

AN INVESTIGATION OF THE CURRENT STATUS OF FUNDRAISING
ACTIVITIES AND TRAINING WITHIN STUDENT AFFAIRS
DIVISIONS IN TEXAS COLLEGES AND UNIVERSITIES

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The primary focus of this study was to discover the depth of involvement with fundraising by student affairs professionals in Texas. It sought to determine the predominance of chief student affairs officers trained in development and the types of training that they received. Cooperation between student affairs divisions and development offices was also studied and whether there was a correlation between a cooperative relationship and the number of successful fundraising goals. This study includes a review of related literature on student affairs fundraising, a description of the methodology, results of the survey, conclusions, implications, and recommendations that may assist in future decision-making concerning future involvement in fundraising.

The surveys were mailed to 149 four-year (public and private) institutions and two-year public institutions in Texas. The senior staff members of both the student affairs office and development office were asked to complete a survey. There was a 60.7% return rate consisting of responses from 72 development offices and 95 student affairs offices for a total of 167 usable responses.

The study found that 59% of the student affairs officers had some formal training and/or on the job training. Involvement in fundraising was reported by 62.1% of the chief student affairs officers. Eighteen percent reported that they employed a development

officer exclusively for student affairs fundraising, and another 30% had a development officer assigned to student affairs. Most development officers and student affairs officers perceived the other officer as cooperative rather than competitive in raising funds.

Recommendations from this study include studying community college fundraising structures separately for more depth, conducting qualitative interviews with student affairs development officers, making a comparison of student affairs offices that have full-time development officers, and comparing the differences in fundraising success between development officers and chief student affairs officers.

Recommendations for the professions include resource development training for student affairs officers and student affairs education for development officers.

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CHAPTER 1

INTRODUCTION

Fundraising in higher education began in 1641 at Harvard College, although full-fledged efforts, including the formation of development departments, were uncommon until after World War II (Brittingham & Pezzullo, 1990). Alumni have been and are the primary support of colleges and universities. Yale holds the record for the oldest continuing alumni fund, begun in 1890, but Bowdoin College of Maine created the first annual giving program in 1869. (See Appendix A for a timeline).

In 1914 the University of Pittsburgh used the first professional fundraising consultant, Charles Sumner Ward (Worth, 1993). In the 1960s and 1970s the use of university-employed directors of development activities became more frequent. The 1980s saw the creation of degree programs in development (sometimes referred to as advancement) and the growth of development offices as separate administrative departments in higher education institutions. The introduction of fundraising activities in community colleges also began in the 1980s.

Carnegie, Mellon, Kellogg, and, more recently, Bill and Melinda Gates, are well-known names in higher education philanthropy. In the mid-1950s the business community became one of the sources of support for educational institutions in their communities. To aid in this philosophy of private support for education, the government has made institutions and donations to them, tax exempt in order to support the public good.

Over the years higher education development efforts have evolved into billion dollar capital campaigns for some institutions and in the millions for many others. The

list of the Largest Private Gifts Since 1967 in the 2000-2001 Chronicle of Higher Education Almanac begins with a \$1 billion dollar gift from Bill and Melinda Gates and ends with several \$50 million dollar gifts, including one for the University of Texas at Austin's College of Business from B. J. "Red" McCombs. Two other Texas institutions, Texas A&M University and the University of Houston, are listed with gifts of \$52 million and \$51.4 million, respectively. (See Appendix B). According to the Almanac, the Top Three Fundraisers (in total support for 1998-99) are Harvard University (\$451,672,023), Cornell University (\$341, 359,263), and Duke University (\$330,991,502). Of the 5 Texas institutions listed in other top fund raiser categories, Texas A&M is the only non medical school listed as a "top fund raiser." In the area of endowments, Harvard University is listed as number 1 with an endowment of over \$14 billion, and the University of Texas at Austin is second at \$8 billion. Eleven other Texas institutions are included in the list of institutions with endowments over \$100 million. Of the 12 Texas institutions, 3 public systems, 8 private institutions, and 1 public university are listed. Of these, Rice University, the University of Texas System, and the Texas A&M System are also listed under the Largest Endowments Per Student category.

Student affairs involvement in fundraising is a relatively recent component of the development function at a college or university and can be a source of new funding through those regular contacts made by student affairs professionals. The last 2 decades in higher education have seen a strain on budgets and an increased activity in the development of external funding sources. Legislative funding for public institutions has become state-assisted rather than state-supported. Bowen (1969) stated that "legislators

do not look with favor on the extras that will make the difference between adequacy and excellence” (p. 1). External funding, therefore, is a consideration in striving for excellence, beating the competition for future enrollment, and daily operations. Another concern for student affairs, in particular, is the viewpoint held by some faculty that selected programs and services offered by many areas of student affairs divisions are not essential for achieving the primary mission (teaching) of the university. As an example, a study of selected 4-year public institutions found that, in a time of financial constraints, areas that received an increase in funding were admissions, financial aid, and minority student advising (Rames, 2000). Those most often decreased in funding were counseling, career placement, student activities and residence life, all functions found in student affairs divisions. Rames pointed out that these are all areas that frequently have counterparts in the community that could substitute for services provided on campus.

Williamson and Mamarchev (1990) warned of the dissolution of student affairs into other areas of the university if student affairs administrators do not develop the fiscal knowledge and expertise to thrive. Pembroke (1985) called student affairs year to year people and stressed the need to examine what is needed and wanted by the people being served. Student affairs professionals have become aware that more financial expertise is needed to ensure student affairs’ mission and place in the institution. Until recently, chief student affairs officers (CSAOs) have had only a minor role in higher education fundraising. According to a study by Terrill, Gold, and Renick (1993), over half of the CSAOs surveyed did not believe it was part of their job description; 84% had no formal

development training; and 74% said their budgets did not include external sources of funding.

Developing a collaborative relationship between the development office and the student affairs office is essential to future success. Student affairs links to students and to the community makes its professional staff obvious choices to friendraise. Involving students in development activities for the institution while they are still in school enables them to understand the need for funding and develops them into alumni donors (Cockriel & Kellogg, 1994). Alumni tend to give to those services and organizations that gave them training and support (Worth & Asp, 1994).

There are relatively few studies on student affairs fundraising in the literature. Gold, Golden and Quatroche (1993) wrote of the consensus that educational fundraising is an imperative, but lamented the lack of literature on student affairs fundraising. Two of Carbone's (1986) research recommendations from the Clearinghouse for Research on Fund Raising (University of Maryland-College Park) were to increase the body of knowledge about fundraisers and to further study the structure or organization involved in fundraising. He emphasized that research on fundraising should be conducted by academicians and graduate students in higher education rather than fundraising professionals. Burlingame (1997), from the Indiana University Center on Philanthropy, reported recommendations from a Think Tank on Fund-Raising Research, which took place June 1-3, 1995, in Indianapolis. The Think Tank was composed of 14 scholars, 20 senior fundraising practitioners, and four association executives. Its purpose was to encourage further fundraising research. Three of their recommendations for further

research were to: (a) conduct comparative studies on fundraising practices, (b) determine which practices encourage philanthropy and public trust, and (c) analyze how the organizational environment affects the fundraising profession.

Fygetakis (1992), Hendrix-Kral (1995), and Kroll (1991), explored aspects of the changing roles of student affairs in fundraising and training in development activities. Kroll studied selected liberal arts colleges in the Midwest and found that many student affairs administrators were involved in fundraising but their involvement had brought neither more prestige nor more resources for student affairs. Fygetakis conducted a national study of the relationship between student affairs offices and development offices in raising funds for extracurricular activities. Generally, the development offices perceived a more cooperative relationship between the two offices than did the student affairs offices. Those who were more successful at fundraising efforts perceived a more cooperative relationship than those did with less success. Fygetakis also found that development officers were not opposed to student affairs professionals raising their own funding for extracurricular activities. Hendrix-Kral found that capital campaigns (activities to raise a certain amount of money within a set period of time) had “limited impact” on fundraising for student affairs. Few institutions had development officers assigned to student affairs, and a case statement (plans and needs for the future) was not included for student affairs in the capital campaign. Her study also found that development professionals and student affairs staff agreed that each of their departments should be more involved in student affairs fundraising.

Success in seeking external funding is achieved only by relying upon the knowledge and expertise in development activities and the successful organizational functioning between the development office and other university departments. In response to the growing interest in development activities due to financial concerns in student affairs, chief student affairs officers, and development officers in Texas must have current data to make management decisions concerning the acquisition of external funding.

Statement of the Problem

Although some research addresses development experience, specific questions about development training for student affairs officers have not been included in previous development studies. No comparison exists concerning the development training received by student affairs officers at Texas institutions. Furthermore, a comparison of the relationships among the development offices and student affairs offices, the student affairs benefactors of development activities, and the amount of support given by the institution to student affairs fundraising activities in Texas institutions has not been conducted.

Purpose of the Study

This study will seek to determine the predominance of chief student affairs officers trained in development and the types of development training they have received. The study also will determine areas of development activity (programs, facilities, etc.) and whether institutions have met their goals for these areas. Finally, the study will seek to determine the extent of cooperation between development offices and student affairs

offices at Texas institutions and whether a correlation exists between a cooperative relationship and the number of successful fundraising goals.

Research Questions

To accomplish the purpose of this study, the following research questions will be addressed:

1. How many Texas student affairs officers have specific development (fundraising) training?
2. What kind of training for fundraising have Texas student affairs officers received?
3. To what extent are Texas student affairs officers involved in fundraising?
4. In what ways has the institution supported student affairs fundraising?
5. To what degree do Texas development offices and student affairs offices work together?

Significance of the Study

The resulting data from this study may indicate the type of relationship/structure needed to create productive fundraising strategies for student affairs offices with their campus development office. This would confirm results of previous studies in the literature indicating that cooperative relationships between development and student affairs are linked to successful fundraising.

The resulting data are expected to provide knowledge for the future training of student affairs professionals. Changes may need to be made in curriculum requirements for higher education programs. Should the study indicate an interest in student affairs

fundraising among Texas institutions, this may encourage graduate students in higher education programs to take courses in resource management, even if not required by their program.

Student affairs divisions may also want to revise qualifications in job descriptions to include some knowledge or experience in fundraising. Chief student affairs officers may see the need for current staff professional development in the area of fundraising. Finally, the study will add to the student affairs fundraising literature.

Definition of Terms

For the purposes of this study the following terms are defined.

Development: Process of raising funds through the identification and cultivation of donors, solicitation, and stewardship of gifts (Worth, 1993).

External Funding: Grants, gifts from individuals, businesses, foundations, and government entities (Brittingham & Pezzullo, 1990).

Limitations

This study is limited to public and private 4-year higher education institutions and public 2-year institutions in the state of Texas. The findings of this study may not be generalized outside of Texas. The return rate and the candor of respondents in the completion of mailed surveys will also have a significant impact on the statistical analyses. There also is no control over who actually will complete the survey, although it will be addressed to the senior student affairs and senior development officers at each institution.

