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Development of Strategic Fundraising Practices for Divisions of Student Affairs at 4-year Public Flagship Institutions

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Development of Strategic Fundraising Practices for
Divisions of Student Affairs at
4-Year Public Flagship Institutions

by
DeShanna K. Brown

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education in Partial Fulfillment of
the Requirements for the Degree of Doctor of Education

Nova Southeastern University
2016

Statement of Original Work

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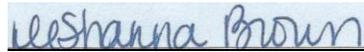
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Abstract

Development of Strategic Fundraising Practices for Divisions of Student Affairs at 4-Year Public Flagship Institutions. DeShanna K. Brown, 2016: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. ERIC Descriptors: Student Affairs, Fundraising, Development and Philanthropy

Today public higher education leaders are charged with finding private gifts to support their campus operations as state appropriations decline. Accordingly, budget cuts are often a challenge for units within institutions that support the co-curricular experience. This applied dissertation was designed to identify fundraising strategies that supplement operating budgets for student affairs divisions at four-year public institutions that are members the National Collegiate Athletic Association (NCAA) Division I Southeastern Conference (SEC) and Big Ten. The researcher surveyed development officers that were charged with fundraising for student affairs these institutions, as well other public institutions with an NCAA affiliation.

An analysis of the data using Light's (2005) four pillars of high performance revealed strategies that student affairs have used to be successful. For instance, student affairs divisions that raised the most money were included in the institutions capital campaign and had a dedicated fundraiser for their division. In addition, they collaborated with other development colleagues to ensure priorities under the purview of student affairs were clearly articulated. Put simply, student affairs divisions can be successful in raising philanthropic dollars to support programs and services within their unit.

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Chapter 1: Introduction

"Higher education is at a crossroad" (Cook, 2012, p. 3). For instance in 2013, sequestration cut funding to the Department of Education by $2.278 billion. "The cost of higher education has increased as government support wanes" (Miller, 2010, p. 3). "Although some parts of the economy have recovered since the recession, budgets are still tight on many campuses, and colleges are struggling to find new sources of revenue" (Wiseman, 2011, p. 6). Furthermore, according to the College Board Census data (as cited in The White House, 2013), the average tuition at a public four-year college has increased by more than 250 % over the past three decades, while incomes for typical families grew by only 16 %. The implications of limited financial resources for institutions are threatening the welfare of higher education as a whole. As a result, many programs and services at colleges and universities will be greatly impacted due to the lessening of federal and state funding to cover the rising costs of educational operations.

Background and Justification

Higher education administrators in the 21st century now have to look for funding alternatives to meet their operating budgetary needs. For this reason, private giving is one of the more promising possibilities (Cheslock & Gianneschi, 2008, p. 210). "With today's competitive environment limiting the growth of other sources of revenue, fund raising has a central place in the advancement strategies of all institutions" (Worth as cited in Buchanan, 2000, p. 297). In particular, during uncertain economic times when budget reductions are implemented, administrative units such as student affairs have to look for other types of revenue sources such as fundraising (Jarnot, 2012). This applied dissertation presented a quantitative study on fundraising in a non-academic unit, student

affairs specifically, at four-year public flagship institutions. The commitment to students requires increased attention to the development of alternative revenue streams, and private fundraising is the place to start (Ryan & Palmer, 2005). Furthermore, "philanthropy increasingly fuels higher education in the United States and colleges and universities should adapt their fund-raising strategies to anticipate coming trends" (Moser, 2008, p. 37).

Problem Statement

The problem for this applied dissertation was the need for private support in student affairs divisions, as state appropriated support for public higher education diminishes (Barr & McClellan, 2011). Student affairs divisions are attempting to gain support from central development offices and academic affairs units to cover costs within their division for things such as new initiatives, programs and services (Jackson, as cited in Arminio, Clinton, & Harpster, 2010, p. 31). Likewise, "student affairs programming on many campuses is expanding and so is the need for dedicated fundraising to support it" (Carlin & Nehls, 2013).

Evidence of the problem. At many flagship institutions, fundraising for the student affairs division is decentralized. In today's financially-troubled times, the office of development and the division of student affairs need to work more closely together in order to garner financial support for the institution (Bok, 2013). Internal competition among development efforts for the university intensifies the ambiguous budgeting needs in higher education. Morgan and Policello (2010) suggested that strong communication with development agencies within the university is essential. "The reality is that development work can be very competitive if everyone is not following the accepted

protocols" (Morgan & Policello, 2010, p. 10). Most important, development efforts for Student Affairs must align with the university's priorities in order to secure revenue to support the programs and services of the division.

  The research problem. The problem is that student services lack adequate funding to meet their program goals and therefore, need to generate supplemental funding. College and universities offer a crucial path to greater economic security, thus it is important that institutions continue to offer high-quality education, while managing declining state and federal funding (U.S. Department of Education, 2013). Therefore, "revenues from private donations can substantially increase the amount of discretionary dollars available to institutional leaders" (Cheslock & Gianneschi, 2008, p. 210). Although this may be true, "the fundraising expectations and related pressures faced by trustees, chancellors, presidents and vice presidents for advancement are unrelenting" (Shaw & Shaw, 2014, p. 23). In successful fundraising operations "solicitation is the penultimate step in a sophisticated process of development that is directly tied to the academic mission and is fully integrated with the overall management and growth of the college, university or school" (Worth as cited in Buchanan, 2000, p. 299). According to the Council for Aid to Education press release, contributions to the nation's colleges and universities reached a historic high of $37.45 billion in 2014.

  Given the importance of fundraising on higher education, specifically in Divisions of Student Affairs, this review generates the need for further research to fully examine how institutions will rise to the challenge of fundraising. This may incorporate more cross-unit collaboration (Eduventures, 2009). Furthermore, when fundraising for a non-academic unit "there should be many more substantive studies of effectiveness, long-term

impact, sustainable program models, and stakeholder engagement to portray a complete picture of investment in outcomes" (Pritchard, 2011, p. 595). Equally important, "the key to fundraising is linking the institution's needs and the donor's desire to make a difference" (Kurz & Scannell, 2006, p. 42). To conclude, while the literature on student affairs fundraising is scant, it remains an area ripe for further research and innovation.

Audience

This study will add to the knowledge base of the phenomenon of fundraising for divisions of student affairs at public four-year state flagship institutions. Institutional leaders such as the President, Vice-president of development, Vice-president of student affairs or Provost will be able to use this research in order to understand fiscal challenges facing them in the twenty-first century. In addition, it will be a tool for understanding how philanthropy can be a major source of support for services and programs that serve all students.

Definition of Terms

It is important that professionals from the world of student affairs learn the language, norms, and strategies of the development profession (Morgan & Policello, 2010). The following fund raising terms are defined according to Rosso and Tempel (2003) for the purpose and clarity of the study.

Annual Giving. A program seeking repeated gifts on an annual or recurring basis from same constituency; the income is generally used for operating budget support (p. 496).

Campaign. An organized effort to raise funds for a nonprofit organization (p. 496).

Case for support. Carefully prepared reasons why a charitable institution merits financial support, including its resources, its potential for greater service, its needs, and its future plans. Often called simply the case (p. 497).

Development. All aspects of an ongoing fund raising program to include annual giving, special gifts, planned gifts, public relations, and so on (p.499).

Director of development. The individual who heads an organization's development program, either with this or some other title, such as vice president for development or vice president for external affairs and development (p. 499).

Donor. The individual, organization, or institution that makes a gift (p. 499).

Fund raising program. An organization's or institution's strategy, tactics, objectives, case, and needs, in their entirety. A campaign that is loosely defined in terms of time frame and specific funding opportunities; a campaign, a timetable for a campaign (p. 500).

Major gift. A gift of a significant amount of money (the size may vary according to the organization's needs and goals), which may be repeated periodically. Also a program designation (p. 502).

Needs. In fund raising terms, *needs* refers specifically to the institution's dollar requirements that can constitute objectives for an intensive campaign or for a continuing fund development program.

Capital needs are building or property needs, in the form of new construction, additions, expansion or remodeling, or acquisition of property. They are sometimes related to equipment purchases or to raising funds for an addition to endowment capital.

Endowment needs are funds required to add to the invested principal or corpus with only income used for sustaining funds, special project support, and other purposes.

Program needs are annual support for the operational budget, funds required to supplement income through revenues to sustain operation of the agency or institution.

Project needs are for program activity or small equipment acquisition (p. 503).

Philanthropy. As used at the Center on Philanthropy, voluntary action for the public good, including voluntary service, voluntary association, and voluntary giving (p. 503).

Strategic plan. A program incorporating a strategy for achieving organizational goals and objectives within a specific time frame and with substantive support in the form of methods, priorities and resources. (p. 505)

Unrestricted gift. A gift to an institution or agency for whatever purposes the officers or trustees choose. (p. 506)

Purpose of the Study

The purpose of this study was to identify fundraising strategies that supplement operating budgets for student affairs divisions at four-year public flagship institutions. According to Olson (2012) "the criteria used to determine flagship status will vary from state to state, typically a state's flagship is its land-grant institution. It is likely to be the university with the highest research profile and the most doctoral programs" (p. 1). In addition, this study extended the dissertation work of previous student affairs fundraising research (Crowe, 2011; Kroll, 1991). There are differences between previous studies and this one. This study will examine fundraising using the four models of fundraising and four pillars of high performance theoretical framework. In addition, it surveyed

development officers for divisions of student affairs at four-year public state flagship

institutions within the Southeast or Big Ten National Collegiate Athletic Association

Division I conference.

Organization of the Study

This study was presented in five chapters. Chapter 1 includes the following:

background and justification, problem statement, audience, definition of terms, purpose

of study, and organization of the study. Chapter 2 was the review of the literature and the

research questions. Chapter 3 outlines the methodology that was used in this study.

Chapter 4 includes data analysis, and Chapter 5 discussed the results from the study.

