



**DEVELOPMENT
FUSION:**

**A
PHILANTHROPIC
STUDY OF A
SMALL LIBERAL
ARTS COLLEGE**

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Tabetha's Gratitude Statements

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Executive Summary

Philanthropy today is more deliberately calculated than simply asking for a donation. Successful development teams employ best practices to ensure sustainability and longevity within higher education. Our client, a small liberal arts college, shared enrollment records that indicate fluctuation directly tied to tuition income. Donor records depict an increase in philanthropy associated with alumni, parents, and students. Philanthropic efforts for sustainability are not only a problem for our client but thousands of smaller colleges and universities. Donor records depict growth in engagement and funding directly associated with alumni, parents, and students.

Traditionally, and in our direct research with the institution, we determined that relationships are at the core of philanthropy; engagement to foster connection is imperative to solid practice. To help our client genuinely magnify the college's financial results, we examined how they utilize best practices, create thriving relationships, and employ student perspective to foster engagement and giving. Garvey and Drezner (2014) suggest the key to financial success is by building a climate of support for students while they are on your campus.

A body of research supports the notion that identity is regarded and assessed at development office levels. To intentionally foster belonging and sustainability in any institution, specifically in this case, a small liberal arts Midwest college, there must be planning which bolsters a genuine sense of inclusion. The stakeholders at the college are a myriad of backgrounds and cultures. This office does not mirror its stakeholders. Persistence is vital in philanthropic outreach; relationships take decades to foster. The development team could apply this research to existing relationships and practices, to solidify a partnership through outreach that will speak to constituents with diverse interests, allowing the college to grow endowments, engagement, and commitment.

Keywords: Philanthropy, Fundraising, Inclusion, Engagement, Relational Cultivation, Higher Education

“

“True philanthropy requires a disruptive mindset, innovative thinking, and a philosophy driven by entrepreneurial insights and creative opportunities.”

NAVEEN JAIN

Introduction

Our partner organization is a 160-year-old liberal arts college located approximately 30 miles from a metropolitan area. There are a few unique dynamics regarding the student body population; one, 59% of students are female, 57% of students are white, and retention can be challenging, with 15% annual student attrition (National Center for Education Statistics, 2020). A significant challenge, both historically and currently, for the college has been consistent enrollment. Currently, the student body population rests around 1,550 students.

This fluctuation surrounding enrollment inadvertently places additional pressure on following financial budgets and meeting fundraising goals. This capstone research will determine the best practices for a small liberal arts college to maximize fundraising potential to achieve sustainability. As more and more college students decide to study virtually and draw near to larger organizations, the college should expand the current practices and recommend inclusive outreach that can build relationships that will result in long-term giving.

“Students are going to be a hot commodity, a scarce resource.” (Barshay, 2018)

We will examine the interrelationships between fundraising best practices, relational cultivation, and donor motivation reflected in annual giving. The methodological approach we will pursue utilizes empirical data including seven-year giving records and interviews from college personnel associated with fundraising practices from a suburban liberal arts college in the central United States. These best practices can be replicated at similar institutions or even independent secondary schools as well.

Problem of Practice

The college's development office needs strategies to establish consistent giving. This research area is essential for our client to function daily, as the tuition collected from students does not cover its annual operating expenses. Philanthropy is imperative to large and small universities; (Martin et al, 2015) and institutions with smaller alumni bases struggle to garner sufficient support. The problem of practice is that our client needs to raise funds to continue daily operations due to enrollment and tuition revenue fluctuations (see Appendix A). Our client's president stated the following,

“Most of our students require financial aid to enroll, complete career-advancing internships, and participate in other key programs. The college is compelled to substantially discount our annual “sticker price” for these students because our \$85 million endowments are too small to support more than a few endowed scholarships. We must increase our student scholarship endowment.”

Existing enrollment records indicate fluctuation in tuition revenue. Donor records depict growth in engagement and funding directly associated with alumni, parents, and students; however, this growth is far below donor giving at peer schools. Implications for inconsistent giving lead to less financial aid available, less collegiate offerings and amenities equating to less interest, enrollment, and cyclical giving.

Organizational Context

Our client is a higher education institution that recognizes those in need; the college is recognized for this intentional effort to provide education to those who cannot afford it. *U.S. News and World Report* rank our client in the top five regarding “social mobility,” which

measures and ranks a college's success in graduating students from economically disadvantaged backgrounds. Though the college is located in an extremely wealthy community, ninety percent of the student body receives financial aid. The financial status of students that enroll with our client does not reflect the economic condition of the community of the college. This suburban town has a population of twenty thousand residents and a respective median age of 47 years, which is ten years older than its state's average median age. Further, this town is highly educated - 79% of residents completing college by age 25 (Census.gov, 2020). Like many other small towns, this quaint family-driven town faces some challenges to inspire the interest of a college student. The college launched an urban campus in the metro area located 30 miles from its original campus.

Additionally, the college partnered with Associated Colleges of the Midwest (ACM), which comprises 14 schools from six different states, to strengthen the camaraderie between peer schools. ACM notes their purpose is to “advance member educational effectiveness, improve efficiency in operations and assist with developing sources of revenue.” These strategic efforts follow the more significant problem of making our client more attractive to more students for the sake of sustaining the college for years to come. Our partner outlines this strategic effort, aimed at four goals: improve career preparation for all students, increase support for faculty and academic programs, grow scholarship funds, and enhance classroom space. We evaluated the process of fundraising and philanthropic outreach practices at our partner college. Since our client provides nearly \$45 million in scholarships annually, yet only generates \$76 million in tuition revenue, the dependency on philanthropic efforts is essential for the institution to continue operations. Furthermore, our client has a fluctuating enrollment history, leaving it vulnerable to inconsistent tuition revenue (see Appendix B).

The metrics provided to use were downloaded by the President of Annual Giving from the customer relationship management software the college uses, *Slate*. This platform blends data from admissions and enrollment management, to current student success and continues through alumni relations. This platform encourages continuous connectivity and allows for historical information to be domiciled in one place. This system allowed for a better understanding of those directly connected to the college's engagement and philanthropic practices. Our client recently completed the most extensive capital campaign in its history, where it raised 50 percent more than its total existing endowment over the course of the last seven years.

Purpose of the Study

Our work will inform the development team with regard to best practices in fundraising to enhance relational cultivation and donor motivation. The development team is crucial in any college since they solicit funding for all operations, endowment, strategic spending, and engagement among students, parents, faculty, alumni, and the local community.

Declining enrollment leaves a critical impact as the development team considers effective practices. When tuition revenue fluctuates or decreases, the importance of a strong development team and a solid endowment are critical for the sustainability of the college. It is imperative that development structures speak to a broad base of constituents carefully and consistently. As donor interests change, teams must reconsider best practices for a changing market.

Through engagement, our client can foster stronger relationships between students, faculty, parents, alumni, and the local community to impact future students' education and generate pride from those who support this effort. As noted in their strategic plan, the college aspires to align itself with the local large urban city to utilize all the initiatives the city has to

offer. The interviews led to an examination of over two hundred years of combined professional fundraising experience. By exploring current development office practices, the researchers will determine which, if any, procedures can be improved for financial gains, relational cultivation, and donor motivation.

Review of Literature

We examined scholarly literature surrounding current best practice fundraising operations. A large body of literature denotes a series of best practices that lead to more giving in development offices; these practices can lead to donor retention and sustained giving.

Philanthropy is explained as the desire to promote the welfare of others through generosity and donations. Development offices work together with leadership in higher education to determine and reach donors through philanthropic efforts. To understand philanthropy in higher education, one must appreciate that the donor base is typically made up of current students, parents, alumni, employees, and the local community. Considering students and focusing on their experience in college is a best practice to coach students into philanthropic practice, with the hope they become consistent donors over time.

Emphasize College Traditions

Drezner (2010) explains that growing traditions of giving are “not easy or immediate.” As higher education institutions work to grow their brand and celebrate their uniqueness among the field of higher education institutions, alumni, student, and parent roles are vital to donor retention. These roles foster positive associations via in-person events, communications, social media, and connections that can result in giving. Engagement on and off campus builds passion

for an institution. As social media showcases success on campus, positive morale is associated with the college and more people want to be associated with it.

Merchant, Ford, and Sargeant (2010) attest to new stakeholder engagement as a way to expand a brand. Mandra (2021) of the *Council for Advancement and Support of Education* encourages leaders to partner with students; she explains that students can use their own photos, content, blog posts, and more opportunities to discuss “content on trend” as a means to celebrate the brand. These opportunities allow for mentorship, management opportunities for fundraising management, to further establish pride in a college. Students often promote positive free publicity on social media. Annual events on campus allow visitors to see improvements, enhancements, and growing enthusiasm in the school’s growing brand. Within these events, transparency is key.

Along with transparency of need, donors want to receive information about the college that resonates with their own memories. A development team needs to be realistic and resourceful when attempting to connect with constituents. Martin (2015) et al, suggest, “A university must look at the tools at its disposal, and one of the readily available activities that a university can promote in an effort to increase alumni support are its traditions and ritual” (p.109). If donors feel that they can support and continue to create experiences for current and future students, their likelihood of connection will be stronger and more relevant. This transparency and trust further establish a strong identity in the field of higher education.

Use Storytelling to Increase Engagement

Storytelling is a ribbon of connection that ties generations together in any college. Research repeatedly suggests that people are looking for connections. Merchant, Ford, and

Sargeant (2010) explain that storytelling is an avenue to engage new stakeholders. Likewise, their work determined that storytelling engages donor emotion. Storytelling allows for all constituents to make sense of their similar and dissimilar experiences. Agozzino (2016) discovered that stories about generalized messages, rather than financial needs resulted in more donations. When messages are left vague and only acknowledge shared a campus, buildings, dorms, etc., then the nostalgia of many generations is tapped into. When stories bring an influx of happy memories, donors are more likely to give. Similarly, as success in fundraising is shared with donors, many are more apt to provide repeatedly to allow for future students to enjoy the same experiences these donors had (Agozzino, 2016). Storytelling is a means to nurture school identity and spirit even among alumni all over the globe.

Cultivate Relationships to Secure Engagement

Relationships are the bedrock for fundraising and partnerships with donors must be nurtured. Waters (2010) explains that fundraisers spend the large majority of their time cultivating relationships. This research determined that responsible stewardship of donors is vitally important. There are three types of relationships that need to be carefully considered in fundraising: the donors (parents, students, alumni, faculty), the students (as ambassadors), and the local community (Waters, 2010). Cultivating these donors requires building ongoing relationships between the development staff and donor base, as donors give to people with causes (Nicoson, 2010). Typically, past financial support is a leading indicator of future giving; a cardinal principle of fundraising states, people who have given before are the best prospects for future giving (Nicoson, 2010). Because not all donors are retained, teams should cultivate a variety of ages and means.

Gorczyca & Hartman (2017) determined that development offices must engage a multi-generational donor pool in their research. Appealing to multi-generational donor pools allows for some funding to be allocated for specific projects. Development teams need to *understand* who these individual donors are and what causes speak to them. Swindoll (2015) explains that the needs of donors have changed, thus fundraising practices must be adaptive to engage. Relationships take years, sometimes even decades to establish. Involving the whole college allows for greater consistency in giving, development of school spirit, and more evident identity. (Weerts & Cabrera, 2018) suggest academic relationships are deep and wide; their research suggests student engagement leads to philanthropy.

Student Experience Impacts Future Giving

Best practices also suggest mentoring students as a means to cultivate future donors. Research supports the notion that development teams should engage a diverse student population; the development teams should work with all academic departments and student organizations to speak to their interests. Tom and Elmer (1994) determined in their studies that students who are more satisfied with their undergraduate classroom experience give more than students who were not as satisfied and that the classroom experience had a larger effect on giving than extracurriculars. “One study found that fields such as engineering/mathematics, business, physical science, and arts and humanities scored lower on post-graduate civic engagement as compared to education majors” (Weerts & Cabrera, 2018). Yet another study, found that alumni of natural science programs are more likely to give than those majoring in humanities and that alumni in the banking and financial services industry were most generous to their alma mater

(Weerts & Cabrera, 2018). Younger alumni (specifically millennials) look to participate in fundraising and volunteer to impact change. In addition, a study by Monks (2003) revealed that participation in student government, fraternities or sororities, religious groups, and residence life correlated with greater levels of alumni giving (Weerts & Cabrera, 2018). Leadership must carefully listen to student interests as well as donor needs. Kabongo's (2012) research forewarns that development offices cannot practice a strategy that philanthropic outreach is "one size fits all". His research introduces the idea of philanthropy as a strategic maneuver and suggests, "the relationship between diversity and corporate philanthropy is a topic worth investigating" (p. 67).

Chan (2016) explains the role of the student experience in philanthropy is a new concept for study. Finally, Drezer (2016) and Swindoll (2014) both support the notion that climate on campus affects total giving. In-person events allow for excitement, pride and tradition to be bolstered but the climate must be ripe for the asking. Local events spark an interest that can contribute to a pipeline of relationships. Although many challenges present themselves in fundraising endeavors, involving stakeholders from every level and background (from students to those who engage in estate planning) proves to be the most promising in efforts.

Employ Mixed Communication Practices to Speak to a Myriad of Constituencies

Utilizing social media is imperative for development teams. Boenigk & Scherhag (2014) argue that long-term relationships and social media connections are promising in the field of annual giving. Teams should study which platforms students currently use. Just five years ago, Facebook was a leading tool at 91% for non-profit gifts (Agozzino, 2016); today, Venmo and Twitter balance out the presence for online giving practices. Further research by Agozzino notes

that digital communication is on the rise. Stakeholder groups must be engaged for the sustainability of an organization. Waters (2010) notes that going as far as to send birthday cards, handwritten cards on special occasions, and successes can all pay off regarding how cared for the donors feel.

To engage and retain donors, intentional effort must be made to speak each generation's language. What speaks to one set of alums will not speak to another age bracket. Generation Y (born 1980-2000 and making up one-third of the US population) gives more money through the online collection (Baranyi, 2011). This research further found that women and men respond to different means of communication. Similarly, Gorczyca and Hartman (2017) suggest that Generation Y is motivated intrinsically and does not respond to development efforts, per se. This generation is more likely to volunteer, and development teams would be wise to utilize them for engagement practices.

Successful development teams must utilize a myriad of platforms, simultaneously, to engage constituents such as email, print, social media, and websites. (Mishra, Boynton, & Mishra, 2014) explain communication strategies that bring constituents together. Donors, as a whole, want to feel they and their gifts matter. Transparency in reporting via timely communication is essential to building donor trust as well as transparency. First-time donors need to be celebrated and one way to do both is through social media. All the while these technology engagement components occur, home visits, campus visits, and live competitions also occur. The website also upholds a presence for engagement with potential donors, students, alumni, employees, etc.

As noted in much literature, the theme of engagement is critical to successful fundraising (Gorczyca and Hartman, 2017). Engagement is defined as attracting and be involved in

philanthropic endeavors. Engagement can mean dollars given, events attended, emails opened, and responses given. The college should use these existing relationships to coach students into mindfully considering a gift to the college through social media platforms. Also, it has been confirmed that early exposure to civic responsibility will increase philanthropic habits when it comes to supporting an institution (Weerts & Cabrera, 2018). As this practice becomes the norm, students begin to understand the importance of their contributions and are more likely to continue their gifts.

Strong development teams consistently utilize both in-person and virtual events. CASE (2020) explains that virtual events are largely beneficial as they allow more engagement at cost-effective means. Development teams can even purchase virtual events software and the logistics are flexible. As time can be saved by hosting virtual events, more time and money can be spent on personalized financial campaigns.

Adapt and Adjust Fundraising Strategies to Align with the Current Climate

Current literature explains the field of fundraising is changing (Swindoll, 2015). Colleges and universities are composed of a student population more representative of the larger United States population, now more than ever in higher education history (Hainline, 2010). Colleges today represent a myriad of gender, races, ages, religious affiliations, cultural backgrounds, and experiences. Development teams can work toward proactive measures to confront the possible systemic causes that hinder equitable philanthropic practices and results in many organizations. Waters (2010) work determined females were more likely to donate than men, even a decade ago; likewise, a balanced gender makeup on a team will result in better financial results.

Fundraising efforts will prove to be more successful when the alumni can see themselves mirrored in their counterparts (Drezner, 2017). Research conducted by Drezner (2011, 2017) indicated that philanthropic efforts prove more successful via donations and engagement when a team represents their constituents. Drezner's work suggests that people of color, various ages, backgrounds, orientations, etcetera, will feel more welcome and validated when the outreach team is diverse. Fostering a diverse development team motivates all types of alumni to actively take pride in and produce constructive improvements within the college and community. Students and alumni alike look to see diverse groups when considering the role of philanthropy in their lives. His work found that teams with at least one marginalized social identity produced more money than teams that do not represent diversity. The mirroring theory bolsters the importance of building community.

