash basis accounting appear on business office reports in the month when cash is paid rather than when services are performed or materials used, a single very large expenditure could cause the cost of a program to

appear to rise sharply in one month and drop sharply the next. The best solution would have been the institution's conversion to accrual basis accounting. An assumption underlying the design of the program cost measurement system, however, was that the system must be compatible with the accounting procedures in effect at the institution. In any event it would not have been possible for the pilot institution to change to an accrual basis unilaterally, since cash basis accounting was mandated for all public higher education institutions in Virginia by the State government.

In order to compensate in part for this, a practice of amortization of extraordinarily large Development Office expenditures (spreading them, as development cost, over an appropriate time span) was added to the procedures of the program cost measurement system. Such large expenditures were amortized if the Development Office was expected to obtain benefit from the item or service involved beyond the reporting quarter. A minimum of one thousand dollars was set as the threshold which would require a single expense to be amortized over its period of benefit. This threshold had the advantage of being high enough to require that only a small number of expenditures be treated separately. Only four expenditures required amortization under this rule during the course of the pilot project. The one thousand dollar threshold also proved sufficiently low in practice since a review of the remaining expenditures not large enough to require amortization did not reveal any that greatly distorted cost reporting during the pilot project.

The amortization procedure, although helpful, was still not

an adequate substitute for an accrual basis accounting system. To compensate further for this it was decided to compute costs on a quarterly rather than monthly basis and, as much as possible, to make comparisons on the basis of cumulative information covering several quarters.

The costing approach

The approaches to the question of costing which were considered for use in the measurement system were full, variable, and standard costing.

Standard costing, an approach in which costs are compared against an established standard, was rejected as inappropriate for the purpose. No recognized cost standards currently exist for higher education development. Nor would standard costing necessarily be appropriate even if such standards were available for comparison. Such an approach seemed to imply a rigidity unsuited to higher education development. It is far better suited to manufacturing activities since, in such activities, each unit produced is identical with other units of the same product and is produced in an identical manner. In higher education development, although units produced (dollars) may be considered identical except for such factors as restrictions on purposes for which they may be used, it is possible to have a great number of ways within a given program for dollars to be produced.

The variable costing approach is one in which only those costs which vary when the level of program activity is changed, would be included in unit cost calculations. This approach was in conflict

with the purpose of the measurement system being constructed, since the exclusion of fixed costs from the calculation of program costs would render the system incapable of measuring the cost of each program operated by the Development Office. To fulfill this purpose it was necessary to assign all development costs to programs. The approach was found useful, however, in evaluating which costs incurred by agencies outside the Development Office should be considered development cost.

Thus, using the variability of cost as the criterion, the institution's chart of accounts was reviewed by the project director and the Vice President for Development. Each function of the college was considered and costs which would be smaller or would not exist, were it not for the need to obtain private funds, were identified.

The full costing approach requires that all costs be assigned to a product or program regardless of whether the costs do or do not vary with the level of production or of program activity. This is the approach that was adopted after the variable costing approach had been used, as described, to identify costs of development outside the Development Office. Thus, all costs of operating the Development Office, as well as the expenditures of other agencies which had been identified as development costs, were assigned, either directly or by allocation, to programs operated by the Development Office and a true cost of operating each program was thereby obtained. It can be seen from this that the costing approach selected for use at the pilot institution was a combination of variable costing and full costing.

Expenditures treated as costs of development

Identification of those expenditures incurred in the operation of an institution of higher education which should be included in development cost requires a series of subjective judgments. The categories which emerged as appropriate for inclusion at the pilot institution, after consultation between the formative evaluators and the project director, might well differ from those which would be chosen for inclusion at an institution using another organizational pattern for the development function.

Decisions were made after all expenditure classifications used in the institution's accounting system were reviewed and all activities in the institution's chart of accounts were considered as possible sources of development cost. These decisions were as follows:

1. All expenditures incurred by any member of the development office staff or incurred by other activities on behalf of the development office were included. The former appeared as charges against the Development Office subaccounts described earlier. The latter were transferred to the Vice President's account, in accordance with the institution's procedure, via interdepartmental transfer vouchers.

All items in the monthly reports provided by the Business Office were, therefore, to be included. In these reports all expenditures were grouped in the following categories:

Maintenance and Operation

Personal Services (salaries and hourly wages)

Contractual Services (general repairs, professional services, travel expenses, postal services, telephone, computer services, printing, and other contractual services)

Supplies and Materials

Equipment

Dues and Subscriptions.

2. Employer's contributions for staff benefits (retirement, life insurance, health insurance, and social security) were paid, in the case of salaried personnel, directly by the State government. These contributions were not reflected in the institution's financial records, however the cost to the State was established at 11 percent of salaries. It was, therefore, decided to add to development cost an amount equal to 11 percent of salaries paid to the Development Office staff. This did not apply to hourly wage employees since they did not receive retirement, life insurance, or health insurance benefits. The only employer contribution in their case, social security, was paid out of the account of the employing activity and was, therefore, included among the expenditures in the monthly Business Office reports relating to the Development Office accounts.

3. There were no instances, during the trial period of the pilot project, of faculty travel for institutional development purposes. It was decided, however, that if such faculty activity should take place in the future it would be appropriate to include the attendant expenses as development cost. A portion of a participating faculty member's salary would also be allocated to development

cost in the event that teaching load was reduced as a result of activity in support of institutional development. No plans currently existed to request such activity on the part of faculty members.

4. Time spent by fund-raising volunteers was not counted as development cost nor as contribution. Expenses incurred by volunteers were not counted as development cost unless they were reimbursed.

5. All costs of the Campaign for the College were included in the computation of development cost. The practice of the Development Office was to count campaign gifts in the gift totals of the producing divisions and programs through which they were received. Therefore, campaign costs were attributed directly to the producing divisions and programs most likely to benefit from the expenditures. Campaign costs which could not be so identified were pooled with other indirect costs and allocated to producing divisions and programs on the basis of staff time, as will be described later.

6. The cost of obtaining and administering grants, research contracts, and sponsored programs was counted as development cost. Expenditures for accomplishing their purposes were not included. In arrangements of this type, when research was to be conducted or a service provided, only a small part of the money accrued directly to the institution as reimbursement for overhead costs. For this reason such awards were, therefore, normally not included in calculations of total Development Office income. When totals which did include such funds were presented for information purposes, their inclusion was clearly identified.

7. The pilot institution, like most educational institutions, did not follow an accounting policy of depreciating its physical plant. Neither were the costs of plant maintenance and operation, nor utilities charged to the activities of the institution. For purposes of this cost measurement system, therefore, an estimated rental charge for office space equivalent to that occupied by the Development Office, was included in development cost. This method provided a simple way to approximate the allocated share of the Development Office of the institution's capital related costs. The cost per square foot for equivalent office space in the area surrounding the institution was obtained from the classified section of the local newspaper. The measurements of office space assigned to the Development Office were obtained from a Physical Plant Department floor plan.

8. It is a truism that the president of a college or university is, among other things, a fund-raiser. Indeed, the appearance of the position of institutional development officer and its widespread acceptance in recent years, is the result of a need to relieve the president of a burden which, at many institutions, left him little time to attend to other duties. It seems likely, however, that no matter how effective a development officer an institution has, its president, by the nature of his position, will be involved from time to time in fund-raising.

At the pilot institution, during the trial period of the pilot project, the President was involved, on occasion, in fund-raising activities. This raised the question of which, if any, costs of the President's Office should be counted as development costs.

It was decided to include all of the President's expenses, such as travel and entertainment, incurred for the purpose of fund-raising. It was decided not to include any part of the normal cost of operating his office, or of his salary, since it appeared that neither of these was larger than it otherwise would be were it not for the need for his involvement in fund-raising activities. The existence of an increment attributable to fund-raising, it will be remembered, was the criterion established for identification of development cost in functions of the pilot institution outside the Development Office.

9. The function of student career placement, although a responsibility of the Development Office at the pilot institution, was an activity unrelated to its fund-raising mission. Accordingly, costs attributable directly to placement activities, as well as a share of the indirect costs of the Office of Corporate Relations and Placement, were isolated. These were not included in the calculation of total development cost, and were not used in the computation of the cost per dollar of raising money through the Development Office.

Bases of allocation

Allocation of indirect costs; that is, those costs of development which were not identifiable with a particular cost objective, was done on two bases. The primary basis of allocation was staff time. Using this method, indirect costs of a producing division were pooled and divided among its programs. Each program was assigned a percentage of indirect costs equal to the percentage of the total professional staff time of the division which had been devoted to matters

related to that program during the current reporting period. This method was also used for allocating indirect costs associated with the offices of the Vice President, Communications, and Donor Research. Indirect costs were pooled for each of these offices and divided proportionately among the offices which utilized the time of their professional staff. After the indirect costs of service centers were allocated to producing divisions, they were pooled with the other indirect costs of the divisions and allocated to specific programs, also according to the proportion of staff time absorbed by those programs.

Such allocation of indirect costs on the basis of time is a widely used cost accounting practice. Industrial enterprises commonly allocate overhead costs, such as plant depreciation, utilities, and management to their various products in proportion to the time required to manufacture or process each type of product.

It was concluded by the project director and the formative evaluators that the staff time basis of allocation was the most equitable and practical method available for assigning the indirect costs of all offices except Development Services. A second basis of allocation, share of equipment use, was chosen for this office because its support of the producing divisions involved equipment to a much greater degree than it involved staff. The equipment, operated to a great extent by part-time student workers, was a source of four main categories of indirect cost. These were equipment rental charges, maintenance charges, student employee hourly wages, and charges by the computer center for use of the institution's central IBM 370, with

which much of the Development Services equipment was connected. Expenditures in these four categories were, therefore, pooled and apportioned to producing divisions according to the equipment use requirement generated by each division. The percentage of equipment use, for which each producing division was responsible, was made available each quarter from Development Service Office records.

All other indirect costs of Development Services, except the four equipment related categories mentioned, were allocated to producing divisions on the basis of staff time.

Procedures and forms

A set of procedures and forms were developed for the pilot system. These including the quarterly report are in Appendix D with a line-by-line explanation.

Report automation

A computer program was designed by the Coordinator of Development Services, in cooperation with the project director, as an alternative to manual preparation of the quarterly report. This program, designed for the Development Office Wang 2200 minicomputer with cassette memory, is available on request from the Coordinator of Development Services, Office of College Development, College of William and Mary, Williamsburg, Virginia 23185.

The analysis of inputs and the program flow chart (Figure 3) which were used in the design of the computer program are presented here. Anyone modifying the costing system developed in this project to fit the development structure of another institution may find them

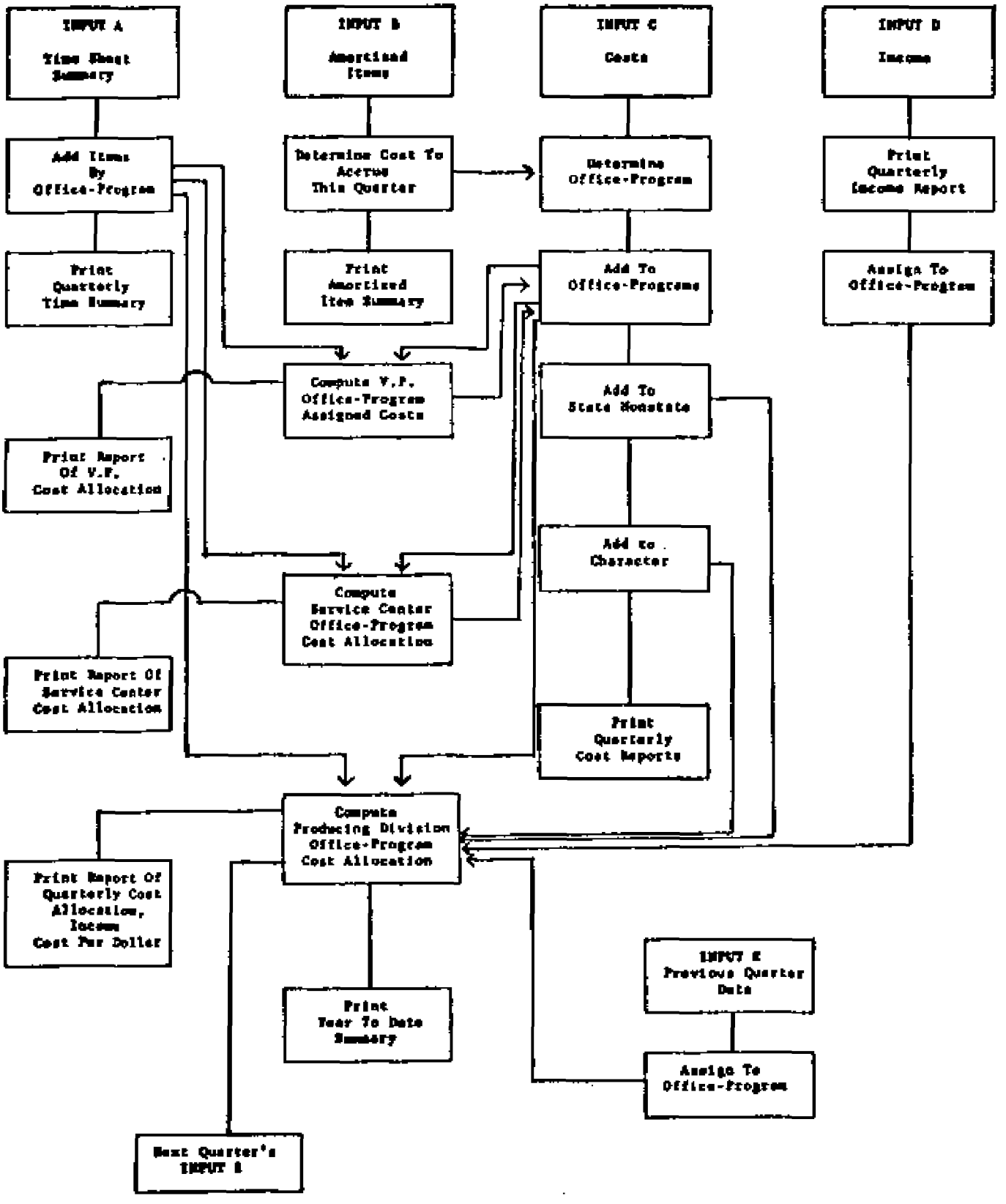

Figure 3. Computer Program Flow Chart

helpful when designing a computer program for use with the modified costing system.