Delimitation

The higher education institution population for this study excludes specialty institutions such as medical schools, training schools and the small number of private 2-year colleges in the state because these institutions are not sufficient in number to make meaningful statistical comparisons.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

Fundraising in higher education dates back to 1641 at Harvard College, although continuous, on-going activities, which included the formation of development departments, did not occur until after World War II. Student affairs involvement in fundraising is a relatively recent component of the development function at a college or university and can be a source of new funding through regular contacts by student affairs professionals. The philosophy of education in the United States is that general access to education is in the public interest in a democratic society. Education in the United States has the history of being supported by private means. Early colonists in Massachusetts were asked to donate money or crops to support Harvard College. Alumni are the primary support of colleges and universities. Higher education philanthropy includes such supporters as Carnegie, Mellon, Kellogg and more recently, Bill and Melinda Gates. In the mid-1950s support from businesses became one of the sources of support to educational institutions in their communities. To support this philosophy, the government has made institutions and donations to them, tax exempt to support the public good. Education is competitive in the United States due to the reliance, even by state-assisted institutions, on funding from external sources. Because of this competition for students and funding sources, the reputation of the institution is important, and public institutions, in particular, have taken more responsibility than in the past to seek resources other than legislative funding and tuition and fees.

This chapter is organized into a discussion of the theoretical background for the study, the history of development in higher education, the philosophy and organizational structure of fundraising, and student affairs fundraising.

Theoretical Background

A portion of the literature about higher education fundraising involves the relationship between the development office and student affairs. Some of the research questions to be answered in this study involve the perceptions of each of these departments as to the degrees of cooperation and/or competition in their relationship.

Morton Deutsch's theory of cooperation and competition has been well tested since its development in 1946. In a recent student affairs fundraising study, Fygetakis (1992) used the theory of cooperation and competition in her examination of the relationships between student affairs offices and development offices. The theory is based on individuals in small groups, which Deutsch defined as several individuals pursuing common goals or who perceive that they have common goals (Deutsch, 1949b). He looked at group organization, such as interdependence, homogeneity of the group, specialization of function, and situational flexibility. His hypotheses included testing the strength of motivation and what difference rewards made in successful and unsuccessful groups over time. Interpersonal relations and group communications were studied as to how goals were approached and how they viewed the productivity of the group toward the goals. Although Deutsch examined individual perceptions of relationship to the group and its goals, he did not include personality as a factor in the group dynamics.

In his experimental study Deutsch (1949a) found that the data supported several of his hypotheses. Cooperative individuals perceived themselves as working to be interdependent in their group, whereas competitive individuals perceived themselves as noncooperative. A greater percentage of the cooperative individuals perceived others' actions as cooperative rather than competitive and were more flexible about changes in plans to achieve goals. The cooperative individuals displayed more helpfulness, and the competitive individuals were more obstructive of others' goal achievements. As a group, the cooperative groups showed more positive characteristics than the competitive groups. Deutsch found cooperative groups displayed more productivity, more diversity of ideas, better communication and delegation, better organization, and a more defined sense of team than did the competitive groups. There was no significant difference between the cooperative and competitive groups in interest in goals, involvement, and the amount of specialization of tasks or amount of learning involved. According to Deutsch, this study indicated that competitiveness produces greater insecurity than cooperative behavior and that cooperation is more productive. In a summary of Deutsch's theory, Tjosvold (1986) explained that the theory does not assume that people are either "altruistic or mean-spirited" just "self-interested" (p. 24).

Important to the facilitation of cooperative efforts among individuals or departments is communication. A later study found that the existence of channels of communication does not necessarily mean that communication will occur (Deutsch & Krauss, 1962). The researchers also found that effective communication focuses on resolutions and agreements and decreases competitiveness. When placed in situations in

which barriers existed, they found that it forced communication to be more effective than when the parties were given a choice to communicate. Also, when people are threatened, there is less success in reaching a mutual agreement. In a typology of conflicts, those listed that are applicable to the relationship between the development office and student affairs are the control over resources, belief systems, and the nature of the relationship between the two areas (Deutsch, 1973). Concerning power in cooperation, Tjosvold (1986) found in a study of three different companies' employees that they valued assistance, knowledge, and emotional support in others in order to get things done. Evaluation, authority, or even access to funding were less influential motivators.

Goldman, Stockbauer, and McAuliffe (1977) found results similar to Deutsch's (1973), and they also found that groups tend to become more cohesive when there is outside competition and that internal conflicts lessen. In a meta-analysis of studies involving cooperation and competitiveness in children and adults, it was found that cooperation without intergroup competition increases productivity and achievement of goals (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981). Cooperation was found to be more productive than individual efforts in goal achievement and productivity. Tangible rewards also enhanced intergroup cooperation.

In their study of roles and role behaviors, Katz & Kahn (1978) found that viewing the characteristics of the whole organization, as well as, the individual units and positions in an organization influence perceptions of individual role behaviors. They also pointed out that individual roles become more complex when a person is involved in more than

one unit at a time. An example would be a development officer working for a particular department such as student affairs or an academic department.

In summary, Deutsch (1973) concluded that what is needed for both parties to have mutual benefit is: (a) open and honest communication, (b) understanding the importance of the other parties' needs, and (c) the necessity of cooperation for both parties to succeed. If these three things occur, then trust is built; common interests are found, as well as similarities of beliefs and values.

History of Higher Education Fundraising

Although fundraising in student affairs is a relatively new endeavor, fundraising for higher education in America began in 1641 when three clergymen from the Massachusetts Bay colony were sent to England to seek funding for Harvard College (Brittingham & Pezzullo, 1990). Out of this also came the first case statement, "New England's First Fruits."

In 1644 the New England Confederation recommended that families make donations of money or wheat to fund scholarships to Harvard. Azariah Williams gave the first annuity in 1839 to the University of Vermont. He deeded his land to the university with the stipulation that he receives an annual income from the property until his death.

Following the founding of Harvard, other early institutions of higher education in America were private colleges often named for their benefactors. The Morrill Act of 1862 established land-grant institutions, marking the blossoming of public universities in the United States (Rhodes, 1997). Some states, such as California, Michigan, and Virginia, already had state-supported universities. After the Civil War, colleges for African

Americans and women were founded with private funds to open doors to other members of the population.

In 1869 Bowdoin College of Maine made the first attempt at an annual giving program, but it faded after a few years (Kroll, 1991). Yale holds the record for the oldest continuous alumni fund, begun in 1890. In 1891 the Kansas University Endowment Association was established for a public university (Brittingham & Pezzullo, 1990).

Jesse Sears wrote the first systematic study of philanthropy in higher education in 1922. His study focused on endowments, which had been the primary focus of higher education development literature up to the time he began his study. He reported that, initially, funding came from overseas and was used for buildings, libraries, and the establishment of professorships (Sears, 1922/1990). Sears reported that between the American Revolution and the Civil War colleges were “seriously underfunded”, because most were privately funded church-related institutions. As some individuals in America became more prosperous and donated funding to higher education, church influence lessened, and the philosophy of access to higher education began to change.

In the late 19th and early 20th century, capitalists such as Andrew Carnegie and John D. Rockefeller, donated large sums for libraries, colleges and museums (Brittingham & Pezzullo, 1990). The University of Pittsburgh in 1914 used the first professional fundraising consultant, Charles Sumner Ward, to raise \$3 million (Worth, 1993). His practices became the standard, and professional fundraisers (consultants to the institution) were used until after World War II.

College attendance increased after World War II because the GI Bill made it possible for returning soldiers to access higher educational opportunities through financial aid (Muller, 1986). With this funding and other grants and scholarships that followed, the government became more influential in higher education due to the regulations accompanying the funding. Corporate giving was not a source of higher education funding until a 1953 court case, A.P. Smith Manufacturing Company v. Barlow et al., upheld the legality of a corporate gift (Brittingham & Pezzullo, 1990). The court finding stated that such gifts strengthen society, which in turn benefits business. Since then, corporate giving has become an integral part of the external funding for higher education. Some businesses have even formed their own foundations, and donations of equipment and advertising are a common occurrence.

Following the GI Bill, two landmarks in the development profession occurred: (a) the first listing of Directors of Development in 1949 by the American College Public Relations Association (ACPRA), and (b) the concepts known as university relations were written at the Greenbrier Conference in 1958 (Pray, 1981). Members of ACPRA and the American Alumni Council (AAC) met at a joint conference at the Greenbrier Hotel in West Virginia and formulated what are now called development activities or university relations. According to Pray, development officers first learned fundraising by engaging in it. These professionals later developed specialties in areas such as annuities and annual funds.

In the 1960s and 1970s the use of university-employed directors of development activities (rather than outside consultants) became more frequent. At most institutions,

this officer reported directly to the president. In 1974 ACPRA and AAC merged to form the Council for the Advancement and Support of Education (CASE). This combined all professionals in advancement/development activities.

The 1980s saw the creation of degree programs in advancement/development and the growth of development offices as a separate department at higher education institutions. The introduction of fundraising activities in community colleges also began in the 1980s.

Fundraising has become an accepted practice at public institutions in the last 10 to 15 years, although it has long been a source of income for private institutions. Both public and private higher education institutions now face competition from the increase in public school foundations. Fundraising is used for the day-to-day functioning of the institution, as well as special projects such as new buildings or endowments for professorships. Today, development activities are a continuous process of identifying prospective donors, cultivating their interests, involving the prospective donor in institutional planning through giving, and stewardship of their gifts. Stewardship includes the responsible management of resources and keeping the donor informed and involved (Worth, 1993).

Philosophy

Development efforts have become more sophisticated due to the changes in society's resources, educational background, and the philosophy of access to higher education as a benefit to society. Recent development literature emphasizes that donors prefer giving funding for the purpose of excellence and quality, not day-to-day expenses.

Seymour (1966) wrote that development means more than fundraising. It is an educational process of promoting the mission of the institution, as well as its needs. Development also includes participation as well as financial support—even listening to criticisms and suggestions from university constituencies. According to Rhodes (1997), soliciting funds is inviting a friend “to share in the privilege of the greatest partnership of all—the quest for knowledge, on which our present existence and our future well-being depend” (p.xxiv). It is giving people the opportunity to change others’s lives. Duronio and Loessin (1991) agreed that successful fundraising may be “a symbol of institutional quality and viability for the 1990s” (p.1).

As an indication of the belief in this partnership in the future, Duronio (1997) found in her study of fundraising professionals that successful fundraisers believed strongly in their institutional mission and felt that they could not “sell” what they did not believe in. She also found that fundraisers give and volunteer more than the average population.

Organizational Structure

Development offices are not usually found in countries outside of the United States because, in most countries, colleges and universities are owned and run by the government. The philosophy of education in the U.S. is that education is in the public interest. Higher education a background of being supported by private means and has made institutions, and donations to them, tax exempt in order to support the public good. Education is competitive in the United States due to the reliance, even by state-assisted institutions, on funding from external sources. Because of this competition for students

and funding sources, the reputation of the institution is important, and survival is the responsibility of the institution.