The Need for Diverse Teams

Inclusion among development teams is a limitation in current literature, as colleges become more and more competitive and diverse each year. Dorsey (2020) believes that merely being aware of injustice is not enough; individuals in leadership roles must act (p. 180). Further, his research suggests higher education fundraising is battling a "philanthropic justice issue" (p.178). Waters (2010) also argues that reciprocity is an integral part of the public relations process. This concept pushes organizations to act and report responsibility.

Rao and Tilt (2016) support the notion that more research is needed regarding gender balance in the corporate world regarding social responsibility. In all organizations, board governance shapes the culture of the organization. Buse, Berstein, and Bilimoria (2016) suggest the notion that leadership practices from the board level directly affect the outcomes in a culture

shift at the everyday level among students more so than previously considered. Their research suggests that inclusive board makeup and practices are necessities for organizational health. They specifically note the need for gender diversity at the leadership level. Their work suggests that gender diversity within a leadership team had a direct positive result surrounding decision making (p. 333). Genders often differ on how to use funds for positive social change; similarly, board members, like development team members, of varying generations, each value differing ideas for social change. This phenomenon is how and why a diverse board makes for best practice. Finally, they introduce the need for a richer study, including qualitative research and a more longitudinal study to determine the full extent of benefits when a board comprises diverse makeup.

Successful fundraising can be achieved through broader organizational stability. Garcia-Pealvo, Bello, Domingues, and Chacon (2019) highlight the need for gender balance through rich conversations at the university level. Their work considers the gender gap at the university level (p.38) while also arguing that women should impact policy, strategy and contribute to the robust implementation of inclusive practices. When these efforts are executed, the philanthropic base is widened, and the income growth allows for more strategic planning to embolden strategies to foster belonging among women and minorities. Nelson and Deen (2019) explain that females bring a sense of family values (albeit cross-cultural and equally representative of the constituent base). They balance the male voice in decision-making teams. The balance of gender makeup compliments the need for women in finance as well as women in investments. Jordan (2011) motivates this argument by suggesting “teams that are intergenerational and racially diverse stimulate new thinking, which leads to greater possibilities” (p.192). Women and racial diversity

within a development team will speak to a broader constituency. A balanced team is capable of more relational and financial success.

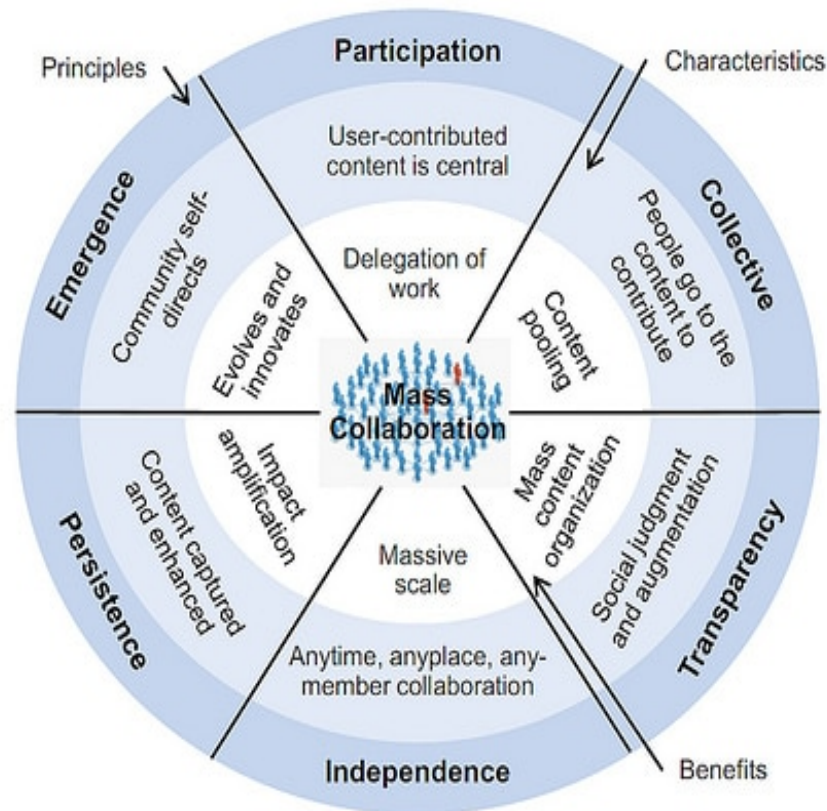
Role of Development Officers

The structure of development officers directly affects the success of the philanthropic efforts. A body of literature speaks to the growing exploration of the roles within development efforts, yet inevitably, the primary function is to raise major gifts for the university. Development officers are often supported by a professional staff responsible for research, planned gifts, annual gifts, and donor stewardship. Additional operations staff carry out gift processing, database administration, and financial reporting (Kozobarich, 2000). This team-based industry also is evolving to include more fields within an institution. “As philanthropy continues to strengthen the U.S. economy and enhance the quality of life for all people, the growing interest in the study of philanthropy has led fundraising professionals to examine the role and function of institutional advancement, a field that includes fundraising, alumni relations, public relations, and marketing” (Chan, 2016). Yet, Tindal and Waters (2010) note development teams must conduct research to identify and predict donor patterns in order to maximize gifts and relationships. By structuring teams to strategically target a select group of donors, the team can be more effective. Chan’s (2016) research further points to the interweaving of roles in the development offices with institutional forces, personal forces, and environmental forces. The team leader has the complicated task of pairing these internal needs with these interval forces. One department is tasked with understanding institutional history, while another department is tasked with focusing on engagement. While that is happening, simultaneously, someone is responsible for researching a donor’s capacity to give and their interests. Specified roles and

clearly defined responsibilities allow for effective management of the internal and external forces surrounding philanthropic work. These roles carry the complex task of considering and representing all the needs of the college community and constituents therein.

Conceptual Framework

Figure 1 *The Participation Framework*



Source: Gartner (November 2011)

To investigate the research questions, we applied Figure 4: *The Participation Framework* (Gartner, 2011). Best practices cannot reach full potential if departments in the college work in silos. Enacting best practices successfully requires relationship building and

collaboration across all departments in the college, from athletics to the career center. The advancement office needs to foster collaboration and shared vision across all departments to enact lasting change. A useful framework to understand aspects of collaboration in this context is the participation framework (Gartner, 2011). This framework can help tease out the benefits and challenges for an advancement office seeking to orchestrate change across multiple departments.

A diverse framework is appropriately applied to capture the different stakeholders and needs of the organization pinpointed in the interviews and quantitative data. The circular visual captures the complexities and themes necessary to conduct an effective fundraising effort. The center, the goal of the efforts, is for mass collaboration. Zamiri and Camarinha-Matos (2019) explain mass collaboration is different from collaboration in that mass collaboration brings in the brainpower of many people to solve an issue within a project from a variety of viewpoints, all aligned with different desires, for one outcome that will benefit all parties involved. Within this framework, they utilize digital tools, social phenomena, and diversity to build “a long-lasting artifact”. The benefits of mass collaboration magnify the historical, cultural, and intellectual competencies of those working together.

Each of the six primary principles of participation, transparency, independence, collective, persistence, and emergence work together to achieve mass collaboration; these principles help answer our three research questions examining the effectiveness, relationships, and motivation of our client.

Participation allows input from all constituents to be considered; the benefit is that the effects are envisioned and shared by all constituents. This frame reinforces relationships; a small liberal arts college comprises a myriad of departments, each with its own specific needs and

desires, and identities. There must be extensive collaboration among all constituents, stakeholders, and leadership members at the foundational level.

Transparency allows the development team to know the needs across the organization as a whole. The team can realistically admit weaknesses within their efforts in an attempt to make dynamic and innovative improvements in their fundraising efforts. By aligning various departments all working together towards a common goal, alignment is possible. If transparency is missing, then mass collaboration is challenged, and the departments would all send mixed messages.

Independence allows opposing strengths found in individuals in the team and in the college at large. There is also a delegation of work within this frame. By delegating specific tasks as a response to diverse needs, social change can happen. This allows for students, other departments, parent networks, and college leaders to work together to build extensions of the fundraising office.

Collective allows various stakeholders to feel committed to the shared traditions and stories. Likewise, the content, knowledge, talents, and connections of all departments to be pooled together for shared resources and saved time. Similarly, this principle establishes stability, shared momentum, and pride in successful efforts.

Persistence creates a tone of consistency in storytelling and engagement efforts, which will foster relationships. Literature supports the notion that most donors do not give on the first ask; consistent messages pay off. As those working within the participation framework all work for the same goal, the average ask of eight times occurs more quickly, as there are multiple people sharing in the efforts of the ask.

Emergence allows the team to construct and/or be a part of something more significant than the development office. By utilizing best practices and evolving with the current climate, teams improve. Further, students and parents must also be informed and consider their desires among the philanthropic team and strategic plans for the college. This principle enables a shared vision to come to fruition.

The participation framework complements current literature in that participation theory argues for a long-term collaborative vision. This framework will allow for alignment with a mission/identity and execution of a clearly defined vision; the team is supporting culture through dynamic cooperation. Specifically, in higher education institutions, the literature points out that the goal of participation among the constituents is essential to success. **Table 1**, *Application of Participation Framework to Research Questions*, clarifies how the conceptual framework, in practice, applied to the research questions.

Table 1 *Application of Participation Framework to Research Questions*

| Research Question | Theory Principle Applied | Concept in Practice | Data Collection Method |
|--|---|---|-------------------------------|
| 1. What is the current state of giving at the college? By alumni? By students? By parents? By faculty? Are there differences by gender and race? | Participation, Transparency, Independence, Collective, Persistence, Emergence | *Amplify community value of the college. *Engage all constituent pools. *Share storytelling. *Allow donors to feel connected. | *Quantitative |

| | | | |
|--|--|---|---------------------------------------|
| <p>2. What are the current development team fundraising practices? How do they incorporate donor motivation? How do these practices align with fundraising/advancement literature?</p> | <p>Participation, Transparency, Independence, Collective, Persistence, Emergence</p> | <p>*Earning a first-time donor is a conversion; celebrate the donor. *Execute innovative and inclusive practices. *Vary communication *Vary engagement opportunities. *Follow-up on growing relationships. *Listen to donor needs. *Encourage students to give to the annual fund; start Small. *Amplify the impact of gifts.</p> | <p>*Qualitative *Quantitative</p> |
|--|--|---|---------------------------------------|

| | | | |
|--|--|---|---------------------------------------|
| <p>3.How do the current development office roles and responsibilities support consistent giving?</p> | <p>Participation, Transparency, Independence, Collective, Persistence, Emergence</p> | <p>*Use the individual talents, skills, and connections each team member has to speak to donors. *Share resources/connections. *Save time by pooling resources. *Structure the team to network with the college and community. *Foster new outreach where there are gaps. *Strategically set specific team members to work consistently with donors/groups. *Tenure. *Reiterate a larger goal. *Consider the current climate. *Diversify team to think strategically.</p> | <p>*Quantitative *Qualitative</p> |
|--|--|---|---------------------------------------|

| | | | |
|---|--|---|----------------------|
| <p>4. What are student perspectives on critical aspects of their college experience that impact donor giving?</p> | <p>Participation, Transparency, Independence, Collective, Persistence, Emergence</p> | <p>*Engage with students. *Communicate their language. *Start small to mold donors via mentoring. *Engage and listen to minorities. *Partner with students to network. *Revisit students as young alumni. * Consider the current climate of students and their experiences.</p> | <p>*Quantitative</p> |
|---|--|---|----------------------|

Research Questions

This study aims to examine the following questions:

1. What is the current state of giving at the college?
 - A. By alumni?
 - B. By student?
 - C. By parents?
 - D. By faculty?
 - E. By friends?
 - F. How does age affect donor giving?

2. What are the current advancement office fundraising practices? How do they incorporate donor motivation? How do these practices align with fundraising/advancement literature?
3. How do the current development office roles and responsibilities support consistent giving?
4. What are student perspectives on key aspects of their college experience that impact donor giving?

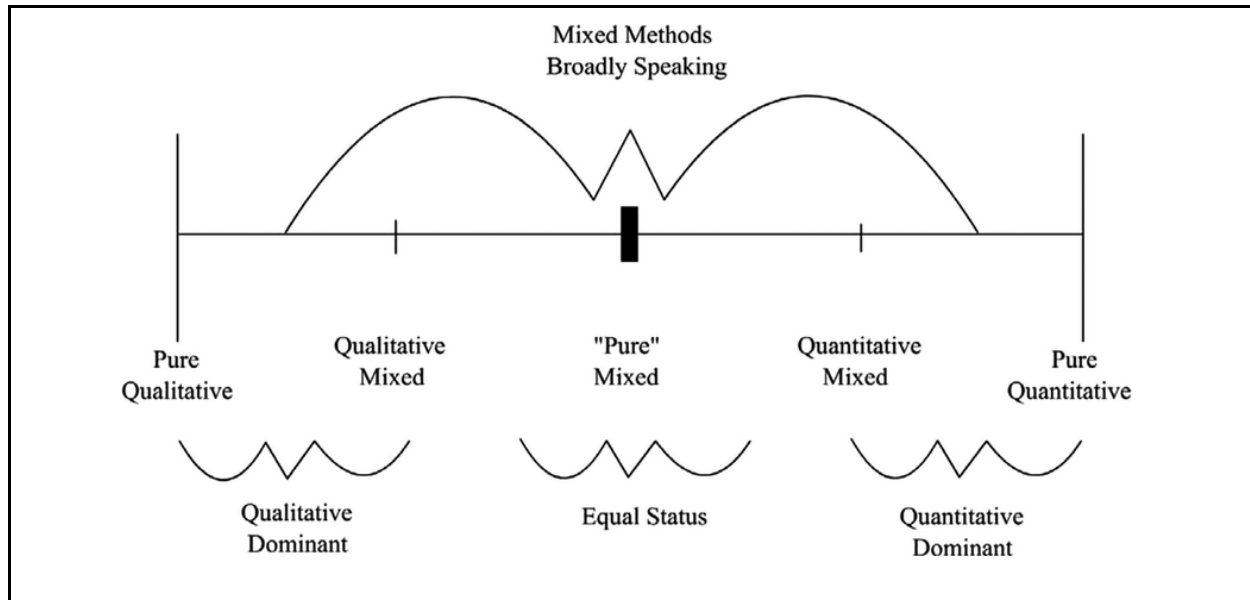
Study Design and Methodology

Table 2 *Data Applied to Research Questions*

| Research Question | Data Used to Answer Research Question |
|---|--|
| 1. What is the current state of giving at the college? <ol style="list-style-type: none"> A. By alumni? B. By student? C. By parents? D. By faculty? E. By Friends F. How does age affect donor giving? | 7 years of data on annual giving provided by the college including 41,136 donor gifts also known as the capital campaign |
| 2. What are the current advancement office fundraising practices? How do they incorporate donor motivation? How do these practices align with fundraising/advancement literature? | Interviews with 10 members of the development office coded for best practices |
| 3. How do the current development office roles and responsibilities support consistent giving? | Interviews with 10 members of the development office coded for roles and responsibilities |
| 4. What are student perspectives on key aspects of their college experience that impact donor giving? | College administered student survey data to understand student perceptions of relationships, sense of belonging, and inclusion |

Table 2, *Data Applied to Research Questions*, depicts how the data correlated with the research questions. This study utilized a mixed-methods approach for a holistic comprehension of the development office's current practices and outreach. The qualitative interviews were held in the summer of 2020. The quantitative data was collected and analyzed in the fall of 2020. The mixed-methods analysis took place in the fall of 2020 and the spring of 2021. To organize a successful study, we used a mixed approach of qualitative and quantitative information, as Johnson, Onwuegbuzie, and Turner described in their 2007 work *Towards a Definition of Mixed Method Research*. Johnson et al. (2007) maintain that mixed methods studies benefit from an "equal status" of qualitative and quantitative information, which is visualized below. Furthermore, their article introduced us to the idea of triangulation in research, which is reflected in our balance of qualitative data, quantitative data, and existing literature. Figure 5, *Mixed Methods Diagram*, illustrates how the application of the mixed-method approach was most beneficial in this study.

Figure 2 *Mixed Methods Diagram*



Note: (Johnson RB, Onwuegbuzie AJ, Turner LA.)

Data Collection

Qualitative Data

To ensure equitable interview protocols, all participants confirmed their willingness to participate via email, and we provided the approved IRB interview questions on May 28, 2020, to allow for early consideration. We informed each participant that the interview would last approximately 60 minutes and that our Zoom calls would be recorded with their permission. There was no compensation given for participation in the interview process; this may have limited the response rate of those willing to participate. The interviews and videos were anonymous, and their answers were kept confidential, even through transcription. Appendix C archives the *Qualitative Interview Questions* to guide the investigation, probing research

questions 1, 2, and 3. Figure 3, *Sampling of Qualitative Interview Questions*, illustrates some of the questions we used to conduct the interviews.