Chapter 2: Literature Review

Introduction

Public institutions of higher education are under considerable financial stress, thus "private giving is one of the more promising possibilities" (Cheslock & Gianneschi, 2008, p. 210). Administrators often struggle to finance their operational budgets, having to contend with budget cuts resulting from decreased state and federal appropriations. "Nationally, spending per full time equivalent on students by state government is $6,105 still below the $7,924 mark in 2008" (Mason, 2014, p. 1). Subsequently, colleges and universities are compelled to develop fundraising strategies to garner financial support for their programs and services. According to Cox (2010) "college leaders and policymakers benefit by understanding the relationship between increases in private giving, changes in state appropriations and how to position the institution to maximize both sources of revenue" (p.166). In a like manner, "student affairs organizations must deal with the realty that if offering high-quality and innovative programs for students is a priority, then identifying and soliciting outside funding sources is essential" (Morgan & Policello, 2010, p. 9). "Both philanthropy and higher education today are in paradigm-shifts" (McCully, 2015, p. 1). Thus, understanding the sources of funds for support of institutional programs and services is a first step in developing a sound fiscal strategy (Barr & McClellan, 2011).

The literature review discussed the theoretical background for the study, history of development at state flagship institutions, fundraising models, and the philosophy, and infrastructure for student affairs fundraising. Secondly, it focused on examining research on the impact of fundraising at higher education institutions, and how divisions of student

affairs have implemented successful development campaigns. Furthermore, the review

focused on three areas higher education institutions have explored including: (a) strengths

and vulnerabilities of fundraising for colleges and universities, and for Student Affairs,

(b) variables related to the fund-raising performance of higher education institutions, and

(c) strategic mechanisms or best practices for colleges and universities, and Student

Affairs fundraising.

Paradigm of Inquiry

Some of the research questions explored how fundraisers incorporate various

fundraising strategies into their outreach programs with donors. The four models of

fundraising from public a relations perspective formed the paradigm of inquiry (Kelly,

1995, as cited in Tindall et. al., 2010). According to McCully (2015) "transformative

changes are 'paradigm-shifts'—a distinct kind of historical change in which the

governing model of a mature field is superseded by radically new model—a New

Paradigm, with new technology, economics, institutions, demographics, methodologies,

vocabulary, ideas, and values" (p.1). "Most important, fundraising as studied from a

communications/public relations perspective, is an understudied function (p. 198). The

historical evolution of the four models of fundraising (press agentry, public information,

two-way asymmetrical, two-way symmetrical) defines the practice of fundraising and

provides the basis for any examination of university advancement or fundraising

function" (Tindall & Waters, 2010, p. 203). The models defined in the fundraising

context are (a) the press agentry model, which relies on emotion to motivate donors

(Tindall & Waters, 2010, p. 201); (b) public information, such as stewardship, which

preserves the linkages with donors (c) the two-way asymmetrical model, which

scientifically persuades donor giving; and (d) the two-way symmetrical model, which is dependent on donor negotiation and agreement with the organization's mission, purposes and services (Kelly, 1995 as cited in Tindall Et. al 2010). The characteristics of the four models of fundraising are present throughout this review and can be used as strategic fundraising practices for divisions of student affairs.

Theoretical Framework

According to Light (2005), high performing organizations should adopt the approach of the four pillars of high performance. These pillars are comprised of alertness, agility, adaptability, and alignment. In a more recent study, Cox (2010) utilized this method to examine private and state support of public institutions. The aim was to analyze support for divisions of student affairs at four-year public state flagship institutions. Similar studies on student affairs development efforts have been conducted utilizing the positivist approach (Crowe, 2011; Fygetakis, 1993; Rovig, 2009). However, some researchers addressed this topic using a social constructivist approach (Kroll, 1991; Schoenecke, 2005). The application of the four pillars high performance approach thus provides additional qualitative and quantitative data on this topic, from the perspective of high-performing organizations. According to Light (2005) "High performing organizations must be alert to changing circumstances, agile in addressing vulnerabilities and opportunities, adaptable to taking alternative paths to their destination, and aligned around a clear purpose" (p. 63). In conclusion, Joe (1996, as cited in Light 2005) stated " no two-high-performing organizations are alike, and managers need to tailor solutions according to the individuals, the environment, and the mission to be accomplished" (p.

72). Based on the evidence presented above, the application of the four pillars of high performance theoretical framework was appropriate for the present study.

Historical Perspective

The roots of higher education are grounded in philanthropy (Brustmann, 2012). As noted by Sears (1990, as cited in Romano, Gallagher, & Shugart, 2010), "Starting with a vision and a planned gift, Harvard University opened in 1636 and began accepting money, land, and even the occasional farm animal or table implement; the first scholarship was donated in 1643"(p. 55). In a like manner, University of North Carolina (2006, as cited in Romano et al., 2010) records show that the "first public university emerged in 1773, and University of North Carolina leaders soon were collecting contributions to hire faculty and construct facilities" (p. 55). As a result of philanthropy, higher education institutions are able to provide exceptional opportunities for students, expand their academic horizons, develop their leadership skills, and prepare their students to become global change agents.

In fact, charity became particularly prevalent in the mid 1900s, as the space race between the United States and the Soviet Union intensified. This resulting in more donors providing funding for furthering scientific research (Sears, 1990, as cited in Romano et al, 2010). Clearly, philanthropy and nonprofit organizations have always played a significant role in American society (Rosso & Tempel, 2010). Furthermore, as noted by Romano et al. (2010), "during 360 years of U.S. higher education, student access has remained a charitable priority" (p. 56). Put simply, "higher education will need more philanthropy" (McCully, 2015, p. 1).

Fiscal Context

In order to survive in the global economy, higher education institutions have to be able to diversify their income. In this respect, Barr and McClellan (2011) posited, "The broader fiscal context of higher education sets very real constraints on what can and what cannot be accomplished in any institution of higher education" (p. 7). More recently, Mann (2007) observed, fund-raising efforts at college and universities continue to be a top priority. "It is clear that an institution's ability to realize their innovative but costly strategic goals is dependent on their ability to generate donations from alumni, foundations, friends, parents, and other institutional partners" (p. 35). According to Cox (2010), "anecdotal and attitudinal studies suggested that fundraising success may affect funding of higher education institutions" (p. 166). Available evidence indicates that the broader fiscal issues include growing competition for funds in both the public and private sector, concerns about the rising costs of higher education, increased regulations including a rise in unfunded federal and state mandates, increased competition for a skilled workforce from business and industry, rapid technological advancement, and the rising cost of goods and services (Barr & McClellan, 2011).

Rationale for Fundraising at State Flagship Institutions

The development of four-year public state flagship institutions of higher education can be traced back to the early 1600s. Since their founding, "state funding of higher education has become increasingly restrained, requiring tuition and other funding sources to provide a proportionately greater percentage of public institutions' overall financing" (Mumper 2001, as cited in Cox, 2010, p. 167). In the same vein, McCully (2015) recently observed:

[H]igher education was undermined by its failing business model—skyrocketing costs, tighter public and private revenue streams, excessively increasing reliance on exploited adjunct faculty, burdensome student and young-alumni debt and, in response, increasing demand for short-term, concrete, accountability in results for graduates—and this, in difficult and rapidly changing job markets" (p. 1).

For example, "public institutions often have statutory restrictions regarding the amount of tuition that may be charged to in-state residents" (Barr & McClellan, 2011, p. 14). As a result, the advancement function has become increasingly important at these institutions. Waters (2009 as cited in Tindall & Waters, 2010) explains that

> [f]undraisers play a critical role in ensuring that charitable nonprofits receive their share of these contributions from major gift donors, who are capable of giving multimillion dollar gifts, to annual giving donors, who give donations that range from $5 to several thousands of dollars" (p. 199).

The advancement function for divisions of student affairs is a relatively new function. Nonetheless, Kelly 1998 (as cited in Tindall & Waters, 2010) stated:

higher education development has been in existence since the founding of Harvard University. The experiences of fundraisers have been documented, but most of the literature grounds fundraising in case studies of single institutions rather than using theory to provide a more holistic examination of fundraising" (p. 199).

Impact of Higher Education Institutions

Higher education leads to social and economic benefits for individuals, communities, states and the entire nation. Zaback, Carlson, and Crellin (2012) concurred with this view, noting, "The movement to increase the percentage of U.S. citizens with a high quality postsecondary degree or credential has proceeded alongside a prolonged economic downturn in which state appropriations have fallen below enrollment growth

and inflation" (p. 2). They further added, "nationally in 2009-10, public institutions produced more than 2 million degrees at the associate's, bachelor's, and graduate levels, a 13.9 percent increase over 2004-05" (p. 6). The authors indicated that postsecondary degree attainment clearly results in higher earnings for the vast majority of individual in all 50 US states, and each successive level of higher educational attainment yields additional economic benefits. They thus concluded that "expanding higher education degree attainment is clearly an essential and powerful strategy for economic development in a state" (p. 23).

Establishing an Infrastructure

In order for an institution to be successful in its fundraising efforts they need to have to the resources that are required to assemble a high-performing development operation. Rashid (2011) states, "Under ideal conditions, these resources would include key personnel, ongoing education and professional training, and technical assistance" (p. 59). Initiating a fundraising effort in a student affairs division, particularly for administrators at large public universities can be a challenging task (Morgan & Policello, 2010). For example, "some universities have decentralized development officers who report to their respective departments or divisions and have a dotted-line reporting relationship to the university advancement office or foundation, while others are centralized" (Morgan & Policello, 2010, p. 11). Research by the Education Advisory Board (2011) suggest four operation models for divisions of student affairs. The models are: (a) a full time development officer in student affairs, (b) a development officer who devotes a partial FTE to student affairs, (c) a hybrid development officer, and (d) a student affairs fundraising team. "Depending on divisional resources, campus climate,

and the relationship with Development one of these models can be a good fit for Student

Affairs organizations" (p. 60). Most important, according to Light (2005), "the choice of

organizational form requires an assessment of the costs and benefits" (p. 75). The

following paragraphs will examine the pros and cons of each model from a student affairs

perspective.