In the United States, differences also exist among public and private institutions in internal and external funding (Leslie, 1985; Worth, 1985; Mills & Barr, 1990). Private institutions have been fundraising longer, but there is no significant difference in CSAO involvement in fundraising. According to Mills and Barr, private institutions have closer relationships with parents because of more dependence on tuition and gifts. Until the 1980s public institutions, in general, have relied primarily on state funding sources. Budgeting for capital expenses in private institutions has been self-financed or funded by gifts, but public institutions rely more on selling bonds for capital expenses.

Community colleges, funded by the local community, receive most external funding from the business community, which relies on them for employee training and for new employees, and from special events (Johnson, 1986; Wise & Camper, 1985). A more recently developed third source of external funds for community colleges is their alumni base.

The development literature emphasizes on the role of the institution's president and the importance of his or her support for development activities. On most campuses, the director of development reports directly to the president (and also to the trustees or regents). It is therefore important for the CSAO to have the support of the president to include student affairs in development activities. Before joining the development team, the CSAO must have a working knowledge of development and have the political savvy to work well with the development office and other departments on campus that are also

vying for external funding sources. Sandeen (1991) advised that chief student affairs officers who are experienced in fundraising may want to hire a development officer for the division. If he or she is not experienced in fundraising, it is better to rely on the development office.

Development literature includes discussions of the organizational structures used for successful development and focuses primarily on whether the institution uses a centralized or decentralized model (Sherratt, 1975; Leslie, 1985; Muller, 1986; Shea, 1986; Hall, 1989; Duronio & Loessin, 1991; Kroll, 1991; Gold et al., 1993; Miser & Mathis, 1993; Worth, 1993). The centralized model concentrates the control entirely in the development office. Development officers are hired by the director and assigned to cover the various needs of the campus. This is in accordance with a plan developed by the institutional leadership. In a decentralized system, the leadership component stays the same, but the colleges and departments hire development officers. These officers either report directly to the dean or vice president or have a dual report also to the director of development. In a few cases, as many as one to four development officers reported directly to the president (Shea, 1986). No institution has a purely decentralized or centralized system. Rhodes and Reichenbach (1997) stated that both “top down” and “bottom up” planning and input are essential and that both are used at most universities. This communication model is important for institutional balance and for developing cooperation among units. Systems that are integrated in their efforts appear to have more synergy and adaptability for a rapidly changing environment (Garland & Grace, 1993). In

Duronio and Loessin's study of 10 successful fundraising institutions, no single pattern for fundraising occurred and all 10 institutions were better in some areas than others.

Student affairs links to students and to the community makes its professionals obvious choices to friendraise. Involving students in development activities for the institution while they are still in school enables them to understand the need for funding and develops them into alumni donors (Cockriel & Kellogg, 1994). Alumni tend to give to those services and organizations that gave them support and training during their tenure at the institution, and alumni and other volunteers have connections that the institution may not (Worth & Asp, 1994). Examples of involvement are leadership training programs, athletics, residence hall experiences, Greek life, student government, and diversity programming.

A common resource that has been tapped by student affairs offices and development offices is the parents of current and past students. Parents are the second largest "natural constituency" of a college or university and are often proud of the institution their children attend (Brust, 1990). Brust, Wheatley (1990), and others in the literature have outlined elements necessary to a successful parent program. A key factor is the leadership involvement of parents themselves. Those parents who become involved are aware that tuition and fees do not cover the cost of a college education.

According to Duronio and Loessin (1991), student affairs professionals need to become conscious of their opportunity for potential sources of external income that may be within their contacts. Student affairs professionals also need to be aware that they have many skills that are transferable to development activities. As an example, Miguel

A. Nevarez progressively rose to the presidency of the University of Texas-Pan American from being the dean of students after he developed the foundation and development program for the university (Nevarez, 1997). A January 2000 National Society for Fund Raising Executives (NSFRE) member profile found that respondents spend 20% of their time (or less) asking for gifts. Nearly half of the respondents said that they spend 20-80% of their time developing relationships with donors. Other significant amounts of time are spent in management activities such as organizing volunteers and events and managing staff. These job activities are the same types of activities that student affairs professionals engage in daily.

Recent student affairs literature on development offers guidelines for becoming involved in fundraising activities. The CSAO must begin formal and informal contacts with development officers and others on campus in order to foster collaborative relationships. Emphasized in the literature is the importance of creating a development plan, a method of prioritizing projects, developing protocols, and educating the division about these prior to the start of development contacts (Gordon, Strode, & Brady, 1993). Also emphasized is the need to ensure that student affairs missions and goals align with those of the institution. This is critical to centrality---being an essential part of the institution---as opposed to being seen as a peripheral unit (Hackman, 1985). As part of centrality, the division must develop allies among faculty and staff on academic programs (Jackson, 2000). Other components of the institution must understand the importance of student affairs to academic success. There is agreement among sources in the literature, including student affairs sources, that the development office should have control over

the entire campus development effort—even if student affairs or other areas actually pay the salary of their own development officer. Too many repercussions for several areas can occur when a prospective donor is contacted by multiple entities for various sums of money or other types of involvement.

Student Affairs Fundraising

“Counterpoised to the newly prevailing consensus that educational fundraising is an imperative is the scarcity of literature on how to fundraise from a student affairs perspective” (Gold et al., Golden & Quatroche, 1993, p. 96). The inclusive body of literature devoted to development/fundraising is small and is primarily written by and for development officers as instruction manuals. Literature relating exclusively to student affairs funding is even smaller and has focused primarily on the financial management of resources rather than the acquisition of new resources.

According to Myers (1996), often the first reaction to a financial crunch is retrenchment, which includes hiring freezes, pay cuts, limiting merit-based scholarships, cutbacks in research funding, delayed maintenance schedules, and reduction of student services. He maintained that reducing student services may lessen the quality of student life and affect admissions efforts. Myers advocated the practice of restructuring, which is a long-term solution. Pembroke (1985) indicated that student affairs staff have been year-to-year people and stressed the need to examine what is needed by the people served and also to evaluate current programs to determine whether they are still working. Tellefsen (1990) also agreed that understanding the campus structure and procedures and learning new ways to collaborate across campus lines to develop better standards of practice is

sound financial management. An excellent example of revamping student affairs after legislative appropriation cuts is in an article on Ramapo College of New Jersey (Scott & Bischoff, Fall 2000). The authors outlined the rationale and specific actions taken to continue those student affairs programs and the activities necessary to the success of the school's students.

Schuh (1990) offered student affairs strategies for becoming more efficient in the use of vital resources. Among these are to (a) clearly demonstrate how the mission of student affairs is in accord with the academic mission of the institution; (b) train staff, as managers, to be astute about budgeting procedures; and (c) use assessments to demonstrate student growth. Kuh and Nuss (1990) also discussed the importance of assessment practices to demonstrate effectiveness and efficiency. They stressed that qualitative and quantitative methods be used because student affairs services are also value-based, and therefore, are difficult to measure. They noted the difficulties in comparing budgets within student affairs, much less across the university, due to the vast differences in types of activities. Admissions, financial aid, student activities, counseling, and learning centers, for example, provide very different services to students. Kuh and Nuss mentioned the influence of intangibles such as politics, anecdotal information, and the influence of the chief student affairs officer in the financial arena.

In a study of selected 4-year public institutions, Rames (2000) found that, in a time of financial constraints, the areas that received an increase in funding were admissions, financial aid, and minority student advising. Those most often decreased in funding were counseling, career placement, student activities, and residence life. Rames

pointed out that these are all areas with counterparts in the community that could substitute for the services found on campus. Levy (1995) advocated the need for student affairs to seek new sources of funding to maintain excellence in services and programs. Floerchinger and Young (1992) outline specific suggestions for student affairs departments to improve their financial situation. Two of these, enhancing the prospect of students becoming supportive alumni and developing grant-writing skills, encourage staff be active in seeking external sources of funding.

The studies that most directly relate to this proposal have been done by Fygetakis (1992); Hendrix-Kral (1995); Kroll (1991); and Morton (1993). Hendrix-Kral 1995. Kroll studied the extent of student affairs professionals' involvement in fundraising at selected liberal arts colleges in the Midwest. One of the facts that she uncovered was the surprising number of development officers who had a student affairs background. Also, in the institutions studied, student affairs professionals were involved in fundraising, in part because they felt a commitment to strengthen the financial position of the institution. Kroll reported that the involvement in fundraising neither brought more prestige nor improved the resources for student affairs. On the other hand, Jackson (2000) wrote that fundraising is the most prestigious work of the institution and that successful fundraising can reflect positively on the division of student affairs. This difference of opinion may be a result of the increase in participation by student affairs professionals in fundraising activities since the early 1990s, when Kroll's study was conducted.

Fygetakis's (1992) study concerned the relationship between student affairs offices and development offices in raising funds for student extracurricular activities and

the dynamics that make the relationship successful or unsuccessful. Both development officers (professional fundraisers for the institution) and student affairs personnel were surveyed nationally on their opinion as to the degree of competition and cooperation involved in the relationship between the two offices. Generally, the development officers perceived a more cooperative relationship between the offices than did the student affairs respondents. Those who were more successful in their fundraising efforts perceived a more cooperative relationship than did those who had with less success. Fygetakis also found that the development officers surveyed were not opposed to student affairs professionals raising their own funding for extracurricular activities.

Although directly related to preparation for teaching public relations in a college or university, the concern that Morton (1993) addressed in her study is the lack of courses and training in fundraising concepts and techniques in the public relations curriculum. Because fundraising is an expected skill in public relations work, she proposed that the higher education curriculum should include resource development training. Her study included a textbook analysis and surveys of public relations students and practitioners. This same concern may be transferred to student affairs professional preparation.

Hendrix-Kral (1995) focused on a different aspect of the relationship between student affairs and the development office---capital campaigns. These are activities with the goal of raising a specific amount of money in a designated time frame to increase the assets of the university (Rosso, 1991). This study viewed whether capital campaigns had any significant effect on the success of fundraising in student affairs and whether student affairs had or would continue to have a development officer assigned to the department as

a result of the capital campaign. Both development officers and student affairs professionals were surveyed, and the study concluded that capital campaigns had “limited impact” on fundraising for student affairs. One of the reasons for this was the fact that case statements from student affairs were not listed as part of the capital campaign goals. A case statement is a written description of the institution, its plans for the future, its needs, and the rationale for gifts (Worth, 1993). According to Hendrix-Kral’s study, few institutions had development officers who were exclusively assigned to student affairs, although both development officers and student affairs staff stated that each of their departments should be more involved in raising funds for student affairs programs.