Input A--weekly time summaries

Data to consist of one entry per office per week with total man-days, man-days attributed to each objective, and unattributed days. Total entries should equal the number of weeks times the number of offices.

Input B--amortized items

Data to consist of voucher number, amount, state or nonstate, expending office, program objective, character of cost, amortization period (number of years), last amortization period (quarter and year). Total entries should equal the number of amortizable expenditures made during the reporting period.

Input C--costs

Data to consist of voucher number, amount, state or nonstate, expending office, program objective, character of cost. Total entries should equal the number of vouchers for the quarter.

Input D--income

Data to consist of amount, office, program. One entry for each program.

Input E--output from previous report

Output from program run of previous quarter, cumulative to beginning of fiscal year. Data for each office to consist of office,

program cost, income by program, total costs by source (state or nonstate) and character (fixed, variable, or step-variable).

Field Visit Findings

Interviews were held with senior development personnel at three institutions to assess the degree of difficulty involved in modifying the pilot procedures and materials. At all three institutions the interviewers, after reviewing the pilot system, stated that only minor changes would be necessary in order for them to apply the system. However, in the case of the smallest institution (enrollment 1,500 as compared to 4,100 and 14,800) the chief development officer indicated that, although the system could be utilized, it was unnecessarily formal and complex for his institution in view of its small size and the extreme simplicity of its development structure.

Relative to the previously described eight steps in designing or modifying the costing system, it was found that:

1. At none of the institutions was it difficult to identify the operating elements of the development function as service centers or producing divisions. Nor was it difficult to identify the operating relationships among them.

2. Data necessary to operate the costing system was available at each institution.

3. The combination of variable costing and full costing used in the pilot program appeared to those interviewed to be a suitable approach for all three institutions.

4. At all three institutions the costs of fund-raising

incurred by other agencies than the development office could be identified and obtained.

5. At all three institutions either staff time or a combination of staff time and equipment use was judged by interviewees to be a suitable basis of allocation of indirect costs.

6. After reviewing the pilot program forms (time summaries, ledger sheet, record of amortizable items, and worksheets) those interviewed indicated that only minor modifications would be necessary. These consisted largely of the substitution of appropriate office titles and programs for those of the pilot institution. For the two private institutions the division of expenditures into state and nonstate categories would also be deleted.

7. All interviewees indicated that the pilot institution's reporting format would be suitable with only minor modifications.

8. Data automation and computer programming services were available to all three development offices. Automation of the costing system was judged by the interviewees to be unnecessary for the smallest institution, essential for the largest one, and desirable but not essential for the third.

CHAPTER V

SUMMATIVE EVALUATION

At the close of the study, after completion of data collection, the evaluators were asked to assign ratings based on their opinions of the degree to which the general goal and each objective of the project were achieved. The average of the ratings assigned by all evaluators was used in determining whether each criterion for success had been met. Since all evaluators were experienced professionals in the field of higher education development, the assumption was made that their assignment, on the average, of a passing score to a particular aim of the project would be an indication of success in regard to that aim. The general goal of the project and six specific objectives were stated on each rating sheet. In order to give the evaluators a point of reference to use in assigning their ratings, a score of 80 percent or higher was designated as satisfactory and the instructions that follow were provided on each rating sheet:

Indicate the percentage in which you estimate the overall goal and the specific objectives have been met. The system will be considered satisfactory if evaluators' ratings indicate--

a) The goal of the project has been at least 80 percent achieved.

b) Specific objectives, on average, have been at least 80 percent achieved.

c) No objective has been less than 60 percent achieved.

The following is an analysis of the ratings assigned by the thirteen summative evaluators:

a) The general goal of the project was rated 92 percent achieved; one evaluator rated it at 75 percent, which was below the 80 percent level established as satisfactory. The other twelve evaluators rated it above the satisfactory level. The first criterion, an 80 percent or higher mean rating for the general goal, was, therefore, met.

b) There were two evaluators who gave the six objectives an average rating below the 80 percent level. These two evaluators' ratings were 75 percent and 78 percent. The other eleven evaluators each assigned a mean rating for all objectives higher than 80 percent. The mean of all the evaluators' ratings of the six specific objectives was 87 percent. Therefore, the second criterion--that of an 80 percent or higher mean rating for the objectives--was met.

c) All the evaluators combined assigned a total of seventy-seven ratings to the specific objectives; one evaluator declined to rate one objective. Of the seventy-seven ratings eleven were below 80 percent and sixty-six were 80 percent or higher. The eleven ratings below 80 percent were objective number two (seventy, seventy-five, seventy-five); objective number three (fifty, sixty-five, seventy, seventy-five); objective number four (seventy-five); objective number five (seventy); objective number six (seventy, seventy).

The lowest average rating given to any objective was 82 percent, which was the average rating given to objective number

three. Therefore, the third criterion--which was that no objective receive an average rating of less than 60 percent--was met.

As can be seen, the three criteria for success of the system were met. Therefore, the system was deemed to be satisfactory. The mean and range of scores are shown in Table 2.

Because eleven of the thirteen summative evaluators had participated earlier in the formative evaluation stage of the project, it was deemed appropriate to consider whether they had assigned the project higher ratings than those with no prior involvement. To accomplish this, ratings were recomputed using only the scores assigned by the two outside evaluators. These were then compared with the ratings assigned by all evaluators. The result of this comparison was the following:

1. The achievement of the general goal of the project was judged 3 percent higher by the outside evaluators.

2. Achievement of specific objectives, on the average, was judged 3 percent higher by the outside evaluators. Each objective was rated higher by the outside evaluators except objective number six which was rated three points lower.

3. The lowest objective was rated by the outside evaluators as 83 percent achieved. This was 1 percent higher than the rating by all the evaluators combined.

From this comparison it was apparent that participation by summative evaluators in the formative phase of the project did not result in higher ratings.

TABLE 2

MEAN AND RANGE OF EVALUATORS' RATINGS

Item Rated	Mean (%)	Range (%)
General Goal		
To develop a costing system suitable for use in the development office of an institution of higher education	92	75 to 100
Specific Objectives		
1. Provide a tool for determining the cost-per-gift-dollar of the conduits through which voluntary support is brought to the institution	91	80 to 100
2. Provide feedback from operations which can be used by development administrators in planning, budgeting, and controlling their programs	88	70 to 100
3. Provide a means of setting measurable objectives for each program with respect to its use of resources	82	50 to 100
4. Provide a tool which will assist in the appraisal of fund-raising programs by revealing cost differences among them and signaling cost trends which might require attention	87	75 to 100
5. Provide a cost measurement system feasible to employ within the development office of the pilot institution	89	70 to 100
6. Provide a cost measurement system that could be modified to fit the fund-raising structures and needs of other institutions of higher education	85	70 to 100

Summary

Purpose of the project

The primary purpose of this project was to produce a costing system based on the principles of cost accounting, but adapted specifically to the needs of higher education financial development. The system was designed to offer development administrators a tool for determining the cost of each fund-raising program and the cost-per-gift dollar of each means of obtaining support for the institution.

Review of related research

A review of related research revealed a relatively recent but growing concern with the organization and operation of financial development programs, with institutional costs, and with the cost of fund-raising. Studies were not found, however, which were aimed at the calculation of cost-per-gift-dollar for the various fund-raising programs conducted within institutional development offices. There was some indication that several studies could have yielded information more useful to the development field if the institutions studied had made regular use of a costing system.

Methods

A pilot costing system was designed to fit the development structure of one institution. It was improved in use over a period of ten months using a process of continuing critique and revision (formative evaluation) with the assistance of the development staff of the pilot institution. The system as it finally evolved was

shown to senior development officers at three other institutions in order to assess the difficulty of modifying it to suit their needs. There were thirteen evaluators professionally involved in the field of higher education financial development who then appraised the system and rated it as to the degree in which the stated goal and objectives of the project had been achieved.

Results of the project

There were five producing divisions, three service centers, and twenty-three fund-raising programs defined in the development office of the pilot institution. The office of the Vice President was treated as an additional service center for purposes of cost allocation. All service centers did not service all producing divisions equally, nor did the producing divisions divide their efforts equally among the fund-raising programs for which they were responsible. Costs of the service centers were, therefore, allocated to the producing divisions primarily in proportion to the time the staff of each service center had devoted to each producing division during the costing period. This was determined by means of a weekly time summary submitted by each office. Staff time was not found to be an appropriate basis of allocation for all costs of the Development Services Office. Therefore, some costs of this office were allocated to producing divisions in proportion to their share of equipment usage during the costing period. Costs of the producing divisions were allocated to fund-raising programs in proportion to the time that the staff of each producing division devoted to each

program.

Amounts received through each program were available from records kept by the Development Services Office. Expenditures were available in monthly computer printout reports provided by the business office. In order to further the process of cost allocation a separate computer report was provided for each producing division and service center. In order to identify the programs benefiting from expenditures, a "program identifier" was added to vouchers and invoices. At the end of each costing period the business office reports, vouchers, and invoices were reviewed by the project director. Those costs which could be directly identified with specific offices and programs were charged to them on ledger sheets. Indirect costs were allocated to offices and programs using worksheets with preprinted formulae and input from the time summaries. In order to partially compensate for the fact that the pilot institution's accounting system worked on an accrual basis rather than a cash basis, expense items over one thousand dollars each were separately recorded and amortized over the period during which benefits would accrue.

A report was made quarterly to the Vice President for Development. The report presented current quarter information and cumulative information from the beginning of the fiscal year. Cumulative information was found to be more useful than that from a single quarter. The report was in modular form to allow the Vice President, after reviewing it, to detach and forward each section separately to the office concerned. A three-page section for each

producing division and service center presented totals of state and nonstate funds expended, indirect or overhead costs allocated to the office, and the total cost of operation of the office. The portion of this total cost allocated to each office served (in the case of a service center) and to each of its programs (in the case of a producing division) was given in dollars and as a percentage of the total. In the case of a producing division, the cost allocated to each program was shown together with the money received and the cost-per-dollar of each program. A cost-per-dollar was also given for the combination of all the producing programs of the division. State and nonstate costs for each office were then separated into those portions which were fixed, variable, or step-variable. Summary information pertaining to the Development Office in its entirety was presented in a cover page.

Ratings assigned to the pilot project by thirteen professionals in the field of higher education development indicated that the goal and all objectives of the project had been satisfactorily achieved. A field study in which the pilot project was presented to senior development officers at three other institutions, one public and two private, indicated that with minor changes the system could be applied at each institution. However, the system was found to be unnecessarily formal and complex for the smallest of the three institutions.

Discussion

Implications for practice

The system which has been developed in the course of this project can be adapted to other institutions by following the eight steps of construction explained in Chapter III. It is anticipated that senior development officers will find the periodic reports useful in planning, budgeting, and fiscal control of their programs. Cost-per-dollar information provided in reports covering past periods can be useful in setting future objectives for each program manager's use of resources and in assessing whether those objectives are met. The system can be useful in revealing cost differences among programs and in signaling cost trends. Knowledge of the cost of each fund-raising program in relation to the others operated by the institution might influence managers to reorient the relative emphasis they place on their programs. Additionally, the accumulation of reports on a quarterly or other suitable basis will provide a bank of cost data which would be available to facilitate response to cost inquiries by trustees, donors, researchers, or public agencies.

Implications for further research

Further efforts in this area should include:

1. Inquiry into the effect that this type of system has had on the operation of the development functions of those institutions which adopt it.

2. Efforts should be made to develop a standardized set of

rules for categorizing costs and gifts so that information compiled at each institution subscribing to the standardized rules is comparable with the others.

3. Research should be directed at comparing the costs-per-dollar of different methods of fund-raising.

APPENDIX

APPENDIX A

FORMATIVE EVALUATION INTERVIEW GUIDE[1]

1. How long does it take you to fill out the weekly time summary form?

2. How would you characterize the ease or difficulty of filling out the time summary form?

3. How much difficulty do you usually have in deciding how to attribute time on the summary form or whether to use the unattributed category?