In the dedicated fundraising resource in student affairs context,

> the division's Development officer is completely funded by Student Affairs and
> co-located in the Vice President's office. This approach ensures the Development
> officer is attuned to divisional priorities, builds relationships with staff, and is
> perceived as part of the senior leadership team (Education Advisory Board
> (EAB), 2011, p. 61).

In accordance with this structure, the pros are that, (a) this creates dedicated

position for fundraising in the division; (b) the vice president of student affairs plays a

major role in setting development priorities; and (c) this fosters integration of fundraiser

into divisional life, giving insight into daily work with students. The cons of the model

are that, (a) it may result in student affairs priorities not being included in institutional

efforts, such as the annual fund; (b) student affairs may not have full access to

institutional advancement resources and expertise; and (c) the division must fully finance

the development role before achieving fundraising success (EAB, 2011, p. 61). This

model is ideal for a development officer and unit that wants complete autonomy in their

work. According to Elder as cited in Tindall & Waters (2010) fundraisers need to

maintain a certain level of independence and control in their cultivation and solicitation

activities to be successful and that highly centralized offices often reduce those feelings.

The second operational model of student affairs is being part of a larger

development portfolio, In this approach the fundraiser often sits in the Development

office and typically splits his or her time among portfolios such as Student Affairs and

the libraries. This model is funded entirely through the Development office. The pros are:

(a) it avoids additional financial burden on Student Affairs budget; (b) it ensures

coordination between Student Affairs and other fundraising efforts; and (c) student affairs

has access to experienced Development officers and institutional resources. The cons are

that: (a) it reduces the division's ability to control development agenda and priorities; (b)

development officer may have little knowledge of Student Affairs work; and (c)

development operations are isolated from other Student Affairs activities and staff (EAB,

2011, p. 61).

The third model, the hybrid approach can be a good option for divisions looking

to increase fundraising capacity in the face of resource constraints. In this model, the

development officer has dual reporting lines with the salary and operating expenses split

between Student Affairs and Development. The pros are: (a) it reduces the burden on the

student affairs division; (b) student affairs still has strong influence over development

officer's priorities; and (c) it fosters communication, collaboration between student

affairs and development. The cons to this approach are: (a) it prevents seamless

integration of development into student affairs division; (b) student affairs cannot

independently set development agenda; and (c) dual reporting structure requires officer to

spend more time reporting, and less time fundraising (EAB, 2011, p. 63). This model is

ideal because "the student affairs division will not be able to do any serious development

work without strong communication with other development agencies within the

university" (Morgan & Policello, 2010, p. 10).

The fourth model of a student affairs fundraising team approach is a low cost alternative. This involves building a development team within student affairs that includes leaders with a range of Student Affairs experience and advancement knowledge. The members ideally include the Vice President of Student Affairs, Senior Student Affairs leaders, a Representative from Development, and a Representative from Alumni Affairs. The pros of sharing the work model: (a) its low cost does not require creating a new position; (b) it ensures communication and collaboration between Student Affairs and Development; and (c) it engages senior Student Affairs leaders in fundraising efforts. The cons to this approach are: (a) no one person is responsible for all fundraising efforts; (b) it can be difficult to coordinate meetings and efforts among five people with different roles; (c) student affairs cannot independently set fundraising priorities, or agenda (EAB, 2011, p. 64). The team approach can be successful when "colleagues in student affairs become more comfortable with the concept of cultivating alumni or donor relationships, so that partnerships are formed throughout the division" (Morgan & Policello, 2010, p. 10).

Implementing a development operation in student affairs can have its pros and cons. "Research has shown that fundraising can take many shapes and sizes at institutions of higher learning, ranging from tightly managed centralized offices to having multiple, and loosely connected development units across campus" (Hillman, 2002 as cited in Tindall & Waters, 2010, p. 203). According to Morgan & Policello (2010), regardless of the reporting relationship, there must be a great deal of cooperation and communication among development officers. In comparing the four funding operations, research has shown that throughout divisions of higher education centralization often leads to reduced

feelings of micromanagement and increase feelings of professional satisfaction and responsibility (Ferlie, as cited in Tindall & Waters, 2010). In contrast, in high performing organizations "decentralization appears to be more efficient, for two reasons: (1) any economies of scale in management within a centralized organization are apparently offset by the inefficiencies of centrally directing a large, geographically dispersed organization, and (2) local knowledge is critical for effective management" (Light, 2005, p. 73). Professionals in development are accustomed to their results being measured in the number of contacts, dollar goals raised, and other markers, while this is often a new and foreign approach to student affairs practitioners (Morgan & Policello, 2010). "Thus metrics, not centralization, create accountability" (Light, 2005, p. 73). To conclude, student affairs fundraising is a relatively new initiative at many four-year state flagship institutions, and organized correctly will produce extraordinary results.

Strengths and Vulnerabilities of Fundraising for Student Affairs

Higher education fundraising as a whole has both strengths and vulnerabilities. A search of the literature identified published works, which provide evidence as to some of the strengths and vulnerabilities of fundraising at colleges and universities for divisions of student affairs. "Successful fund raising is built on strengths" (Rosso & Tempel, 2003, p. 39). Strengths that are key to successful fundraising campaigns can be things such as institutional readiness (Rosso & Tempel, 2003); matching programs to the goals of the institution (Komives, Woodard, & Associates, 2003); and the impact of the economy on higher education (Miller, 2010). Conversely, according to Light (2005) there are at least four sources of vulnerability that organizations face today. The four sources are: (a) ignorance about longer range threats and opportunities; (b) inflexibility which creates the

incapability to move quickly to hedge against vulnerability or exploit new markets: (c)

indifference in investing in the research and development needed to bring new products

to scale; or (d) inconsistency in aligning the organization to move as whole toward a

hoped-for future. For example, "when tuition dollars cannot be increased further, public

higher education institutions will become especially reliant upon alternative sources of

revenue" (Cheslock & Gianneschi, 2008, p. 210). Put simply, "many organizations are so

busy confronting the present that they cannot see the shocks or opportunities just beyond

tomorrow" (Light, 2005, p. 4).

Strengths

Institutional readiness is essential to any successful fundraising campaign. For

instance,

> success depends on the extent to which fundraising is viewed as part of the
> institution's overall community relations effort, the ways that fundraising tasks
> are assigned and coordinated, and the strategies used to ensure returns on
> investment in fundraising campaigns (Ryan & Palmer, 2005, p. 43).

Equally important is Presidential leadership. "The president articulates the

institution's mission and is the college's living logo" (Vaughn, 1989; McGee, 2003 as

cited in Ryan & Palmer, 2005, p. 45).

> This fact is verified by a study of 1,500 institutions that received million-dollar-
> plus donations between 2000 and 2012. The study conducted by the Indiana
> University Lilly Family School of Philanthropy and Johnson Grossnickle and
> Associates, found that colleges attracting top dollars tended to have long-term
> presidents articulating clear, compelling missions for the institution" (Myers,
> 2014, p. 51).

Furthermore, basing fund-raising on the academic plan is also essential.

"Academic and student affairs needs often overlap. Scholarships in engineering or

anthropology programs benefit students who are just engaged with student affairs as they are with the academic units" (Sekelsky & Henderson, 2015, p. 20).

Institutional goals are a key when developing a fundraising campaign. According to Worth (as cited in Buchanan, 2000, p. 300) the need to relate fundraising to substantive institutional goals is important. For instance, "a student affairs strategic plan aligned with a campus plan to further academic excellence can actually make for happy campaign bedfellows among the various units" (Sekelsky & Henderson, 2015, p. 22). Morgan and Policello (2010) suggested setting realistic goals is essential in managing financial expectations. For example, the University of Michigan's 2013 fundraising campaign to raise $4 billion included priorities for student affairs (Sekelsky, 2015, p. 21). Most importantly, "improving academic achievement is at the heart of college and university fund development" (Williams, 2008, p. 1).

> The economic impact of four-year public state flagship institutions is great.
>
> As labor-and service-intensive institutions and incubators of new ideas and technology, research universities serve as economic engines for their communities and regions, providing well-educated graduates, employing thousands of workers, attracting large federal, industry, and foundation grants and contracts, creating innovative technologies and businesses, fostering new business opportunities and expanding the tax base according to the Association of American Universities. (2014, p. 1)

For example, Louisiana State Universities' (LSU) economic impact on the state of Louisiana supports nearly $3.9 billion in sales, $1.5 billion in new statewide earnings, and an estimated 36,757 direct and indirect annualized jobs (Barnes & Terrell, 2013). For every dollar provided by the state, LSU provides a return $5.08 of economic activity (Barnes et.al, 2013). In the same way, the University of Florida infuses $8.76 billion into the Florida economy each year and provides more than 106,000 jobs directly and

indirectly (Hodges, Stevens, & Rahmani, 2011). Similarly, the long-term economic

impact of the University of Texas at Austin's enrolled students in 2013 (the year studied)

will generate an estimated $23.5 billion for the state's economy over the course of their

careers (Economic Modeling Specialist International (EMSI), 2015). Most important,

"while postsecondary education pays off in terms of higher wages, this wage is

differential is significantly higher for specific degrees (specifically those in STEM-

related fields)" (Zaback, Carlson, & Crellin, 2012, p. 3). In a like manner, alumni are

making significant investments into higher education institutions. According to the 2014

Voluntary Support of Education survey (Weick, 2014), "voluntary support for colleges

and universities from alumni comprised 26.3 percent of total contributions and increased

9.4 percent from $9 million in 2013 to $9.85 million in 2014" (p. 1).