Until recently, chief student affairs officers (CSAOs) have had only a minor role in higher education fundraising. Chief student affairs officers may be defined as the head of the division, usually with the title of vice president or dean of students (Sandeem, 1991). Why are student affairs professionals not involved in fundraising on many campuses? According to a survey sent to 543 National Association of Student Personnel Administrators (NASPA) members, 53% did not believe that it was part of their job (Terrell et al., 1993). The survey also indicated that 84% had no formal training in the area of development, and 74% stated that their budgets did not include external sources of funding. The survey further found that student affairs professionals apparently believe that they should be included in fundraising activities. Of the surveys returned, 49% felt that their institution’s president did not consider them fundraisers. This same study found that there was no significant difference in involvement by CSAOs in private rather than public institutions, although private institutions have been fundraising for a longer period

of time. Those student affairs professionals who were involved in fundraising were primarily involved in activities for (in rank order) athletics, special programs, financial aid, and scholarships. Depending on the organizational chart in student affairs, residence hall and student union construction may also be included in fundraising case statements for student affairs (Jackson, 2000).

Kroll's (1991) premise was that, until recently, higher education training programs have not included a development component, and job descriptions generally have not included development as a function of the position. In response to this need, the National Association of Student Personnel Administrators (NASPA), an organization for senior student affairs professionals, offered the first student affairs fundraising workshop in New Orleans in January of 1997. A second workshop was held in California the following January, because the California State System made it mandatory to use campus life fundraisers.

Part of the literature is devoted to grant writing, which has been the more common form of external funding for student affairs in recent years. Much of the literature addresses grantsmanship—the expertise necessary to write successful grant proposals. Donhart and Gehring (1980) conducted a study of student affairs grantsmanship in selected public and private institutions that was cited in Fygetakis's (1992) dissertation as a major contribution at that time to student affairs fundraising literature. In Davis and Davis's (1993) study, CSAOs listed grant writing as a job expectation for staff members in their student affairs divisions. Due to the interest in grant writing, a session of the January 1998 NASPA workshop on fundraising covered information on foundations and

other resources and the preparation of grant proposals. In addition, graduate classes and noncredit workshops are also offered on higher education campuses to encourage the tapping of this resource.

CHAPTER 3

INTRODUCTION

METHODOLOGY AND COLLECTION OF DATA

This study sought to determine the predominance of chief student affairs officers trained in development and the types of development training that they have had. The study determined areas of development activity (programs, facilities, etc.) and whether institutions met their goals for these areas. Finally, the study sought to determine the extent of cooperation between development offices and student affairs officers at Texas institutions and whether there was a correlation between a cooperative relationship and the number of successful fundraising goals.

Population and Sampling Procedures

According to Gall, Borg, and Gall (1996), the purpose of a survey is to “collect data from participants in a sample about their characteristics, experiences, and opinions in order to generalize the findings to a population that the sample is intended to represent” (p.289).

A pilot study was conducted outside of the State of Texas. Nine of 15 senior student affairs officers and senior development officers contacted at higher education institutions contributed feedback on the survey questions. As a result, several of the relationship questions were rewritten to be neutrally worded in order to elicit an accurate response. Two questions concerning chief student affairs officer training were combined into one question and the term credit-bearing class used to clarify a formal type of training.

The Texas Higher Education Coordinating Board reported that Texas has 75 four-year, 74 two-year, 3 technical, and 10 professional schools for a total of 162 institutions of higher education. The instrument was administered to a stratified-purposeful sample consisting of the 149 four-year (public and private) institutions and 2-year public institutions listed by the Texas Higher Education Coordinating Board as offering associate degrees, bachelor's degrees, and advanced degrees (see Appendix B). Professional schools, training schools and private 2-year institutions will be omitted from the study. Data will be compared among the subgroups: public 4-year versus private 4-year institutions; public 4-year versus public 2-year institutions; student affairs officers at 4-year public institutions versus student affairs officers at 2-year public institutions; and student affairs officers at all 4-year institutions versus development officers at all 4-year institutions. A similar version of the survey was sent to the development office at each institution. Those questions that are specific to development training for student affairs were not included on the development office version of the survey, nor was the question asking whether student affairs hires its own development officer. A letter of endorsement was included from the president and graduate research commission chair of the Texas Association of College and University Student Personnel Administrators (TACUSPA).

Data Collection

According to Gall et al. (1996), the steps to follow for a successful survey are to: (a) define research objectives, (b) select a sample, (c) design the survey format, (d) pretest, (e) pre-contact the sample, (f) send the survey with a cover letter, (g) follow-up

with non-respondents and (h) analyze the data. All of these steps were followed. (see Appendix C).

A written survey consisting primarily of fixed alternative responses was adapted by this researcher from the Fygetakis (1992) and Hendrix-Kral (1995) instruments for the research questions set forth in this study. To assess the content validity and internal consistency of the survey instrument, a group of development and student affairs experts from institutions not used in the sample were used to review the instrument. Revisions were made from their recommendations, and the survey returned to them to verify that the instrument was useable.

The survey was administered during the spring of 2001. The precontact letter was sent first and included a return self-addressed and stamped postcard indicating participation. The survey, including the cover letter endorsement from TACUSPA, was mailed to those who agreed to participate in the study. The second mailing, a reminder letter, was mailed 10 days after the initial mailing. A third mailing, a second copy of the survey, was mailed to non-respondents 2 weeks after the reminder letter. A final contact to non-respondents was made by telephone and by e-mail until the response rate was sufficient. (Correspondence may be found in Appendix E; the surveys in Appendix F.)

Procedure for Analysis of Data

SPSS 10.0 for Windows software for personal computers was used to set up the database and to analyze the data. Each item in the survey was assigned a numerical designation. The resulting data will be both ordinal and numerical in nature. One

negatively worded question was coded in reverse order to be consistent with other survey questions.

Testing of Research Questions

The data for the study was collected and analyzed in response to the research questions posed in chapter 1 of this study. The data was analyzed both descriptively and statistically. Some of the data collected was descriptive in nature, and statistical analyses were used to compare responses among student affairs and development offices and among types of institutions. Demographic information on the respondents is reported first, and an analysis of the questions connected to the research questions follow. If only one survey was returned from an institution, only the demographic data was used.

Research Question 1: How many Texas student affairs officers have specific development training?

Question 2 (how many officers have training) from the student affairs survey addresses this question. Descriptive statistics with a frequency table were used. A chi square contingency table analysis at the .05 level of significance was used to compare data among the institutional categories: 2-year public, 4-year public, and 4-year private institutions.

Research Question 2: What kind of training have Texas student affairs officers received?

Question 2 (kind of training) from the student affairs survey addresses this question. Descriptive statistics with a frequency table was used. A chi square contingency table analysis at the .05 level of significance was used to compare data among the institutional categories: 2-year public, 4-year public and 4-year private institutions.

Research Question 3: To what extent are Texas student affairs officers involved in fundraising?

Question 3 (CSAO has direct fundraising contact), Q-6 (student affairs has own development officer), Q-10 (list of external funding sources), and Q-7 on the development survey, as well as Q-11 (student affairs survey and Q-8 on development survey (programs/activities funded by external funds) addressed this research question. Descriptive statistics with a frequency table was used to compare data among the three institutional categories. A chi square contingency table analysis at the .05 level of significance was used to compare percentages of fundraising goals reached among the three institutional categories: 2-year public institutions, 4-year public and 4-year private institutions.

Research Question 4: In what ways has the institution supported student affairs fundraising?

Addressing Research Question 4 are Q-5 on the student affairs survey and Q-3 on the development survey (whether student affairs programs/activities were a part of capital campaign goals); Q-7 on the student affairs survey and Q-4 on the development survey (whether development officer is assigned to student affairs); Q-9 on the student affairs survey and Q-6 on the development survey (degree of presidential support); Q-12 on student affairs survey and Q-9 on the development survey (development officer assists student affairs in raising funds). Descriptive statistics with a frequency table was used to compare data among the three institutional categories. A chi square contingency table analysis at the .05 level of significance was used to compare percentages of fundraising

goals reached and the degree of support for student affairs fundraising among the three institutional categories: 2-year public institutions, 4-year public and 4-year private institutions.

Research Question 5: To what degree do Texas development offices and student affairs offices work together or separately to raise funds for student affairs?

Question 13 through Q-24 on the student affairs survey and Q-9 through Q-21 on the development survey pertain to the relationship between development and student affairs offices. Question 12 (Q9) and Q14 (Q11) determined the level of cooperation that exists between the two areas. Q14 (Q11) were entered in reverse order to correspond to the other questions. Question 19 (Q16) and Q-15 (Q-12) determined the degree of separation or sharing of fundraising responsibilities. Question 22 (Q-19) asks what the level of fundraising involvement there should be between the two areas. Questions 13 (Q10), 17 (Q14), 18 (Q15) and 21 (Q18) sought to find the level of communication between the offices. Question 13 (Q10) and Q-18 (Q15) compared the extent of information sharing, while Q17 (Q14) and Q21 (Q18) addressed trust. Question 16 (Q13) and Q20 (Q17) addressed whether the development office supports student affairs' efforts at fundraising. Spearman's rank correlation was used to correlate the responses between the development office and student affairs office as to the perceived level of cooperation between the two offices.

Although not a specific research question, an additional comparison using chi square analysis was to be made between the data from this study and the 1992 Fygetakis study to determine any differences in development activity involvement and the

cooperation level between development offices and student affairs offices. The sample was too small even to use the Fisher's exact test. The purpose of this analysis was to enhance the discussion, conclusions, and recommendations resulting from the study's five research questions.

Expected Results

Research Question 1: How many Texas student affairs officers have specific development training? Expected results would be that half of the respondents from 4-year public institutions and 4-year private institutions will have had some form of training. It is expected that student affairs officers at 2-year institutions will have had less development training than both the 4-year public and 4-year private student affairs colleagues.

Research Question 2: What kind of training for fundraising have Texas student affairs officers received?

It is expected that student affairs officers at 4-year public and 4-year private institutions will primarily have on-the-job development training. Some will have attended fundraising workshops, and the least number will have had course work pertaining to development. It is also expected that student affairs officers at 2-year public institutions will have had little on-the-job development training, and fewer will have attended workshops or enrolled in development courses than have their 4-year institution counterparts.

Research Question 3: To what extent are Texas student affairs officers involved in fundraising?

It is expected that approximately half of the respondents from the 4-year institutions will be involved in fundraising for their institutions. There will be more involvement by private institution student affairs professionals in fundraising than student affairs professionals in public institutions, regardless of size. It is also expected that student affairs professionals at 2-year public institutions will be less involved in development activities than are their 4-year public and private institutional counterparts.

Research Question 4: In what ways has the institution supported student affairs fundraising?

It is assumed that fundraising is being conducted at all of these institutions, either by the development office or by student affairs professionals. It is expected that fundraising activities for student affairs will have been primarily conducted by the development office, and that buildings, scholarships, and athletics will be the primary recipients of external funding at the majority of the 4-year public and 4-year private institutions. Buildings and scholarships will be the primary recipients of external funding at the majority of the 2-year public institutions. At the majority of institutions, the president will be seen as supportive of student affairs fundraising.

Research Question 5: To what degree do Texas development offices and student affairs offices work together or separately to raise funds for student affairs?