Figure 3 *Sampling of Qualitative Interview Questions*

1. What current practices are in place to foster relationships with donors?
2. What has influenced your success?
3. What has not proven to be effective?
4. How did you re-evaluate?
5. Would you describe the most successful capital campaign you have completed?
6. Do you feel relationships played a major role in the campaign?
Why/not?
7. What did you do differently that you feel made the campaign more successful?
8. What did you learn from that campaign that might shape your future campaigns?
9. How do you see the relationships adding value to funds not directly associated with the capital campaign?
10. Do you ever inquire why the donors chose to give or as to where they want the donation earmarked to go?

We arranged to spend two days on sight at our client's campus conducting additional shorter interviews but were forced to proceed with Zoom interviews. On June 8, 2020, we interviewed ten members of our client's staff. We intended to interview senior and junior members of the development team with both long and shorter tenures at the college; similarly,

we intended to interview members of the team who directly engaged in the process of acquiring funds from students, parents, alumni, and faculty.

We solicited twenty participants and received ten responses which we felt was a strong response rate in light of COVID-19. We executed convenience sampling, as the team members were provided to us, as they were easy to connect with for our interviews. Of those who did respond, the large majority have worked in fundraising their entire careers, some of whom have only worked at this particular college. The minority worked with alumni and current students, but all interviewed actively engage with all constituent pools on a regular basis. Since our original focus was the capital campaign, we were steered toward the individuals who conducted the actual acquiring of funds; marketing representation in our interviews was not as represented as we had originally hoped. This resulted in fewer interviews than expected but still resulted in quality data equating to a concentrated perspective from the fundraising focus in alumni relations. Directed questions, supported by the literature, were posed with an open and closed-ended response. The informal talks of roughly ten hours produced over one hundred ten pages of transcribed data and 58,567 words. This team of senior leaders served in fundraising roles individually from two to fifty-one years. The team members we talked with are made up of two women and eight men, all of whom are Caucasian. Three interviewees were alumni of our client college. Many interviewees brought perspectives from other divisions and organizations and had cumulative fundraising experience of over 200 years. This inclusive opportunity allowed for members of the fundraising process to share their experiences. We found it essential to let the respondent tell their own story on their terms; therefore, we executed open ends to the semi-structured surveys.

Attribute codes (as suggested by Saldana, 2009) were applied to all participants noting their demographic characteristics attached in Appendix D: *Attribute Codes*. Finally, magnitude codes were applied to respondents. The respondents reporting were 100% Caucasian, 80% male, with the median age of participants at 55. Roughly half of the respondents worked in fundraising in another college, while less than half worked in fields outside philanthropy. Additionally, the college website was examined as an artifact. Finally, the entire set of interviews were analyzed in R, with the 'syuzhet' package's NRC Emotion Lexicon, for sentiment/emotion analysis, displayed in Appendix E: *Interview Sentiment Analysis*.

Quantitative Data

The unrestricted interviews determined which data we requested from the institution. We were initially given two years of giving from the seven-year campaign. Upon investigation, we felt analyzing the entire seven-year history of the campaign would prove more valid in regard to donor motivation, constituency group participation, race, gender, etc. In order to answer our research questions, we analyzed historical giving data from our client, including metrics documenting 41,136 individual gifts (also known as the capital campaign) from the last seven years. These gifts represent \$140,563,070 total money raised, with the average contribution of \$3,344.34 (not including foundations, government, or estates); however, the college does not organize its donations by individuals when documenting total donations, which is how our data set was provided to us. Variables examined are constituent pools (alumni, parents, friends, faculty, students), race, gender, age, and student perspectives. These data sets provided ample information to answer the research questions and make detailed recommendations for improvement.

To examine the effectiveness of development practices, we examined two separate compilations of quantitative data. First examined were the total gifts provided by the college, which were sorted by size and the designated recipient, using ‘ggplot2’, ‘dplyr’, ‘plyr’, ‘stringr’, ‘tidyverse’, and ‘tidyr’ packages in R Studio. These packages allowed us to create visual plots within a data frame to visualize the giving data provided. We analyzed the gifts by date received, the amount given, by whom given (which included gender but also entity), gift designation, race, and age.

In order to answer research question 5, we wanted to examine student experience, as the literature suggests their experience is directly connected to their giving after college. Since we were not able to conduct a 2020 student survey due to COVID-19, we used what the college could provide. We did acquire a student survey published by the college in 2015. **Figure 4**, *Sampling of Student Experience Survey Questions*, depicts questions on the survey where students indicated their feelings toward their college experience via a Likert scale.

Figure 4 *Sampling of Student Experience Survey Questions*

1. The college hopes that students “feel at home and flourish” at the college. Your answers will help us evaluate this goal. Do you feel at home and able to flourish at the college?
2. There is a strong sense of community at the college.
3. Diversity is embraced at the college.
4. The social scene at the college supports student’s well-being.
5. First-year students only – residence life supported my transition to college.
6. The Resident Assistants made a positive impact on my experience in the residence halls this year.
7. There is a sense of community in my residence hall.
8. Please describe your overall impression of the quality of experience at the college.
9. Would you recommend the college to a prospective student?

Qualitative Analysis

Our qualitative analysis was processed in the following manner:

1. Collect the interview data.
2. Transcribe the data from Zoom audio files via Otter.
3. Transfer the Google doc into Excel.
4. Prepare and manually code the transcription in Excel. We sorted by best practices and roles and responsibilities. Manually, we noted differences and gaps between the two analyses.
5. Sort the data to determine themes.

6. Determine meaningful individuals quotes and findings from the data. The interviews provided nuances practice that quantitative data could not.
7. Compare the qualitative data with the quantitative data and compare against literature.

Quantitative Analysis

Regarding the giving metrics, our analysis was processed in the following manner:

1. Collect the data sets from the institution
2. Run the data analysis in R Studio. We compiled the giving records by the constituent pool, via the variables, to create visuals that are more easily read. These data plots within the data frame clarified where giving is strong, as well as where the college can improve.
3. Analyze the findings.
4. Collate the qualitative data with the quantitative data.

Regarding the student surveys, our analysis was processed in the following manner:

1. Collect the data sets from the institution
2. Run a projection analysis in Excel. A projection analysis forecasts predicted metrics given past findings. The results will include upper and lower bound projections. With this projection, we were able to estimate the students' perspectives regarding their sense of belonging and inclusive practices to determine if they could potentially be converted into donors.
3. Analyze the findings.
4. Triangulate the quantitative giving data with student data and literature.

We conducted a statistical analysis in R Studio to compare giving rates among constituency groups and studied donor percentages with amounts over the past seven years. Similarly, we compared giving records (engagement) with forecasted student experience findings, fundraising practices found in the interviews, and analyzed these findings against current literature to determine where there were complementarity, convergence, and divergence to make our recommendations.

Limitations

The convenience sample size of respondents was smaller than intended due to COVID-19; likewise, the development team was not in their natural work environment, as they were working from home. Their responses could be dissimilar from if they were asked in a “normal” year/ setting. Since the development team is relatively small, an interview could exclude pivotal information. We were not allowed to survey students due to COVID-19; we would like to have seen a cross triangulation of current students’ responses compared with the interviews and data sets provided. Due to these limitations, giving metrics and a previous student survey had to represent the students' engagement, and current student survey results were not possible.

Research Findings

Our qualitative analysis confirmed that our greatest asset and potential for success in philanthropy is relationship building, which steered us to find a framework built around collaboration. Engagement and relationships are imperative to philanthropic efforts, and finally, that inclusion and diversity are motivational when working in fundraising. All interviews noted passion for the college. Devika, Sunitha, and Ganech (2016) explain that sentiment analysis can uncover the collective sentiment of qualitative data. When these interviews were coded, the findings surrounding the ten interviews were largely *positive* and exhibited *trust*. Indistinguishable from this passion is each team member's desire to produce. There is a clear association between the amount of time the team member has worked at the college and their philanthropic successes therein. As the team members glean experiences, their relationships with

constituents deepen and the invaluable connection to the constituents is constructed, resulting in monetary gains for the college.

Research Question 1: What is the current state of giving at the college?

- A. By alumni?
- B. By student?
- C. By parents?
- D. By faculty?
- E. By friends?
- F. How does age affect donor giving?

Finding I: *There is a positive state of giving at the college.*

Finding I A. *The current state of giving at the college is strong, most notably since the institution recently completed the largest capital campaign in its history.* Over the past seven years, the campaign raised more than \$140 million in gifts and pledges, far surpassing the original goal of \$125 million. Campaign highlights include more than \$80 million for key campus improvements, \$15 million for endowed and annual student scholarships, and \$6.5 million in direct support for academic programs and faculty positions. We specifically examined individual years within the 7 years of the campaign. **Figure 5**, *Value of Donations by Year*, and **Figure 6**, *Total Donations by Year*, visualizes the gifts to the college by year. Particularly, it is important to note, that 2014 was a record year in gift value, as it was the second of two years of a quiet period for the campaign, where the college attempted to raise over \$40 million dollars. The public announcement of the campaign inspired more giving, and improvement over the fiscal year 2013, but then faded after two years of effort.

Within the positive state of giving at the college, 23.7% are first time donors, 10.4% of donors are consecutive donors; 7.0% gave for a third year, 4.2% for a fourth, 7.4% for a fifth, 6.4% for a sixth and finally 40.9% gave consecutively over the entire capital campaign. This loyalty of donors is a significant foundation for the success of the entire campaign.

Figure 5 *Value of Donations by Year*

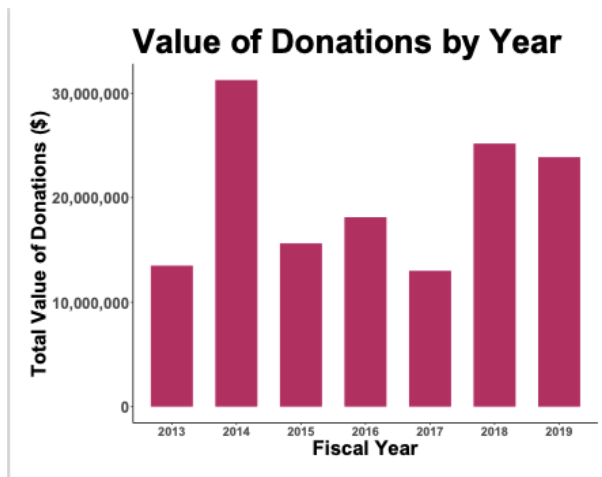
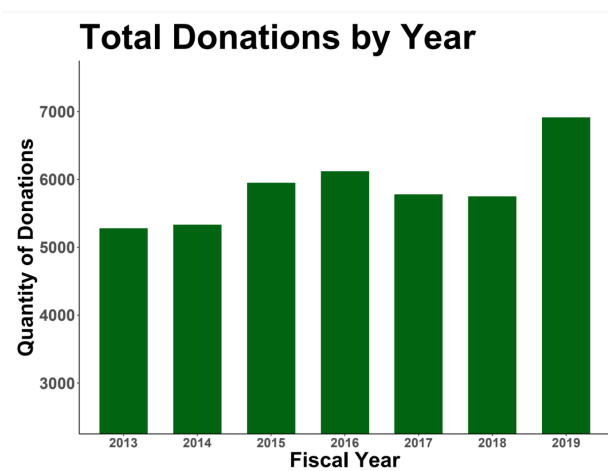


Figure 6 *Total Donations by Year*



Finding I B. *Frequent donors are alumni; larger gifts from older donors and friends of the college.*

Behind these successful totals convey strengths and weaknesses within our five constituents of our research question. Examining the data in **Table 3**, *Giving by Constituent Group*, reveals alumni support is the largest demographic in terms of dollars and number of gifts, which top \$50 million and 28 thousand gifts. This translates into a rate of participation ranging between 19 and 22 percent of alumni depending on the given year; broadly speaking, this is much lower than alumni in peer schools. The most impactful category would be friends of the

college, which average over \$14,000 per gift, but only have nearly 2,200 total gifts. The weakest performing group are students, who barely gave two thousand gifts, which annualize to less than 300 gifts per year, representing less than 20 percent participation for their respective constituents. Notably, these numbers are similar to alumni giving percentages.

Parents have a diverse spectrum of support, and a high average gift over \$5,500, but involves less than 10 percent participation of current parents. (The parent category is extended past the child’s graduation, for instance, we have multiple 95-year-old parent donors in our data). This parent data is somewhat surprising since such a high percentage of students require financial assistance, yet clearly, there are pockets of wealth in the student population.

Table 3 *Giving by Constituent Group*

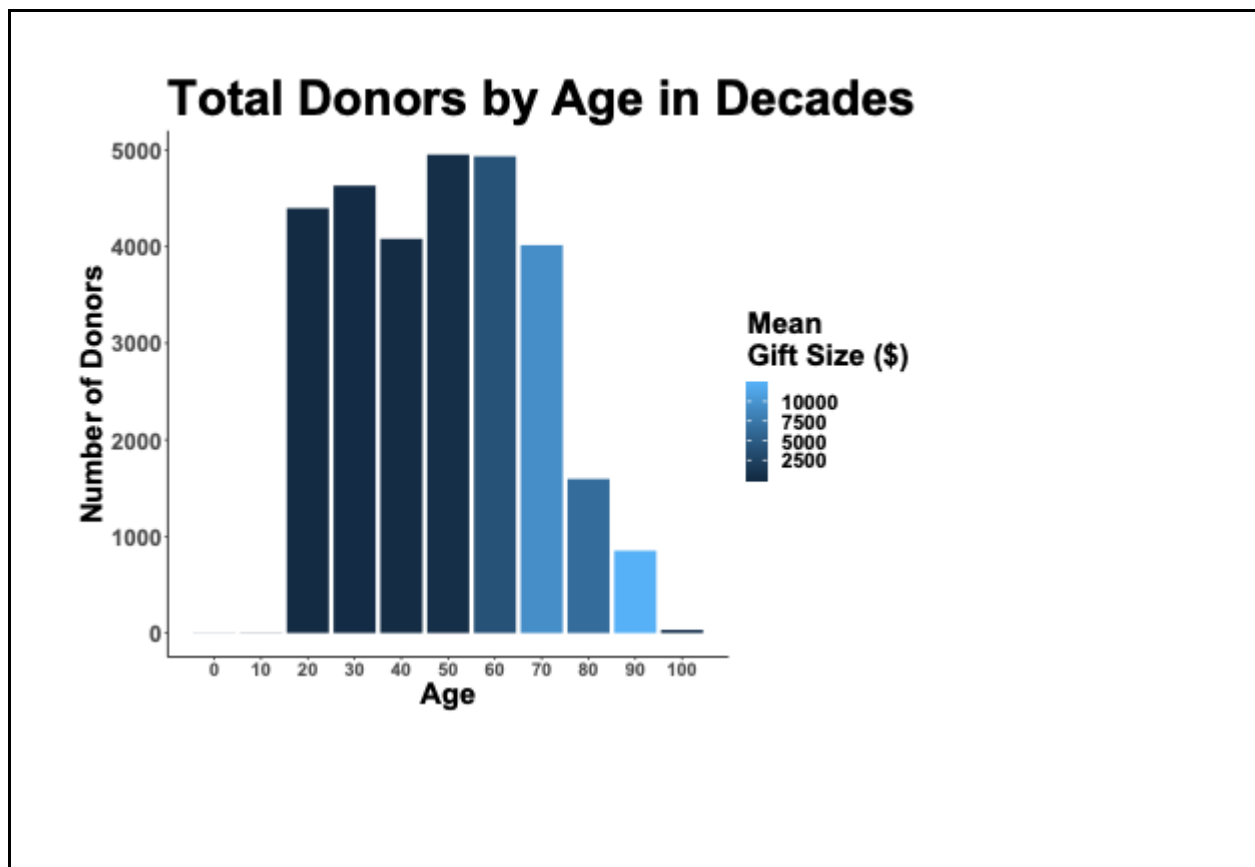
| 2013-2020 | Alumni | Student | Parent | Employee | Friend |
|---------------------|-----------------|-------------|-----------------|--------------|-----------------|
| Total Dollars Given | \$50,646,263.76 | \$11,262.05 | \$18,904,676.55 | \$543,237.17 | \$29,664,630.07 |
| Average Gift Amount | \$1,875.37 | \$6.57 | \$5,527.68 | \$206.48 | \$14,079.08 |
| Number of Gifts | 28030 | 2006 | 3576 | 2797 | 2184 |

Table 3, *Giving by Constituent Group*, explains, data analysis determined that the greatest factor of ability to make significant donations to the college is age. Of the ten largest gifts our client received, the average age is 78.3 years of age. This accounted for \$37,837,000. Of the one hundred largest gifts, the average age of the giver was 78.1 years and \$90,218,988.63 - the youngest of the top 100 was only 61 years old. The largest 300 gifts had an average age of 76.25 years and accumulated \$109,821,965.92. By counting 600 gifts the college nearly met its initial capital campaign goal by raising \$119,365,152.14 an average age of 76.1 years. [There

were only 64 estate gifts - between alumni, friends, and parents, to the college with the largest being \$1.2 million. The next largest was \$303,954, and there were thirteen gifts of \$100,000 or more. The average estate gift was \$70,961.23.]