Vulnerabilities

During stable or unstable economic times higher education institutions have to be

aware of environmental turbulence and their own vulnerabilities (Light, 2005). The four

sources of vulnerability are: "(a) longer range threats and opportunities (ignorance); (b)

creating the capability to move quickly to hedge against vulnerability or exploit new

markets (inflexibility); (c) investing in the research and development needed to bring new

products to scale (indifference); or (d) aligning the organization to move as whole toward

a hoped-for future (inconsistency)" (Light, 2005 p. 4). Subsequently, vulnerabilities can

impact student affairs' case for support. In the same way, the academic-centric approach

to fundraising can lead to a competition of sorts when student affairs suggest a funding

need (Sekelsky & Henderson, 2015). For this reason, "a crucial element in the

fundraising process is creating buy-in among divisional staff" (EAB 2011, p. 71). In

some cases, "development on most campuses is inherently an academic enterprise" (Sekelsky & Henderson, p. 20, 2015). Many times development officers represent the academic unit fundraising agenda to the marginalization, or even exclusion, of student affairs (Sekelsky & Henderson, 2015). In a like manner, institutions have to overcome silos. Silos are for grain (DiConsiglio, 2012).

In addition, institutions have to manage the environmental factors that influence engagement and giving (Eduventures, 2013). Environmental factors include the economy, student debt, household income, competing charities, and demographic changes (Eduventures, 2013). State budget cuts will continue to impact many four-year public state flagship institutions. According to Mitchell and Leachman (2015), states cut funding deeply after the recession struck, and the average state is spending $1,805 per student, or 20 % less than it was during the 2007-08 school year. For example, Mitchell and Leachman (2015) reported that per-student funding at state flagship institutions in Arizona and Louisiana is down by more than 40 %. In a like manner, institutions have to be prepared for an economic downturn. During the 2008 downturn, many higher education institutions found themselves short on cash, and were forced to borrow money to meet their general operating needs (Wolverton, 2011).

Consequently, more and more students will need significant financial aid to attend college. "Increases in both the demand for and the cost of higher education have resulted in a growing number of students relying on student loans to finance postsecondary education" (Zaback, Carlson, & Crellin, 2012, p. 2). "The average borrower now graduates with over $26,000 in debt" (White House press release, 2013). "In academic year 2010-11, the percentage of undergraduates who took out federal Stafford loans

reached 34 percent compared to 28 percent ten years earlier" (Zaback et al. p. 2).

Subsequently, "in 2012, the total national student loan debt surpassed $1 trillion"

(Eduventures, 2013). In short, higher education has to become more affordable in order to

garner future revenue from college graduates.

Equally important is the competition to institutions from other organizations for

philanthropic support from potential donors. "Less than a decade ago, there were fewer

than 1 million charities. Now, when you include religious organizations, we have about

1.5 million tax-exempt nonprofit organizations competing for donor attention and donor

dollars," (Rooney, as cited in Some Likely Fundraising Success Scenarios, 2012).

Accordingly, each individual has a hierarchy of loyalty to outside organizations such as

their church, fraternal organizations, schools, social groups, and social service

organizations, which increases the competition.

> The competition for each philanthropic dollar is greater than ever as nonprofit
> organizations become more effective and organized in their fund-raising efforts,
> as the number of nonprofit organizations increase and more national or
> international "crisis" causes (September 11th, Tsunami relief, Hurricanes Katrina
> and Rita) organize and successfully garner private support from individual donors
> (Mann, 2007, p. 44).

According to Rooney (as cited in Some Likely Fundraising Success Scenarios,

2012), "there's more noise in the philanthropic marketplace" (p. 21). In fact, "the fastest-

growing constituency in philanthropy today is in the hundreds of thousands of new

donor-advised funds (DAFs), hosted by national financial services firms since the late

90s" (McCully, 2015, p. 2). Moreover, "with more complex competition, college and

universities must focus on determining the most effective ways to connect with their

alumni base to create a lifelong partnership" (Mann, 2007, p. 44). In summary, "it is

fairly clear that charitable giving will become much more common and increase

significantly; the challenge we are addressing here is how best to make that work for higher education" (McCully, 2015, p. 1).

Institutional vulnerabilities such as household income and demographic changes, can also have an impact on fundraising. For example, in 2012 the U.S, Department of Education changed the way it evaluates credit worthiness for families, making it more difficult for households to qualify for the Parent PLUS loan program. Secondly, "the average tuition at a public four-year college has increased by more than 250 percent over the past three decades, while incomes for typical families grew by only 16%, according to the College Board Census data as cited in the press release of the White House (2013). In a like manner, "state officials establish funding priorities between public higher education and competing programs, including K-12 education, public safety, medical assistance and transportation " (Cox, 2010, p. 167).

Equally important is the impact of alumni experiences. According to a lifestyle segmentation study of over 2000 alumni aligned with U.S. census data (Converge Consulting, 2001) that focused on the attitudes, motivation, and giving behaviors of alumni, 86 % of graduates have never donated to their alma mater. Furthermore, many of these alumni reported having minimal attachment as students. For this reason, it is critical that student affairs programs and services are provided to enrich the educational experiences of students outside the classroom. It is important that student affairs improve the quality of a student's life, by offering a wide variety of programs and services designed to retain a diverse student body by promoting intellectual and career development, personal and professional growth, leadership opportunities, and civic

responsibilities during their time while attending college. Students today expect this as a return on their investment for attending national flagship, research institutions.

As higher education is facing major changes university leadership must be able to meet the challenges from a social, political, economic, demographic, and technological perspective. To be a leader, it is important to develop a vision statement in order to meet budget challenges. The vision statement according to Doverspike, Assay, and Vaiana (2005) extends the traditional mission statement. The vision statement provides organizations with a direction or focus for solving the challenging business issue of funding. In addition, the vision provides goals, expectations and a desired future state. Finally, in order for the vision statement to be effective, it must be communicated to organizational stakeholders and be visible to all members of the community (Doverspike et al., 2005). To summarize, "vulnerability is not a guarantee of failure; after all organizations are vulnerable to one degree or another" (Light, 2005, p. 22).

Variables Related to Fund-Raising Performance of Colleges & Universities

There are many variables related to fundraising performance at institutions. "Identifying and obtaining private financial support from alumni, friends, parents, business, industry, and foundations is essential to the financial health of private institutions and is becoming increasingly important in public institutions" (Barr & McClellan, 2011, p. 17). In 2013, charitable contributions to colleges and universities rose to $33.8 Billion in the United States which was an increase of 9 % over the previous year according to the Voluntary Support of Education (VSE) survey (Council for Aid to Education (CAE), 2014). Gifts of art in 2014 contributed to a strong growth. Worth (as cited in Buchanan ,2010), noted that fundraising variables can be based on recruitment,

geographic location, institutions with professional degree programs. In short, these are environmental conditions that cannot be altered. Certainly, higher education institutions that effectively manage variables will ultimately cultivate loyal donors and increase the likelihood of building a solid and sustainable donor base that is willing to contribute meaningful dollars over an indefinite time (Williams, 2008).

Recruitment

The recruitment of the best and brightest students to state flagship institutions is deeply rooted in the university's reputation and profile. Equally important is access to financial aid. An institutions ability to attract, retain and graduate students is directly related to its ability to compete with other institutions in providing scholarships and financial assistance to meet their financial needs: hence fundraising is critical. For that reason, many flagship institutions are increasingly launching billion-dollar fundraising campaigns.

For example, the University of South Carolina's 2015 Carolina Promise giving a campaign goal of reaching $1 billion in gifts, includes a goal to increase student scholarships, fellowships, and financial aid, in addition to supporting recruitment and retention of outstanding faculty (University of South Carolina, Development and Alumni Relations, n.d.). In the same way, the University of Mississippi allocated $220,968,000 or 37.2 % of its endowment to scholarship support for the fiscal year ending June 30, 2014 (University of Mississippi, 2014). Similarly, the University of Tennessee (University of Tennessee, Knoxville, UT Foundation, 2013) has outlined as one of its fundraising initiatives, to increase financial and merit-based undergraduate scholarships to retain and

graduate well-educated undergraduate students (University of Tennessee Foundation website).

Geographic Location

The geographic location of an institution is essential to garnering revenue, in particular for state institutions. In fact, the University of Florida received $678 million in federal support for research that leads to medical breakthroughs, new products, technologies and jobs (University of Florida Foundation, n.d.). Likewise, the economic impact of the University of Idaho on the state of Idaho totals nearly $1 billion dollars annually (University of Idaho, University Communications and Marketing, 2012). Institutions that contribute to the global economy in their region are benefitting from such activity. To sum up, institutions must strive to maximize its fund-raising potential within its natural constraints (Buchanan, 2010).

Donor Motivation

"People give money to people, not causes" (Williams, 2008, p. 2). According to Mann (2007), "in philanthropic literature, altruism is often referenced as a primary motive for why individuals make donations to a particular charity" (p. 36). Most people give because they have been personally asked, though some people volunteer to give on their own. In fact, in a presentation on donor motivation O'Kane (2010) indicated that John D. Rockefeller never gave to a cause whose appeal was made by letter or telephone–if the solicitor didn't think it was important enough to take the trouble to call on him, it could not be very worthwhile.

The theoretical perspectives applied to donor motivation are described by the following fundraising characteristics (Mann, 2007).

1. Charitable giving: alumni feel a sense of obligation towards the alma mater.

2. Organizational identification: alumni who feel connected to the College or University as an organization will celebrate the achievement of its strategic and fund-raising goals.

3. Social identification, alumni maintain positive psychological connections to a group(s) from their collegiate experience.

4. Economics: when a potential donor understands the need or value of their gift.

5. Services-philanthropic: alumni feel they receive professional service and value from their alma mater.

6. Relationship-marketing: effective communication with alumni help shape a positive relationship with the institution.

In short, "donors need to feel connected to the cause" (Williams, 2008, p. 2).