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[1]This was not a formal questionnaire but a guide used in conducting a semi-structured interview with each evaluator during the formative phase of the project. Because its purpose was to identify needed changes to certain aspects of the early pilot system, responses to most questions were not confined to a limited range of choices. For this reason a formal answer scoring system was not used. An analysis of responses to questions one through five was used in evaluating the time summary forms (see Appendix D). Responses to question six were used to identify situations in which the tentatively selected basis of allocation, staff time, was not appropriate. One office, Development Services, for which a different basis of allocation was appropriate, was identified in response to this question. This problem and the basis of allocation selected are described in Chapter IV. Responses to question seven were used in the identification of development costs which had not been considered up to the time of the interview.

4. How would you characterize the accuracy or inaccuracy of the information provided on the forms so far?

5. What period do you think the time summary should cover in order to provide the best combination of accuracy with a reasonable administrative workload; weekly, daily, or monthly?

6. Do you have any major costs which it is not reasonable to divide according to how your time is spent, and for which a different basis of allocation should therefore be used? If so, what are they and what basis of allocation would you suggest?

7. Do you know of any development costs which are not presently being considered?

APPENDIX B

FIELD VISIT INTERVIEW GUIDE

Step 1. Examining the structure of the development function to identify producing divisions, service centers, and the operating relationships among them.

Questions

a) What is the organization of the development function?

b) What are the main responsibilities of each office?

c) Would there be any difficulty in identifying producing divisions, service centers, and their operating relationships?

d) How many programs or subprograms are operated by the producing divisions?

Step 2. Identifying the sources of cost and program receipt data.

Questions

a) Do they receive status reports from the institution's accounting office? How often? Are reports automated? Is the accounting system on a cash or accrual basis? Is there one account for the entire office or are there subaccounts?

Could they easily set up subaccounts if they desired to do so for the cost measurement system?

b) Does the development office keep a copy of vouchers and invoices, or are they available elsewhere?

c) Do other offices charge the development account when they incur expenses on their behalf?

d) Is the amount of money received through each program or subprogram available? At what intervals? If necessary could these intervals be altered to coincide with the cost measurement system reports?

Step 3. Selecting a costing approach suited to the institution's needs.

Questions

a) Would the variable costing/full costing combination approach used in the pilot program be likely to suit this institution? If not, would there be any difficulty in using either full or variable costing?

Step 4. Reviewing the chart of accounts and expenditure classifications used in the institution's accounting system for the purpose of identifying the kinds of costs to be treated as costs of fund-raising.

Questions

a) If development costs external to the development office were to be identified, could they be obtained or estimated?

Step 5. Selecting an appropriate basis or bases of allocation for use in assigning indirect costs to service centers, producing divisions, and to each fund-raising program operated by the producing divisions.

Questions

a) Would professional staff time and equipment use time, as used in the pilot program, be appropriate or would selection of another basis or bases be necessary?

Step 6. Designing procedures and forms necessary for obtaining information needed in the allocation of indirect costs, and to facilitate computing the cost of each program.

Questions

a) To what extent would the pilot institution's forms be suitable? With minor modifications? With major modifications? Unsuitable? If unsuitable note the reasons.

Weekly summaries--Chief development officer

Service centers

Producing divisions

Ledger sheet format

Record of amortizable items

Worksheets--Chief development officer

Service centers

Producing divisions

Step 7. Choosing a reporting format in which significant and useful information obtained through the costing system would be reported periodically to development administrators.

Questions

a) Would the pilot institution's reporting format be suitable? With minor modifications? With major modifications? Unsuitable? If unsuitable note reasons.

Step 8. Designing a computer program to facilitate the compilation of data and preparation of reports.

Questions

a) Is data automation and computer programming service available to the development office?

b) Does the size of the institution's development function or the volume of expense vouchers indicate that automating the system would be unnecessary? Desirable? Essential?

APPENDIX C

SUMMATIVE EVALUATION RATING SHEET

Indicate the percentage in which you estimate the overall goal and the specific objectives have been met. The system will be considered satisfactory if evaluators' ratings indicate:

1. The goal of the project has been at least 80 percent achieved.

2. Specific objectives, on average, have been at least 80 percent achieved.

3. No objective has been less than 60 percent achieved.

Goal

The general goal of this project was to develop a costing system suitable for use in the development office of an institution of higher education.

(goal) _____%

Objectives

The specific objectives of this project were to:

1. Provide a tool for determining the cost-per-gift-dollar of the conduits through which voluntary support is brought to the institution.

(1) _____%

2. Provide feedback from operations which can be used by development administrators in planning, budgeting, and controlling their programs.

(2) _____%

3. Provide a means of setting measurable objectives for each program with respect to its use of resources.

(3) _____%

4. Provide a tool which will assist in the appraisal of fund-raising programs by revealing cost differences among them and signaling cost trends which might require attention.

(4) _____%

5. Provide a cost measurement system feasible to employ within the development office of the pilot institution.

(5) _____%

6. Provide a cost measurement system that could be modified to fit the fund-raising structures and needs of other institutions of higher education.

(6) _____%

APPENDIX D

PILOT SYSTEM PROCEDURES AND FORMS

Time Summaries

The selection of staff time as the primary basis of allocation introduced the problem of the best way to determine how this time was divided. Instituting a man-hour accounting procedure which would require every individual to record all activities in the course of the working day, did not appear to be a reasonable solution. It seemed likely that such a requirement would prove counterproductive to its purpose by creating an irritant to the staff or by diverting a substantial amount of time and attention from productive pursuits.

The solution decided upon was a short "man-day" summary, in a fill-in-the-blanks format, to be completed each Monday by one person in each service center and producing division. The man-days available to nonclerical members of the staff during the preceding week; that is, the number of professional staff times the number of days they worked, were to be divided among the programs listed on the form. Any balance of man-days that could not be identified with one of the programs listed was to be entered in a space for unattributed time. Each office used a form differing from the others in the programs listed, except that those for the Coordinators of Donor Research, Communications, and Development Services were identical.

The time summary form was the only form required by the program

WEEKLY SUMMARY

Vice President's Office

Week Ending _____

A. Number of Working Days This Week _____

B. Total Man-Days (professional staff) _____

Man-Days of Management or Support for:
(decimal fractions, if necessary)

C. Annual Giving _____

D. Corporate Relations and Placement _____

E. Special Gifts _____

F. Sponsored Programs _____

G. Grants and Research Contracts _____

Man-Days of Management or Support for:

H. Communications _____

I. Development Services _____

J. Donor Research _____

K. Total Man-Days Attributed Above _____

L. Total Man-Days Not Attributed _____

Form 1. VICE PRESIDENT'S OFFICE WEEKLY TIME SUMMARY

WEEKLY SUMMARY

Director for Annual Giving

Week Ending _____

A. Number of Working Days This Week _____

B. Total Man-Days (professional staff) _____

Man-Days Attributed to:
(decimal fractions, if necessary)

C. William and Mary Fund _____

D. Law Alumni Fund _____

E. MBA Alumni Fund _____

F. Grad. Ed. Alumni Fund _____

G. Parents Fund _____

H. Friends of the College Fund (individuals) _____

I. Associates of Swem Library Fund _____

K. Total Man-Days Attributed Above _____

L. Total Man-Days Not Attributed _____

Form 2. ANNUAL GIVING WEEKLY TIME SUMMARY

WEEKLY SUMMARY

Director for Special Gifts

Week Ending _____

A. Number of Working Days This Week _____

B. Total Man-Days (professional staff) _____

Man-Days Attributed to:
(decimal fractions, if necessary)

C. Special In Vivo Gifts _____

D. Estate Settlements _____

E. Gifts in Trust _____

F. New Expectancies _____

K. Total Man-Days Attributed Above _____

L. Total Man-Days Not Attributed _____

Form 3. SPECIAL GIFTS WEEKLY TIME SUMMARY

WEEKLY SUMMARY

Director for Sponsored Programs

Week Ending _____

A. Number of Working Days This Week _____

B. Total Man-Days (professional staff) _____

Man-Days Attributed to:
(decimal fractions, if necessary)

C. Foundations _____

D. Corporate Foundations _____

E. Associations _____

K. Total Man-Days Attributed Above _____

L. Total Man-Days Not Attributed _____

Form 4. SPONSORED PROGRAMS WEEKLY TIME SUMMARY

WEEKLY SUMMARY

Director for Grants and Research Contracts

Week Ending _____

A. Number of Working Days This Week _____

B. Total Man-Days (professional staff) _____

Man-Days Attributed to:
(decimal fractions, if necessary)

C. Federal Grants _____

D. State Government Grants _____

E. Local Government Grants _____

K. Total Man-Days Attributed Above _____

L. Total Man-Days Not Attributed _____

Form 5. GRANTS AND RESEARCH CONTRACTS TIME SUMMARY

WEEKLY SUMMARY

Director for Corporate Relations and Placement

Week Ending _____

A. Number of Working Days This Week _____

B. Total Man-Days (professional staff) _____

Man-Days Attributed to:
(decimal fractions, if necessary)

C. Corporate Friends Fund: Williamsburg Area _____

D. Corporate Friends Fund: Virginia, Other Than Williamsburg Area _____

E. Corporate Friends Fund: Other Than Virginia _____

F. SBA Sponsors Fund _____

G. SBA Sponsors Fund: Directors _____

H. Special Corporate Gifts _____

I. Student Career Placement _____

K. Total Man-Days Attributed Above _____

L. Total Man-Days Not Attributed _____

Form 6. CORPORATE RELATIONS AND PLACEMENT TIME SUMMARY

WEEKLY SUMMARY

Coordinator for _____

Week Ending _____

A. Number of Working Days This Week _____

B. Total Man-Days (professional staff) _____

Man-Days of Support for:
(decimal fractions, if necessary)

C. Annual Giving _____

D. Corporate Relations and Placement _____

E. Special Gifts _____

F. Sponsored Programs _____

G. Grants and Research Contracts _____

K. Total Man-Days Attributed Above _____

L. Total Man-Days Not Attributed _____

Form 7. DONOR RESEARCH, COMMUNICATIONS, DEVELOPMENT SERVICES TIME SUMMARY

cost measurement system which was to be filled out by any person other than the pilot project director or, following completion of the trial period, by the administrator assigned responsibility for compiling the periodic reports of the system.

In the course of the formative evaluation, the nine evaluators who had filled out weekly time summary forms were interviewed concerning: the degree of difficulty they had experienced, whether or not they considered that this method of obtaining a division of time was reasonably accurate considering its intended use, and what the frequency of submission should be in order to provide the best combination of accuracy and reasonable administrative work load.

None of the nine indicated that they had any difficulty in filling out the form. The mean time needed to complete it was five minutes. Estimates ranged from "three minutes to ten minutes."

There were two administrators who stated they had frequent difficulty deciding how to attribute time; four had no difficulty and three had difficulty only occasionally. All considered the data provided on the forms to be a reasonably accurate division of their efforts, suitable for the intended use.

There were seven who favored continuing the summaries on a weekly basis. There was one who recommended changing it to a monthly requirement and one favored daily reporting.

Record of Amortizable Items

A record was kept of all expenditures being amortized. New expenditures were added as they occurred and expenditures were lined

Line	Description	A Office Charged	B Total Cost	C State or Nonstate Funds
1				
2				
3				
4				
5				
6				
7				
8				
9				

Form 8. RECORD OF AMORTIZABLE ITEMS

D Date Paid	E Amortization Period	F Amount Accrued Quarterly	G Date Amortization Ends	H Accumulated Amortization

through when fully amortized. An entry of an expenditure in the record consisted of identifying it in the description column and entering the following eight items:

Column A--office charged

The producing division or service center which incurred the expenditure.

Column B--total cost

The amount of the expenditure.

Column C--state or nonstate funds

Refers to the source of the money with which payment was made.

Column D--date paid

Cost begins to accrue on this date for purposes of the program cost measurement system.

Column E--amortization period

The period over which the cost will be spread. This will normally be the estimated length of time benefit will be received from the expenditure.

Column F--amount accrued quarterly

Total cost (column B) divided by the number of quarters in the amortization period. This is the amount to be charged quarterly against the office which incurred the expenditure. Unless the date paid was close to the beginning of a quarter the charge should be prorated for the first and last quarter.

Column G--date amortization ends

The date the total cost will have been amortized and accrual of cost is to stop.

Column H--accumulated amortization

The part of this expenditure which has thus far been charged as cost in the program cost measurement system. It should be entered in pencil and revised quarterly. When this amount equals the total cost (column B), the expenditure should be lined through. It can then be ignored when preparing quarterly reports.

Ledger sheets

Expenditures of each office during the reporting period were entered on standard ledger paper. A separate sheet was used for each producing division and service center, including the Vice President's Office. Five columns were used.

Column 1--description and voucher number

A brief identification, e.g., "salary," "student wages," "Xerox copying," or "letterhead printing" was entered along with the voucher number.

Column 2--amount

The amount of the expenditure.

Column 3--state or nonstate

The letter "S" was entered if the expenditure was made from state funds. An "N" was entered if it was made from nonstate funds.

LEDGER

OFFICE_____ PERIOD_____

1 Description and Voucher Number	2 Amount	3 State or Nonstate	4 Program	5 Character

Form 9. HEADING OF LEDGER SHEETS

Column 4--program

The program identifier, that is, the letter corresponding to the program which caused the expenditure, was obtained from the voucher. This column was used only on the ledger sheets for the five producing divisions.

Column 5--character

Each expenditure was characterized as falling in one of the following categories:

Variable--fluctuates with the volume of program activity or service provided by the office. Examples are: stationery and travel costs.

Fixed--remains constant over a period regardless of the volume of program activity or service provided by the office. Examples are: subscriptions to publications and institutional membership dues.