This is a considerable window of time since graduating from college. Yet, these gifts by older donors comprise the vast majority of funds raised, and our client's fundraising and future are dependent on these major gifts, as depicted in **Figure 7**, *Total Donors by Age in Decades*. It is plausible that the decade of one's 70s can be crucial as that is when larger gifts are provided, and many supporters are still actively participating in giving. This slows down during later years, but the age bracket of the 90s had the most robust amount of dollar value per individual donor.

Figure 7 Total Donors by Age in Decades



Finding I C. Donors give money where they have interests.

As literature denotes, donors spend money where they have personal interests. There are many different opportunities to support the college, and donors take advantage of being able to give to unique programs. That said, the most commonly supported program is “the college fund,” which has received over 31,000 gifts, representing 75.5% of gifts, but represents less than 10% of total dollars. Specific buildings generated a good of support, but not a high number of donors. This implies more money is driven towards specific initiatives. Sports are a significant component of the college and 145 gifts were made towards restricted athletics use for nearly \$500,000. Beyond the restricted funds, many gifts were acquired to fund specific projects,

including 735 gifts towards a hockey rink renovation, accumulating \$2.35 million dollars.

Figure 8, *Fund Donations by Gender*, depicts which college programs were supported by genders over the course of the seven years. Similarly, **Figure 9**, *Fund Donations by Age in Decade*, depicts which college programs were supported by which age brackets over the course of the seven years. Both figures 8 and 9 have minimum thresholds of 25 gifts per designation for the sake of having a manageable number of items to review in these tables.

Figure 8 *Fund Donations by Gender*

| Designation | Total | Male | Female | Designation | Total | Male | Female |
|------------------------------------|-------|------|--------|----------------------------|-------|------|--------|
| AB Endowed Fund | 211 | 211 | 0 | Home Ice Advantage | 735 | 580 | 155 |
| Annual Student Aid - Scholarships | 188 | 102 | 86 | JC '78 Fund | 51 | 0 | 51 |
| Athletic Programs - Fan Club | 222 | 146 | 76 | JC & KC '80 Scholarship | 88 | 88 | 0 |
| Athletics 2650 Restricted Gifts | 145 | 91 | 54 | JEBH Scholarship | 390 | 202 | 188 |
| Athletics Travel Fund | 215 | 134 | 81 | Golf Program | 72 | 72 | 0 |
| Bequests - Documented Scholarships | 27 | 21 | 6 | LTC '79 Memorial Gifts | 85 | 34 | 51 |
| Building Hall Project | 56 | 38 | 18 | Library Materials | 27 | 9 | 18 |
| Campaign General Support | 25 | 17 | 8 | The Science Center | 408 | 224 | 184 |
| Career Development Program Support | 58 | 27 | 31 | MLS Program | 28 | 17 | 11 |
| CT Initiative | 48 | 0 | 48 | MLS Restricted Fund | 170 | 93 | 77 |
| Chemistry Innovation Fund | 26 | 17 | 9 | The M. Memorial | 27 | 11 | 16 |
| Class of '59 Scholarship | 25 | 18 | 7 | NM Endowed Fund | 143 | 88 | 55 |
| Class of 1968 Endowed Scholarship | 31 | 14 | 17 | PDH Spirit Fund | 51 | 29 | 22 |
| Class of 1968 Scholars | 84 | 33 | 51 | Physics Department | 26 | 20 | 6 |
| DM Computer Science | 72 | 72 | 0 | RAM '58 Annual Scholarship | 66 | 27 | 39 |
| Directed Operating Support | 57 | 31 | 26 | SG Prize Fund | 162 | 133 | 29 |
| DAS Annual Scholarship | 115 | 64 | 51 | Spike Initiative | 432 | 311 | 121 |
| Entrepreneurship Minor | 41 | 33 | 8 | Stentor | 47 | 9 | 38 |
| College Family Fund | 170 | 94 | 76 | Travel Grant Endowment | 86 | 51 | 35 |
| College PRIDE Annual Scholarship | 36 | 20 | 16 | Gift of Life Insurance | 84 | 84 | 0 |
| Handball | 262 | 55 | 207 | WMXM | 28 | 14 | 14 |

Figure 9 Fund Donations by Age in Decades

| Decade | Fund Designation | Quantity | Median S | Decade | Fund Designation | Quantity | Median S |
|--------|------------------------------|----------|----------|--------|-----------------------------------|----------|----------|
| 20 | Athletics Travel Fund | 55 | 16 | 50 | Spike Initiative | 269 | 100 |
| 20 | DAS Annual Scholarship | 40 | 10 | 50 | TG Gift of Life Insurance | 84 | 86.82 |
| 20 | Fund for the College | 4122 | 5 | 60 | Annual Student Aid - Scholarships | 29 | 30 |
| 30 | AB Endowed Funds | 26 | 22.935 | 60 | DM Computer Science | 72 | 500 |
| 30 | Athletics Travel Fund | 33 | 30 | 60 | Fund for the College | 3754 | 100 |
| 30 | Fund for the College | 4012 | 25 | 60 | Handball | 39 | 100 |
| 30 | Gifts in Kind | 33 | 1 | 60 | Home Ice Advantage | 149 | 175.8 |
| 30 | Handball | 38 | 100 | 60 | JC '78 Fund | 37 | 250 |
| 30 | Home Ice Advantage | 151 | 50 | 60 | JC & KC '80 Scholarship | 68 | 500 |
| 30 | Spike Initiative | 82 | 10 | 60 | The Science Center | 68 | 3489.315 |
| 40 | AB Endowed Funds | 185 | 50 | 60 | Spike Initiative | 300 | 100 |
| 40 | Fund for the College | 3067 | 30 | 70 | Annual Student Aid - Scholarships | 25 | 30 |
| 40 | GH Memorial Scholarship | 35 | 500 | 70 | Class of 1968 Scholars | 58 | 1000 |
| 40 | Gifts in Kind | 38 | 1 | 70 | Fund for the College | 3284 | 100 |
| 40 | Handball | 32 | 200 | 70 | Golf Program | 48 | 2500 |
| 40 | Home Ice Advantage | 119 | 50 | 70 | The Science Center | 73 | 23257.8 |
| 40 | JEBH Scholarship | 248 | 104.17 | 70 | MLS Restricted Fund | 29 | 100 |
| 40 | The Science Center | 42 | 100 | 70 | Spike Initiative | 129 | 100 |
| 40 | Spike Initiative | 122 | 50 | 80 | Fund for the College | 1208 | 100 |
| 50 | Athletic Programs - Fan Club | 37 | 350 | 80 | The Science Center | 33 | 2000 |
| 50 | Fund for the College | 3987 | 100 | 80 | MLS Restricted Fund | 39 | 100 |
| 50 | Gifts in Kind | 25 | 1 | 80 | Spike Initiative | 26 | 200 |
| 50 | Handball | 40 | 250 | 90 | Fund for the College | 652 | 100 |
| 50 | Home Ice Advantage | 128 | 108.7 | 90 | The Science Center | 29 | 26377.5 |
| 50 | MLS Restricted Fund | 49 | 10 | 100 | Fund for the College | 31 | 135 |

Finding II: The current demographic makeup of the development office does not reflect the student body and faculty population.

It was immediately apparent in the interviews a lack of acknowledgment that the team is predominantly white and male. Similarly, in the interviews the large majority did not acknowledge the need for inclusive practice, only noting women or diversity minimally. Our client’s development, marketing, and communications offices consist only of white employees. Yet, the 2019-2020 school year data indicates a student population of 55% white students; there were 877 women (58%) and 640 men (42%) enrolled, as shown below in **Table 4**.

Table 4 Student Demographics Table

| | Degree-Seeking First-Time First Year | Degree-Seeking Undergraduates (include first-time first-year) |
|---|--------------------------------------|---|
| Nonresident aliens | 51 | 171 |
| Hispanic/Latino | 69 | 220 |
| Black or African American, non-Hispanic | 18 | 70 |
| White, non-Hispanic | 199 | 847 |
| American Indian or Alaska Native, non-Hispanic | 1 | 5 |
| Asian, non-Hispanic | 13 | 75 |
| Native Hawaiian or other Pacific Islander, non-Hispanic | 1 | 4 |
| Two or more races, non-Hispanic | 17 | 59 |
| Race and/or ethnicity unknown | 10 | 76 |
| TOTAL | 379 | 1,527 |

Tables 5 Gifts by Race and Table 6 Race of Students

Gifts by Race

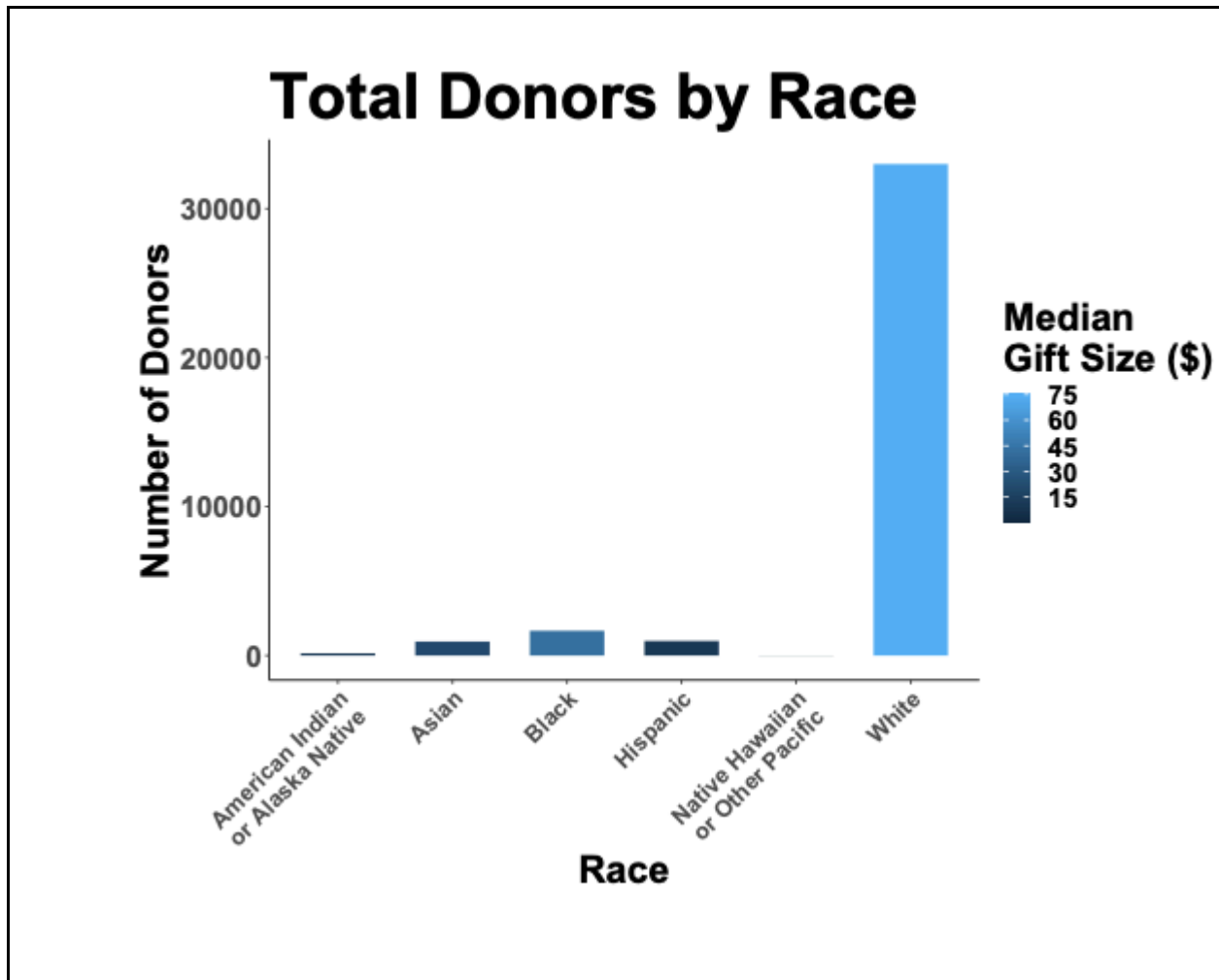
| White | Black | Hispanic | Native American | Native Hawaiian | Asian |
|--------|-------|----------|-----------------|-----------------|-------|
| 32988 | 1661 | 977 | 148 | 11 | 868 |
| 90.01% | 4.53% | 2.67% | 0.40% | 0.03% | 4.91% |

Current Student Demographics

| White | Black | Hispanic | Native American | Native Hawaiian | Asian | Two or more races | Non-resident alien | Race Unknown |
|--------|-------|----------|-----------------|-----------------|-------|-------------------|--------------------|--------------|
| 847 | 70 | 220 | 5 | 4 | 75 | 59 | 171 | 76 |
| 55.47% | 4.58% | 14.41% | 0.33% | 0.26% | 4.91% | 3.86% | 11.20% | 4.98% |

As seen in **Tables 5 & 6, Gifts by Race and Race of Students**, when examining the quantitative data of giving by race, the dominance of white donors is immediately apparent as seen below, where white gifts comprise 90% of gifts made. The median white gift was \$75, Native Hawaiian \$1, Black \$41.70, Hispanic \$10, American Indian \$10. **Figure 10, Total Donors by Race**, illustrates the disconnect of giving by diverse constituents.

Figure 10 Total Donors by Race



The faculty composition is homogenous yet is slightly more diverse than the town where the institution is located. 17% of the faculty represent minorities, whereas the city is 85% white.

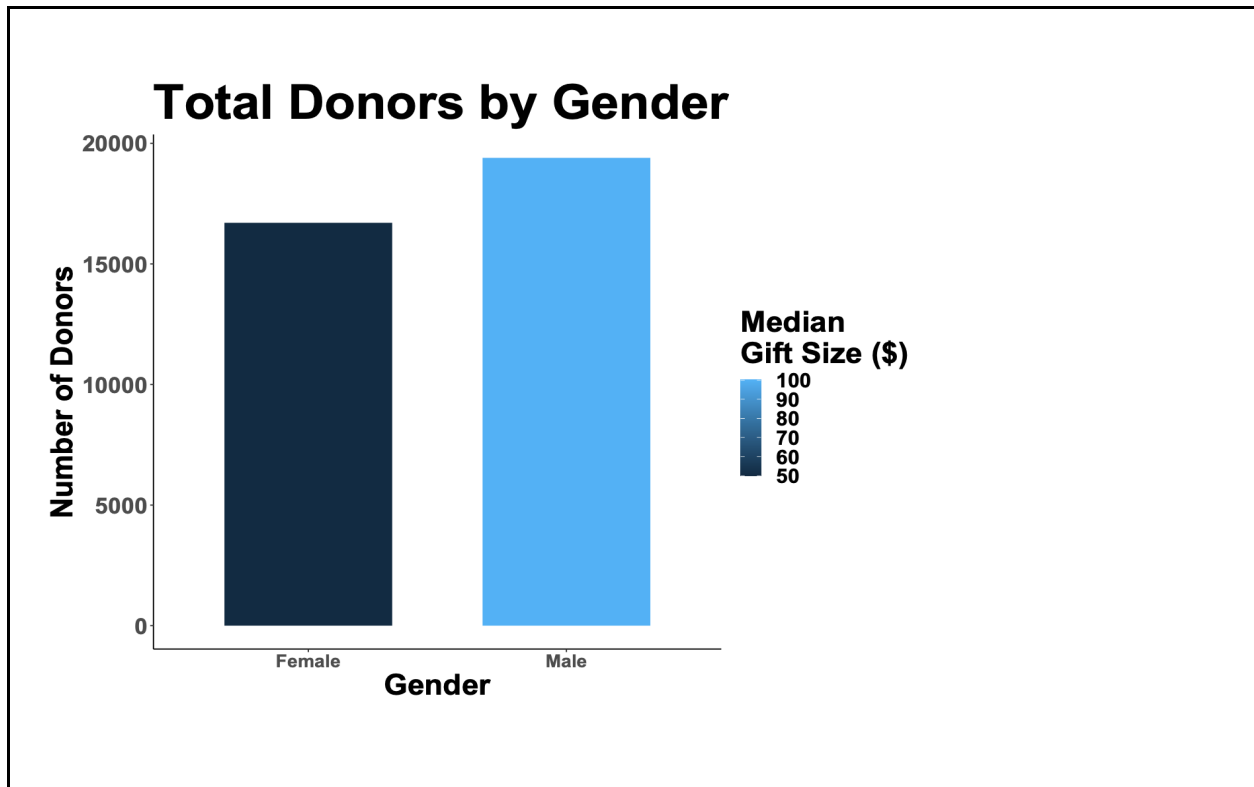
Table 5, *Faculty Demographics Table*, provides additional information regarding the faculty population.

