

Fundraising and Philanthropy in Higher Education

17 May 2012

Lessons for the sector from Woolf

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History of Woolf Report

Recommendations from Lord Woolf

Lessons for the sector

Positive impacts on the sector

“...is grateful to Lord Woolf for this thorough report. It was commissioned to address the many concerns around LSE’s links with Libya and has been published in full as there are lessons in here for both LSE and for the higher education sector as a whole.”

Peter Sutherland KCMG, Chair of LSE Council

History of Woolf Report

- Lord Woolf commissioned following the resignation of Director Howard Davies in March 2011
- Interviewed key stakeholders, staff and open submissions
- Concerned with all areas: academic, business and development
- Published 30 November 2011
- Widespread media attention before, during and after publication

Recommendations of Woolf Report

- Woolf made 15 recommendations across the range of LSE activities
- Several of these concern academic regulation, which will not be covered here although do have relevance to the Higher Education sector as a whole

Recommendations of Woolf Report

“The LSE should have an embedded Code dealing with ethics and reputational risk which applies across the institution. That Code should be reviewed at regular intervals to ensure that it is in accord with best current practice. The LSE should set up a Committee, which may have subcommittees so far as this is desirable, to effectively deal with issues relating to the Code.”

Woolf Report: recommendation 1

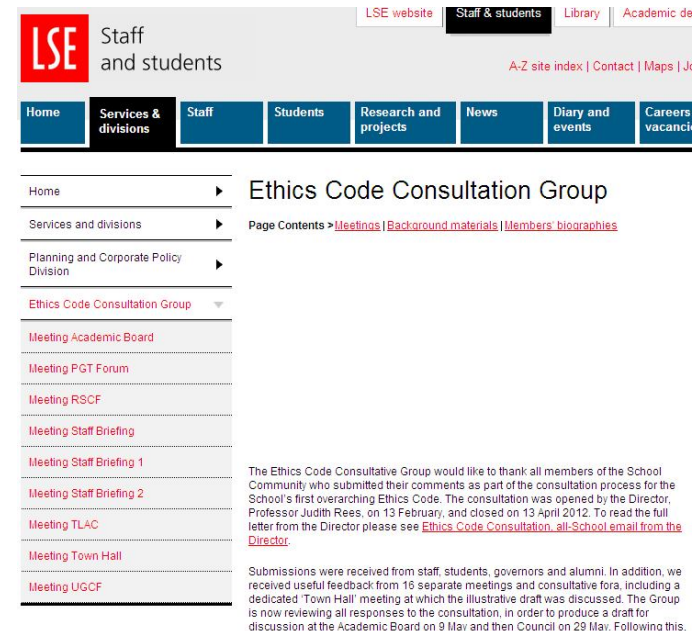
Lessons for the sector from Woolf

Overarching ethics code (recommendation 1)

- Patchy across the HE sector as a whole
- Much work done since across institutions
- Difficult to define and to set parameters as to what should be included

LSE's approach

- Broad range of consultation
- Six principles identified
- Supported by broad ethical guidelines
- Supplemented by individual policies



The screenshot shows the LSE website's navigation menu and a sidebar. The main navigation bar includes links for Home, Services & divisions, Staff, Students, Research and projects, News, Diary and events, and Careers vacancies. The sidebar on the left lists various departments and groups, with the 'Ethics Code Consultation Group' highlighted. The main content area displays the title 'Ethics Code Consultation Group' and a list of links: Page Contents, Meetings, Background materials, and Members' biographies. Below this, a list of meetings is shown, including 'Meeting Academic Board', 'Meeting PGT Forum', 'Meeting RSCF', 'Meeting Staff Briefing', 'Meeting Staff Briefing 1', 'Meeting Staff Briefing 2', 'Meeting TLAC', 'Meeting Town Hall', and 'Meeting UGCF'. A paragraph of text explains the purpose of the group and the consultation process, mentioning the Director, Professor Judith Rees, and the dates of the consultation (February to April 2012). It also mentions the submission of feedback from staff, students, governors, and alumni, and the production of a draft for discussion at the Academic Board and Council.