Step-variable--remains constant for a range of activity but increases when that range is exceeded. Once increased, it again remains constant until a new range of activity is exceeded. Examples are: personnel costs and office furniture.

The letter "F," "V," or "S" was used in column 5 to symbolize the fixed, variable, and step-variable categories.

Worksheets

Allocation of costs was done each quarter using nine worksheets, one each for the Vice President's Office, the service centers, and the producing divisions. The worksheet for the Vice President's

Office was completed first, the service center worksheet next, and the producing division worksheet last. This was done to coincide with the direction of flow of indirect costs, many of which originated with the Vice President's Office and the service centers and were allocated through them to producing divisions and then to individual programs.

The procedure by which worksheets were completed will be described line by line.

Vice President's Office

Line A--total man-days

The number of professional staff man-days available to the Vice President's Office is obtained by adding the figures at line B of all weekly summaries submitted by the Vice President's Office during this reporting period.

Line B--total man-days attributed

The number of professional staff man-days which was attributed to the producing divisions and service centers is obtained by adding the figures at line K of all weekly summaries submitted by the Vice President's Office during this reporting period.

Lines C,1 to C,8--man-days attributed to (producing divisions and service centers)

The number of professional staff man-days attributed to each producing division and service center during this reporting period is obtained by adding the amounts on all Vice President's Office weekly

WORKSHEET FOR PERIOD_____

Vice President's Office

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Annual Giving (sum of weekly summaries line C)_____

2. Corporate Relations and Placement (sum of weekly summaries line D) _____

3. Special Gifts (sum of weekly summaries line E)_____

4. Sponsored Programs (sum of weekly summaries line F) _____

5. Grants and Research Contracts (sum of weekly summaries line G) _____

6. Communications (sum of weekly summaries line H) _____

7. Development Services (sum of weekly summaries line I) _____

8. Donor Research (sum of weekly summaries line J) _____

D. Proportion of attributed man-days charged to:

1. Annual Giving (C.1÷B) _____%

2. Corporate Relations and Placement (C.2÷B) _____%

3. Special Gifts (C.3÷B) _____%

Form 10. VICE PRESIDENT'S OFFICE WORKSHEET

WORKSHEET FOR PERIOD_____ Page 2

Vice President's Office

4. Sponsored Programs (C.4÷B) _____%

5. Grants and Research Contracts (C.5÷B) _____%

6. Communications (C.6÷B) _____%

7. Development Services (C.7÷B) _____%

8. Donor Research (C.8÷B) _____%

E. Costs to be charged against Vice President's Office:

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period (from State funds) _____

3. Nonstate funds expended less any items to be amortized _____

4. Amortization chargeable this period (from nonstate funds) _____

F. Vice President's Office costs:

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (F.1+F.2) _____

G. Allocation of Vice President's Office costs:

1. Annual Giving (D.1xF.3) _____

2. Corporate Relations and Placement (D.2xF.3) _____

3. Special Gifts (D.3xF.3) _____

4. Sponsored Programs (D.4xF.3) _____

(Form 10. continued)

WORKSHEET FOR PERIOD_____

Vice President's Office

5.	Grants and Research Contracts	(D.5xF.3)	_____
6.	Communications	(D.6xF.3)	_____
7.	Development Services	(D.7xF.3)	_____
8.	Donor Research	(D.8xF.3)	_____

(Form 10. continued)

summaries at the line (C, D, E, F, G, H, I, J) corresponding to each division and center. These totals are then added at the corresponding lines in section C of the Vice President's Office worksheet.

Lines D.1 to D.8--proportion of attributed man-days charged to (producing divisions and service centers)

The percentage of each division and center of all professional staff man-days attributed by the Vice President's Office is obtained. This is done by dividing the number of days attributed to that division or center at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Vice President's Office worksheet.

Lines E.1 to E.4--costs to be charged against Vice President's Office

All costs of development which have not been assigned directly to a producing division or a service center are charged to the Vice President's Office.

Line E.1--state funds expended less any items to be amortized

All costs paid out of state funds and charged to the Vice President's Office are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Vice President's Office ledger sheet.

Line E.2--Amortization chargeable this period (from state funds)

The position of all state funded amortizable expenditures charged to the Vice President's Office which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized

All costs paid out of nonstate funds and charged to the Vice President's Office are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Vice President's Office ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds)

The portion of all nonstate funded amortizable expenditures charged to the Vice President's Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Lines F.1 to F.3--Vice President's Office costs

Line F.1--state. State funded costs charged to the Vice President's Office, less amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded amortizable expenditures to be charged to the Vice President's Office this period.

Line F.2--nonstate. Nonstate funded costs charged to the Vice President's Office, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to the Vice President's Office this period.

Line F.3--total. The state and nonstate costs entered at F.1 and F.2 are combined. The result is entered at F.3.

Lines G.1 to G.8--allocation of Vice President's Office costs

The cost of the Vice President's Office is obtained from F.3 and divided among the producing divisions and service centers. This is done by multiplying F.3 by the percentage of professional staff time attributed to each division and center in section D. The results are entered at the corresponding line in section G.

Communications Office

Line A--total man-days

The number of professional staff man-days available to the Communications Office is obtained by adding the figures at line B of all weekly summaries submitted by the Communications Office during this reporting period.

Line B--total man-days attributed

The number of professional staff man-days which was attributed to the producing divisions is obtained by adding the figures at line K

WORKSHEET FOR PERIOD_____

Communications Office

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Annual Giving (sum of weekly summaries line C)_____

2. Corporate Relations and Placement (sum of weekly summaries line D) _____

3. Special Gifts (sum of weekly summaries line E)_____

4. Sponsored Programs (sum of weekly summaries line F) _____

5. Grants and Research Contracts (sum of weekly summaries line G) _____

D. Proportion of attributed man-days charged to:

1. Annual Giving (C.1÷B) _____%

2. Corporation Relations and Placement (C.2÷B) _____%

3. Special Gifts (C.3÷B) _____%

4. Sponsored Programs (C.4÷B) _____%

5. Grants and Research Contracts (C.5÷B) _____%

E. Costs to be charged against Communications Office:

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period (from State funds) _____

Form 11. COMMUNICATIONS OFFICE WORKSHEET

WORKSHEET FOR PERIOD_____ Page 2

Communications Office

3. Nonstate funds expended less any items to be amortized _____

4. Amortization chargeable this period (from nonstate funds) _____

5. Costs allocated from Vice President's Office to Communications Office (line G.6 of Vice President's Office worksheet) _____

F. Communications Office costs:

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (E.5+F.1+F.2) _____

G. Allocation of Communications Office costs:

1. Annual Giving (D.1xF.3) _____

2. Corporate Relations and Placement (D.2xF.3) _____

3. Special Gifts (D.3xF.3) _____

4. Sponsored Programs (D.4xF.3) _____

5. Grants and Research Contracts (D.5xF.3) _____

(Form 11, continued)

of all weekly summaries submitted by the Communications Office during this reporting period.

Lines C.1 to C.5--man-days attributed to (producing divisions)

The number of professional staff man-days attributed to each producing division during this reporting period is obtained by adding the amounts on all Communications Office weekly summaries at the line (C, D, E, F, G) corresponding to each producing division. These totals are then entered at the corresponding lines in section C of the Communications Office worksheet.

Lines D.1 to D.5--proportion of attributed man-days charged to (producing divisions)

The percentage of each producing division of all professional staff man-days attributed by the Communications Office is obtained. This is done by dividing the number of days attributed to that division at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Communications Office worksheet.

Lines E.1 to E.5--costs to be charged against Communications Office

Line E.1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to the Communications Office are totaled after subtracting any amortizable items, i.e.,

expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Communications Office ledger sheet.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to the Communications Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to the Communications Office are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Communications Office ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds). The portion of all nonstate funded amortizable expenditures charged to the Communications Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.5--costs allocated from Vice President's Office to Communications Office. The portion of the cost of the Vice President's Office which was allocated to the Communications Office is taken from line G.6 of the Vice President's Office worksheet and entered here.

Lines F.1 to F.3--Communications Office costs

Line F.1--state. State funded costs charged to the Communications Office, less any amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded amortizable expenditures to be charged to the Communications Office this period.

Line F.2--nonstate. Nonstate funded costs charged to the Communications Office, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to the Communications Office this period.

Line F.3--total. The state and nonstate costs entered at F.2 are combined with E.5, the costs allocated to the Communications Office from the Vice President's Office. The resulting total is entered at F.3.

Lines G.1 to G.5--allocation of Communications Office costs

The cost of the Communications Office is obtained from F.3 and divided among the producing divisions. This is done by multiplying F.3 by the percentage of professional staff time attributed to each producing division in section D. The results are entered at the corresponding line in section G.

Donor Research

Line A--total man-days

The number of professional staff man-days available to Donor Research is obtained by adding the figures at line B of all weekly summaries submitted by Donor Research during this period.

Line B--total man-days attributed

The number of professional staff man-days available to Donor Research is obtained by adding the figures at line B of all weekly summaries submitted by Donor Research during this reporting period.

Line B--total man-days attributed

The number of professional staff man-days which was attributed to the producing divisions is obtained by adding the figures at line K of all weekly summaries submitted by Donor Research during this reporting period.

Lines C,1 to C,5--man-days attributed to (producing divisions)

The number of professional staff man-days attributed to each producing division during this reporting period is obtained by adding the amounts on all Donor Research weekly summaries at the line (C, D, E, F, G) corresponding to each producing division. These totals are then entered at the corresponding lines in section C of the Donor Research worksheet.

WORKSHEET FOR PERIOD_____

Donor Research

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Annual Giving (sum of weekly summaries line C)_____

2. Corporate Relations and Placement (sum of weekly summaries line D) _____

3. Special Gifts (sum of weekly summaries line E)_____

4. Sponsored Programs (sum of weekly summaries line F) _____

5. Grants and Research Contracts (sum of weekly summaries line G) _____

D. Proportion of attributed man-days charged to:

1. Annual Giving (C.1÷B) _____%

2. Corporate Relations and Placement (C.2÷B) _____%

3. Special Gifts (C.3÷B) _____%

4. Sponsored Programs (C.4÷B) _____%

5. Grants and Research Contracts (C.5÷B) _____%

E. Costs to be charged against Donor Research:

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period

Form 12. DONOR RESEARCH OFFICE WORKSHEET

WORKSHEET FOR PERIOD_____ Page 2

Donor Research

(from State funds) _____

3. Nonstate funds expended less any items to be amortized _____

4. Amortization chargeable this period (from nonstate funds) _____

5. Costs allocated from Vice President's Office to Donor Research (line G.8 of Vice President's Office worksheet) _____

F. Donor Research costs:

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (E.5+F.1+F.2) _____

G. Allocation of Donor Research costs:

1. Annual Giving (D.1xF.3) _____

2. Corporate Relations and Placement (D.2xF.3) _____

3. Special Gifts (D.3xF.3) _____

4. Sponsored Programs (D.4xF.3) _____

5. Grants and Research Contracts (D.5xF.3) _____

(Form 12. continued)

Lines D,1 to D,5--proportion of attributed man-days charged to (producing divisions)

The percentage of each producing division of all professional staff man-days attributed by the Donor Research Office is obtained. This is done by dividing the number of days attributed to that division at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Donor Research worksheet.

Lines E,1 to E,5--costs to be charged against Donor Research

Line E,1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to Donor Research are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Donor Research ledger sheet.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to Donor Research, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to Donor Research are totaled after subtracting any amortizable items. This

entry is obtained from column 3 of the Donor Research ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds). The portion of all nonstate funded amortizable expenditures charged to Donor Research, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.5--costs allocated from Vice President's Office to Donor Research. The portion of the cost of the Vice President's Office which was allocated to Donor Research is taken from line G.8 of the Vice President's Office worksheet and entered here.

Lines F.1 to F.3--Donor Research costs

Line F.1--state. State funded costs charged to Donor Research, less any amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded amortizable expenditures to be charged to Donor Research this period.

Line F.2--nonstate. Nonstate funded costs charged to Donor Research, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to Donor Research this period.

Line F.3--total. The state and nonstate costs entered at F.1 and F.2 are combined with E.5, the costs allocated to Donor Research from the Vice President's Office. The resulting total is entered at

F.3.

Lines G.1 to G.5--allocation of Donor Research costs

The cost of Donor Research is obtained from F.3 and divided among the producing divisions. This is done by multiplying F.3 by the percentage of professional staff time attributed to each producing division in section D. The results are entered at the corresponding line in section G.

Development Services

Line A--total man-days

The number of professional staff man-days available to Development Services is obtained by adding the figures at line B of all weekly summaries submitted by Development Services during this reporting period.

Line B--total man-days attributed

The number of professional staff man-days which was attributed to the producing divisions is obtained by adding the figures at line K of all weekly summaries submitted by Development Services during this reporting period.