Table 5 *Faculty Demographics Table*

| | Full-Time | Part-Time | Total |
|--|-----------|-----------|-------|
| a) Total number of instructional faculty | 101 | 80 | 181 |
| b) Total number who are members of minority groups | 17 | 9 | 26 |
| c) Total number who are women | 48 | 47 | 95 |
| d) Total number who are men | 53 | 33 | 86 |
| e) Total number who are nonresident aliens (international) | 5 | 0 | 5 |
| f) Total number with doctorate, or other terminal degree | 97 | 30 | 127 |

Immediately apparent in the interviews was the lack of acknowledgment that the team is predominantly white and male. Similarly, in the interviews the large majority did not acknowledge the need for inclusive practice, only noting women or diversity minimally. To our knowledge, gift information had not been previously organized by race, gender, and age in a collective analysis. Figure 9, *Total Donors by Gender*, depicts the giving totals by gender.

Figure 11 *Total Donors by Gender*



To our knowledge, gift information had not been previously organized by race, gender, and age, in a pooled analysis. **Figure 11**, *Total Donors by Gender*, depicts the giving totals by gender. There were 17,635 gifts made by females with an average gift of \$1,449.21 and a median gift size of 50 dollars. There were 19,399 gifts made by males with an average gift of \$3,286.59 and a median gift size of 100 dollars. Even though men make larger gifts, the current composition of the student body and faculty warrants considering a more balanced team based on gender. Yet, the major determination when organizing the data by the entity was the extreme

size of gifts by foundations, corporations, and government agencies. This constituency had a much larger amount given with a median of \$1,000, but only 131 gifts with an average of \$50,324.47 showing how some of the largest gifts in the seven years we examined came from these organizations.

Research Question 2: What are the current advancement office fundraising practices? How do they incorporate donor motivation? How do these practices align with fundraising/advancement literature?

Finding II B: There is evidence of the development team using best practices noted in literature via the Participation Framework, with noteworthy room for improvement to increase donor giving.

The data indicated that the development team uses several best practices from the literature; for example, they utilize school traditions and experience. One participant said, “Financial success comes down to nuances.” One participant works part-time and dedicated his efforts specifically for homecoming, reunions, and other events to foster this experience. The intentional planning to foster tradition and create a profound student experience is imperative to success. A majority of participants interviewed indicate that this is a priority for the advancement office, which is reflected in quantitative findings as well. This is documented by gift designation to particular physical projects, programs, and current student activities. Literature also confirms that student experience, particularly in the classroom correlates with future donations.

The data indicated that a minority of participants described using storytelling to increase donor connection. Those who did describe sharing stories about how gifts would

come during times of peril and stress, and matching donor interest to student need. Additionally, often the stronger relationships allow for the donors to share their stories and vision about what the college was to them, or how they could improve by making financial contributions to its current mission.

The college uses video pleas for anyone to share their stories for giving. This includes students, professors, coaches, alumni, and fundraising staff members. This opportunity allows all voices to be heard and can provide a greater likelihood of connection for potential donors.

Data findings indicate that unanimously, the team does cultivate relationships with a variety of constituents. All participants interviewed utilized relationships to foster donor motivation. Participants described meeting alumni for coffee, meals, family events ranging from weddings, funerals, graduations, but also keeping connected over the phone, email, texts, and in the past year Zoom.

The qualitative interviews clarified the importance of relationships in philanthropy; strategically allowing donors to feel appreciated is a bedrock of these relationships. One participant noted, “You can touch people in a good way by making them feel special, actually giving them a little value add on top of just the lecture that they feel limited. It’s really taking care of your best prospects and kind of very, very specific and intentional way.” Drezner (2016) suggests that development teams practice methods of contact that are culturally respectful. As documented in the interviews, “...we often have discussions about how to restore people and how to cultivate people, what type of events might be interesting to people? What can we do to keep people bringing people closer to the college?... We meet as a group on a monthly basis, and we have discussions about plans and goals and how we might achieve things.” Consistency in engagement is not uncomplicated or accelerated. One participant noted,

“

“Development teams are forced to pivot annually based on what is happening economically in our country.”

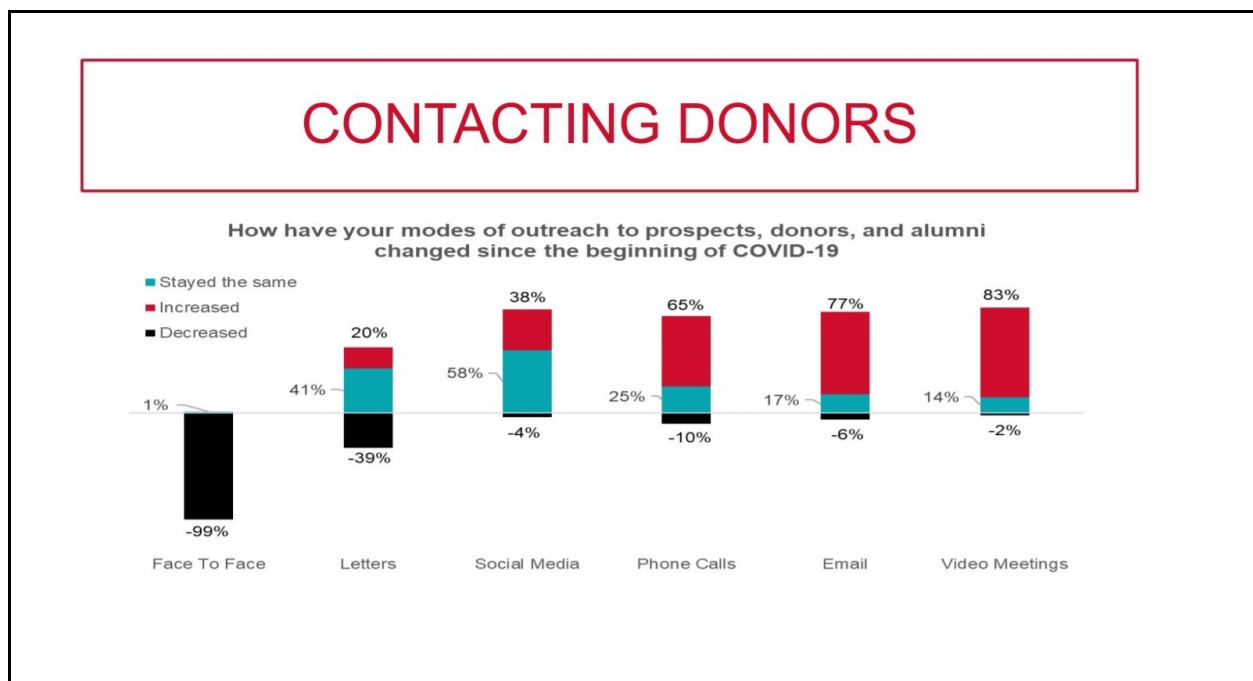
“...It takes time. It takes patience, and it takes relationship building. And, you know, relationship building is an I'm not using it as a catchphrase. I'm talking about building relationships with someone building trust, building a friendship, building an understanding of each other. So that the donor trusts the gift officer and the gift officer understands what the donor wants to do. And then you can really match donors' goals with the aims of an institution, but it takes time to develop those relationships.”

The data and literature point to the need to hold one on one meetings and match donor interests with the needs of the college in the relationship-building process. He went on to say that how one leads is very, very important, as the team is “building a culture.”

Data indicates the team does vary communication strategies to align with each generation. Looking across the participants interviewed, the way the advancement office engages constituents varies depending on their age. For example, communication practices to engage younger stakeholders includes Snapchat and Instagram, while communication to older stakeholders emphasizes personal phone calls and visits. More colleges and universities utilize relational marketing to peak to relational building with and without money tied to the effort (Martin et al, 2015). One participant spoke to “...watching numbers in engagement efforts, then pivoting to create events for young alums”. The interviews revealed mass communication is not effective, but all communication with constituents keeps the connection alive.

Data indicate that the team does adapt and adjust advancement strategies to align with the current climate. There is evidence of the advancement office pivoting to reflect the current climate related to COVID. The majority of the interviews used the word pivot when describing their work. Participants described shifting large amounts of communication to online efforts, as aligned with a national practice. Five years ago, the team cut their phone program, which cost \$130,000 per year; they outsourced the calls and saved \$80,000 per year. One team member noted, “Texting is a game-changer!” This outsourcing freed this money to use in other avenues. **Figure 12, *Contacting Donors***, found in literature, serves as evidence of how altering the means of reaching potential donors has changed since the pandemic occurred.

Figure 12 *Contacting Donors*



Note: (Almabase.com, 2020)

There is limited evidence of an effort to address the current climate related to diversity, equity, and inclusion. A minority of participants described efforts to increase engagement with female constituents, but there was no mention of efforts to increase the racial diversity of donors.

There is evidence the *team fosters relationships through personalization*. The President sets the tone of the college, and even though we did not meet him, his leadership role in generating fundraising dollars was unmistakable. The development team noted, ..."[the] best fundraising practices and I don't think you can have a really maximum campaign without having a president or campaign leadership that's very got a very, very intimate relationship with the donors and faculty." Literature confirms the significance of a college President's relationship with not only donors but faculty, as "College and university presidents depend on the professoriate to advance their agenda" (Fleming, 2010). This dependence was evident between the President and the development office to successfully connect with donors. One interviewee with direct access to the President, notes, "We recognize that group and they get specific communication like extra communication throughout hearing from senior staff and the president." This availability, along with personalization, is a keystone for building relationships for the college and its donors.

Along with the college President, many of the development staff are dedicated to deeply knowing their donors by connecting in person. Three interviewees stated they are expected to have over 125 one-on-one meetings per year with major gift donors to the college. As one member states, "I can do all the research in the world, but he might learn more in 15 minutes by sitting down with that person that I can learn in 15 hours of research. Having a conversation with someone is about a million times more revealing." Hence, the high number of personal

visits made by three of the officers. This significant amount of face time allows more deeply forged relationships, consistency in community, and the potential for greater donations raised.

The data also indicates the team utilizes events. Events allow for in-person engagement and are a vital way to build relationships. Our quantitative data reveals that our client is actively hosting opportunities for those connected to the college to deepen affiliations by hosting twenty-one separate events on a single day to support the institution financially. The qualitative data confirms that the college is looking to expand upon how these events attract participation. As documented in the interviews,

“...we often have discussions about how to restore people and how to cultivate people, what type of events might be interesting to people? What can we do to keep people bringing people closer to the college?... We meet as a group on a monthly basis, and we have discussions about plans and goals and how we might achieve things.”

The interviews point to a dedicated team who use best practices and pivot, as needed, to make the most of their fundraising efforts. Participants recognized that engagement leads to gifts.

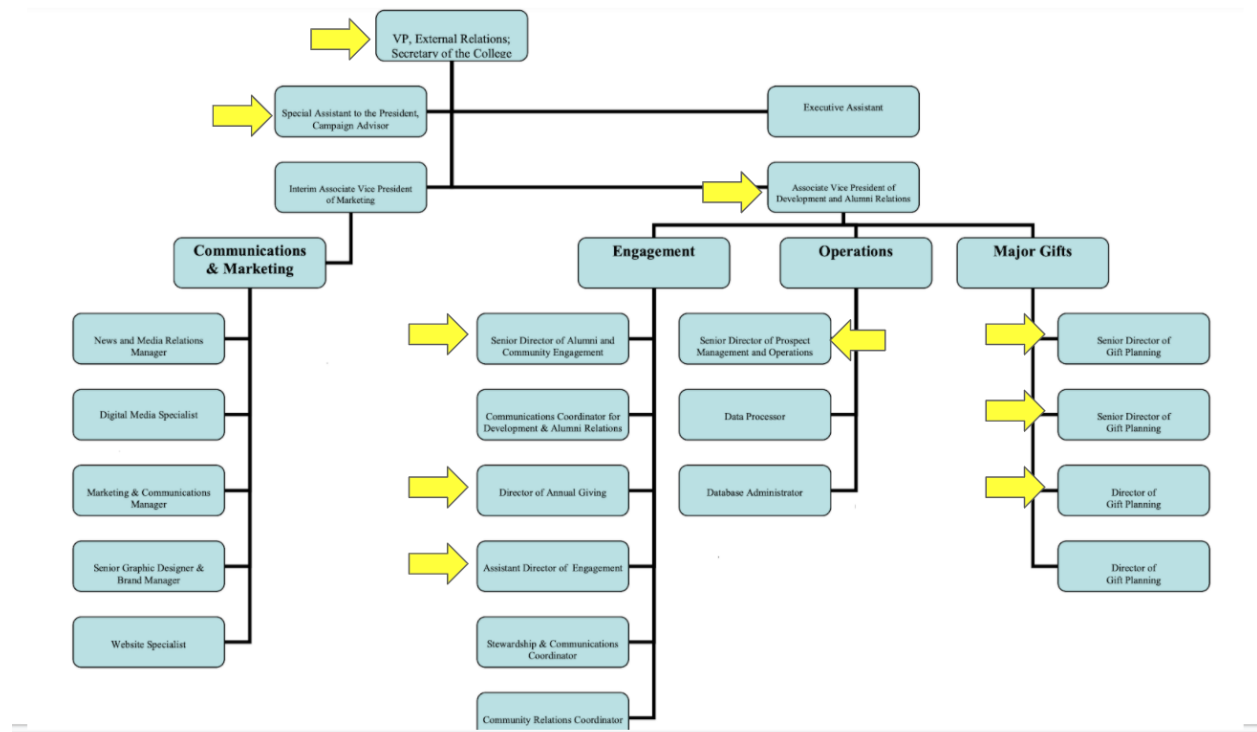
Research Question III: How do the current development office roles and responsibilities support consistent giving?

Finding III: *The team structure and tenure enhances performance.*

Figure 13, *Development Team Organizational Chart*, depicts the structure of the development team. This chart helps understand our client’s uniquely small set of resources when it comes to development. An interviewee boasted, “I would say we do more (as a development office) with

less than probably most 99% of colleges in the country.” One peer college in the ACM, has over 36 staff members, compared to our client’s 23. The arrows indicate who we interviewed.

Figure 13 *Development Team Organizational Chart*



The structure of the team clearly defines a leader, yet there is evidence of teamwork balanced with autonomy. The qualitative interviews established the importance of relationships amongst teammates in philanthropy as the foundation of all successful efforts. A senior team member explained the office composition played a key role in their success, noting the longevity of a few employees. “There is no substitute for experience. You cannot underestimate the consistency of relationship management. We are building a system.” Further, one member of the team

explained, “...it is easier to work with the challenges of the donor than internal challenges.” The roles and relationships in the office foster or hinder success. He further explained that “projects limit income” and “politics close doors.” Each role comes with clearly defined responsibilities. Within these roles, one participant noted that they look to build allegiance within the department and college.