It is expected that the results of the proposed study will indicate that both student affairs professionals and development officers perceive the other to be cooperative rather than in competitive with each other. This perception will correlate positively with the perceived success or failure of the fundraising efforts. For those institutions that do not

have a formal relationship between student affairs and the development office, there is expected to be a perception of competition for external funding. This perception of a cooperative relationship will correlate positively with a higher percentage of fundraising goals met than for those institutions perceiving less cooperation between development and student affairs.

CHAPTER 4

RESULTS

Survey Response

The procedure for successful data collection was to: (a) send a pre-contact letter with a return postcard indicating participation, (b) send a survey with a cover letter to participants, (c) send a follow up letter to non-respondents, (d) mail a third letter and a second copy of the survey to all non-respondents, and (e) use phone calls and e-mails until a sufficient return was obtained.

The initial letters were sent to the chief student affairs officer and chief development officer at the 149 institutions listed by the Texas Higher Education Coordinating Board as two-year public, four-public, and four-year private institutions offering associate degrees, bachelor's degrees and advanced degrees. Names and addresses were obtained through the directories of the Council for the Advancement and Support of Education (CASE), National Association of Student Personnel Administrators (NASPA), the Texas Association of Student Personnel Administrators (TACUSPA) and the Texas Association of Community College Chief Student Affairs Administrators (TACCCSAA). On April 18-19, 2001, each officer was mailed a letter of endorsement from the president and graduate research commission chair of TACUSPA, which included a return, stamped postcard indicating a willingness to participate in the study. Surveys were sent to participants as postcards were returned. The second appeal letter was mailed in ten days to non-respondents. The third letter, which included the survey, was mailed to the remaining non-respondents at the end of the next ten days. Additional

mailings occurred as incorrect listings or addresses became known. Telephone calls and e-mails were productive in acquiring the final surveys necessary, and the data collection was completed by the last week in June, 2001.

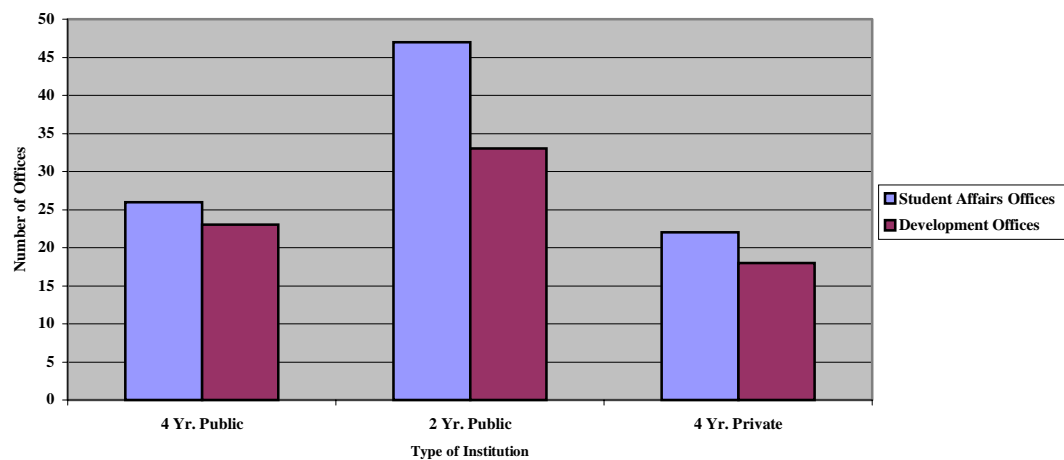
Surveys were mailed to the 149 institutions and their district (community colleges) and system (four-year public institutions) offices to ensure that the development officers involved would receive the survey information. The overall survey response rate was 60.7%, which included 167 usable surveys from student affairs and development officers at selected Texas institutions. The titles of those administrators who indicated that they were not the chief student affairs officer are: dean of student life; director (not specified); director of student activities and assistant vice president; and dean of students for 4-year public institutions. Titles of non-chiefs at two-year public institutions are: student services on tech campus; assistant vice president for instruction and student services; assistant dean of students; assistant to the vice president; assistant vice president for administration, records and resources; and district vice president for student programs. Four-year private institution titles of respondents who are not the chief are: director of student life; and dean of students. Respondents to the development survey who are not the chief development officer at 4-year public institutions are listed as: director of development; development officer for stewardship and planning giving coordinator; and executive officer for planned giving. Titles for 2-year institution respondents who are not the chief development officer are: president; and director of resource and community development. Associate vice chancellor for advancement; and director of alumni are the

two titles listed on the 4-year private institution surveys not completed by a chief development officer.

Eighty-five percent of the four-year public institutions responded; 78% of the private four-year institutions responded; and 77% of the two-year public institutions responded. The difference in the survey response rate and the institutional rate involves the initial assumption that all institutions had their own development officer. Figure 1 below illustrates the participation by institutional category.

Figure 1

Survey Respondents



Two institutions were removed from the study because one had never raised funds for the institution in its entire history, and the other was a new community college, which had not yet opened. A third institution was combined in the count because they reported a joint administration with another institution.

The primary reason indicated for not participating in the survey was that the institution did not raise funds for student affairs; therefore, they would not have the information. One student affairs administrator commented that the institution did not train student affairs staff to fundraise. Five institutions responded that they did not have a development officer. One student affairs officer and one development officer stated that they were too new to the institution to respond knowledgeably. A final community college administrator refused to participate because he felt the researcher lacked sufficient knowledge of community college organization. There were 114 non-respondents.

In the situations where the community college district had one district-level development officer for all institutions, the responses from the returned surveys were used for each of the community colleges in the district. One community college district level chief student affairs officer's responses were used for each institution in that district.

Results

The following research questions presented in Chapter 3 will be answered by the data collected.

1. How many Texas student affairs officers have specific development (fundraising) training?
2. What kind of training for fundraising have Texas student affairs officers received?
3. To what extent are Texas student affairs officers involved in fundraising?
4. In what ways has the institution supported student affairs fundraising?
5. To what degree do Texas development offices and student affairs offices work together?

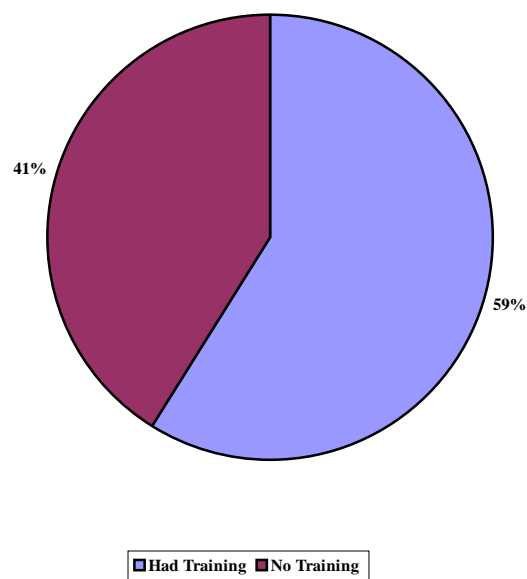
Research Question 1: How many Texas student affairs officers have specific development (fundraising) training?

Of the 95 student affairs offices responding to Question 2 on their survey, 56 (58.9%) have had some kind of training. Thirty-nine (41.1%) indicated they have had no training in fundraising (See Figure 2). There was no significant difference in the responses between types of institutions regarding training received by student affairs officers.

Figure 2

Student Affairs Officer Development Training

Research Question 2: What kind of training for fundraising have Texas student affairs

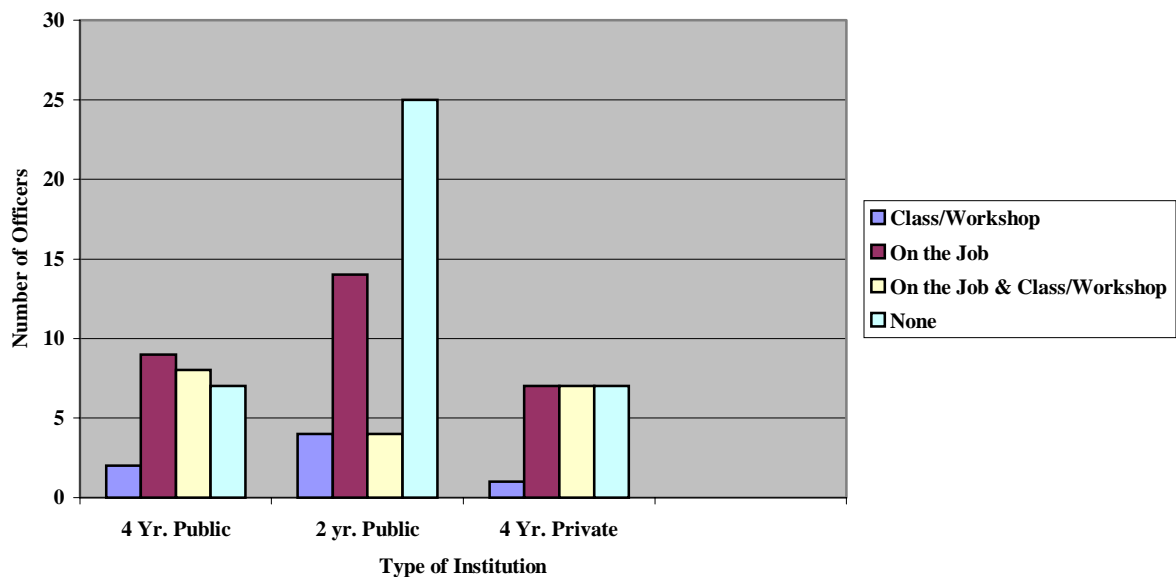


officers received?

Figure 3 below outlines the categories and percentages of the types of training listed in the survey: on the job, credit-bearing class, and workshops. Only four officers attended a credit-bearing class on fundraising. Two of these officers were from two-year institutions and one person each were from 4-year public and private institutions. Thirty officers (31.6%) reported having only on the job training. Nineteen (20%) indicated they had a combination of on the job training and a workshop/credit-bearing class. A chi square analysis among types of institutions indicated no significant differences among types of institutions.

Figure 3

Types of Training Experienced by Student Affairs Officers in Texas

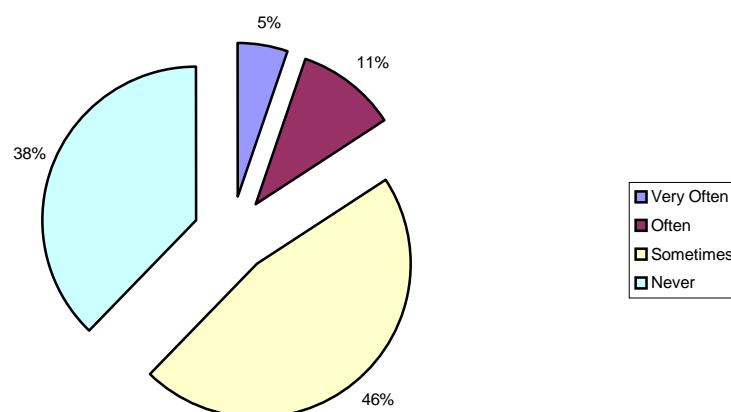


Research Question 3: To what extent are Texas student affairs officers involved in fundraising?