Lines C.1 to C.5--man-days attributed to (producing divisions)

The number of professional staff man-days attributed to each producing division during this reporting period is obtained by adding

WORKSHEET FOR PERIOD_____

Development Services

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Annual Giving (sum of weekly summaries line C)_____

2. Corporate Relations and Placement (sum of weekly summaries line D) _____

3. Special Gifts (sum of weekly summaries line E)_____

4. Sponsored Programs (sum of weekly summaries line F) _____

5. Grants and Research Contracts (sum of weekly summaries line G) _____

D. Proportion of attributed man-days charged to:

1. Annual Giving (C.1÷B) _____%

2. Corporate Relations and Placement (C.2÷B) _____%

3. Special Gifts (C.3÷B) _____%

4. Sponsored Programs (C.4÷B) _____%

5. Grants and Research Contracts (C.5÷B) _____%

E. Costs to be charged against Development Services:

1. State funds expended less any items to be amortized _____

a. Portion of E.1 which is to be allocated on an equipment use basis (computer services, student

Form 13. DEVELOPMENT SERVICES OFFICE WORKSHEET

WORKSHEET FOR PERIOD_____

Development Services

employee wages, equipment rental, maintenance service charges) _____

b. Portion of E.1 which is to be allocated on a staff time basis (E.1-E.1a) _____

2. Amortization chargeable this period (from State funds) _____

3. Nonstate funds expended less any items to be amortized _____

a. Portion of E.3 which is to be allocated on an equipment use basis (computer services, student employee wages, equipment rental, maintenance service charges) _____

b. Portion of E.3 which is to be allocated on a staff time basis (E.3-E.3a) _____

4. Amortization chargeable this period (from nonstate funds) _____

5. Costs allocated from Vice President's Office to Development Services (line G.7 of Vice President's Office worksheet) _____

F. Development Services costs

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (E.5+F.1+F.2) _____

(Form 13, continued)

WORKSHEET FOR PERIOD_____ Page 3

Development Services

G. Development Services costs to be allocated:

1. On a staff time basis (E.1b+E.3b+E.5) _____

2. On an equipment use basis (E.1a+E.2+E.3a+E.4) _____

H. Percent of equipment use chargeable to (estimated by Coordinator of Development Services):

1. Annual Giving _____%

2. Corporate Relations and Placement _____%

3. Special Gifts _____%

4. Sponsored Programs _____%

5. Grants and Research Contracts _____%

I. Allocation of Development Services costs:

1a. Annual Giving by staff time (D.1xG.1) _____

1b. Annual Giving by equipment use (H.1xG.2) _____

1c. Annual Giving total (I.1a+I.1b) _____

2a. Corporate Relations and Placement by staff time (D.2xG.1) _____

2b. Corporate Relations and Placement by equipment use (H.2xG.2) _____

2c. Corporate Relations and Placement total (I.2a+I.2b) _____

3a. Special Gifts by staff time (D.3xG.1) _____

3b. Special Gifts by equipment use (H.3xG.2) _____

3c. Special Gifts total (I.3a+I.3b) _____

(Form 13. continued)

WORKSHEET FOR PERIOD_____ Page 4

Development Services

4a. Sponsored Programs by staff time (D.4xG.1) _____

4b. Sponsored Programs by equipment use (H.4xG.2) _____

4c. Sponsored Programs total (I.4a+I.4b) _____

5a. Grants and Research Contracts by staff time (D.5xG.1) _____

5b. Grants and Research Contracts by equipment use (H.5xG.2) _____

5c. Grants and Research Contracts total (I.5a+I.5b) _____

(Form 13, continued)

the amounts on all Development Services weekly summaries at the line (C, D, E, F, G) corresponding to each producing division. These totals are then entered at the corresponding lines in section C of the Development Services worksheet.

Lines D.1 to D.5--proportion of attributed man-days charged to (producing divisions)

The percentage of each producing division of all professional staff man-days attributed by the Development Services Office is obtained. This is done by dividing the number of days attributed to that division at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Development Services worksheet.

Lines E.1 to E.5--costs to be charged against Development Services

Line E.1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to Development Services are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Development Services ledger sheet.

Line E.1a--portion of E.1 which is to be allocated on an equipment use basis. Those expenditures included in E.1 which fall into one of the following categories: computer services, student employee

wages, equipment rental, or maintenance service are entered here.

Line E.1b--portion of E.1 which is to be allocated on a staff time basis. The amount remaining after E.1a is subtracted from E.1 is entered here.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to Development Services, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to Development Services are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Development Services ledger sheet.

Line E.3a--portion of E.3 which is to be allocated on an equipment use basis. Those expenditures included in E.3 which fall into one of the following categories: computer services, student employee wages, equipment rental, or maintenance service are entered here.

Line E.3b--portion of E.3 which is to be allocated on a staff time basis. The amount remaining after E.3a is subtracted from E.3 is entered here.

Line E.4--amortization chargeable this period (from nonstate

funds). The portion of all nonstate funded amortizable expenditures charged to Development Services, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the *Record of Amortizable Items*.

Line E.5--costs allocated from Vice President's Office to Development Services. The portion of the cost of the Vice President's Office which was allocated to Development Services is taken from line G.7 of the Vice President's Office worksheet and entered here.

Line F.1 to F.3--Development Services costs

Line F.1--state. State funded costs charged to Development Services, less any amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded amortizable expenditures to be charged to Development Services this period.

Line F.2--nonstate. Nonstate funded costs charged to Development Services, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to Development Services this period.

Line F.3--total. The state and nonstate costs entered at F.1 and F.2 are combined with E.5, the costs allocated to Development Services from the Vice President's Office. The resulting total is entered at F.3.

Line G,1--Development Services costs to be allocated on a staff time basis

State and nonstate funded expenditures, not related to equipment, are obtained from E.1b and E.3b and combined with the figure at E.5, costs allocated to Development Services from the Vice President's Office. The total is entered here.

Line G.2--Development Services costs to be allocated on an equipment use basis

State and nonstate funded expenditures which are related to equipment are obtained from E.1a and E.3a and combined with amortization chargeable to Development Services this period, which is obtained from E.2 and E.4. The resulting total is entered here.

Lines H,1 to H.5--percent of equipment use chargeable to (producing divisions)

Each producing division's proportion of total Development Services equipment usage during this period is obtained from Development Services and entered at the corresponding line in section H of the Development Services worksheet.

Lines I,1 to I.5--allocation of Development Services costs

Line I.1a--Annual Giving by staff time. The percentage of Development Services professional staff time attributed to Annual Giving is obtained from D.1 and multiplied by the total of Development Services costs to be allocated on a staff time basis, which is obtained

from G.1.

Line I.1b--Annual Giving by equipment use. The percentage of Development Services equipment usage chargeable to Annual Giving is obtained from H.1 and multiplied by the total of Development Services costs to be allocated on an equipment use basis, which is obtained from G.2.

Line I.1c--Annual Giving total. I.1a and I.1b are combined. The total is the share of Development Services costs allocated to Annual Giving.

Line I.2a--Corporate Relations and Placement by staff time. The percentage of Development Services professional staff time attributed to Corporate Relations and Placement is obtained from D.2 and multiplied by the total of Development Services costs to be allocated on a staff time basis, which is obtained from G.1.

Line I.2b--Corporate Relations and Placement by equipment use. The percentage of Development Services equipment usage chargeable to Corporate Relations and Placement is obtained from H.2 and multiplied by the total of Development Services costs to be allocated on an equipment use basis, which is obtained from G.2.

Line I.2c--Corporate Relations and Placement total. Lines I.2a and I.2b are combined. The total is the share of Development Services costs allocated to Corporate Relations and Placement.

Line I.3a--Special Gifts by staff time. The percentage of

Development Services professional staff time attributed to Special Gifts is obtained from D.3 and multiplied by the total of Development Services costs to be allocated on a staff time basis, which is obtained from G.1.

Line I.3b--Special Gifts by equipment use. The percentage of Development Services equipment usage chargeable to Special Gifts is obtained from H.3 and multiplied by the total of Development Services costs to be allocated on an equipment use basis, which is obtained from G.2.

Line I.3c--Special Gifts total. Lines I.3a and I.3b are combined. The total is the share of Development Services costs allocated to Special Gifts.

Line I.4a--Sponsored Programs by staff time. The percentage of Development Services professional staff time attributed to Sponsored Programs is obtained from D.4 and multiplied by the total of Development Services costs to be allocated on a staff time basis, which is obtained from G.1.

Line I.4b--Sponsored Programs by equipment use. The percentage of Development Services equipment usage chargeable to Sponsored Programs is obtained from H.4 and multiplied by the total of Development Services costs to be allocated on an equipment use basis, which is obtained from G.2.

Line I.4c--Sponsored Programs total. Lines I.4a and I.4b are

combined. The total is the share of Development Services costs allocated to Sponsored Programs.

Line I.5a--Grants and Research Contracts by staff time. The percentage of Development Services professional staff time attributed to Grants and Research Contracts is obtained from D.5 and multiplied by the total of Development Services costs to be allocated on a staff time basis, which is obtained from G.1.

Line I.5b--Grants and Research Contracts by equipment use. The percentage of Development Services equipment usage chargeable to Grants and Research Contracts is obtained from H.5 and multiplied by the total of Development Services costs to be allocated on an equipment use basis, which is obtained from G.2.

Line I.5c--Grants and Research Contracts total. Lines I.5a and I.5b are combined. The total is the share of Development Services costs allocated to Grants and Research Contracts.

Annual Giving

Line A--total man-days

The number of professional staff man-days available to the Annual Giving Office is obtained by adding the figures at line B of all weekly summaries submitted by the Annual Giving Office during this reporting period.

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Annual Giving

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. William and Mary Fund (sum of weekly summaries line C) _____

2. Law Alumni Fund (sum of weekly summaries line D) _____

3. MBA Alumni Fund (sum of weekly summaries line E) _____

4. Grad. Ed. Alumni Fund (sum of weekly summaries line F) _____

5. Parents Fund (sum of weekly summaries line G) _____

6. Friends of the College (Individuals) Fund (sum of weekly summaries line H) _____

7. Associates of Swem Library Fund (sum of weekly summaries line I) _____

D. Proportion of attributed man-days charged to:

1. William and Mary Fund (C.1÷B) _____%

2. Law Alumni Fund (C.2÷B) _____%

3. MBA Alumni Fund (C.3÷B) _____%

4. Grad. Ed. Alumni Fund (C.4÷B) _____%

5. Parents Fund (C.5÷B) _____%

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WORKSHEET FOR PERIOD_____

Annual Giving

6. Friends of the College (Individuals) Fund (C.6÷B) _____%

7. Associates of Swem Library Fund (C.7÷B) _____%

E. Costs to be charged against Annual Giving

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period (from State funds) _____

3. Nonstate funds expended less any items to be amortized _____

4. Amortization chargeable this period (from nonstate funds) _____

5. Costs allocated from Vice President's Office to Annual Giving (line G.1 of Vice President's Office worksheet) _____

6. Costs allocated from Communications Office to Annual Giving (line G.1 of Communications Office worksheet) _____

7. Costs allocated from Development Services to Annual Giving (line I.1c of Development Services worksheet) _____

8. Costs allocated from Donor Research to Annual Giving (line G.1 of Donor Research worksheet) _____

(Form 14, continued)

WORKSHEET FOR PERIOD_____ Page 3

Annual Giving

F. Annual Giving costs:

1. State (E.1+E.2) _____
2. Nonstate (E.3+E.4) _____
3. Total (E.5+E.6+E.7+E.8+F.1+F.2) _____

G. Direct costs (identifiable to programs):

1. William and Mary Fund _____
2. Law Alumni Fund _____
3. MBA Alumni Fund _____
4. Grad. Ed. Alumni Fund _____
5. Parents Fund _____
6. Friends of the College (Individuals) _____
7. Associates of Swem Library Fund _____
8. Total (G.1 through G.7) _____

H. Indirect costs (not identifiable to programs) (F.3-G.8) _____

I. Allocation of Annual Giving costs:

1. William and Mary Fund (D.1xH)+G.1 _____
2. Law Alumni Fund (D.2xH)+G.2 _____
3. MBA Alumni Fund (D.3xH)+G.3 _____
4. Grad. Ed. Alumni Fund (D.4xH)+G.4 _____
5. Parents Fund (D.5xH)+G.5 _____
6. Friends of the College (Individuals) (D.6xH)+G.6 _____

(Form 14. continued)

WORKSHEET FOR PERIOD_____

Annual Giving

7. Associates of Swem Library Fund (D.7xH)+G.7 _____

(Form 14. continued)

Line B--total man-days attributed

The number of professional staff man-days which was attributed by this office to all of its programs combined is obtained by adding the figures at line K of all weekly summaries submitted by the Annual Giving Office during this reporting period.

Lines C.1 to C.7--man-days attributed to (each program)

The number of professional staff man-days attributed to each program during this reporting period is obtained by adding the amounts on all Annual Giving weekly summaries at the line (C, D, E, F, G, H, I) corresponding to each program. These totals are then entered at the corresponding lines in section C of the Annual Giving worksheet.

Lines D.1 to D.7--proportion of attributed man-days charged to (each program)

The percentage of each program of all professional staff man-days attributed by the Annual Giving Office is obtained. This is done by dividing the number of days attributed to that program at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Annual Giving worksheet.

Lines E.1 to E.8--costs to be charged against Annual Giving

Line E.1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to the Annual Giving

Office are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Annual Giving ledger sheet.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to the Annual Giving Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to the Annual Giving Office are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Annual Giving ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds). The portion of all nonstate funded amortizable expenditures charged to the Annual Giving Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.5--costs allocated from Vice President's Office to Annual Giving. The portion of the cost of the Vice President's Office which was allocated to Annual Giving is taken from line G.1 of the Vice President's Office worksheet and entered here.