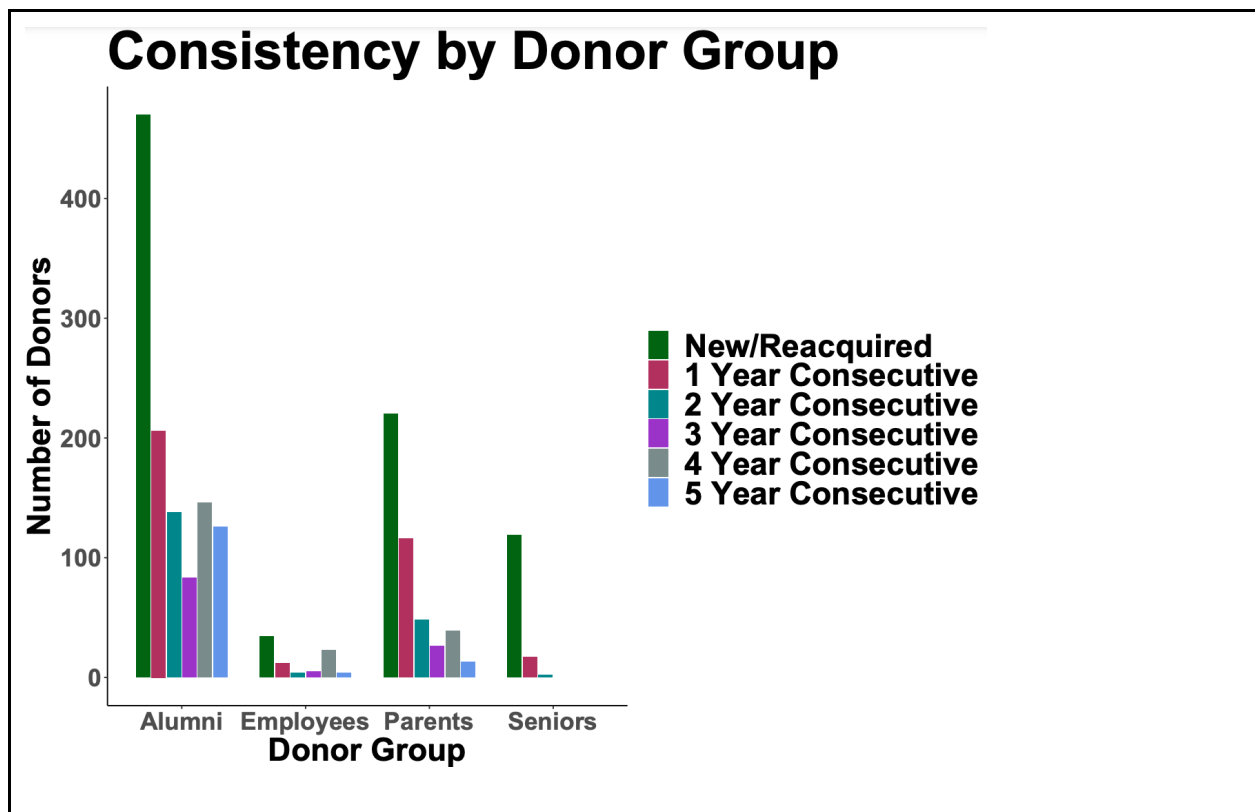
According to our interviews, for every new meeting conducted by a major gift officer or the college President, there will be a one to a two-page summary prepared, beforehand, about the potential donor, which is based upon a report from the client relationship management program, *Slate*. *Slate* allows the team to see up-to-date information on constituents in the database. Although each of their roles is uniquely focused, they complement each other well. Another team member noted the importance of representing a whole institution, rather than their office alone. One senior team member noted, “Hire really good people who fit the culture, think big picture, give them all the tools you can, and let them go! Trust them to work within their roles.”

Tenure was a critical theme emergent in the qualitative data and the large majority of the team discussed the necessity of time for accomplishing fundraising goals, and the process of fundraising includes many unsuccessful attempts. Relationships with donors require considerable time and patience. One interview revealed a gift officer’s “history with the college that goes back 50 years.” He was not the only employee with such an extensive amount of time, as three other employees have each worked at the college over 35 years, and another over 20 years. During these many years of serving the college, there were many challenges and shortcomings.

Additionally, cultivating and maintaining this relationship for fifty-plus years is complicated and exhausting, which was articulated in nearly every interview. Three different

interviews particularly described that persistence is needed in their work. Persistence in converting new donors illustrates the challenge and significant decline from new donors to repeat donors, which is true across all donor constituencies. Persistence and patience are essential when looking at our data of who provides the largest gifts to our client. **Figure 14, Consistency by Donor Group**, illustrates the loss of repeat donors in every constituent group.

Figure 14 Consistency by Donor Group



Across the nation, alumni giving is on the rise but the percentage of alumni who give is on the decline; similarly, 18% of alumni in private colleges and universities give back (Hanover, 2018). This finding across the nation is not due to a lack of efforts from this development team. Hanover (2018) explains the attrition in donors is due to a plethora of reasons including student debt, recession, tax laws, and competition for philanthropy. This challenge of converting first-

time donors is not the only hardship facing the development team. A principal gift officer with over 40 years of experience stated, "...you know, when you go in, you're going to be rejected, theoretically, seven out of ten times or eight out of ten times. But after a while, you learn that if you focus on the right people..." Another gift officer noted "asking fourteen times before you get the gift!" An interviewee stated the following in regard to a donor's participation, someone does not, "not give for four years and then get a \$50,000 gift." This theme of perseverance and callous nature needs balance with grace, or as an officer said, "It takes time, it takes patience, and it takes relationship building." Persistence is also required when working with donors over the course of their lifetimes. As our first finding revealed, age proves to be a critical factor when it comes to significant gifts for the college.

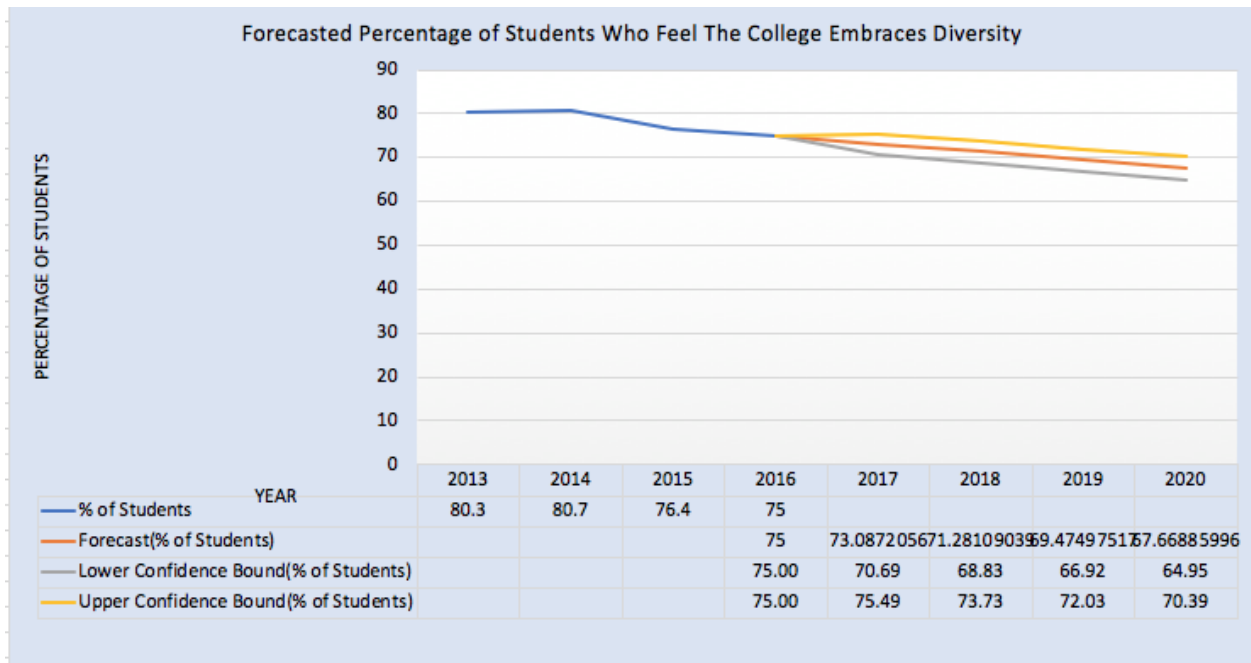
Research Question 4. What are student perspectives on key aspects of their college experience that impact donor giving?

Finding IV: Student experiences are positive.

The most noteworthy finding from the student survey data provided from 2012-2015 communicates a positive student experience. Of the 1381 respondents, 69% of students felt their advisor established a relational connection. 70.4% of students feel "at home" at the college. 55% of students feel there is a strong sense of community. Finally, 75% of students agreed that diversity is embraced, which was down from 76.4 in 2014, 80.7 in 2013, and 80.3 in 2012. Although there is a five-year gap, these findings indicate that inclusive practice is important and intentional efforts should be considered within building connections and planning engagement at the college. **Figure 15** *Forecasted Percentage of Students Who Feel the College Embraces*

Diversity depicts the need to intentionally practice inclusive engagement. Engagement practices can be improved among all constituent groups to bring more financial success.

Figure 15 Forecasted Percentage of Students Who Feel the College Embraces Diversity



The development work is aligned with the college mission, attached to Appendix F: *The College Mission*. Our client aims to bridge intimate class-settings to a global urban community. The daily experience of learning is enhanced by faculty-student relationships. The students are direct recipients of the scholarships provided by these development efforts. The large majority of the participants spoke to the impotence of watching student engagement as a predictor for success. Our project’s ultimate stakeholders directly benefit from the generosity of others and in time, become the donors who create these same opportunities for future students. It is these classrooms, college, and community relationships that solidify the *connection* to the college.

Recommendations

Recommendation I: *Diversify the development team.*

There are several important findings that taken together indicate a need to focus on diversity, equity, and inclusion. Given the fact that the student and alumni population are diverse, and the faculty population is diverse, it is concerning that the demographics of donors do not align with the demographics of the total constituent population. In addition, the demographics of the advancement office are not diverse. We recommend that the advancement office begins a diversity, equity, and inclusion initiative. Aspects of this initiative could include hiring a more diverse staff, specifically engaging diverse stakeholders to better understand their experiences.

Diversifying the development office to aspire for equal representation within the college will encourage maximum growth. McKinsey & Company (2017) explain, "Companies in the top-quartile for gender diversity on their executive teams were 21% more likely to have above-average profitability than companies in the fourth quartile. For ethnic/cultural diversity, top-quartile companies were 33% more likely to outperform on profitability (p.116)." The physical location of the college, current literature, and the student population support the need for a team more representative of the student body demographic. None of the interviews noted a need for diversity on the team, yet much literature suggests it is a best practice. Organizations should consider using inclusion as an enhancement to business strategy (Taylor, 2019). For the team to speak to a broad constituency, they need to first be diverse, themselves. Drezner (2016)

determined there is a vast need for more research surrounding marginalized philanthropy and acknowledges many other researchers who confirm donor motivation among populations of color vary from donor motivations among white communities (Berry & Chao, 2001; Campoamor, Diaz, & Ramos, 1999; Chao, 1999, 2001, 2002/2008; Cortés, 1999; Drezner, 2008, 2009, 2011; Gasman & Anderson-Thompkins, 2003; Gasman, Drezner, Epstein, Freeman, & Avery, 2011; Kasper, Ramos, & Walker, 2004; Ramos, 1999; Ramos & Kasper, 2000; RivasVásquez, 1999; Tsunoda, 2011).

Recommendation II: *Showcase the institution’s identity in all fundraising efforts.*

The development team should aspire for a clearer alignment between the institution’s mission statement and the strategic plans to determine where the philanthropic funds are spent to bring more people together to allow for positive change and growth within the college. Both literature and the *Participation Framework* suggest that aligning philanthropic efforts and the interests of all constituents will best serve the college community.

Our client’s identity and mission are currently deeply connected to empowering students from diverse financial backgrounds and thus might not understand the importance of giving back to charitable organizations. Yet, when visiting this college and town, it is not perceivable that financial hardship exists due to the area’s extreme wealth, which can mask the real identity of who the college currently serves. “Students differ in

“
[We] should be
prepared to
represent the
institution as an
institution, instead
of a division.”

DEVELOPMENT OFFICER

their overall levels and preferences for civic engagement related to gender, academic ability, religious involvement, high school leadership experiences and major” (Weerts & Cabrera, 2018, p.12). By acknowledging the mission to enhance the lives of a diverse set of students, the office can speak to a broader constituency. Table 7, *Schedule of Scholarships and Grants*, depicts the immense generosity given to students in the form of scholarships from the college annually.

Table 7 *Schedule of Scholarships and Grants*

| | Need-based \$ (Include non-need-based aid used to meet need.) | Non-need-based \$ (Exclude non-need-based aid used to meet need.) |
|---|---|---|
| Scholarships/Grants | | |
| Federal | \$3,103,332 | \$0 |
| State (i.e., all states, not only the state in which your institution is located) | \$2,202,038 | \$0 |
| Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below). | \$35,856,998 | \$9,527,225 |
| Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college | \$1,635,984 | \$522,630 |
| Total Scholarships/Grants | \$42,798,352 | \$10,049,855 |

Recommendation III: Consider social change giving.

The studies of Morton, 1995; Bringle, Hatcher, & McIntosh, 2006; Moely & Miron, 2005; Kahne, Westheimer, & Rogers, 2000; Moely, Furco & Reed, 2008, all suggest that students give based on their practice towards charity and social change (Weerts & Cabrera, 2018). Drezner (2011) argues for the need to listen to donor desires where to spend the funds raised. Another step for improvement is ongoing; literature and this research project denote that best practice often surveys constituents, analyzes feedback, and measures the number of donors,

diversity of constituents actively responding, growth of the college, and outreach within the community. Similarly, best practice applies annual donor data to make strategic plans for spending; constantly re-evaluate inclusive philanthropic practices at the college, always remembering trust and tradition are key. Likewise, these relational practices and strategic thinking will allow the college to leverage itself within the community more deliberately. Finally, internal data is vital to consider when making future gift requests. It is important to acknowledge past generosity and to aspire for true connection within a relationship, not based on simply seeking additional funds (Kelly, 2001).

Kraeger and Robichau (2017) describe the need to balance private philanthropy for the common good. As funds are spent on the community, best practice would celebrate the improvements and invite all constituencies to participate therein. Caboni (2010) argues that all impacts of giving should enhance the lives of those in the organization as well as the lives of the donors (p.341). These opportunities also allow for generations of donors to share stories of their connection to the college, further establishing support and bolstering passion for the college. Caboni (2010) determined that donor practices are normative and more times than not, patterns of giving are repeated when the relationship is nurtured. As major gifts make improvements on campus, a best practice invites the donors to celebrate the opening of the additional amenity. Gorczyca and Hartman (2017) suggest that donors who give to specific needs do so by intrinsic motivation. However, the larger population is motivated by positive change and improvements that can be seen. Donors will spend money where they can see the impact. Drezner (2016) argues that there is a new field of donors who want to undo injustice through philanthropic efforts. These donors are referred to as impact donors.

Recommendation IV: Institute a *generational stewardship mentor program*.

Data suggests the largest dollar gifts received by the college came from older donors, but we also recognize a dip in giving during the middle of their careers, which we recommend a *Stewardship Program* for middle age alumni to bond with the college and community. Clearly, if a person cares enough to give a substantial amount of money to the college, they would want others to do so long after they are gone. Furthermore, younger donors' lives are filled with more obligations and must be coached and mentored to make major donations as they are able. Instilling the seeds of philanthropy from donor to donor can forge an organic connection that a development officer might not be able to do. A development officer may not know what it feels like to give \$100,000, \$500,000, or more, but this shared understanding of the power of philanthropy can bond and motivate a partnership toward giving. Finally, this partnership will honor the potential donor by associating them with influential and significant community members.

Recommendation V: *Establish a student philanthropy training program*.

As we found, our client's current student population might not have the financial resources to engage in philanthropy. Similarly, the rates of giving from students are low, especially compared against other small liberal arts colleges with intimate communities. The opportunity to connect with students only becomes more difficult once students graduate. By creating awareness of the importance of giving, the college will increase the likelihood of success. For instance, the University of Michigan has an internship program that provides pay

and course credit for students, and these students will be the trainers and leaders for their classes giving back to the institution. Michigan has accumulated \$5 billion dollars in its last capital campaign and 398,000 donations (Jordan, 2019). Of course, this is a different size institution but has a proven track record of immense success. Intentional planning to foster repeat donations is necessary. The interviews expressed the immense amount of time it takes for a donor to become a repeat or major donor; the attrition of first-time donors is high and leaves much valuable money untouched. Building a culture of student philanthropy will serve the college well for generations to come.

Conclusion

Philanthropic practices for sustainability are not only a problem for our client but thousands of smaller colleges and universities. Our client is particularly more vulnerable; recently among higher education sectors, “the largest percentage decrease was at private for-profit four-year institutions, which shrunk by 15,711 students or 2.1%” (Nietzel, 2019, p.3). Compounding the issue at hand is that the population of young adults in the traditional age bracket of attending college is shrinking. This is even disproportionately occurring in the Midwest, where our client more likely draws applicants. As noted in the college’s strategic plan, the team should utilize strategic marketing to amplify inclusion.

The field of philanthropy is heavily impacted by how directly connected donors feel both in communities and organizations. By considering this project as a means for best practice with diversity at the forefront for philanthropic practices, individuals both within the college and local community will benefit from inclusive development efforts for decades to come. With the goal of sustainability through inclusion, student success, institutional stability, and community growth

through university philanthropy, higher education policy should empower development offices to represent their student body and constituent base equally. Development offices should question their own biases in their philanthropic work and challenge their prior practices to execute dynamic change and cultivate equity in their work. Through inclusive practices, the higher education organization will sustain financial dividends for generations to come. Further and equally as important, the student body can broaden in enrollment; hence the alumni base will grow, cyclically resulting in funding that can improve the college.

Although silent, these significant inclusive efforts are measurable and will foster scalable systematic change. Leaders should mirror the student body composition and seek iterative feedback from all constituents. By the college placing various pillar leaders on campus and in the community, the relationships expand exponentially. The potential for resource maximization and growth potential is immense if leaders listen and rethink their practices; these contributions can be carefully spent to represent the marginalized voices within the student body. This remodeling of planning and practices will allow for more partnerships and relationships to form by embracing small identities to refine engagement. When a sense of belonging is entrenched in all students and alumni, philanthropic growth will come naturally. Increased funding has the power to enhance the campus and bolster local and national support, as well as noteworthy recognition for the college.