Strategic Mechanisms / Best Practices for Student Affairs Fundraising

Many institutions utilize various strategies or best practices in order to generate financial support. Williams (2008) stated "it has become increasingly important for fundraisers in educational settings to find innovative means to improve educational opportunities by increasing the institution's financial resources" (p. 1). For example, they utilize a case for support. According to Shaw and Shaw (2014) a case for support "is a forward-looking document that communicates your unique niche in the marketplace, what it will cost to implement your vision, and your projected impact and as its core the case should communicate the institution's direction" (p.23). Most importantly, today's

paradigm-shifts in both higher education and philanthropy not only strengthen that case, but combine to significantly increase that support (McCully, 2015). In a like manner, feasibility studies are also key for engaging the community and building consensus for fundraising priorities (Shaw & Shaw, 2014).

For instance, "as more interdisciplinary programs emerge, some universities are encouraging cross-collaboration among unit-based gift officers" (Eduventures, 2009). Indiana University's (2012) Blueprint 2.0 bicentennial strategic plan for the regional campuses use pervasive collaboration, which provides a "resilient model for the challenging present by leveraging resources to create opportunities, embracing flexibility and individual initiative, and harvesting efficiencies"(p. 6). In some cases, according to Converge Consulting (2011), institutions will realize the greatest amount of giving utilizing post hoc segmentation, which is based on primary research regarding people's activities, interests, and beliefs. Equally important for non-academic unit fundraising according to Pritchard (2011) "we need to emphasize multi-unit interests to achieve an integrated campus mission" (p. 596). For student affairs, affinity fundraising is an area that can be leveraged. In fact, "alumni and parents of alumni represent individuals with the best connections to a student affairs division or department" (Miller, 2010, p. 6). According to McCully (2015), "consciousness, habits and values of philanthropy, nurtured in undergraduate years, may be monitored as measures of liberal education's successful fulfillment in postgraduate adult life" (p. 3).

Divisions of student affairs have found the greatest strength in leveraging relationships with parents. Research conducted by the Council for Aid to Education (2012) has shown that alumni and parents contributed 66.5 % of the funds raised at

higher education institutions. According to Quizon (2011), large research universities and public institutions are starting to see parents as a significant source of donations. For instance, in 2012-2013 the University of Southern California Parents Fund contributed $124,545,739 to the University fundraising campaign (University of Southern California, 2012). Similarly, in 2011 Marquette University raised $10,503,793 from parents and current alumni parents (Eduventures, 2011). Parents are a natural constituency for student affairs and are very interested in details of student life such as residence halls, campus events, and co-curricular learning experiences (Education Advisory Board, 2011). Furthermore, "parental giving is a selling point for other donors, because it demonstrates a high rate of satisfaction with the institution" (Quizon, 2011, p. 37).

Student leaders in clubs or organizations, alumni with Greek affiliations, and former student staff members are a pool of potential donors for student affairs (Miller, 2010). In a like manner, student philanthropy is an also an engagement point. Coleman, (2011) asserts that the solicitation of successful alumni donations starts before the donors become alumni. A finding from the Council for Advancement and Support of Education (CASE) Student Philanthropy Survey conducted by Paradise (2014) "support the notion that more resources, programming and integrated activity related to student philanthropy can nurture philanthropic engagement among students, which in turn can create a foundation for future fundraising success" (p. 7). Creating a culture of philanthropy begins with students, from the minute they are accepted, to their graduation from the institution (Coleman, 2011). "Student philanthropy education programs take many shapes, from student groups that raise money from classmates to campus events designed to raise awareness about the role philanthropic support plays at an institution" (p. 20). A

key finding of the CASE student philanthropy survey found that institutions that invest in and perform certain kinds of student philanthropy activities tend to raise more money (Paradise, 2014).

Accordingly, institutions are leveraging their National Collegiate Athletic Association (NCAA) conference affiliation as a way to advance their revenue and enhance the co-curricular experience. "The athletic conference in which a university or college competes has meaning beyond the playing field" (Sweitzer, 2009, p. 15). In particular, institutions with similar missions and within close proximity of each other "compete in areas outside of athletics, whether in recruiting students, hiring and retaining faculty, or attracting research funding" (Sweitzer, 2009, p. 55). Likewise, essentially every state flagship institution that competes in Division I has significant exposure benefits, to include large television contracts and game attendance, which increase revenue for the institutions (Sweitzer, 2009). For example, during the 2009-10 academic year Louisiana State University generated $488.9 million in total revenue from all sources, and football accounted for $69.4 million, or 14 % of that income (Bachman, 2012). Equally important, many underfunded state flagship institutions leverage athletics to jumpstart academic donations to the institutions from alumni. In short, NCAA conference affiliation can enhance a school's fundraising enterprise.

Public relations, or communication efforts at institutions play a vital role in creating a climate for philanthropy and supporting the fundraising efforts. Through the institutions public relation efforts, universities can create a positive community image, build confidence in the institution, and win the community's trust and support. A public relations plan should also help build and sustain energy and enthusiasm for fundraising

efforts. "Creating a culture of philanthropy requires that everyone within the institution speak the same message in the same way. It requires that all messages and all communication channels become integrated to increase interaction, involve others, enhance or clarify the vision, and create employees and constituents who are raving fans of the institution" (Smercina, 2014 p. 3). Communications and marketing's contributions can often times spearhead advancement efforts. For example, "promoting a cohesive university brand or educating donors about campus priorities" (Diconsiglio, 2011, p. 33) can increase donor giving.

According to Williams (n.d., as cited in Diconsiglio, 2011), the communication office "can also boost vital metrics such as alumni participation rates. That inevitably leads to an influx of dollars. Don't overlook the communications' role in the revenue stream, she cautions" (p. 33). At Indiana University East, student affairs integrated their communication approach to student communications. Moreover, at IU "effective internal communications is a critical part of the student experience, and we know that students' campus experiences will influence whether they choose to give as alumni" (Zinkan, 2013, p. 38). The integrated advancement model of communications and philanthropic efforts working together to support the institution is a win-win combination. Student affairs divisions can leverage an integrated advancement model as they are "partners in a lifelong relationship with the university" (Zinkan, 2013, p. 38).

Annual giving programs have long been the foundation of all fundraising activity providing the most flexible and ongoing revenue for colleges and universities. Done well, annual giving priorities offer opportunities for gift investment for every constituent of every age and circumstances (alumni, parents, and friends). It also establishes the link

between annual and capital/planned giving for an ongoing pipeline of support, and in most cases provides relief to the operating budget. According to Washburn and McGlodrick (2009), growth oriented annual giving programs: (a) instill a strong institutional affinity (along with alumni affairs), (b) teach an institutional giving culture, (c) inspire a first philanthropic gift, (d) nurture a sustained giving relationship, (e) renew lapsed donors; (f) promote increasing levels of gift support, and (g) identify a pool of qualified major gift prospects. All annual giving programs must balance efforts between acquiring new donors and also retaining ongoing loyal supporters. The costs associated with acquiring one new donor, balanced against the ability to retain a donor who is already committed, must be weighed each year. Annual giving dollars support opportunity—the ability to make critical choices that supports the emergent areas in the strategic plan. In conclusion, "whatever the approach to fund-raising adopted by an institution, it is clear that fundraising on both an annual and long-term basis is becoming more important at both public and private institutions" (Barr & McClellan, 2011, p. 18).

Professional Development

As states continually cut budgets, and pressure is extended to institutional leaders to increase revenue for programs and services, advancement training is also a key strategy in fundraising. According to CASE (2015) "advancement is a strategic, integrated method of managing relationships to increase understanding and support among an educational institution's key constituents, including alumni and friends, government policy makers, the media, members of the community and philanthropic entities of all types" (About advancement section, para. 1). Furthermore,

Advancement professionals work on behalf of educational institutions to: Secure private financial support from potential donors committed to the mission of the

institution; engage alumni in the life of the institution as volunteers, advocates and supporters; promote or market the institution to prospective students, their parents and others; communicate about the institution with those who have a stake in its success, including community members, business leaders, government officials, the press and others (CASE, 2015, About the disciplines fundraising section, para. 1).

Presently, many institutions invest in fundraiser training to assist staff when elevated efforts for fundraising are needed in today's economic climate. For instance, The University of Texas at Austin trained college leaders on fundraising through their graduate-level course offerings that covered topics such as campaigns, giving options and the ethics involved in donor relations (Myers, 2014). Likewise, when the community colleges in California were faced with state budget cuts to higher education, they partnered with CASE to extend membership to all network members and developed a plan to work closely together to plan programs and services for advancement professionals at California's community colleges (CASE, 2012). Similarly, the University of Michigan instituted a development council to assist their fundraisers with professional development. In short, "the development council is part of Michigan's comprehensive effort to engage and support fundraisers throughout their career", in addition to boosting morale. (Blum, 2013, p. 12). In the same way, the University of Florida launched a University Leadership Program in order to provide their vice presidents, deans, directors, department chairs, and select faculty tools they need in order to be successful in the development process (Meyers, 2014). In a like manner, the University of Illinois at Chicago developed a nine-month course for new deans that covered topics such as donor-centered development, types of fundraising, and engagement strategies (Meyers, 2014).

Research Questions

The study addressed the following research questions:

1. What development strategies are currently being used in student affairs divisions at four-year public state flagship institutions?

2. What factors influence these strategies?

3. Which of the strategies could be considered best practices?

4. In what ways is institutional advancement staff involved in the student affairs fundraising process?

In the context of research question one above, the term development strategy is defined as any and all professional activities that support fundraising for an institution (Penney & Rose, 2001). Light's (2005) Four Pillars of High Performance theoretical framework approach was applied to the research questions. The high performance pillars established a context for analyzing the current practices and developing strategic fundraising practices for student affairs divisions at four-year public state flagship institutions. This will position the divisions to maximize philanthropic revenue. The methodology was discussed in Chapter 3 and was used to answer the research questions. Chapter 4 provided the data analysis from the methodology, and Chapter 5 discussed best practices, strategies, and recommendations for further research.