Line E.6--costs allocated from Communications Office to Annual Giving. The portion of the cost of the Communications Office which was allocated to Annual Giving is taken from line G.1 of the Communications Office worksheet and entered here.

Line E.7--costs allocated from Development Services to Annual Giving. The portion of the cost of Development Services which was allocated to Annual Giving is taken from line I.1c of the Development Services worksheet and entered here.

Line E.8--costs allocated from Donor Research to Annual Giving. The portion of the cost of Donor Research which was allocated to Annual Giving is taken from line G.1 of the Donor Research worksheet and entered here.

Lines F.1 to F.3--Annual Giving costs

Line F.1--state. State funded costs charged to the Annual Giving Office, less any amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded amortizable expenditures to be charged to the Annual Giving Office this period.

Line F.2--nonstate. Nonstate funded costs charged to the Annual Giving Office, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to the Annual Giving Office this period.

Line F.3--total. The state and nonstate costs entered at F.1 and F.2 are combined with E.5, E.6, E.7, and E.8, the costs allocated to the Annual Giving Office from the Offices of the Vice President, Communications, Development Services, and Donor Research. The resulting total is entered here.

Lines G.1 to G.8--direct costs

The total of expenditures which have been identified as caused by or benefiting each program is entered at the line, G.1 to G.7, which corresponds to the program. This entry is obtained from column 4 of the Annual Giving ledger sheet. The total of lines G.1 to G.7 is entered at G.8.

Line H--indirect costs

The total of expenditures which have not been identified with a program is obtained by subtracting total direct costs (G.8) from total Annual Giving costs (F.3).

Line I--allocation of Annual Giving costs

The cost of the Annual Giving Office is obtained from F.3 and divided among the seven programs operated by the office. This is done by multiplying F.3 by the percentage of professional staff time attributed to each program in section D and adding the amount identified directly with program in section G. The results are entered at the corresponding line in section I.

Corporate Relations and Placement

Line A--total man-days

The number of professional staff man-days available to the Corporate Relations and Placement Office is obtained by adding the figures at line B of all weekly summaries submitted by the Corporate Relations and Placement Office during this reporting period.

Line B--total man-days attributed

The number of professional staff man-days which was attributed by this office to all of its programs combined is obtained by adding the figures at line K of all weekly summaries submitted by the Corporate Relations and Placement Office during this reporting period.

Lines C.1 to C.7--man-days attributed to (each program)

The number of professional staff man-days attributed to each program during this reporting period is obtained by adding the amounts on all Corporate Relations and Placement weekly summaries at the line (C, D, E, F, G, H, I) corresponding to each program. These totals are then entered at the corresponding lines in section C of the Corporate Relations and Placement worksheet.

Lines D.1 to D.7--proportion of attributed man-days charged to (each program)

The percentage of each program of all professional staff man-days attributed by the Corporate Relations and Placement Office is

WORKSHEET FOR PERIOD_____

Corporate Relations and Placement

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Corporate Friends Fund: Williamsburg Area (sum of weekly summaries line C) _____

2. Corporate Friends Fund: Virginia, Other than Williamsburg Area (sum of weekly summaries line D) _____

3. Corporate Friends Fund: Other than Virginia (sum of weekly summaries line E) _____

4. SBA Sponsors Fund (sum of weekly summaries line F) _____

5. SBA Sponsors Fund: Directors (sum of weekly summaries line G)

6. Special Corporate Gifts (sum of weekly summaries line H) _____

7. Student Career Placement (sum of weekly summaries line I) _____

D. Proportion of attributed man-days charged to:

1. Corporate Friends Fund: Williamsburg Area (C.1÷B) _____%

2. Corporate Friends Fund: Virginia, Other than Williamsburg Area (C.2÷B) _____%

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WORKSHEET FOR PERIOD_____ Page 2

Corporate Relations and Placement

3. Corporate Friends Fund: Other than Virginia (C.3÷B) _____%

4. SBA Sponsors Fund (C.4÷B) _____%

5. SBA Sponsors Fund: Directors (C.5÷B) _____%

6. Special Corporate Gifts (C.6÷B) _____%

7. Student Career Placement (C.7÷B) _____%

E. Costs to be charged against Corporate Relations and Placement:

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period (from State funds) _____

3. Nonstate funds expended less any items to be amortized _____

4. Amortization chargeable this period (from nonstate funds) _____

5. Costs allocated from Vice President's Office to Corporate Relations and Placement (line G.2 of Vice President's Office worksheet) _____

6. Costs allocated from Communications Office to Corporate Relations and Placement (line G.2 of Communications Office worksheet) _____

7. Costs allocated from Development Services to

WORKSHEET FOR PERIOD_____ Page 3

Corporate Relations and Placement

Corporate Relations and Placement (line I.2c of Development Services worksheet) _____

8. Costs allocated from Donor Research to Corporate Relations and Placement (line G.2 of Donor Research worksheet) _____

F. Corporate Relations and Placement costs:

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (E.5+E.6+E.7+E.8+F.1+F.2) _____

G. Direct Costs (identifiable to programs):

1. Corporate Friends Fund: Williamsburg Area _____

2. Corporate Friends Fund: Virginia, Other than Williamsburg Area _____

3. Corporate Friends Fund: Other than Virginia _____

4. SBA Sponsors Fund _____

5. SBA Sponsors Fund: Directors _____

6. Special Corporate Gifts _____

7. Student Career Placement _____

8. Total (G.1 through G.7) _____

H. Indirect costs (not identifiable to programs) (F.3-F.8) _____

I. Allocation of Corporate Relations and Placement costs:

1. Corporate Friends Fund: Williamsburg

(Form 15. continued)

WORKSHEET FOR PERIOD_____ Page 4

Corporate Relations and Placement

Area	(D.1xH)+G.1	_____
2. Corporate Friends Fund: Virginia, Other than Williamsburg Area	(D.2xH)+G.2	_____
3. Corporate Friends Fund: Other than Virginia	(D.3xH)+G.3	_____
4. SBA Sponsors Fund	(D.4xH)+G.4	_____
5. SBA Sponsors Fund: Directors	(D.5xH)+G.5	_____
6. Special Corporate Gifts	(D.6xH)+G.6	_____
7. Student Career Placement	(D.7xH)+G.7	_____

(Form 15, continued)

obtained. This is done by dividing the number of days attributed to that program at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Corporate Relations and Placement worksheet.

Lines E.1 to E.8--costs to be charged against Corporate Relations and Placement

Line E.1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to the Corporate Relations and Placement Office are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Corporate Relations and Placement ledger sheet.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to the Corporate Relations and Placement Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to the Corporate Relations and Placement Office are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Corporate Relations and Placement ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds). The portion of all nonstate funded amortizable expenditures charged to the Corporate Relations and Placement Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.5--costs allocated from Vice President's Office to Corporate Relations and Placement. The portion of the cost of the Vice President's Office which was allocated to Corporate Relations and Placement is taken from line G.2 of the Vice President's Office worksheet and entered here.

Line E.6--costs allocated from Communications Office to Corporate Relations and Placement. The portion of the cost of the Communications Office which was allocated to Corporate Relations and Placement is taken from line G.2 of the Communications Office worksheet and entered here.

Line E.7--costs allocated from Development Services to Corporate Relations and Placement. The portion of the cost of Development Services which was allocated to Corporate Relations and Placement is taken from line I.2c of the Development Services worksheet and entered here.

Line E.8--Costs allocated from Donor Research to Corporate Relations and Placement. The portion of the cost of Donor Research which was allocated to Corporate Relations and Placement is taken from

line G.2 of the Donor Research worksheet and entered here.

Lines F.1 to F.3--Corporate Relations and Placement costs

Line F.1--state. State funded costs charged to the Corporate Relations and Placement Office, less any amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded expenditures to be charged to the Corporate Relations and Placement Office this period.

Line F.2--nonstate. Nonstate funded costs charged to the Corporate Relations and Placement Office, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to the Corporate Relations and Placement Office this period.

Line F.3--total. The state and nonstate costs entered at F.1 and F.2 are combined with E.5, E.6, E.7, and E.8, the costs allocated to the Corporate Relations and Placement Office from the Offices of the Vice President, Communications, Development Services, and Donor Research. The resulting total is entered at F.3.

Lines G.1 to G.8--direct costs

The total of expenditures which have been identified as caused by or benefiting each program is entered at the line, G.1 to G.7, which corresponds to the program. This entry is obtained from column 4 of the Corporate Relations and Placement ledger sheet. The total of

lines G.1 to G.7 is entered at G.8.

Line H--indirect costs

The total of expenditures which have not been identified with a program is obtained by subtracting total direct costs (G.8) from total Corporate Relations and Placement costs (F.3).

Line I--allocation of Corporate Relations and Placement costs

The cost of the Corporate Relations and Placement Office is obtained from F.3 and divided among the seven programs operated by the office. This is done by multiplying F.3 by the percentage of professional staff time attributed to each program in section D and adding the amount identified directly with the program in section G. The results are entered at the corresponding line in section I. Item I.7, Student Career Placement, it should be noted, is not a development-related program. Item I.7 is, therefore, treated separately from Corporate Relations expenses in compiling quarterly reports and is not included when reporting total development expenses.

Special Gifts

Line A--total man-days

The number of professional staff man-days available to the Special Gifts Office is obtained by adding the figures at line B of all weekly summaries submitted by the Special Gifts Office during this reporting period.

WORKSHEET FOR PERIOD_____

Special Gifts

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Special in vivo gifts (sum of weekly summaries line C) _____

2. Estate settlements (sum of weekly summaries line D) _____

3. Gifts in trust (sum of weekly summaries line E) _____

4. New expectancies (sum of weekly summaries line F) _____

D. Proportion of attributed man-days charged to:

1. Special in vivo gifts (C.1÷B) _____%

2. Estate settlements (C.2÷B) _____%

3. Gifts in trust (C.3÷B) _____%

4. New expectancies (C.4÷B) _____%

E. Costs to be charged against Special Gifts:

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period (from State funds) _____

Form 16. SPECIAL GIFTS OFFICE WORKSHEET

WORKSHEET FOR PERIOD_____ Page 2

Special Gifts

3. Nonstate funds expended less any items to be amortized _____

4. Amortization chargeable this period (from nonstate funds) _____

5. Costs allocated from Vice President's Office to Special Gifts (line G.3 of Vice President's Office worksheet) _____

6. Costs allocated from Communications Office to Special Gifts (line G.3 of Communications Office worksheet) _____

7. Costs allocated from Development Services to Special Gifts (line I.3c of Development Services worksheet) _____

8. Costs allocated from Donor Research to Special Gifts (line G.3 of Donor Research worksheet) _____

F. Special Gifts costs:

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (E.5+E.6+E.7+E.8+F.1+F.2) _____

G. Direct costs (identifiable to programs):

1. Special in vivo gifts _____

2. Estate settlements _____

3. Gifts in trust _____

(Form 16. continued)

WORKSHEET FOR PERIOD_____ Page 3

Special Gifts

4. New expectancies _____

5. Total (G.1+G.2+G.3+G.4) _____

H. Indirect costs (not identifiable to programs) (F.3-G.5) _____

I. Allocation of Special Gifts costs:

1. Special in vivo gifts (D.1xH)+G.1 _____

2. Estate settlements (D.2xH)+G.2 _____

3. Gifts in Trust (D.3xH)+G.3 _____

4. New expectancies (D.4xH)+G.4 _____

(Form 16. continued)

Line B--total man-days attributed

The number of professional staff man-days which was attributed by this office to all of its programs combined is obtained by adding the figures at line K of all weekly summaries submitted by the Special Gifts Office during this reporting period.

Line C.1 to C.4--man-days attributed to (each program)

The number of professional staff man-days attributed to each program during this reporting period is obtained by adding the amounts on all Special Gifts weekly summaries at the line (C, D, E, F) corresponding to each program. These totals are then entered at the corresponding lines in section C of the Special Gifts worksheet.

Lines D.1 to D.4--proportion of attributed man-days charged to (each program)

The percentage of each program of all professional staff man-days attributed by the Special Gifts Office is obtained. This is done by dividing the number of days attributed to that program at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Special Gifts worksheet.

Lines E.1 to E.8--costs to be charged against Special Gifts

Line E.1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to the Special Gifts

Office are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Special Gifts ledger sheet.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to the Special Gifts Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to the Special Gifts Office are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Special Gifts ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds). The portion of all nonstate funded amortizable expenditures charged to the Special Gifts Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.5--costs allocated from Vice President's Office to Special Gifts. The portion of the cost of the Vice President's Office which was allocated to Special Gifts is taken from line G.3 of the Vice President's Office worksheet and entered here.

Line E.6--costs allocated from Communications Office to Special

Gifts. The portion of the cost of the Communications Office which was allocated to Special Gifts is taken from line G.3 of the Communications Office worksheet and entered here.

Line E.7--costs allocated from Development Services to Special Gifts. The portion of the cost of Development Services which was allocated to Special Gifts is taken from line I.3c of the Development Services worksheet and entered here.

Line E.8--costs allocated from Donor Research to Special Gifts. The portion of the cost of Donor Research which was allocated to Special Gifts is taken from line G.3 of the Donor Research worksheet and entered here.

Lines F.1 to F.3--Special Gifts costs

Line F.1--state. State funded costs charged to the Special Gifts Office, less any amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded expenditures to be charged to the Special Gifts Office this period.