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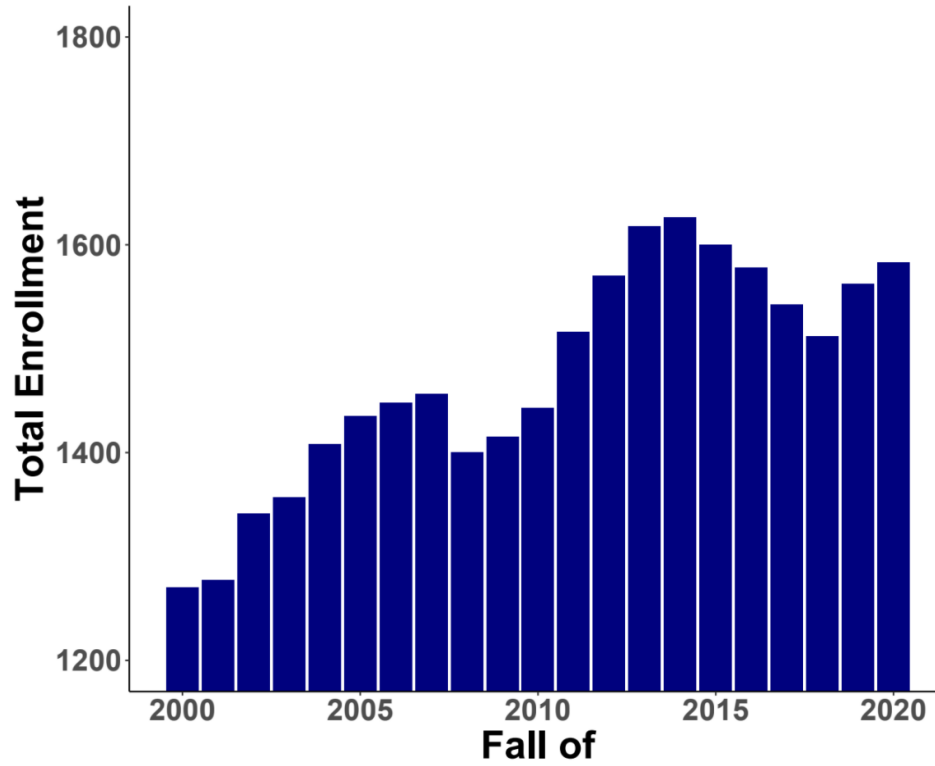
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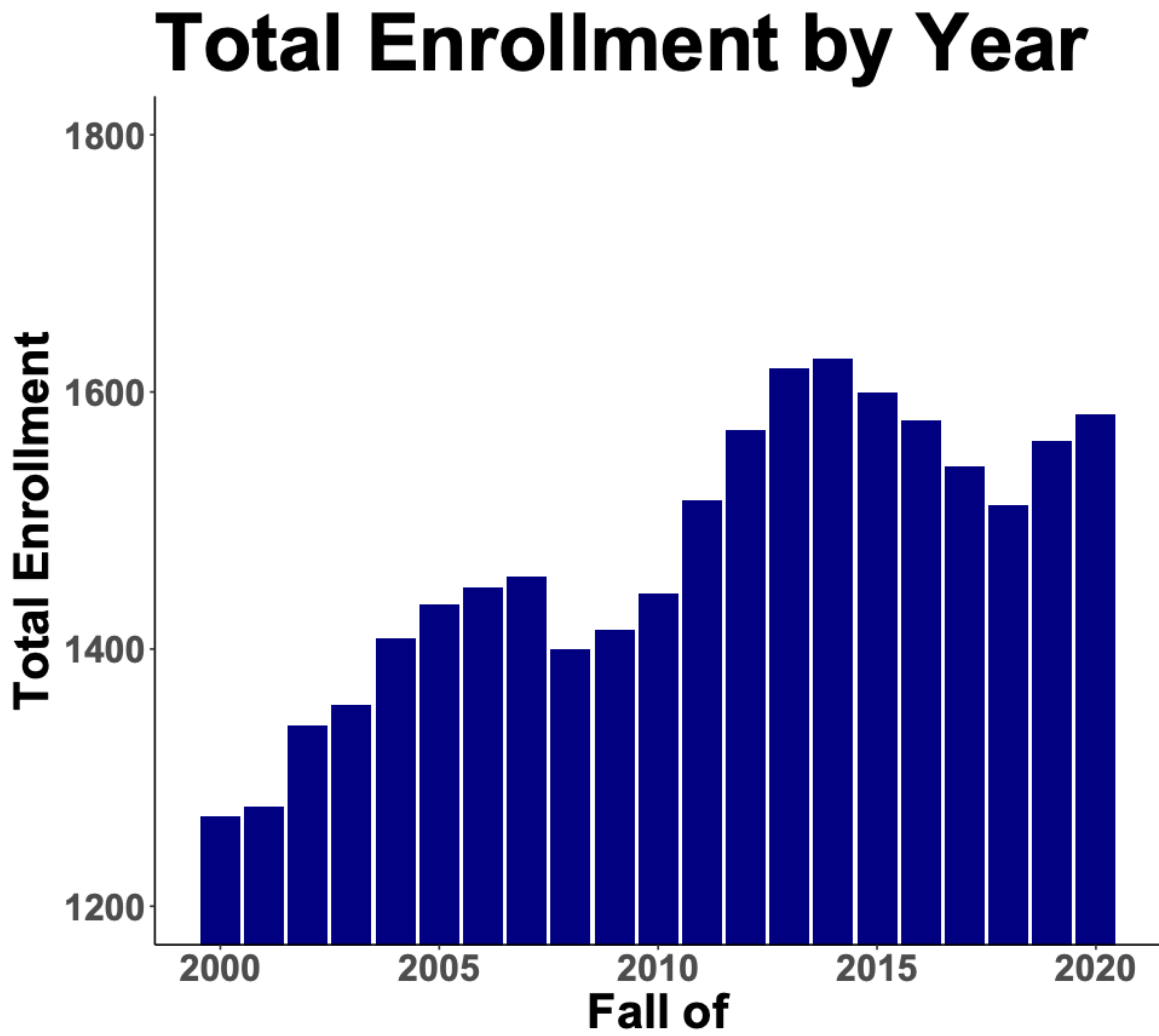
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Appendix A
Total Enrollment by Year

Total Enrollment by Year



Appendix B
Inconsistent Enrollment



Appendix C
Qualitative Interviews

| | |
|-------------------------|-------------------------------------|
| INTERVIEWER: | INTERVIEWEE PSEUDONYM(S) |
| DATE: | 1. RB |
| LOCATION: | 2. Senior Director of Gift Planning |
| CONTEXT NOTES: | |
| START TIME: | END TIME |
| DURATION: _____ MINUTES | INSTRUMENT A |

Peabody Capstone Project
Development Office Employee Interview Instrument

Personal Background

- How long have you worked at this small liberal arts college?
- What are the roles you serve/ have served during your tenure here?
- Do you live in the city where the college is located?
- If not, how far do you commute?

Pre-Enrollment

- Did you work in fundraising prior to working here?
- Did you come to this college with a perception about fundraising?
- Do you believe your other roles/jobs prepared you for this work?
- If so, how? Tell me what that looks like?

Current Employment

- *How long have you been in your current role?
- *What influenced you to go into fundraising here?
- *How would you describe the current practices that are in place?
- *What has worked well?
- *What has not proven to be effective?
- * How did you re-evaluate?
- * What influenced the most successful capital campaign you have completed?
- *What did you do differently that you feel made it more successful?
- *What did you learn from that campaign that might shape your future campaigns?
- *How much do you feel relationships have an effect on your total annual giving?
- *Are faculty and staff supportive of your philanthropic efforts? What does that look like?
- *Regarding the capital campaign, who was your largest donation group? Why do you think that is? How can you grow others?
- * How actively do you use social media in your philanthropy efforts?
- *Where do you see the next capital campaign?
- *Do you find this work rewarding?
- *How do you think Covid 19 will affect this work this year?
- *Anything else we should know?

| | |
|-------------------------|---|
| INTERVIEWER: | INTERVIEWEE PSEUDONYM(S) |
| DATE: | 1. BB, JS |
| LOCATION: | 2. Senior Director of Prospect Management and Operations, Athletics |
| CONTEXT NOTES: | |
| START TIME: | END TIME |
| DURATION: _____ MINUTES | INSTRUMENT B |

Personal Background

- How long have you worked at this small liberal arts college?
- What are the roles you serve/ have served during your tenure here?
- Do you live in this city?
- If not, how far do you commute?

Pre-Enrollment

- Did you work in fundraising prior to working here?
- Did you come to this college with a perception about fundraising?
- Do you believe your other roles/jobs prepared you for this work?
- If so, how? Tell me what that looks like?

Current Employment

*How long have you been in your current role?

*What current practices are in place to foster relationships with donors?

* What has influenced your success?

* What has not proven to be effective?

* How did you re-evaluate?

* Would you describe the most successful capital campaign you have completed?

* Do you feel relationships played a major role in the campaign?

Why/not?

*What did you do differently that you feel made it more successful?

* What did you learn from that campaign that might shape your future campaigns?

* How do you see the relationships adding value to funds not directly associated with the capital campaign?

* Do you ever inquire why the donors chose to give or as to where they want the donation earmarked to go?

* Is there anything else we should know?

Peabody Capstone Project
Development Office Employee Interview Instrument

| | |
|-------------------------|---------------------------|
| INTERVIEWER: | INTERVIEWEE PSEUDONYM(S) |
| DATE: | 1. PH |
| LOCATION: | 2. VP, External Relations |
| CONTEXT NOTES: | |
| | |
| START TIME: | END TIME |
| DURATION: _____ MINUTES | INSTRUMENT C |

Personal Background

- How long have you worked at this small liberal arts college?
- What are the roles you serve/ have served during your tenure here?
- Do you live in this city??
- If not, how far do you commute?

Pre-Enrollment

- Did you work in fundraising prior to working here?
- Did you come to this college with a perception about fundraising?
- Do you believe your other roles/jobs prepared you for this work?
- If so, how? Tell me what that looks like.

Current Enrollment

- *How long have you been in your current role?
- *How honest are you and your colleagues all about what works and what doesn't?
- * How open are your practices to change? What does that look like?
- * Does investing more in the fundraising efforts produce more income?
- * How do you see social media and/or relationships play into the campaign in your experience?
- *Do the relationships among your colleagues support the relationships with donors? What does that look like?
- *Do you feel donors are recognized?
- * How do you determine what a campaign will be used for?
- *How do you determine a donor's motivation?
- *Will you describe a time when a donor has shared their motivation and how that played out into the giving?
- *Is there anything else we should know?

Peabody Capstone Project
Development Office Employee Interview Instrument

| | |
|-------------------------|------------------------------|
| INTERVIEWER: | INTERVIEWEE PSEUDONYM(S) |
| DATE: | 1. SS |
| LOCATION: | 2. Director of Annual Giving |
| CONTEXT NOTES: | |
| START TIME: | END TIME |
| DURATION: _____ MINUTES | INSTRUMENT D |

Personal Background

- How long have you worked at this small liberal arts college?
- What are the roles you serve/ have served during your tenure here?
- Do you live in this city where the college is?
- If not, how far do you commute?

Pre-Enrollment

- Did you work in fundraising prior to working here?
- Did you come to this college with a perception about fundraising?
- Do you believe your other roles/jobs prepared you for this work?
- If so, how? Tell me what that looks like.

Current Employment

- *How long have you been in your current role?
- * Does investing more money in the fundraising efforts produce more income?
- * How do you see social media and/or relationships play into the campaign in your experience?
- *Do you feel donors are recognized?
- * How do you determine what a campaign will be used for?
- *How do you determine a donor's motivation?
- *How do events affect your outcome?
- * What do you find to be the best questions to ask a prospect at a donor lunch?
- *What are some ideal characteristics of a repeat donor?

*How do you use persistence in your role?

*Is there anything else we should know?

Peabody Capstone Project
Development Office Employee Interview Instrument

| | |
|-------------------------|---|
| INTERVIEWER: | INTERVIEWEE PSEUDONYM(S) |
| DATE: | 1. SN |
| LOCATION: | 2. Senior Director of Alumni and Community Engagement |
| CONTEXT NOTES: | |
| START TIME: | END TIME |
| DURATION: _____ MINUTES | INSTRUMENT E |

Personal Background

- How long have you worked at this small liberal arts college?
- What are the roles you serve/ have served during your tenure here?
- Do you live in the same city as the college?
- If not, how far do you commute?

Pre-Enrollment

- Did you work in fundraising prior to working here?
- Did you come to this college with a perception about fundraising?

- Do you believe your other roles/jobs prepared you for this work?
- If so, how? Tell me what that looks like?

Current Employment

- *How long have you been in your current role?
- *What current practices are in place to foster relationships with donors?
- * What practices have worked well?
- * What has not proven to be effective?
- *How do you use inclusive practices currently?
- *Can you describe why that did not prove successful?
- * How did you re-evaluate?
- * What was the most successful capital campaign you have completed?
- * Do you feel relationships played a major role in the campaign?

Why/not?

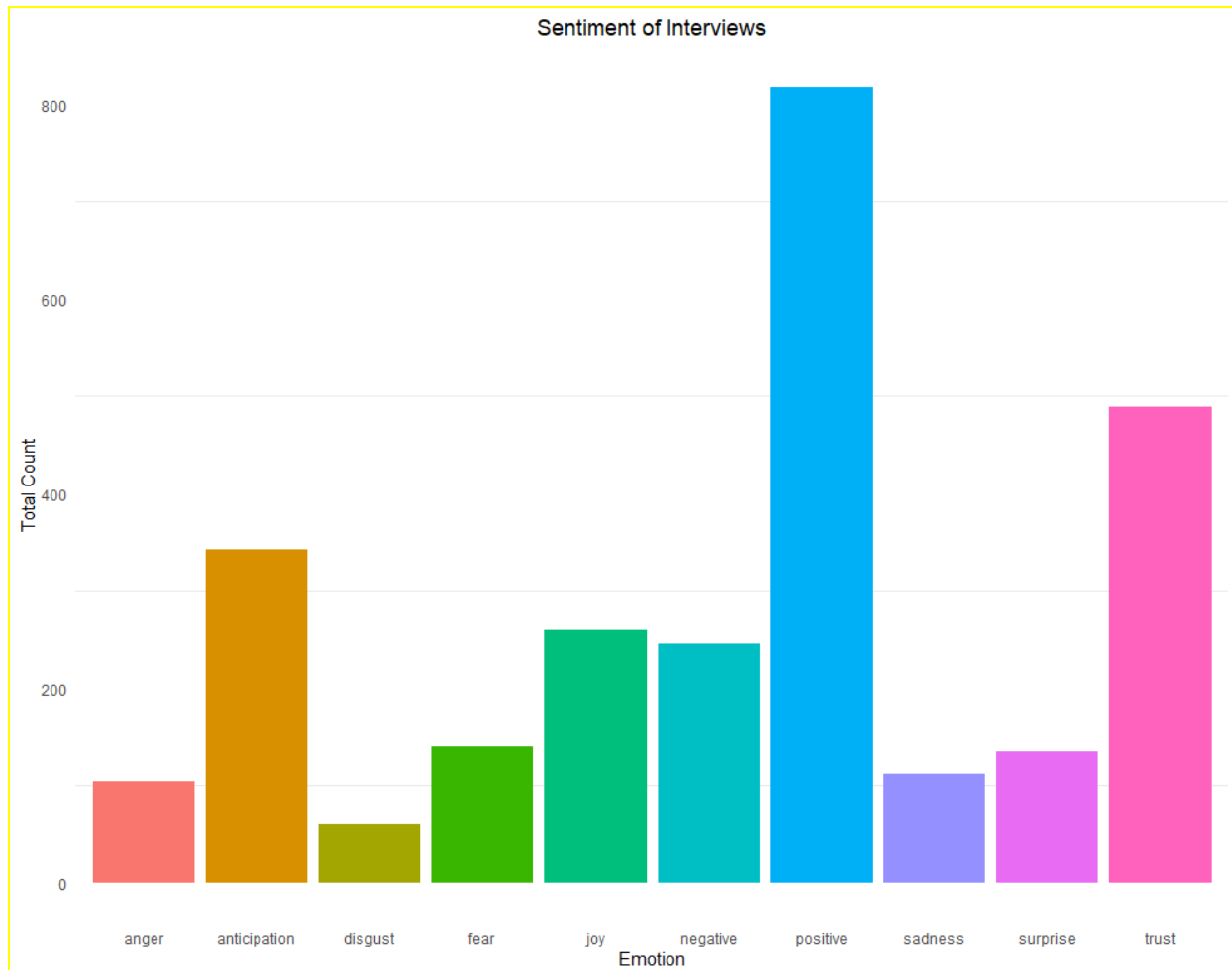
- *What did you do differently that you feel made it more successful?
- * What did you learn from that campaign that might shape your future campaigns?
- *Your love for the work must outweigh the fear of asking for money and facing rejection. What do you love about this college?
- * How do you see the relationships adding value to funds not directly associated with the capital campaign?
- * Do you ever inquire why the donors chose to give or as to where they want the donation earmarked to go?