Recommendations of Woolf Report

“The LSE should adopt, as an institution, an up-to-date policy on donations. That policy should be contained as part of, or in a separate document contained within the School’s Code on ethical and reputational risk.”

Woolf Report: recommendation 8

Lessons for the sector from Woolf



Acceptance of donations (recommendation 8)

- Much work already undertaken by many institutions
- Encouraged collegiality across the sector
- CASE guidelines published supported by Ross Group and others



Case sets out the principled way to accept a gift



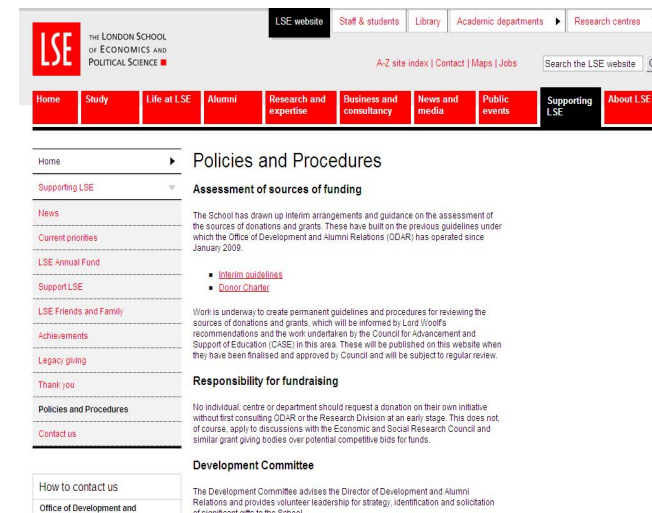
20 October 2011
By [David Matthews](#)

LSE awaits outcome of probe into Gaddafi regime gifts to publish guidelines. David Matthews reports

Universities must make public their ethical guidelines for accepting gifts, according to new advice drawn up after the scandal over donations to the London School of Economics by the Gaddafi regime.

The LSE has not made its guidelines public, and the record among other institutions is mixed.

The Council for Advancement and Support of Education (CASE) has set out 10 recommendations, including that universities must be "guided by clear policies" that are "in the public domain".



lse.ac.uk/supportingLSE/PoliciesAndProcedures.aspx

Recommendations of Woolf Report

“The donations policy should include a procedure for the scrutiny of proposed donations with clear lines of responsibility. The roles and responsibilities of ODAR, the Development Committee and any additional Committee that might have responsibilities in connection with donations should be set out in writing. Any individual who has responsibilities in relation to gifts should have those identified in writing.”

Woolf Report: recommendation 9

Donations procedures and scrutiny of sources (recommendation 9)

- Given much more and welcome clarity on responsibility and accountability
- Greater clarity about the separation of governance and development for volunteer boards
- Recognition by many of potential for their own institution to be brought under the spotlight
- HEIs identifying improvements to their old procedures

Recommendations of Woolf Report

“The donations policy should identify whether, and in what circumstances, it is appropriate for an individual, centre or department to request a donation on their own initiative. The donations policy should require that ODAR must be informed promptly of any potential donation.”

Woolf Report: recommendation 10

“The School should set out written guidance on the appropriate relationship between LSE and a donor.”

Woolf Report: recommendation 11

Soliciting donations (recommendation 10)

- Recognition that development staff are the right people (the experts) to solicit donations
- Controlling the fundraising approaches by non-development staff - pros and cons
- Increased opportunity to enhance relationships with academics

Donor relationship (recommendation 11)

- CASE resources available
- Formally articulated in Gift Agreements and online

Positive impact of Woolf report for the sector

- Development functions and directors have become more embedded within their institutions
- Greater understanding of the development function within institutions
- Conscious consideration of appetite for ‘risk taking’, which is broader than just acceptance of donations
- Greater clarity about the separation of governance and development for volunteer boards
- Codification of ethical guidelines both overarching and in terms of development
- Greater transparency of processes to mitigate risk

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Any questions?

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