Line F.2--nonstate. Nonstate funded costs charged to the Special Gifts Office, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to the Special Gifts Office this period.

Line F.3--total. The state and nonstate costs entered at F.1

and F.2 are combined with E.5, E.6, E.7, and E.8, the costs allocated to the Special Gifts Office from the offices of the Vice President, Communications, Development Services, and Donor Research. The resulting total is entered at F.3.

Lines G.1 to G.5--direct costs

The total of expenditures which have been identified as caused by or benefiting each program is entered at the line, G.1 to G.4, which corresponds to the program. This entry is obtained from column 4 of the Special Gifts ledger sheet. The total of lines G.1 to G.4 is entered at G.5.

Line H--indirect costs

The total of expenditures which have not been identified with a program is obtained by subtracting total direct costs (G.5) from total Special Gifts costs (F.3).

Line I--allocation of Special Gifts costs

The cost of the Special Gifts Office is obtained from F.3 and divided among the four programs operated by the office. This is done by multiplying F.3 by the percentage of professional staff time attributed to each program in section D and adding the amount identified directly with the program in section G. The results are entered at the corresponding line in section I.

Sponsored Programs

Line A--total man-days

The number of professional staff man-days available to the Sponsored Programs Office is obtained by adding the figures at line B of all weekly summaries submitted by the Sponsored Programs Office during this reporting period.

Line B--total man-days attributed

The number of professional staff man-days which was attributed by this office to all of its programs combined is obtained by adding the figures at line K of all weekly summaries submitted by the Sponsored Programs Office during this reporting period.

Lines C.1 to C.3--man-days attributed to (each program)

The number of professional staff man-days attributed to each program during the reporting period is obtained by adding the amounts on all Sponsored Programs weekly summaries at the line (C, D, E) corresponding to each program. These totals are then entered at the corresponding lines in section C of the Sponsored Programs worksheet.

Lines D.1 to D.3--proportion of attributed man-days charged to (each program)

The percentage of each program of all professional staff man-days attributed by the Sponsored Programs Office is obtained. This is done by dividing the number of days attributed to that program at

WORKSHEET FOR PERIOD_____

Sponsored Programs

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Foundations (sum of weekly summaries line C) _____

2. Corporate foundations (sum of weekly summaries line D) _____

3. Associations (sum of weekly summaries line E) _____

D. Proportion of attributed man-days charged to:

1. Foundations (C.1÷B) _____%

2. Corporate foundations (C.2÷B) _____%

3. Associations (C.3÷B) _____%

E. Costs to be charged against Sponsored Programs:

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period (from State funds) _____

3. Nonstate funds expended less any items to be amortized _____

4. Amortization chargeable this period (from nonstate funds) _____

Form 17. SPONSORED PROGRAMS OFFICE WORKSHEET

WORKSHEET FOR PERIOD_____

Sponsored Programs

5. Costs allocated from Vice President's Office to Sponsored Programs (line G.4 of Vice President's Office worksheet) _____

6. Costs allocated from Communications Office to Sponsored Programs (line G.4 of Communications Office worksheet) _____

7. Costs allocated from Development Services to Sponsored Programs (line I.4c of Development Services worksheet) _____

8. Costs allocated from Donor Research to Sponsored Programs (line G.4 of Donor Research worksheet) _____

F. Sponsored Programs costs:

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (E.5+E.6+E.7+E.8+F.1+F.2) _____

G. Direct costs (identifiable to programs):

1. Foundations _____

2. Corporate foundations _____

3. Associations _____

4. Total (G.1+G.2+G.3) _____

H. Indirect costs (not identifiable to programs) (F.3-G.4) _____

I. Allocation of Sponsored Programs costs:

(Form 17. continued)

WORKSHEET FOR PERIOD_____

Sponsored Programs

1.	Foundations	(D.1xH)+G.1	_____
2.	Corporate Foundations	(D.2xH)+G.2	_____
3.	Associations	(D.3xH)+G.3	_____

(Form 17. continued)

the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Sponsored Programs worksheet.

Lines E.1 to E.8--costs to be charged against Sponsored Programs

Line E.1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to the Sponsored Programs Office are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Sponsored Programs ledger sheet.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to the Sponsored Programs Office, which accrued as cost during this reporting period. The accured portion is obtained from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to the Sponsored Programs Office are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Sponsored Programs ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds). The portion of all nonstate funded amortizable expenditures

charged to the Sponsored Programs Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.5--costs allocated from Vice President's Office to Sponsored Programs. The portion of the cost of the Vice President's Office which was allocated to Sponsored Programs is taken from line G.4 of the Vice President's Office worksheet and entered here.

Line E.6--costs allocated from Communications Office to Sponsored Programs. The portion of the cost of the Communications Office which was allocated to Sponsored Programs is taken from line G.4 of the Communications Office worksheet and entered here.

Line E.7--costs allocated from Development Services to Sponsored Programs. The portion of the cost of Development Services which was allocated to Sponsored Programs is taken from line I.4c of the Development Services worksheet and entered here.

Line E.8--costs allocated from Donor Research to Sponsored Programs. The portion of the cost of Donor Research which was allocated to Sponsored Programs is taken from line G.4 of the Donor Research worksheet and entered here.

Lines F.1 to F.3--Sponsored Programs costs

Line F.1--state. State funded costs charged to the Sponsored Programs Office, less any amortizable items, are obtained from E.1 and

added to the amount at E.2, the portion of state funded expenditures charged to the Sponsored Programs Office this period.

Line F.2--nonstate. Nonstate funded costs charged to the Sponsored Programs Office, less any amortizable items, are obtained from E.3 and added to the amount of E.4, the portion of nonstate funded amortizable expenditures to be charged to the Sponsored Programs Office this period.

Line F.3--total. The state and nonstate costs entered at F.1 and F.2 are combined with E.5, E.6, E.7, and E.8, the costs allocated to the Sponsored Programs Office from the offices of the Vice President, Communications, Development Services, and Donor Research. The resulting total is entered at F.3.

Lines G.1 to G.4--direct costs

The total of expenditures which have been identified as caused by or benefiting each program is entered at the line, G.1 to G.3, which corresponds to the program. This entry is obtained from column 4 of the Sponsored Programs ledger sheet. The total of lines G.1 to G.3 is entered at G.4.

Line H.1--indirect costs

The total of expenditures which have not been identified with a program is obtained by subtracting total direct costs (G.4) from total Sponsored Programs costs (F.3).

Line I--allocation of Sponsored Programs costs

The cost of the Sponsored Programs Office is obtained from F.3 and divided among the three programs operated by the office. This is done by multiplying F.3 by the percentage of professional staff time attributed to each program in section D and adding the amount identified directly with the program in section G. The results are entered at the corresponding line in section I.

Grants and Research Contracts

Line A--total man-days

The number of professional staff man-days available to the Grants and Research Contracts Office is obtained by adding the figures at line B of all weekly summaries submitted by the Grants and Research Contracts Office during this reporting period.

Line B--total man-days attributed

The number of professional staff man-days which was attributed by the office to all of its programs combined is obtained by adding the figures at line K of all weekly summaries submitted by the Grants and Research Contracts Office during this reporting period.

Lines C.1 to C.3--man-days attributed to (each program)

The number of professional staff man-days attributed to each program during this reporting period is obtained by adding the amounts on all Grants and Research Contracts Office weekly summaries at the

WORKSHEET FOR PERIOD_____

Grants and Research Contracts Office

A. Total man-days (sum of weekly summaries line B) _____

B. Total man-days attributed (sum of weekly summaries line K) _____

C. Man-days attributed to:

1. Federal grants (sum of weekly summaries line C) _____

2. State grants (sum of weekly summaries line D) _____

3. Local government grants (sum of weekly summaries line E) _____

D. Proportion of attributed man-days charged to:

1. Federal grants (C.1÷B) _____%

2. State grants (C.2÷B) _____%

3. Local government grants (C.3÷B) _____%

E. Costs to be charged against Grants and Research Contracts Office:

1. State funds expended less any items to be amortized _____

2. Amortization chargeable this period (from State funds) _____

3. Nonstate funds expended less any items to be amortized _____

Form 18. GRANTS AND RESEARCH CONTRACTS OFFICE WORKSHEET

WORKSHEET FOR PERIOD_____ Page 2

Grants and Research Contracts Office

4. Amortization chargeable this period (from nonstate funds) _____

5. Costs allocated from Vice President's Office to Grants and Research Contracts Office (line G.5 of Vice President's Office worksheet) _____

6. Costs allocated from Communications Office to Grants and Research Contracts Office (line G.5 of Communications Office worksheet) _____

7. Costs allocated from Development Services to Grants and Research Contracts Office (line I.5c of Development Services worksheet) _____

8. Costs allocated from Donor Research to Grants and Research Contracts Office (line G.5 of Donor Research worksheet) _____

F. Grants and Research Contracts Office costs:

1. State (E.1+E.2) _____

2. Nonstate (E.3+E.4) _____

3. Total (E.5+E.6+E.7+E.8+F.1+F.2) _____

G. Direct costs (identifiable to programs):

1. Federal grants _____

2. State grants _____

3. Local government grants _____

4. Total _____

(Form 18. continued)

WORKSHEET FOR PERIOD_____ Page 3

Grants and Research Contracts Office

H. Indirect costs (not identifiable to programs) (F.3-G.4) _____

I. Allocation of Grants and Research Contracts Office costs:

1. Federal grants (D.1xH)+G.1 _____

2. State grants (D.2xH)+G.2 _____

3. Local government grants (D.3xH)+G.3 _____

(Form 18, continued)

line (C, D, E) corresponding to each program. These totals are then entered at the corresponding lines in section C of the Grants and Research Contracts Office worksheet.

Lines D.1 to D.3--proportion of attributed man-days charged to (each program)

The percentage of each program of all professional staff man-days attributed by the Grants and Research Contracts Office is obtained. This is done by dividing the number of days attributed to that program at the corresponding line in section C, by the total number of man-days attributed at line B. The resulting percentages are entered at the corresponding lines in section D of the Grants and Research Contracts Office worksheet.

Lines E.1 to E.8--costs to be charged against Grants and Research Contracts

Line E.1--state funds expended less any items to be amortized. All costs paid out of state funds and charged to the Grants and Research Contracts Office are totaled after subtracting any amortizable items, i.e., expenditures of at least one thousand dollars offering benefit over a period greater than one month. This entry is obtained from column 3 of the Grants and Research Contracts Office ledger sheet.

Line E.2--amortization chargeable this period (from state funds). The portion of all state funded amortizable expenditures charged to the Grants and Research Contracts Office, which accrued as cost during this reporting period. The accrued portion is obtained

from column F of the Record of Amortizable Items.

Line E.3--nonstate funds expended less any items to be amortized. All costs paid out of nonstate funds and charged to the Grants and Research Contracts Office are totaled after subtracting any amortizable items. This entry is obtained from column 3 of the Grants and Research Contracts Office ledger sheet.

Line E.4--amortization chargeable this period (from nonstate funds). The portion of all nonstate funded amortizable expenditures charged to the Grants and Research Contracts Office, which accrued as cost during this reporting period. The accrued portion is obtained from column F of the Record of Amortizable Items.

Line E.5--costs allocated from Vice President's Office to Grants and Research Contracts Office. The portion of the cost of the Vice President's Office which was allocated to the Grants and Research Contracts Office is taken from line G.5 of the Vice President's Office worksheet and entered here.

Line E.6--costs allocated from Communications Office to Grants and Research Contracts Office. The portion of the cost of the Communications Office which was allocated to the Grants and Research Contracts Office is taken from line G.5 of the Communications Office worksheet and entered here.

Line E.7--costs allocated from Development Services to Grants and Research Contracts Office. The portion of the cost of Development

Services which was allocated to the Grants and Research Contracts Office is taken from line I.5c of the Development Services worksheet and entered here.

Line E.8--costs allocated from Donor Research to Grants and Research Contracts Office. The portion of the cost of Donor Research which was allocated to the Grants and Research Contracts Office is taken from line G.5 of the Donor Research worksheet and entered here.

Lines F.1 to F.3--Grants and Research Contracts Office costs

Line F.1--state. State funded costs charged to the Grants and Research Contracts Office, less any amortizable items, are obtained from E.1 and added to the amount at E.2, the portion of state funded expenditures charged to the Grants and Research Contracts Office this period.

Line F.2--nonstate. Nonstate funded costs charged to the Grants and Research Contracts Office, less any amortizable items, are obtained from E.3 and added to the amount at E.4, the portion of nonstate funded amortizable expenditures to be charged to the Grants and Research Contracts Office this period.

Line F.3--total. The state and nonstate costs entered at F.1 and F.2 are combined with E.5, E.6, E.7, and E.8, the costs allocated to the Grants and Research Contracts Office from the offices of the Vice President, Communications, Development Services, and Donor

Research. The resulting total is entered at F.3.

Lines G.1 to G.4--direct costs

The total of expenditures which have been identified as caused by or benefiting each program is entered at the line, G.1 to G.3, which corresponds to the program. This entry is obtained from column 4 of the Grants and Research Contracts Office ledger sheet. The total of lines G.1 to G.3 is entered at G.4.

Line H--indirect costs

The total of expenditures which have not been identified with a program is obtained by subtracting total direct costs (G.4) from total Grants and Research Contracts Office costs (F.3).