Summary

At the beginning of this section the researcher explored the paradigm shift of higher education fundraising in the twenty-first century. For that reason, the four models of fundraising theory were discussed in the context of understanding university advancement or fundraising functions from a communications/public relations perspective. In the same way, the four pillars of high performance theory were applied to examine private and state support of public institutions. Equally important to note was the

historical perspective, fiscal context, and rationale for fundraising at four-year public state flagship institutions. Furthermore, understanding how to establish a division of student affairs development infrastructure is necessary for success as an administrator. Accordingly, strengths, vulnerabilities, and variables related to fundraising were discussed in order to understand the impact of private giving on institutions. Finally, strategic mechanisms or best practices emerged. This review provided a better understanding of the relationship between private giving and changes in state appropriations and its impact on the higher education enterprise.

Chapter 3: Methodology

Overview

The intent of this research study was to provide development officers in divisions

of student affairs with a body of literature that will guide the development of strategic

fundraising practices. Consideration of these strategies can help shape the fundraising

plan of the division. These perspectives also have practical implications on the

interactions between the Division of Student Affairs and other entities on campus. This

chapter describes the participants, instrument, design, procedures, data analysis, and

limitations.

Participants

The researcher surveyed development officers for divisions of student affairs at

four-year public flagship institutions within the Southeastern and Big Ten National

Collegiate Athletic Division I conference affiliation, in regard to the current status of

their division-sponsored fundraising practices. There are fourteen schools in each of the

Southeastern and Big Ten conferences. Furthermore, the participants were selected in

order to gain a greater in depth understanding of the fundraising practices for divisions of

student affairs. The intent is to look at institutions similar to the researcher's current

structure based on athletic affiliation; however, an additional thirty four-year public state

flagship institutions will be invited to participate. The researcher alerted potential survey

participants prior to the survey using one or more of following methods: (a) personal

emails to development officers in divisions of student affairs; (b) the National

Association of Student Affairs Professional listserv; or (c) the Council for the

Advancement and Support of Higher Education listserv. The survey participants will be

provided background information on the study and a timeline of completion. The

researcher will share the findings of the study with the institutions that participated as

requested.

Instrument

Based on previous research, a student affairs division fundraising survey

instrument was utilized. A professional courtesy email was sent to the developer to gain

permission to adapt her questionnaire (P. Crowe, personal communication, March 10,

2015). A self-report six-section questionnaire was distributed soliciting information about

each student affairs division. The six areas included in the survey were (a) institutional

profile; (b) preparation for development and fundraising; (c) divisional priorities, capital

campaign involvement, and fundraising success; (d) development and fundraising

practices applied; (e) relationship to institutional advancement staff; and (f) major

challenges and needs for those involved in such efforts. In addition, the survey included

two open-ended questions and a comments section that allowed respondents to articulate

their experience of practice. This attitudinal survey was measured with different Likert-

scale items. According to Fitzpatrick, Sanders, and Worthen (2004) "these items consist

of sentences that reflect an attitude on the construct of interest" (p. 343). In a like manner,

"behaviors are perhaps best measured with multiple choice items (to select a behavior) or

adverbial items (to report frequency of behaviors), while opinions might best be obtained

by using adjectival items or multiple choice items" (Fitzpatrick et al., 2004, p. 343).

Sections 1 through 4 were about organizational life circumstances and were measured

using multiple-choice items or yes-no responses. Section 5 responses were measured

using a 5-point Likert scale from *strongly agree* to *strongly disagree* (Fitzpatrick et al, 2004) and Section 6 consisted of two open-ended items.

Design

A quantitative methodology was used with a qualitative component to identify student affairs fundraising strategies or recommendations. In descriptive research the intent is to study phenomena as they exist at one point in time (Gall, Gall, & Borg, 2003). "Descriptive research is a type of quantitative research that involves making careful descriptions of educational phenomena" (Gall et al., p. 290). The purpose of this type of data-gathering approach is to obtain information on the current fundraising strategies through the participant's experiences. Using purposeful sampling, development officers within the divisions of student affairs in the Southeast or Big Ten athletic conferences were invited to participate. These schools are all four-year flagship institutions.

Procedures

The survey questions were distributed during a 2-3 week time period during the Fall 2015 semester utilizing an online tool, and took from 20-30 minutes to complete. The primary evaluator was the Director of Development for Student Life & Enrollment at a public, four-year state flagship institution that is a member of the National Collegiate Athletic Association (NCAA) Southeastern Conference.

Data Analysis

The researcher analyzed the fund development strategies for student affairs divisions in comparison with other four-year public state flagship institutions. Information on development strategies was generated through research question one and research question four, based on responses to sections one and three of the survey.

Strategies were analyzed in accordance with the Council for Advancement and Support

of Education (CASE) fundraising reporting standards.

> The CASE Reporting Standards & Management Guidelines are a common set of definitions and procedures for reporting the results of fundraising activities at educational institutions. They were created to help schools, colleges, and universities benchmark their fundraising efforts against those of their peers" (Council for Advancement and Support of Education, 2009, Introduction section, ¶ 1).

In a like manner, data from Giving USA, the Annual Report on Philanthropy,

which is the seminal publication reporting on the sources and uses of charitable giving in

the United States (Indiana University, Indianapolis, Lilly Family School of Philanthropy,

2014) was also utilized to provide a more complete understanding of the impact of

fundraising at public, four-year state flagship institutions.

These standards and charitable giving data represent fundamental fundraising

trends that provided clear benchmarks for college and universities to assess the efficacy

of their development programs, in order to develop or improve the development

enterprise, specifically for Divisions of Student Affairs. Section four and five of the

survey answered research question two and research question three. Therefore, they

provided recommendations on strategic mechanisms for successful student affairs fund-

raising. This is directly tied to the academic mission and the subsequent outcomes of the

efforts on the growth of student affairs programs and services. Section six contained two

open-ended questions, and was analyzed for common themes and or patterns among the

participating institutions.

Limitations of the Study

There are limitations regarding this research based on the methodology for

gathering the data and participant bias. First, the participants were limited to those state

flagship institutions that are members of the National Collegiate Athletic Association (NCAA) Division I Southeastern Conference (SEC) and Big Ten. In addition, the fundraising in the Division of Student Affairs is primarily managed and coordinated by the Director of Development assigned to the division. Secondly, all the findings were based on self-reports, which creates the potential for inaccuracies in respondents' recounting data, perceptions, and/or recollections (Karsevar, 2014, p. 5). Other possible limitations include those inherent in emailed surveys. "The accuracy of such surveys is subject to the respondent's willingness to participate, errors during completion, incomplete data fields, and generally lower response rates as associated with emailed surveys versus other types of surveys" (Frey, Botan, & Kreps as cited in Karsevar, 2014, p. 5). Document analysis occurred at the end of Fall 2015. All data collected was utilized to identify fundraising strategies that supplement operating budgets for student affairs divisions at four-year public flagship institutions that seek to enrich the educational experience of their students through private dollars.

Summary

"Most colleges and universities are reliant on fund-raising efforts to pursue strategic initiatives and to balance operating budgets" (Mann, 2007, p. 44). There is currently limited research on the strategic fundraising practices for divisions of student affairs at four-year public state flagship institutions that are members of the NCAA Division I Southeastern and Big Ten Conferences. This research provided student affairs development staff with information useful for several purposes. Development Officers will become better informed as to how strategic fundraising practices can increase the level of private support to assist with the co-curricular experience and capital outlay

projects. The Development Officers will also understand how effective collaboration with other entities on campus may affect the overall fundraising strategy for student affairs. This suggests that changes or adjustments to the divisions' strategic plan to accommodate fundraising initiatives may ultimately increase philanthropic support to the division. To summarize, this study enhanced the existing literature and improved fundraising performance for student affairs divisions.

Chapter 4: Results

This chapter will discuss the survey responses provided by directors of development and other institutional leaders from four-year public universities who are charged with fundraising for divisions of student affairs. The analysis will be presented in the context of responses to the six sections of the questionnaire: (a) institutional profile and organizational arrangements; (b) preparation for development and fundraising; c) divisional priorities, capital campaign involvement, and fundraising success; (d) development and fundraising practices applied; (e) relationship to institutional advancement staff; and (f) major challenges and needs for those involved in such efforts. It will also include responses to the open-ended questions.

Subject Recruitment

Based upon the methodology described in the previous chapter the subjects for the study were directors of development and administrators for student affairs at four-year public state flagship institutions within the NCAA Division I SEC and Big Ten Conference . Subjects were solicited via personal e-mail over the course of three weeks take part in this study. The first personal email was sent directly to the fundraising or development officers for divisions of student affairs based on a web search of the institution. One week later a follow up email was sent to the same list of recipients. In addition, a recruitment message was sent to the following communities of practice of which the researcher is a member: Student Affairs Fundraising and External Relations Knowledge Community, the Association of Fundraising Professionals (AFP) open forum, and the Council for the Advancement of Higher Education (CASE) communities list serv.

The recruitment information included the participant letter that outlined the research

project and a secure link to complete the survey.

Subject Response to Recruitment

A diverse group of 22 out of 44 (50 %) subjects from four-year public universities

responded to the survey. The subjects came from all four census regions as defined by the

United States Census Bureau. Six respondents were from the West, six were from the

Midwest, seven were from the South and three were from the Northeast. Eight out of

fourteen (57 %) schools within the SEC and Big Ten conferences participated. Thirteen

out of 30 (43.3%) were affiliated with another NCAA Division I conference, and one

institution was in Division II. Thus, 14 (50 %) of the institutions that participated were

not in the SEC or Big Ten conference. Because of their NCAA conference affiliation and

institution status as a four-year public institution, they were included in the study.

Institutional Profile and Organizational Arrangements

The institutional and organizational arrangements provided profile information

from the respondents. For instance, 10 (45.5 %) of respondents were the senior student

affairs officer (SSAO) versus 12 or (54.5 %) who were non-SSAO's. Of the 22

respondents 5 (22.7 %) had the title of Director of Development, 13 (r 59 %) had

development or advancement related language in their title, and the remainder 4 (18 %)

had non-development titles. The institution enrollment total for 10 respondents (45.5%)

was over 30,000, 7 respondents (31.8 %) had enrollments between 20,000 to 29,999. The

majority (19, 86.4 %) of the respondents were from a major research university.