Question 3 (fundraising contacts by senior student affairs officer) and Question 6 (student affairs employs its own development officer) on the student affairs survey and Questions 10, external funding sources, and Question 11, programs/activities funded by external funds, on both surveys were used to determine the extent of involvement in fundraising activities. Of the 95 respondents to Question 3, 62.1% (59) of student affairs officers have been involved to some extent in fundraising; 37.9% (36) have never been involved in fundraising. The most frequent response by student affairs officers was Sometimes (46.3%). Five (5.3%) reported that they fundraise Very Often; 10.5% stated they fundraise Sometimes. (See Figure 4 below.) A chi square test indicated that no significant difference exists among types of institutions concerning the senior student affairs officer's individual involvement in fundraising.

Figure 4

Chief Student Affairs Officers Involved in Fundraising



Seventeen student affairs offices (17.9%) employ their own student affairs development officer; 78 offices (82.1%) do not. Thirteen of these officers are full-time; 2 are part-time. There are 2 missing responses. The chi square test found no significant difference among types of institutions in the employment of a development officer by student affairs.

Figure 5

Student Affairs Offices Employing Own Development Officer

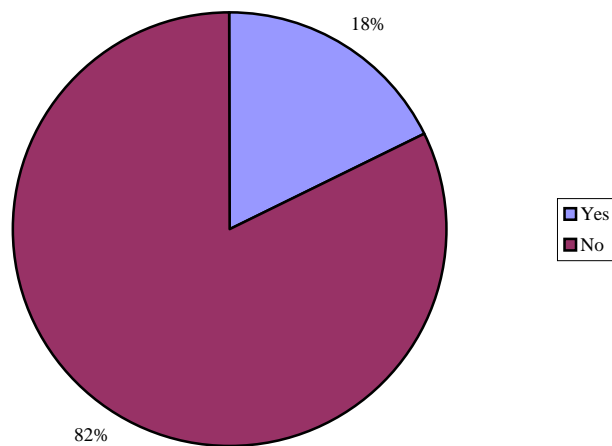
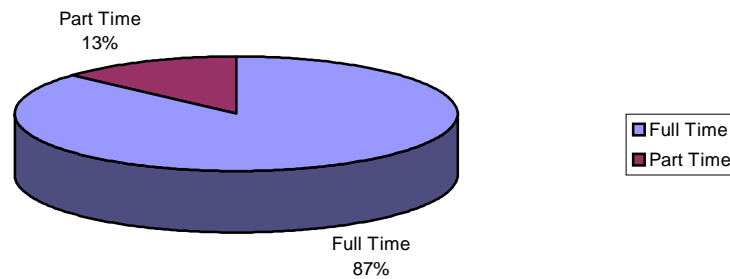


Figure 6

Full Time/Part Time Status of Student Affairs Development Officers



Note: Two respondents did not indicate full-time/part-time status.

Question 10 lists sources of external funding used to support student affairs programs and services. On the student affairs survey 86 out of 95 respondents completed the ranking. Of these, 85% (86) listed one or more external sources; 15% (13) listed None (no external resources). Student affairs officers ranked government grants first, private grants second and donations third as sources of external funding. Other sources listed by student affairs officers are: president's fund, scholarships, auxiliary sales, local funds, debt, and student fundraising. Of the 72 development surveys returned, 59 respondents completed the ranking of external resources. Forty-six (78%) listed one or more sources of external funding. None (no external funding) was indicated by 13 (22%) of respondents. Development officers ranked donations first, private grants second, and third

was a tie between government grants, private grants and donations. Other sources of funding listed by development officers are: general events, campus organizations and the Baptist Convention.

Question 11 is the list of programs and activities used to determine recipients of fundraising efforts. All of the programs and activities listed received responses, but the highest percentage of fundraising activities listed by development officers and student affairs officers were for intercollegiate athletics and scholarships in that order. A chi square test could not be used to compare responses among questions relating to this research question due to insufficient responses to Goals Met on both the development and student affairs surveys.

Question 11 was worded to determine the fundraising efforts for student affairs by that particular office (development or student affairs)—not in combination with the other office. The response pattern was considerably different between the development officers and student affairs officers to these items. All (N=95) of the student affairs officers responding to the survey completed this set of items. In contrast, development officers' (N=72) responses averaged only 24% (range was 7-58). Although the response rate by the development officers to these survey items was smaller, the average response for Met Goals was higher at 8% compared to a 3% average for the student affairs officers. On average, development officers indicated more goals were met than the student affairs officers. The average response to Raised Funds was 97% for student affairs officers compared to 16% for development officers. See Tables 1 and 2 for responses for each program/activity.

Table 1

Development Officer Responses—Raised Funds or Met Goals

Activity/Program	Raised Funds	Met Goal	Total n=	No Response
Alcohol/Substance Education	6 (60%)	4 (40%)	10	62
Athletic (Intercollegiate) Programs	24 (73%)	9 (27%)	33	39
Student Union/Ctr (Const/Renov)	5 (50%)	5 (50%)	10	62
Student Rec Ctr (Const/Renov)	5 (50%)	5 (50%)	10	62
Residences (Const/Renov)	7 (54%)	6 (46%)	13	59
Campus Safety/Rape Education	5 (71%)	2 (29%)	7	65
Career Planning & Development	14 (93%)	1 (7%)	15	57
Community Service/Volunteerism	13 (62%)	8 (38%)	21	51
Creative or Performing Arts	20 (67%)	10 (33%)	30	42
Daycare for Students/Faculty/Staff	11(100%)	0 (0%)	11	61
Disabled Student Programs/Services	7 (54%)	6 (46%)	13	59
Emergency Student Loan Funds	11 (79%)	3 (21%)	14	58
Healthcare/Wellness/Counseling	9 (82%)	2 (18%)	11	61
International Student Programs	13 (76%)	4 (24%)	17	55
Recreation Programs/Equipment	13 (72%)	5 (28%)	18	54
Residential Life Programs	5 (71%)	2 (29%)	7	65
Scholarships	23 (40%)	35 (60%)	58	14
Training Student Leaders	10 (91%)	1 (9%)	11	61
Tutorial/Learning Centers	7 (70%)	3 (30%)	10	62
Women & Minority Programs	21 (84%)	4 (16%)	25	47

Table 2

Student Affairs Responses—Raised Funds or Met Goal

Activity/Program	Student Affairs Offices N=95			
	Raised Funds	Met Goal	Total n=	No Response
Alcohol/Substance Education	91 (96%)	4 (4%)	95	0
Athletic (Intercollegiate) Programs	83 (87%)	12 (13%)	95	0
Student Union/Ctr (Const/Renov)	90 (95%)	5 (5%)	95	0
Student Rec Ctr (Const/Renov)	94 (99%)	1 (1%)	95	0
Residences (Const/Renov)	92 (97%)	3 (3%)	95	0
Campus Safety/Rape Education	93 (98%)	2 (2%)	95	0
Career Planning & Development	93 (98%)	2 (2%)	95	0
Community Service/Volunteerism	92 (97%)	3 (3%)	95	0
Creative or Performing Arts	94 (99%)	1 (1%)	95	0
Daycare for Students/Faculty/Staff	94 (99%)	1 (1%)	95	0
Disabled Student Programs/Services	94 (99%)	1 (1%)	95	0

Emergency Student Loan Funds	92 (97%)	3 (3%)	95	0
Healthcare/Wellness/Counseling	92 (97%)	3 (3%)	95	0
International Student Programs	94 (99%)	1 (1%)	95	0
Recreation Programs/Equipment	94 (99%)	1 (1%)	95	0
Residential Life Programs	92 (97%)	3 (3%)	95	0
Scholarships	86 (91%)	9 (9%)	95	0
Training Student Leaders	91 (96%)	4 (4%)	95	0
Tutorial/Learning Centers	92 (97%)	3 (3%)	95	0
Women & Minority Programs	93 (98%)	2 (2%)	95	0

Indicators that Texas student affairs officers are involved in fundraising are that 62% of them directly participate in fundraising themselves Sometimes to Very Often. Most student affairs offices have some source of external funding. All of the programs/services listed in the survey received responses that some funds were raised and some of their goals met for others---intercollegiate athletics and scholarships receiving the largest efforts. Another indicator of fundraising involvement, although small in number, are the number of development officers employed directly by student affairs offices.

Research Question 4: In what ways has the institution supported student affairs fundraising?

Question 5, whether student affairs programs/activities were a part of capital campaign goals; Question 7, whether a development officer is assigned to student affairs; Question 9, the degree of presidential support for student affairs fundraising; Question 12, whether the development office assists student affairs in raising funds, and Question 8, what budget the development officer's salary comes from, address Research Question 4. Twenty programs and activities were listed in Question 11 for respondents to indicate whether some funds were raised or the goals were met for them. There were insufficient

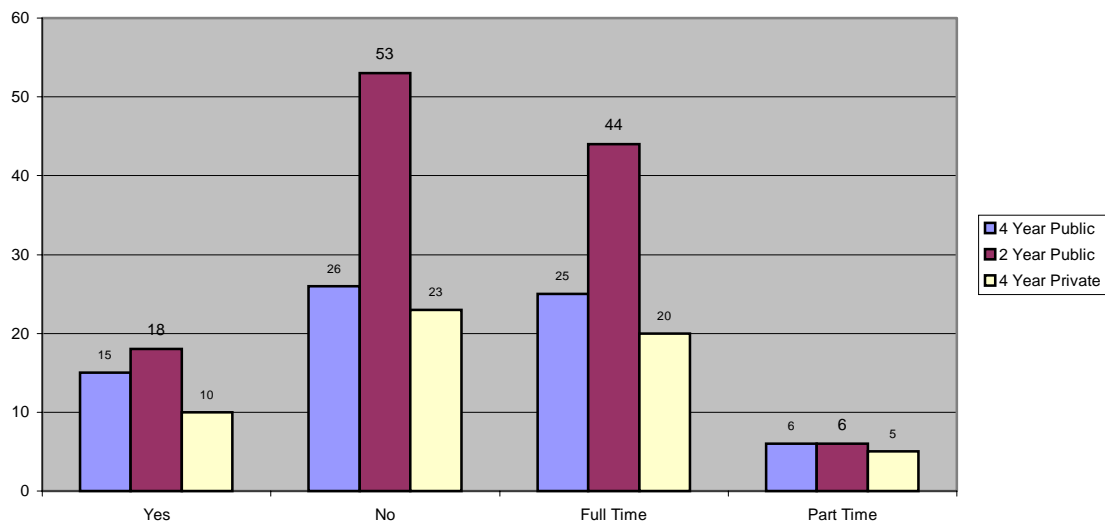
responses to Goals Met to consider a chi square comparison between Goals Met and Question 5, whether student affairs was included in their campaign goals; Question 7, whether a development officer was assigned to student affairs by the development office; or Question 9, the degree of presidential support for student affairs fundraising. All student affairs offices (N = 95) completed this set of questions with no missing responses. Missing responses for development officers was extensive at an average of 54.8 of 72 possible responses (76%). Of the small percentage of development offices that did respond, 16% was the average in the Raised Funds category. An average of 8% of responses indicated that goals were met for the programs/activities listed. For student affairs offices, 97% was the average response for Raised Funds as compared to an average of 3% indicating that they Met Goals. Intercollegiate athletics and scholarships ranked first and second respectively on both the student affairs and development offices surveys in frequency of responses. Student Union/Center ranked third from student affairs offices, while Creative/Performing Arts was third from development offices. This indicated that more fundraising activity occurred for these programs/services that others listed in the survey.