Line I--allocation of Grants and Research Contracts Office costs

The cost of the Grants and Research Contracts Office is obtained from F.3 and divided among the three programs operated by the office. This is done by multiplying F.3 by the percentage of professional staff time attributed to each program in section D and adding the amount identified directly with the program in section G. The results are entered at the corresponding line in section I.

The Report

A modular format was used for the quarterly report (Form 19). In this format cost information pertaining to each producing division and service center comprised a separate section. This permitted the Vice President, following his review of the report, to detach and

forward each section to the office concerned. Summary information pertaining to the development effort in its entirety was presented in a cover page.

One page in each three page section of the office report was devoted to cost in the most recent quarter. The other two pages provided cost information cumulatively from the beginning of the fiscal year. The emphasis on cumulative information was consistent with the recognition, referred to earlier in the section of this chapter on sources of cost and program receipt data, that the pilot institution's use of cash basis accounting made cumulative information more meaningful and useful for comparative purposes than that from an isolated quarter.

The section for each service center and producing division presented the total of state and nonstate funds expended, indirect or overhead cost allocated to the office, and the total cost of operation of the office. The portion of this total cost allocated to each office served (in the case of a service center) or to each of its programs (in the case of a producing division) was given in dollars and as a percentage of the total. In the case of a producing division, the cost allocated to each program was shown together with the money received and the cost-per-dollar of each program. A cost-per-dollar was also given for the combination of all the programs of the producing division. State and nonstate costs for each office were then separated into those portions which were fixed, variable, and step-variable.

OFFICE OF COLLEGE DEVELOPMENT

First Three Quarters Fiscal 1977

Private Gifts

	Cost	Receipts	Cost per Dollar
With bequests and new expectancies	$0000	$0000	$.00
Without bequests	0000	0000	.00
Without new expectancies	0000	0000	.00

All Gifts And Grants

	$0000	$0000	$.00

VICE PRESIDENT COSTS

First Three Quarters Fiscal 1977

State Funds	$0000
Nonstate Funds	0000
Total Cost of Operation of Vice President's Office	$0000

(Form 19. continued)

FIRST THREE QUARTERS FISCAL 1977

Vice President's Office Allocations

Development Services	00%
Donor Research	00%
Communications	00%
Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%

Allocation of Costs

Development Services	$0000
Donor Research	0000
Communications	0000
Special Gifts	0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

THIRD QUARTER FISCAL 1977

Vice President's Office Allocations

Development Services	00%
Donor Research	00%
Communications	00%
Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%

Allocation of Costs

Development Services	$0000
Donor Research	0000
Communications	0000
Special Gifts	0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

Schedule B

Page 1 of 3

DEVELOPMENT SERVICES COSTS

First Three Quarters Fiscal 1977

State Funds	$0000
Nonstate Funds	0000
Overhead Costs	
00% of V.P. Costs	0000
Total Cost of Operation of Development Services	$0000

(Form 19. continued)

FIRST THREE QUARTERS FISCAL 1977

Development Services Allocations

Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%
Nondevelopment Office Work	00%

Allocations of Costs

Special Gifts	$0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000
Nondevelopment Office Work	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

THIRD QUARTER FISCAL 1977

Development Services Allocations

Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%

Allocation of Costs

Special Gifts	$0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

Schedule C

DONOR RESEARCH COSTS

First Three Quarters Fiscal 1977

State Funds	$0000
Nonstate Funds	0000
Overhead Costs	
00% of V.P. Costs	0000
Total Cost of Operation of Donor Research	$0000

(Form 19, continued)

FIRST THREE QUARTERS FISCAL 1977

Donor Research Allocations

Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%

Allocation of Costs

Special Gifts	$0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

THIRD QUARTER FISCAL 1977

Donor Research Allocations

Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%

Allocation of Costs

Special Gifts	$0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

Schedule D

Page 1 of 3

COMMUNICATIONS OFFICE COSTS

First Three Quarters Fiscal 1977

State Funds	$0000
Nonstate Funds	0000
Overhead Costs	
00% of V.P. Costs	0000
Total Cost of Operation of Communications Office	$0000

(Form 19. continued)

FIRST THREE QUARTERS FISCAL 1977

Communications Office Allocations

Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%

Allocation of Costs

Special Gifts	$0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

THIRD QUARTER FISCAL 1977

Communications Office Allocations

Special Gifts	00%
Corporate Relations and Placement	00%
Grants and Research Contracts	00%
Sponsored Programs	00%
Annual Giving	00%

Allocation of Costs

Special Gifts	$0000
Corporate Relations and Placement	0000
Grants and Research Contracts	0000
Sponsored Programs	0000
Annual Giving	0000

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

SPECIAL GIFTS COSTS

First Three Quarters Fiscal 1977

State Funds		$0000
Nonstate Funds		0000
Overhead Costs		
A. 00% of V.P. Costs	$0000	
B. 00% of Development Services Costs	0000	
C. 00% of Donor Research Costs	0000	
D. 00% of Communications Costs	0000	
		0000
Total Cost of Operation of Special Gifts		$0000
Cost per Dollar of Program Receipts $.00		

(Form 19. continued)

FIRST THREE QUARTERS FISCAL 1977

Special Gifts Office Allocations

Special In Vivo Gifts	00%
Estate Settlements	00%
Gifts in Trust	00%
New Expectancies	00%

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
Special In Vivo Gifts	$0000	÷	$0000	=	$.00
Estate Settlements	0000	÷	0000	=	.00
Gifts in Trust	0000	÷	0000	=	.00
New Expectancies	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

THIRD QUARTER FISCAL 1977

Special Gifts Office Allocations

Special In Vivo Gifts	00%
Estate Settlements	00%
Gifts in Trust	00%
New Expectancies	00%

Costs Allocated According to Staff Time $0000

Costs Attributed Directly to Programs $0000

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
Special In Vivo Gifts	$0000	÷	$0000	=	$.00
Estate Settlements	0000	÷	0000	=	.00
Gifts in Trust	0000	÷	0000	=	.00
New Expectancies	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

CORPORATE RELATIONS AND PLACEMENT COSTS

First Three Quarters Fiscal 1977

State Funds		$0000
Nonstate Funds		0000
Overhead Costs		
A. 00% of V.P. Costs	$0000	
B. 00% of Development Services Costs	0000	
C. 00% of Donor Research Costs	0000	
D. 00% of Communications Office Cost	0000	
		$0000
Total Cost of Operation of Corporate Relations and Placement		$0000
Element of Above Costs Attributable to Corporate Relations Function (00%)		$0000
Cost of Corporate Relations Function per Dollar of Program Receipts $.00		

(Form 19. continued)

FIRST THREE QUARTERS FISCAL 1977

Corporate Relations and Placement Allocations

Corporate Friends Fund: Williamsburg Area	00%
Corporate Friends Fund: Virginia, other than Williamsburg Area	00%
Corporate Friends Fund: Other than Virginia	00%
SBA Sponsors Fund	00%
SBA Sponsors Fund: Directors	00%
Special Corporate Gifts	00%
Student Career Placement	00%

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
Corporate Friends Fund: Williamsburg Area	$0000	÷	$0000	=	$.00
Corporate Friends Fund: Virginia, other than Williamsburg Area	0000	÷	0000	=	.00
Corporate Friends Fund: Other than Virginia	0000	÷	0000	=	.00
SBA Sponsors Fund	0000	÷	0000	=	.00
SBA Sponsors Fund: Directors	0000	÷	0000	=	.00
Special Corporate Gifts	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00
Student Career Placement	$0000	÷	XXXX	=	XXXX

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19, continued)

THIRD QUARTER FISCAL 1977

Corporate Relations and Placement Allocations

Corporate Friends Fund: Williamsburg Area	00%
Corporate Friends Fund: Virginia, other than Williamsburg Area	00%
Corporate Friends Fund: Other than Virginia	00%
SBA Sponsors Fund	00%
SBA Sponsors Fund: Directors	00%
Special Corporate Gifts	00%
Student Career Placement	00%
Costs Allocated According to Staff Time	$0000
Costs Attributed Directly to Programs	$0000

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
Corporate Friends Fund: Williamsburg Area	$0000	÷	$0000	=	$.00
Corporate Friends Fund: Virginia, other than Williamsburg Area	0000	÷	0000	=	.00
Corporate Friends Fund: Other than Virginia	0000	÷	0000	=	.00
SBA Sponsors Fund	0000	÷	0000	=	.00
SBA Sponsors Fund: Directors	0000	÷	0000	=	.00
Special Corporate Gifts	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00
Student Career Placement	$0000	÷	XXXX	=	XXXX

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19, continued)

Schedule G

GRANTS AND RESEARCH CONTRACTS OFFICE COSTS

First Three Quarters Fiscal 1977

State Funds		$0000
Nonstate Funds		0000
Overhead Costs		
A. 00% of V.P. Costs	$0000	
B. 00% of Development Service Costs	0000	
C. 00% of Donor Research Costs	0000	
D. 00% of Communications Office Costs	0000	
		$0000
Total Cost of Operation of Grants and Research Contracts Office		$0000

Cost Per Dollar of Program Receipts $.00

(Form 19, continued)

FIRST THREE QUARTERS FISCAL 1977

Grants and Research Contracts Office Allocations

Federal Grants	00%
State Government Grants	00%
Local Government Grants	00%

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
Federal Grants	$0000	÷	$0000	=	$.00
State Grants	0000	÷	0000	=	.00
Local Government Grants	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

THIRD QUARTER FISCAL 1977

Grants and Research Contracts Office Allocations

Federal Grants	00%
State Government Grants	00%
Local Government Grants	00%
Costs Allocated According to Staff Time	$0000
Costs Attributed Directly to Programs	$0000

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
Federal Grants	$0000	÷	$0000	=	$.00
State Grants	0000	÷	0000	=	.00
Local Government Grants	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

SPONSORED PROGRAMS OFFICE COSTS

First Three Quarters Fiscal 1977

State Funds		$0000
Nonstate Funds		0000
Overhead Costs		
A. 00% of V.P. Costs	$0000	
B. 00% of Development Services Costs	0000	
C. 00% of Donor Research Costs	0000	
D. 00% of Communications Office Costs	0000	
		$0000
Total Cost of Operation of Sponsored Programs Office		$0000

Cost per Dollar of Program Receipts $.00

(Form 19. continued)

FIRST THREE QUARTERS FISCAL 1977

Sponsored Programs Office Allocations

Foundations	00%
Corporate Foundations	00%
Associations	00%

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
Foundations	$0000	+	$0000	=	$.00
Corporate Foundations	0000	+	0000	=	.00
Associations	0000	+	0000	=	.00
All above categories	$0000	+	$0000	=	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

THIRD QUARTER FISCAL 1977

Sponsored Programs Office Allocations

Foundations	00%
Corporate Foundations	00%
Associations	00%
Costs Allocated According to Staff Time	$0000
Costs Attributed Directly to Programs	$0000

Allocation of Costs

	Cost	Receipts	Cost per Dollar
Foundations	$0000	$0000	$.00
Corporate Foundations	0000	0000	.00
Associations	0000	0000	.00
All above categories	$0000	$0000	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19, continued)

Schedule I

ANNUAL GIVING COSTS

First Three Quarters Fiscal 1977

State Funds		$0000
Nonstate Funds		0000
Overhead Costs		
A. 00% of V.P. Costs	$0000	
B. 00% of Development Services Costs	0000	
C. 00% of Donor Research Costs	0000	
D. 00% of Communications Office Costs	0000	
		$0000
Total Cost of Operations of Annual Giving Programs		$0000

Cost Per Dollar of Program Receipts $.00

(Form 19. continued)

FIRST THREE QUARTERS FISCAL 1977

Annual Giving Office Allocations

William and Mary Fund	00%
Law Alumni Fund	00%
MBA Alumni Fund	00%
Graduate Education Alumni Fund	00%
Parents Fund	00%
Friends of the College (individuals)	00%
Associates of Swem Library Fund	00%

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
William and Mary Fund	$0000	÷	$0000	=	$.00
Law Alumni Fund	0000	÷	0000	=	.00
MBA Alumni Fund	0000	÷	0000	=	.00
Graduate Education Alumni Fund	0000	÷	0000	=	.00
Parents Fund	0000	÷	0000	=	.00
Friends of the College (individuals)	0000	÷	0000	=	.00
Associates of Swem Library	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

THIRD QUARTER FISCAL 1977

Annual Giving Office Allocations

William and Mary Fund	00%
Law Alumni Fund	00%
MBA Alumni Fund	00%
Graduate Education Alumni Fund	00%
Parents Fund	00%
Friends of the College (individuals)	00%
Associates of Swem Library Fund	00%
Costs Allocated According to Staff Time	$0000
Costs Attributed Directly to Programs	$0000

Allocation of Costs

	Cost		Program Receipts		Cost per Dollar
William and Mary Fund	$0000	÷	$0000	=	$.00
Law Alumni Fund	0000	÷	0000	=	.00
MBA Alumni Fund	0000	÷	0000	=	.00
Graduate Education Alumni Fund	0000	÷	0000	=	.00
Parents Fund	0000	÷	0000	=	.00
Friends of the College (individuals)	0000	÷	0000	=	.00
Associates of Swem Library	0000	÷	0000	=	.00
All above categories	$0000	÷	$0000	=	$.00

Character of Costs

	Fixed	Variable	Step-Variable
State	$0000	$0000	$0000
Nonstate	0000	0000	0000
Total	$0000	$0000	$0000

(Form 19. continued)

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