* Tell me about the largest individual ask you have been a part of. Tell me the story. Did you get the gift? Why or why not?

Appendix D
Attribute Codes

| Attribute codes | | | | | |
|-----------------|------|----------|-------------|---------------------------|--------------------------|
| Respondent | Race | Gender | Age | Worked in outside College | Worked in outside field |
| 1 | W | M | 60-70 | Y | |
| 2 | W | M | 50-60 | Y | |
| 3 | W | M | 70-80 | Y | |
| 4 | W | F | 50-60 | Y | Y |
| 5 | W | M | 20-30 | | |
| 6 | W | M | 70-80 | | |
| 7 | W | M | 60-70 | Y | |
| 8 | W | F | 30-40 | | |
| 9 | W | M | 40-50 | | Y |
| 10 | W | M | 50-60 | | Y |
| | | | | | |
| 100% Caucas | | 80% male | Med. Age 55 | 50% worked outside org | 30% worked outside field |
| | | | | | |

Appendix E
Interview Sentiment Analysis & Codes



Code for Sentiment Analysis of the Qualitative Interviews

```
###Sentiment Analysis###  
sent <- analyzeSentiment(DTM.stem, language = "english")  
# were going to just select the Harvard-IV dictionary results ..  
sent <- sent[,1:4]  
#Organizing it as a dataframe  
sent <- as.data.frame(sent)  
# Now lets take a look at what these sentiment values look like.  
head(sent)  
summary(sent$SentimentGI)  
# Start by attaching to other data which has the company names
```

```
final <- bind_cols(interview = dat$interview, sent)
# now lets order them by sentiment
final %>% group_by(interview) %>%
  summarize(sent = mean(SentimentGI)) %>%
  arrange(desc(sent)) %>%
  head(n= 7)
###Emotions###
sent2 <- get_nrc_sentiment(dat$text)
# Let's look at the corpus as a whole again:
sent3 <- as.data.frame(colSums(sent2))
sent3 <- rownames_to_column(sent3)
colnames(sent3) <- c("emotion", "count")
sent3 <- sent3[order(sent3$count, decreasing = T),]
ggplot(sent3, aes(x = emotion, y = count, fill = emotion)) + geom_bar(stat = "identity") + theme_minimal()
+ theme(legend.position="none", panel.grid.major = element_blank()) + labs(x = "Emotion", y = "Total
Count") + ggtitle("Sentiment of Interviews") + theme(plot.title = element_text(hjust=0.5))
###Saving dataframes as excel sheets###
library(xlsx)
write.xlsx(DTM_d, file = "E:/Dropbox/Sullens_Text_Analysis/unstemmed_word_frequencies.xlsx",
sheetName = "Sheet1",
  col.names = TRUE, row.names = TRUE, append = FALSE)
write.xlsx(DTM_d.stem, file = "E:/Dropbox/Sullens_Text_Analysis/stemmed_word_frequencies.xlsx",
sheetName = "Sheet1",
  col.names = TRUE, row.names = TRUE, append = FALSE)
write.xlsx(sent3, file = "E:/Dropbox/Sullens_Text_Analysis/emotions-sentiment.xlsx", sheetName =
"Sheet1",
  col.names = TRUE, row.names = TRUE, append = FALSE)
```

Appendix F

College Mission Statement

Mission Statement

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We prepare our students for and help them attain productive and rewarding careers. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement. Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of [said city]. [This college] celebrates the personal growth that accompanies the quest for excellence.

– Approved by the Faculty and Trustees, May 1992;
amended 2014.

Appendix G
Email to Programs from Big Giving Day

Dear Team,

Hello! As a follow-up to our interviews, would please answer the following questions at a convenient time. Please be assured that the College, all its specific fundraising efforts, and all individuals contributing to our project, are anonymous.

1. How were you first notified about Big Giving Day?
2. Did you communicate to students/alums prior to Big Giving Day about the event? If so, please describe?
3. Were you encouraged to make a plea video? If so, please describe?
4. Were you given guidance in how to craft your plea?
5. If you came up with a specific item to be supported, how was that decided?
6. How do you feel about the philanthropic efforts of the College?
7. How can you make fundraising inclusive to all types of donors?

Again, I cannot thank you enough for empowering and engaging students of the College. Athletics are especially important for fostering friendship, developing work-ethics for the sake of a team goal, and balancing individual academic commitments. I hope to meet you during a future visit and thank you for all that you do.

Appendix H

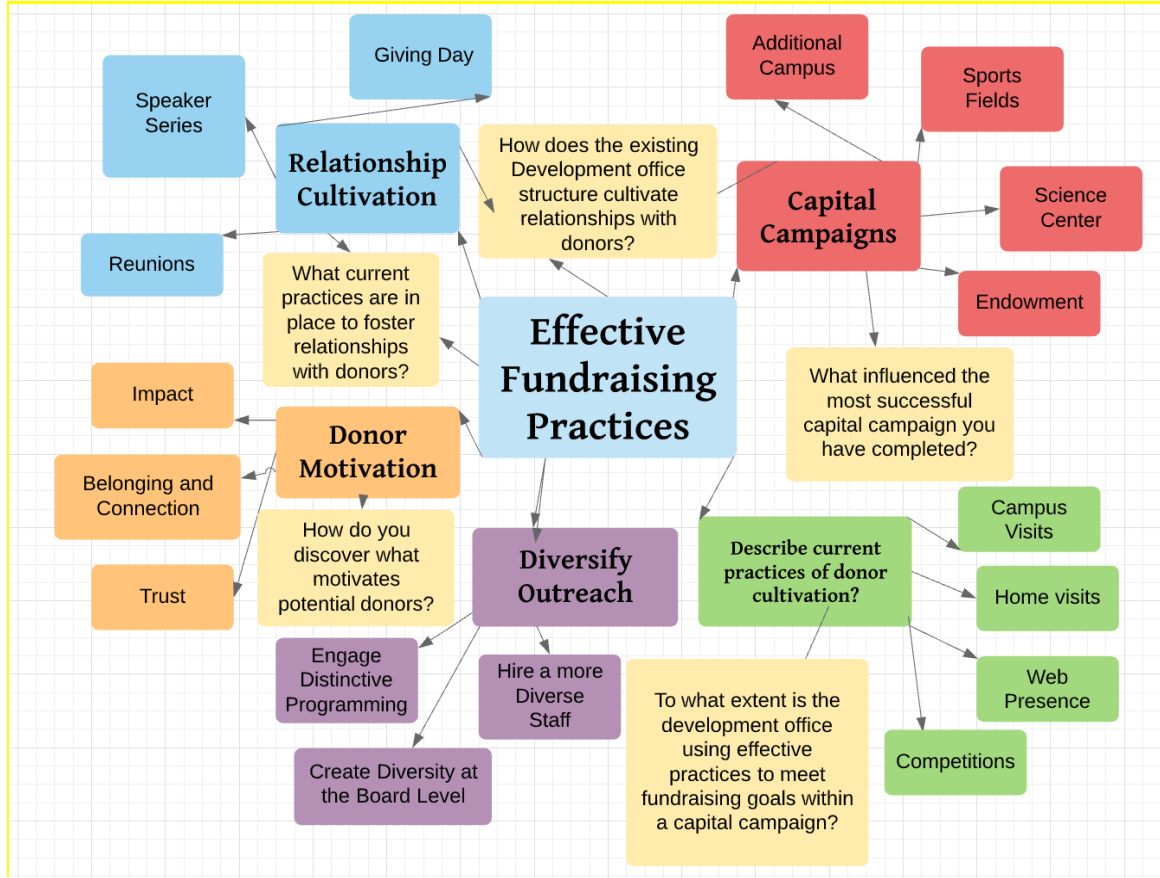
Qualitative Codes

| Best Practice | | | | | | | | | |
|---------------|-------------|-----------|--------|--------------|--------------|--------------|-----------|-----------|---------------------------------|
| Respondent | Community I | Campaigns | Impact | Relationship | Nurturing do | Social Media | Inclusion | Endowment | Strong Quote |
| 1 | 6 | 3 | 1 | 27 | 1 | 1 | | 2 | 3- "nuances" |
| 2 | 1 | 3 | 2 | 1 | | 2 | | | 2- "Pivot" |
| 3 | 4 | 3 | 5 | 1 | | 1 | 1 | | 1 2- "tradition", "passion" |
| 4 | 6 | 2 | 2 | 15 | 4 | 1 | | | 1- "Listen" |
| 5 | 4 | 1 | 2 | 1 | 1 | 21 | | | 1 |
| 6 | 8 | 8 | 14 | 21 | 7 | | | 4 | "personal relationships is key" |
| 7 | 7 | | 3 | 11 | 1 | 9 | | | "Institution as whole" |
| 8 | 6 | 3 | 1 | 5 | | 12 | | 1 | "Culture" |
| 9 | 4 | | 1 | 3 | | | | | |
| 10 | 9 | | 1 | 2 | | | | | |
| | 55 | 23 | 32 | 87 | 14 | 47 | 1 | 9 | |

| Literature Codes | | | | | | | | | | | | |
|------------------|-----------|--------------|------|--------------|-----------|---------------|--------------|-------|--------|-------|---------|------------|
| Respondent | Community | Relationship | Time | Social Media | Diversity | Strategic pla | Impact of Gi | Trust | Listen | Women | Culture | Engagement |
| 1 | 6 | 27 | 36 | 1 | | 2 | 1 | 23 | 3 | | 1 | 8 |
| 2 | 1 | 1 | 11 | 2 | | | | 7 | 2 | | 1 | 2 |
| 3 | 4 | 1 | 16 | 1 | 1 | | | 6 | 4 | | 1 | 1 |
| 4 | 6 | 15 | 3 | 1 | | 2 | 2 | 4 | 4 | 2 | 1 | 2 |
| 5 | 3 | 1 | 14 | 21 | | 3 | 2 | 1 | 2 | | 1 | 14 |
| 6 | 8 | 21 | 41 | | | 4 | 14 | 19 | 16 | 1 | 6 | 4 |
| 7 | 7 | 11 | 27 | 9 | | 6 | 3 | 11 | 2 | | 1 | |
| 8 | 6 | 5 | 4 | 12 | | 5 | 1 | 2 | | 1 | 2 | 8 |
| 9 | 4 | 3 | | | | 3 | 1 | 4 | | | 1 | |
| 10 | 9 | 2 | | | | 1 | 1 | | 1 | | 1 | 1 |
| | 54 | 87 | 152 | 47 | 1 | 26 | 25 | 77 | 34 | 5 | 16 | 40 |

Appendix I

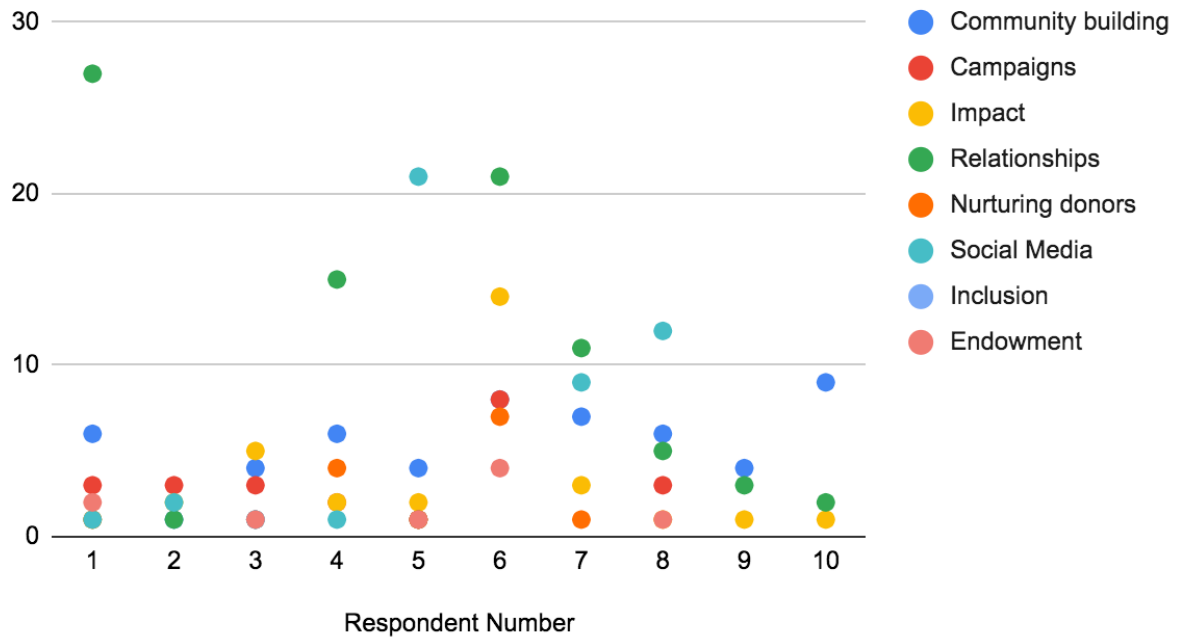
Effective Fundraising Practices Mind-Map Suggested in Literature



Appendix J

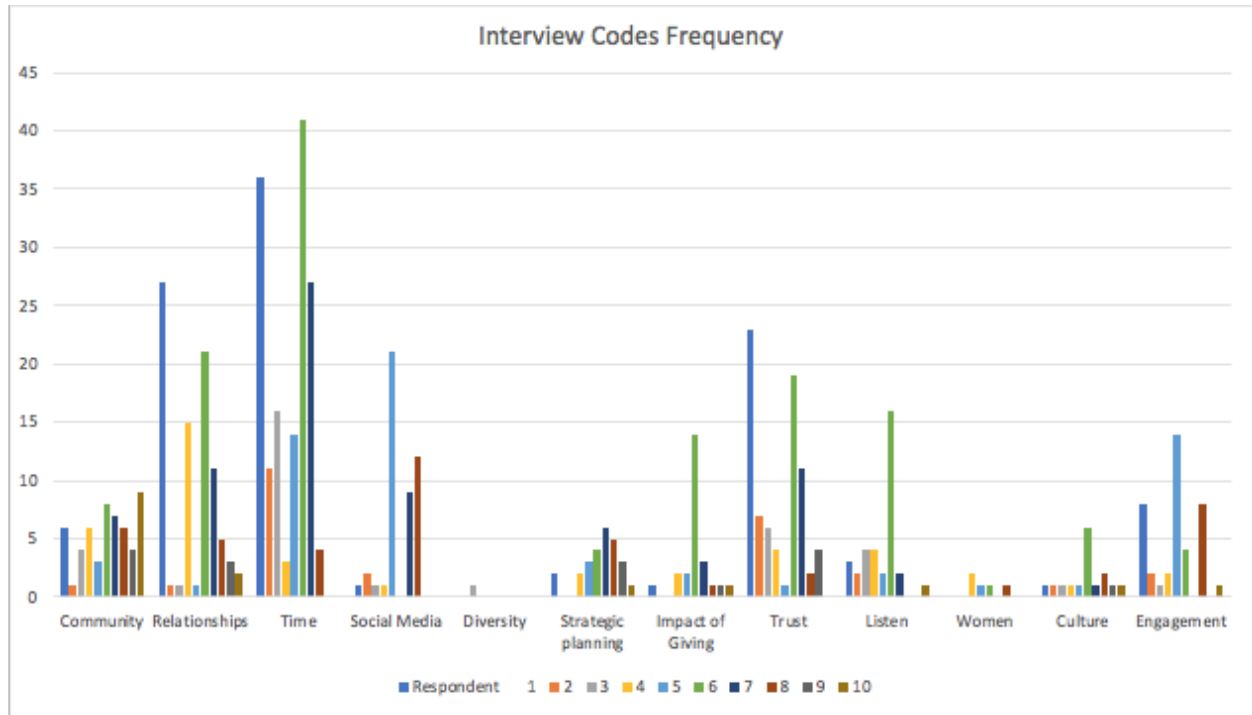
Best Practices Frequency Codes

Best Practice Codes Frequency



Appendix K

Interview Frequency Codes



Appendix L

Mind-Map for Research



Appendix M
Client Partnership Acknowledgement

Wed 4/15/2020 11:26 AM

To:

- Mohr, Scott L;
- Sullens, Tabetha N

Dear Vanderbilt University:

Please accept this Letter of Agreement to have Tabetha Sullens and Scott Mohr work with XXX College and its Development & Alumni Relations Office for their Capstone research project. If you have any questions, please see my contact information below.

Respectfully,

XXX

XXX

Senior Director of Gift Planning

XXXX

Office of Development & Alumni Relations

XXX

XXX

Office: xxx