Interestingly, more than two thirds (68.2%) of the respondent's indicated that less than

20% of their institution's estimated budget came from state support. As stated previously,

the subjects came from all four census, regions as defined by the United States Census Bureau.

Capital Campaign Involvement

The next responses are related to capital campaign involvement within the previous 5 years (2009-2014). There were 17 respondents (77.3 %) indicated their institution embarked on a capital campaign, while 5 (22.7 %) did not. Of the 17 institutions, 11 (64.7 %) indicated that student affairs divisional priorities were included in the campaign goals, while six (35.3 %) were not included. Almost two thirds (64.7 %) of respondents reported the approximate goal of the institution's overall campaign was $1 billion or more.

Fundraising infrastructure

This section of responses identified the presence (or absence) of the person(s) responsible for development and fundraising efforts for the division of student affairs. There were 18 respondents (81.8 %) who indicated that their division employs a fundraiser specifically for student affairs, while 4 (18.2 %) indicated that their division did not. Furthermore 18 (85.7 %) of respondents indicated that a continued investment will be made to employ a fundraiser specifically for student affairs in the next five years while X (14.3 %) indicated that a continued investment will not be made. There were 12 (54.5 %) respondents who had an institutional advancement office staff member assigned to assist the student affairs division with development and fundraising activities, while 10 (45.5 %) do not. There were 15 (68.2 %) of the divisions' primary fundraisers who were Student Affairs specific Development Officers/Fundraisers. Equally important is the

other primary fundraiser for the division, who was the development officer. It is interesting to note the number of institutions without an additional primary fundraiser.

Respondents that were responsible for student affairs development and fundraising initiatives, and were employed specifically for student affairs, provided interesting data points. For example, 13 (59 %) of those divisions that employed a fundraiser specifically for student affairs indicated that the individual was hired by joint selection between student affairs and institutional advancement. The staff member was hired full-time in student affairs by 11 (50%) institutions and 10 (45.5%) of the staff members' positions were funded by student affairs.

Preparation for Development and Fundraising

The following responses are in reference to the staff member within the division who are responsible for student affairs development and fundraising efforts. Almost all (95 %) of respondents cited that having fundraising experience and/or knowledge is a prerequisite for employment. Furthermore, all of the respondents (100%) indicated that this person received training/preparation specific to development and fundraising functions. The top three training/preparation activities that have been employed were (a) professional workshops/institutes about development and fundraising, (b) on-the-job training, and (c) training from institutional advancement staff on campus.

Many of the respondents received training/preparation prior to their role in student affairs. Interestingly, more than 70% of the respondents noted that the division does not plan to implement training/preparation opportunities specific to development and fundraising within the next five years. Furthermore, training/preparation are not

shared with department heads within the student affairs division, according to 14 (63.6 %) respondents.

Student Affairs Priorities and Monies Raised

Programs and activities were identified as featured priorities for fundraising activity is within student affairs during the previous five years (2009-2014). Leadership programs emerged as the top priority, identified by 21 (95 %) of the respondents. Other priorities that emerged, such as scholarships, career planning/placement, community service/volunteerism, and emergency student loans, were equally important.

The mean amount raised was $16,741,176, the median was $8,500,000, and the mode was $1,000,000. Likewise, 68% of the respondents rated their division's overall success in raising external fund for priorities as "good". In a like manner, 40% of respondents felt their institutions did a "fair" job in raising funds for division priorities during the previous five academic years.

The table below identifies the program activities funded in the previous five years (2009-2014) by external funds at 20 of the surveyed institutions. The total amount of external funding that was generated collectively was analyzed using descriptive statistics. Considering collectively, the total amount of funds raised was $284,600,000.00 for student affairs divisional priorities based on respondents feedback.

Table

Featured Student Affairs Fundraising Priorities: Programs/Activities

Program/Activity	Responses
Alcohol/substance education	10
Athletic (intercollegiate) programs	3
Building construction/renovation of a student union	6
Building construction/renovation of student rec.	6
Building construction/renovation of residence halls	3
Building construction/renovation of a health center	1
Campus safety/rape education	8
Career planning/placement	13
Childcare for faculty, staff or students	2
Community service/volunteerism	13
Disabled student programs/services	6
Diversity programs	9
Emergency student loan funds	11
Gay/Lesbian/Bisexual/Transgender student services	7
Graduate assistantships	2
Healthcare/wellness/personal counseling	8
Homecoming events	1
International student programs	4
Intramural/Recreation programs/equipment	7
Leadership programs	21
Programs/services for student of color	9
Orientation	4
Parents/Family weekend events	10
Residential life programs	4
Scholarships	17
Student government	10

Development and Fundraising Practices

The involvement of student affairs fundraising staff was analyzed by considering a

number of development and fundraising practices eliciting a yes-no response.

Respondents were asked to identify whether each reflects, to date, involvement of their

division (or, where applicable, the student affairs development and fundraising staff

member) in such practices ("Yes") or your future plans to be involved in such practices ("No, but plan to in the future"). One hundred percent of respondents indicated their division has identified and articulated division fundraising priorities. Equally important, 86 % of respondents indicated their division has (a) sought external funding sources for student affairs priorities via: donations (private, individuals, alumni/alumnae); and (b) asked a donor for funding support (made an "ask"). Moreover, 82 % of respondents sought external funding sources for student affairs priorities via grants from corporations, private donors, and individuals. In addition, 77 % of respondents stated their division (a) collaborated with institutional advancement staff in fundraising efforts for student affairs; and (b) attended training and professional development activities to learn about development and fundraising practices. Sixty-eight percent of the respondents stated their division had (a) created documents detailing the need for support of divisional fundraising priorities; (b) coordinated staff development activities about fundraising for staff within the division; (c) been involved in an institutional capital campaign; (d) conducted research to identify prospective donors;(e) involved alumni in development and fundraising efforts for student affairs; and (f) coordinated stewardship events for donors. Finally, 50 % of respondents indicated their division planned to involve former employees in fundraising efforts for student affairs.

Relationship With Institutional Advancement Staff

The division's relationship with institutional advancement staff at each institution was measured using Likert-like scale items that consisted of sentences reflecting an attitude on the construct of interest. Responses were based on a five point scale ranging from *strongly agree* to *strongly disagree*, and was analyzed as modal data, i.e. the most

frequent response. First, 50 % of respondents strongly agreed that student affairs staff assisted institutional advancement staff in raising funds for student affairs priorities. In the same way, collectively 91 % of respondents strongly agreed, agreed or somewhat agreed institutional advancement staff members share current development and fundraising information with student affairs staff members. Second, 45 % of respondents strongly agreed that (a) institutional advancement staff assist student affairs staff in development and fundraising efforts for student affairs priorities; (b) trust existed between the institutional advancement and student affairs divisions; and (c) communication between student affairs and institutional advancement occurred informally (e.g., phone, email, internal communication). Forty percent of the respondents agreed the president of their institution was supportive of development and fundraising efforts by staff in the student affairs division. Likewise, 41 % of respondents strongly agreed (a) the institutional advancement staff encouraged student affairs staff involvement in development and fundraising; and (b) prospect data (e.g. donor databases) were shared between student affairs and institutional advancement. In contrast, 32.8 % of respondents disagreed (a) tension existed between the institutional advancement office and student affairs division; (b) communication between student affairs and institutional advancement did not occur at all; and (c) the student affairs division should have sole responsibility for student affairs development and fundraising priorities. Collectively 55 % of respondents disagreed or strongly disagreed the institutional advancement division should have sole responsibility for student affairs development and fundraising priorities. Fifty-five percent of respondents indicated their overall relationship with the institutional advancement division at their institution was good (Figure 5).

Open-Ended Comments and Responses

Two general questions and one comment section was included in the survey. The open-ended items gave the respondents an opportunity to voice their alternative views. Fifteen respondents identified significant/immediate challenges in development and fundraising efforts within the division at their institution. Most of the respondents stated challenges were competing priorities, inadequate staffing, alumni interest, and data. Other responses included:

> Most donors are only willing to give annually to our Student Affairs funds. Gifts of $1,000 or less are more common than anything else.

> We go after "every dollar" because every dollar matters. However, chasing $1,000 donations is much more time intensive than spending time on finding a $100,000 donor. It's a shift in thinking about how to raise money.

> Another challenge is unit preparedness for donations. I have had a few units frustrated that donors were directing their programs. I often say to them - you have two choices - you decide where the money goes or the donor can. Often, units don't know what they would do with $1M, so the donor decides for them. Or, the unit wants to put the money in "reserve" - but those are the hardest gifts to steward. "Thanks for you donation, we're saving it for later in case we need it." It's been an educational journey.

> Shifting parent fundraising back to the development office.

> Sustaining a development budget with continuing budget cuts.

> Generating prospects, since we do not have a natural alumni base - we do not grant degrees the way academic units do.

> Education and training our student life unit directors to be savvier about development such as: prospect identification; managing relationships; stewardship.

> Leadership crisis 5-6 weeks after going public with a campaign.

Respondents were also asked about the greatest need in order for student affairs in general to be successful in the fundraising arena. A common thread among the 14 respondents was better prospect identification to include data on students and parents that

have benefited from programs and services within student affairs. Equally important was

dedicated fundraising staff for the division. Some of the responses included:

> Explicit and true partnership between advancement and student affairs, especially in terms of investment in positions

> Hire professional fundraiser non Student Affairs professional and focus on fundraising not multiple roles within student affairs

> Teaching development staff we do great work and students really benefit from our efforts.

> Talented, experienced gift officers willing to work in student life. This will require recruitment, institutional support, and proper compensation.