Question 7 asked whether student affairs offices have a development officer assigned to it by the development office. Of the 147 respondents 43 (30%) reported having a development officer assigned to them from the development office. The majority (70%) of institutions (102) did not have an assigned officer. There were 22 non respondents. A chi square test found no significant difference among types of institutions in whether or not they had a development officer assigned from the development office. In answering

the question concerning the position being full time or part time, 106 respondents reported that 89 development officers for student affairs were full time; 17 were part time. Sixty one participants did not respond to this part of the question. A chi square test found no significant difference among types of institutions on full time/part time status. (See Figure 7 below.)

Figure 7

Development Officers Assigned to Student Affairs by Development Office

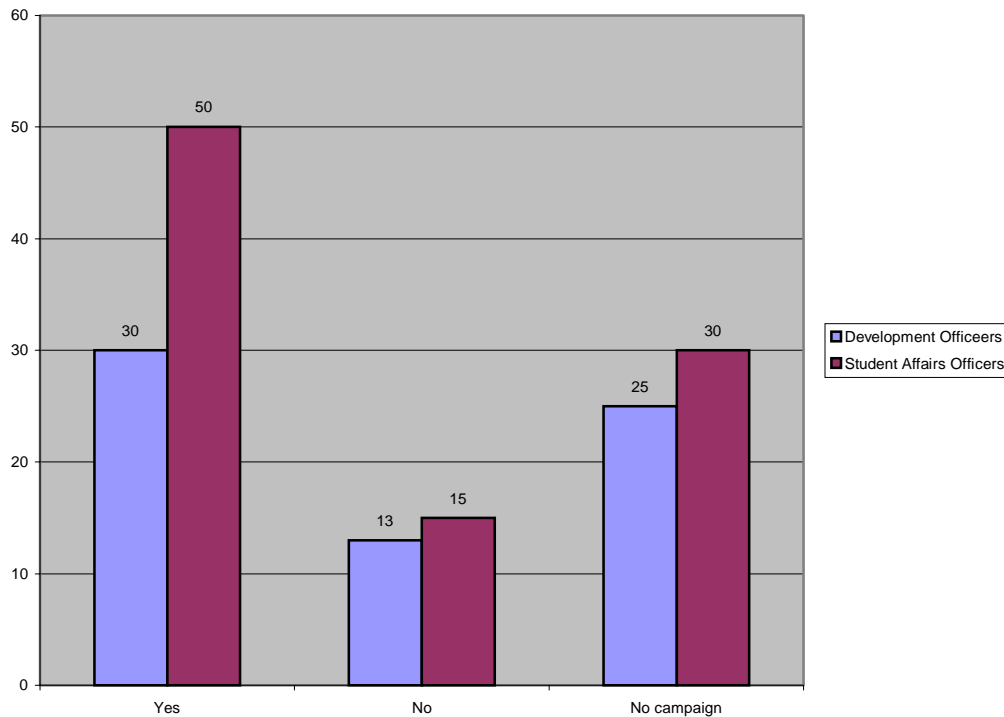


Question 5 asked whether student affairs' needs were included in the institution's capital campaign. Thirty of 68 (44.2%) development officers indicated that these needs were included. Fifty of 95 (52.5%) student affairs respondents indicated their needs were included. Thirteen or 19.1% of development officers indicated that student affairs' needs were not included in the capital campaign; 15 or 15.8% of student affairs officers said their needs were not included. Approximately a third of both respondents (36.8% of

development; 31.6% of student affairs) indicated that their institution had conducted no recent capital campaign.

Figure 8

Student Affairs Needs Included in Capital Campaign Goals

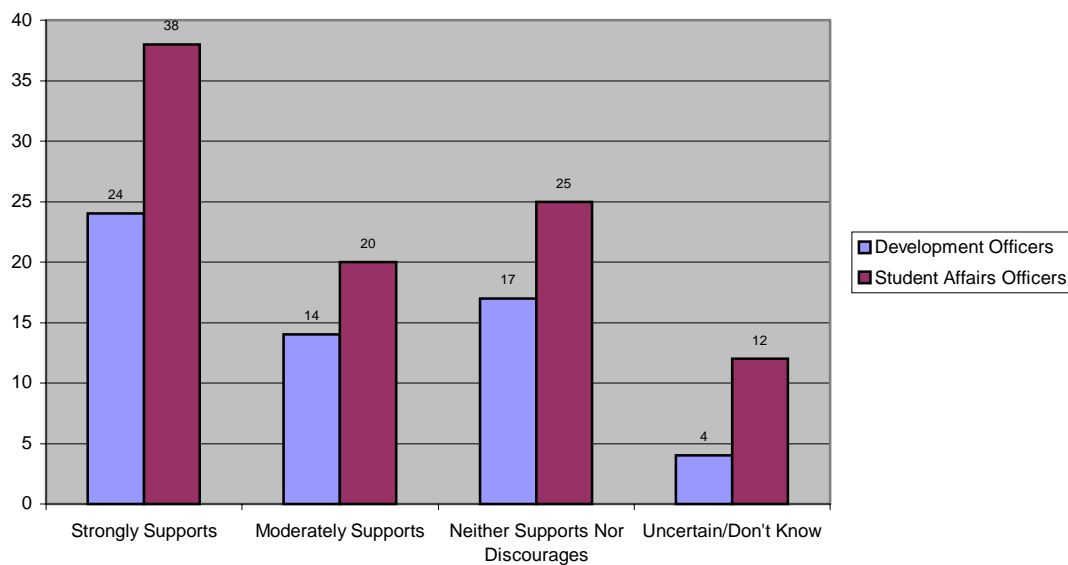


Question 9 asked the respondent what degree of presidential support exists for student affairs fundraising at their institution. Forty percent of development officers and student affairs officers indicated that their president strongly supports student affairs fundraising. Another 23.1% of development officers and 21.1% of student affairs officers stated that their president moderately supports student affairs fundraising. No student affairs officers indicated that their president discourages fundraising for student affairs, but one of the development offices did so. Four out of 60 development respondents

(6.7%) and 12 of out 95 (12.6%) of student affairs respondents indicated that they were uncertain about or did not know about presidential support for student affairs fundraising at their institution. By cumulative percent, over 60% of presidents were reported to moderately or strongly support student affairs fundraising, which was the expected result. Figure 9 below compares the responses between development and student affairs on presidential support.

Figure 9

Presidential Support for Student Affairs Fundraising



Question 8 asked which budget(s) supported the development officer if applicable. There were a total of 10 responses between the two offices. Five indicated that the salary was split between development and student affairs; five indicated that the salary was split between student affairs and another office.

Twenty-three percent of the development offices reported that student affairs assists them Frequently to Always; 14.3% reported Sometimes and 62.5% reported assistance as Seldom to Never. On the other hand, 35.8% of the student affairs officers reported that the development office assisted them with fundraising Frequently to Always; 29.5% were assisted Sometimes and 34.7% were assisted Seldom to Never. These responses are compared further under Research Question 5.

To summarize, the ways the institutions support student affairs fundraising is by the presidential support at the majority of institutions surveyed; including student affairs in the institution's capital campaign (where there was a campaign), and that 30% of the institutions have a development officer assigned to student affairs from the development office. Student affairs indicates that the development office assists in raising funds for students affairs needs at a greater percentage than did the development office indicated that student affairs assists them in raising funds for student affairs needs.

Research Question 5: To what degree do Texas development offices and student affairs offices work together?

Questions 12 through 24 on the student affairs survey pertain to the relationship between development and student affairs offices. Spearman's rank correlation was used to correlate the responses between the development office and student affairs office as to the perceived level of cooperation between the two offices.

Question 12 and Question 14 on the student affairs survey determined the level of cooperation that exists between the two areas. Question 12 and Question 9 (development survey) are correlated at the .05 level (.309) with a $p=.029$ and an $N=50$.

Student affairs and development both reported that the other office assists student affairs in raising funds Frequently. Question 14 was entered in reverse order to correspond to the other questions. There was no significant difference in the responses between the two offices concerning friction existing between the two offices over control of fundraising for student affairs. Both means were in the Seldom to Never range.

Table 3

Control Over Fundraising Activities

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Assists other office in raising funds for student affairs			
Student Affairs	2.93	1.34	50
Development	3.49	1.15	67
Friction exists over control of student affairs fundraising.			
Student Affairs	1.40	.59	95
Development	1.52	.67	62

Question 19 and Question 16 determined the degree of separation or sharing of fundraising responsibilities. There was no significant difference between the responses to either question. Both offices stated that they Frequently share fundraising responsibilities and Frequently raise funds for student affairs but are not involved in the other office's efforts at student affairs fundraising.

Table 4

Separation or Sharing of Fundraising Responsibilities

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Common to share fundraising responsibilities			
Student Affairs	2.77	1.47	95
Development	3.24	1.36	59

Question 22 asks what the level of fundraising involvement there should be between the two areas. There was no significant difference among the responses. Both agreed that fundraising should be shared between student affairs and development.

Table 5

Level of Fundraising Involvement

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Which office should fundraise for student affairs			
Student Affairs	2.08	.96	95
Development	2.10	.85	61

Questions 13, 17, 18 and 21 sought to find the level of communication between the offices. Question 13 and Question 18 compared the extent of information sharing, while Question 17 and Question 21 addressed trust between the two offices. Question 16 and Question 20 explored whether the development office supports student affairs' efforts at fundraising. The correlation between development and student affairs on Question 13 (communicates effectively) was significant at the .01 level (.483) $p=0$, $N=50$. Question 17 (high level of trust exists) correlated significantly at the .05 level (.382) $p=.022$, $N=43$. There were no significant differences in responses between offices on Question 18 (routinely share information) and Question 21 (know each other's fundraising plans). Question 13 and Question 18 were also used to determine the extent of information sharing between student affairs and development.

Table 6

Level of Communication

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Student affairs/development communicates effectively			
Student Affairs	2.31	1.09	50
Development	2.69	1.23	43

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
High level of trust exists between offices			
Student Affairs	1.79	.98	95
Development	1.77	.95	57

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Student affairs/development routinely shares important fundraising information			
Student Affairs	2.63	2.63	95
Development	2.82	1.43	60

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Know each other's fundraising plans			
Student Affairs	2.54	1.41	95
Development	2.50	1.37	60

Question 17, a high level of trust exists, and Question 21, knows each other's fundraising plans, sought to determine the trust level between the two offices. Question 17 (high level of trust exists) correlated significantly at the .05 level (.382) $p=.022$, $N=43$. No significant differences occurred in the responses between offices on Question 21.