> One respondent added an additional comment regarding student affairs

development and fundraising. The respondent stated,

> Financial aid can be extremely technical and campus activities are robust, and the student affairs officer needs to be positioned much like a planned giving officer who can bring subject matter expert into other development officer meetings from parent relations to admissions to financial aid.

Summary

This chapter examined the results of the respondents. It provided information on

student affairs fundraising through the lens of the development officer for the unit. What

emerged is a new window into the work of fundraising for student affairs and the

opportunities and challenges that may arise. It challenges institutional leaders in student

affairs and the central development office to think outside of the box and adopt new

practices to optimize fundraising results.

Chapter 5: Discussion

Overview

Student affairs divisions are an integral component to the higher education enterprise. Furthermore, they provide the programs and services that support the academic curriculum of a student's program at many institutions. However, as higher education institutions continue to grow, so does the need for financial resources to support the operation of such an enterprise. Today, state funding for public higher education is declining, thus the need for philanthropic support is on the rise, in particular for divisions of student affairs. The purpose of this study was to identify fundraising strategies that supplement operating budgets for divisions of student affairs at four-year public state flagship institutions.

In order to identify the strategic fundraising practices for divisions of student affairs the following research questions framed the study:

1. What development strategies are currently being used in student affairs divisions at four-year public state flagship institutions?

2. What factors influence these strategies?

3. Which of the strategies could be considered best practices?

4. In what ways is institutional advancement staff involved in the student affairs fundraising process?

The detailed results of this study were discussed in Chapter 4. In the following section of this chapter the researcher outlined strategic fundraising practices for divisions of student affairs that were generated from the participant's responses to the research questions.

Interpretation of Results

In analyzing the data from the respondents, nuances were exposed that shaped the ability to make generalizations among the population of institutions. The responses to the survey provided insight into the fundraising needs, challenges, and opportunities for divisions of student affairs. The interpretation of results will be presented in the context of the four research questions.

Research Question 1. What development strategies are currently being used in student affairs divisions at four-year public state flagship institutions?

The growth of fundraising to supplement operating budgets for divisions of student affairs is a key trend at public institutions. Based on the study, development strategies that are currently being used for student affairs are: (a) including student affairs priorities in the capital campaign; (b) funding and employing a full-time fundraiser specifically for student affairs; (c) leadership programs and scholarships emerged as the featured priority for fundraising activity within the division; (d) seeking external funding sources for student affairs priorities via donations from individuals, alumni, grants, and corporations; (e) making an ask to potential donors to support student affairs; (f) prospect data (e.g., donor databases) sharing between student affairs and institutional advancements; and (g) sharing fundraising and development responsibilities for student affairs with the institutional advancement office.

Research Question 2. What factors influence these strategies?

Institutional and development factors that influenced these strategies are: (a) the President of the institution is supportive of development and fundraising efforts by staff in student affairs divisions; (b) the primary fundraiser for the division is well-trained and

prepared student affairs specific development officer/fundraiser that has fundraising experience and/or knowledge; (c) solicitations are shared between student affairs and institutional advancement; and (d) communication between institutional advancement and student affairs.

Research Question 3. Which of the strategies could be considered best practices?

Based on the quantitative research and qualitative findings four best practices emerged: (a) employing a well trained fundraiser specifically for student affairs with fundraising experience and/or knowledge is key; (b) incorporating student affairs priorities in the institutions capital campaign; (c) identifying and articulating division priorities; and (d) communication between institutional advancement and student affairs.

Research Question 4. In what ways is institutional advancement staff involved in the student affairs fundraising process?

The study identified the following ways: (a) assignment of a development staff member to assist the student affairs division with development and fundraising activities; (b) assisting the student affairs division in the selection and training of a fundraiser for their division; and (c) working collaboratively to raise funds for student affairs priorities. To sum up, "an operational aspect of student affairs units who have fund development as function is close communication and cooperation with the institution's advancement or development office" (Komives, Woodard, & Associates, 2003, p. 348).

Discussion of Conclusions

This section will discuss the conclusions in the context of Light's (2005) Four Pillars of High Performance. Light (2005) extracted the four key traits common to all robust organizations. These are (1) alterness: spotting fluctuations as they emerge—not

after their effects have already been felt; (2) agility: empowering employees with the authority to make routine decisions, reducing barriers between units, encouraging participatory management, and fostering open communications; (3) adaptability: changing with circumstances and taking advantage of new opportunities as they arise; and (4) alignment: saturating the organization with information and providing effective information technology.

In order to increase the level of private support to assist student affairs in providing programs and academic services divisions have to be alert (Light, 2005). The findings of this study suggest that in order for student affairs to garner the necessary dollars to supplement their operating budgets they need to incorporate development strategies as outlined in themes for research question 1. Furthermore, agility is a factor in influencing these strategies as highlighted in research question 2. The alignment of the strategies in research question 3 can be considered best practices. Equally important is the adaptability of the institutional advancement team as noted in research question 4.

Implications of Findings

The results of this study suggest that student affairs divisions that participated in a capital campaign in the previous five years raised more dollars for their division. The evidence presented in this study aligns with previous research on ways to supplement operating budgets for programs and services in student affairs. Many divisions are now hiring and funding their own development officer, as well as investing more in their fundraising and development programs. While this is a new trend for student affairs, this study provides hope about the potential reality for the fundraising efforts for student affairs divisions at four-year public state flagship institutions into the near future.

This study provides information that expands on the research for fundraising in student affairs with data-rich contextual explanations. Such depth of information is essential for providing institution leaders, such as the senior student affairs officer, institutional advancement staff, and others, with results that are researched, informed, and as accurate as possible. The researcher offers this set of implications as a starting point for professionals in using this information to increase philanthropy within student affairs.

Dollars raised. Growth in total dollars raised for student affairs divisions is expected to increase. These findings suggest student affairs divisions that aspire to have a robust fundraising operation will have greater success in their fundraising efforts when their work is focused and incorporated into campaign priorities. Furthermore, the institutions that raised the most dollars for their division during a capital campaign had clearly defined priorities around leadership programs and scholarships. Equally important, a capital campaign will expose student affairs priorities to the many constituencies that invest in higher education. Accordingly,

> in the years to come, Americans' ever-present philanthropic spirit will continue to be harnessed through the use of new technologies and engagement techniques in support of traditional causes and innovative initiatives designed to tackle the most pressing challenges of our time (Philanthropy Outlook: 2015 & 2016, p.16),

and public higher education programs and services is one of them. In the same way annual giving opportunities to support these priorities should be included in student affairs priorities. As noted in the Philanthropy Outlook (2015 & 2016) "average annual giving is expected to increase by $17.3 billion in the five-year period 2012-2016. This is compared with an average decline of $6.7 billion realized in the years 2007-2011." (p. 16).

Dedicated fundraisers. One measure of a thriving fundraising organization is the caliber of its staff. As student affairs divisions prepare to launch a fundraising operation that will raise substantial dollars to support programs services, it is imperative the individual for this role is a well-trained fundraising professional. As noted in this study, a large percentage of respondents indicated they had experience in fundraising, not necessarily experience in the discipline of student affairs. Moreover, this position was funded by the division, despite being selected in collaboration with the institutional advancement staff. Seasoned fundraisers are a key benefit to student affairs divisions because they have the experience and knowledge base to cultivate potential donors. Moreover, they can build the fundraising capacity in order to execute a highly effective, well-organized funding operation for the division.

Collaboration. Throughout this study, collaboration has been one of the most important themes in terms of successful fundraising operations. In order to achieve maximum results, it requires the support of the senior student affairs officer and key campus stakeholders such as the President and institutional advancement department. All parties involved in the fundraising process must understand that everyone will need to work together to be successful. One of the most important outcomes from this study should be to change from a culture of working in silos to one of collaboration. To sum up, collaborative thinking and planning will inevitably produce more results.

Limitations/Future Research

Like any study, the researcher's analysis is sensitive to the particular methods and assumptions used. This study focused on student affairs units at 4-year public research institutions with NCAA Division I conference affiliation and included responses from

other institutions with NCAA affiliation. In addition, the respondents to the survey were individuals specifically assigned to fundraise for student affairs. Clearly, this represents an important area for future research. The respondents were selected to participate in this study based on their fundraising position in student affairs, and the results of this study may reflect the predispositions of these participants. However, these findings support previous research that suggest student affairs fundraising has a relevant case for support in the fundraising enterprise at colleges and universities. Finally, future research on fundraising trends and opportunities that have turned into revenue for student affairs divisions is suggested.

Conclusion

Fundraising, especially for divisions of student affairs is extremely important. Consequently, it requires the articulation of priorities led by a seasoned development professional that will collaborate with institutional advancement and other key partners within the organization. Through the data analysis of the survey from student affairs director's of development at four-year public institutions, the researcher discussed strategies that supplement the operating budgets of student affairs. Based on responses, the researcher offered recommendations using the context of the research questions. It is clear that student affairs will continue to be a ripe area for fundraising.

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Appendix

Survey Cover Letter and Informed Consent

Survey Cover Letter and Informed Consent

This research study is being conducted by a doctoral candidate of the Abraham S. Fischler College of Education at Nova Southeastern University. The purpose of this research is to determine to better understand the fundraising strategies that supplement operating budgets for divisions of student affairs at 4-year public flagship institutions.

This survey should be completed by the Director of Development with this or some other title who heads the division of student affairs fundraising or development program. The survey has been designed to collect information on current development and fundraising practices within divisions of student affairs.

Your participation in this study is completely voluntary. Your responses will remain confidential and anonymous. No individual information will be shared; only aggregate results will be reported. It should take approximately 10-20 minutes to complete the survey. By completing the survey, you are giving your consent to participate.

Should you have any comments or questions please feel free to contact my dissertation advisor, Dr. Robert Rose, at roberose@nova.edu. The Nova Southeastern Institutional Review Board has approved this survey and can be contacted at 954-262-5369 or irb@nova.edu.