Question 16, student affairs/development is supportive when the other office wants to raise funds for student affairs, and Question 20, student affairs/development encourages efforts by the other office to raise funds for students affairs, were used to determine whether the development office supports student affairs's efforts at fundraising. There was no significant correlation between responses to Question 16 or

between offices on Question 20. The most frequent response on all four questions was Always.

Table 7

Support for Student Affairs Fundraising By Other Office

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Student affairs/development supportive when development/student affairs wants to raise funds			
Student Affairs	2.21	1.34	95
Development	1.90	1.29	61

<u>Question</u>	<u>Mean</u>	<u>S.D.</u>	<u>N</u>
Development encourages student affairs to fundraise			
Student Affairs	2.56	1.52	95
Development	2.45	1.43	60

Question 22 asked respondents whether the responsibility for student affairs fundraising should lie solely with development or student affairs or the responsibilities should be shared between the two offices. Question 23 asked respondents to give an overall rating to the relationship between student affairs and the development office. Question 24 concerned an overall fundraising rating of their institution as to their success with raising funds for student affairs needs.

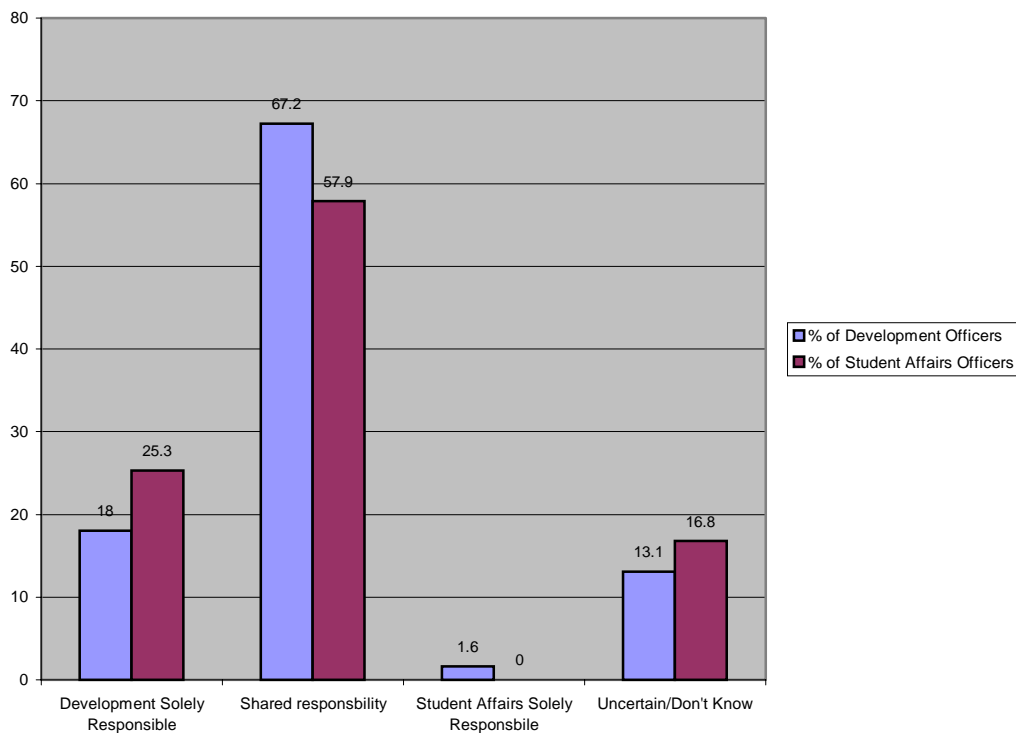
The majority of development officers and student affairs officers indicated that fundraising for student affairs should be a shared responsibility. Fifty-five out of 95 student affairs officers (57.9%) and 41 out of 61 development officers (67.2%) felt responsibilities should be shared. Only 18% of development officers (11/61) and 25.3% of student affairs officers (24/95) felt the development office should have sole responsibility for student affairs fundraising. A single respondent, a development officer,

indicated student affairs should have complete control over student affairs fundraising.

The percentage indicating that they were Uncertain or Didn't Know was 13.1% (8/61) for development and 16.8% (16/95) for student affairs respondents. The figure below displays the percentages on answers to this question.

Figure 10

Responsibility for Student Affairs Fundraising

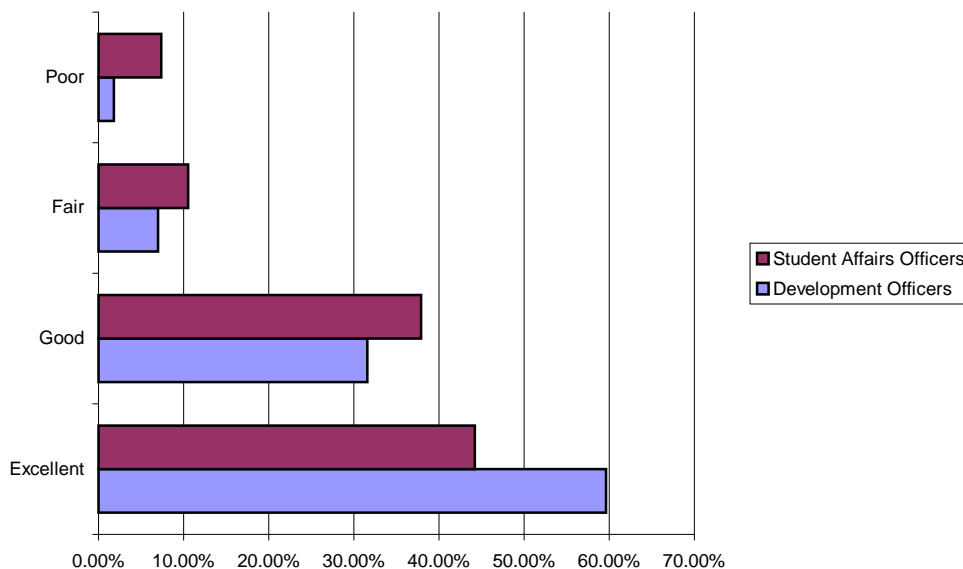


A set of questions on both surveys, discussed earlier in this chapter, asked about specific aspects of the relationship between development and student affairs. At the end of the survey, respondents were asked to give an overall rating to the relationship between the development office and the student affairs office at their institution. As the figure

below demonstrates, 59.6% (34/57) of the development officers rated the relationship as Excellent compared to 44.2% (42/95) of the student affairs respondents. The Good rating was 31.6% (18/57) for development officers and 37.9% (36/95) for student affairs officers. Relationships rated as Poor were 7.4% (7/95) of student affairs officers and 1.8% (1) of the development officers. The cumulative percentage of Good to Excellent for student affairs officers was 82.1% compared to 91.2% for development officers.

Figure 11

Overall Relationship Rating

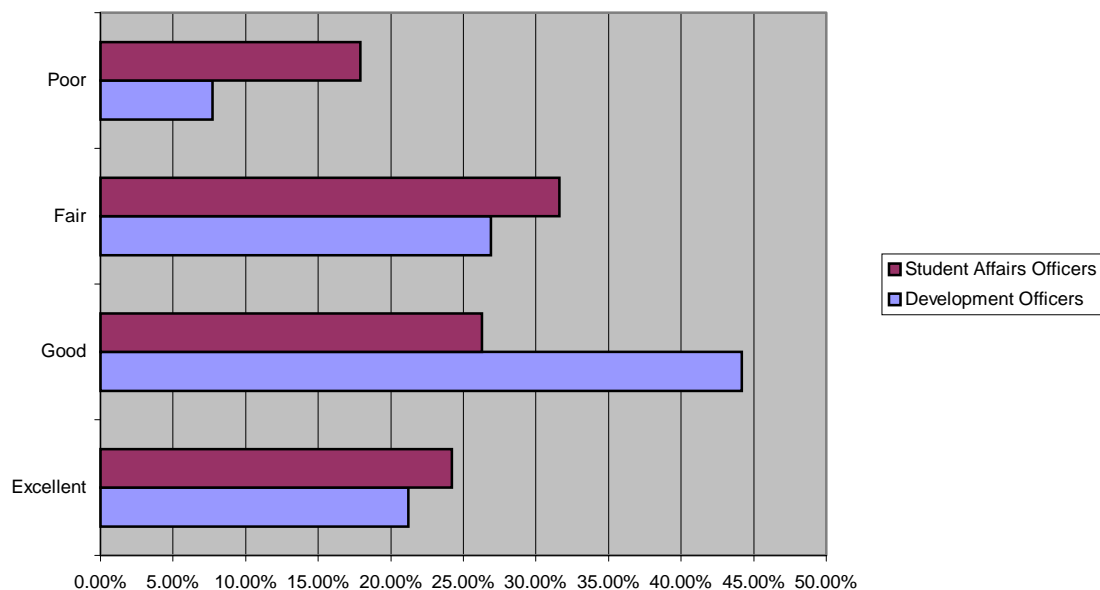


The last item on the survey asked respondents to rate the overall success of fundraising activities for student affairs at their institution. Seventeen out of 95 (17.9%) of the student affairs officers rated the success as Poor compared to 7.7% (4/52) of the development officers. Approximately a third of both development and student affairs officers rated student affairs fundraising as Fair. Actual percentages were 31.6% (30/95)

for student affairs and 26.9% (14/52) for development officers. A higher percentage (44.2%) of development officers (23/52) rated fundraising success as Good than the 26.3% for student affairs officers (25/95). The Excellent rating was given by 24.2% (23/95) of student affairs and 21.2% (11/52) of the development officers. By cumulative percent, 50.5% of student affairs officers rated fundraising success as Good or Excellent compared to 65.4% of the development officers. See the figure below for the success rating.

Figure 12

Overall Rating of Fundraising Success



At the end of the survey, respondents were given the opportunity to add comments regarding student affairs fundraising and training or to clarify any responses made in the survey. These comments are divided into categories by the two types of respondents (development or student affairs). The comments made were primarily about

communication and the relationship between offices, organizational structure, and funding sources and recipients. Although the comments are divided by office, they are very similar and contain both positive and negative remarks. A few development officers and student affairs officers related that their development activities were centralized through their development office. There were several comments specifying particular projects or programs that the development office raised funds for such as a writing center, scholarships, buildings and athletics. Three comments noted that student affairs fundraising was a new area for them and they were exploring this concept. Several comments from both offices indicated there was no relationship between the two offices. The comments from the survey are listed in Appendix G.

Summary of Findings

After analysis of the survey responses from 2-year public, 4-year public and 4-year private higher education institutions in Texas, the findings of the study are as follows:

1. Fifty-nine percent of the student affairs officers in the study had some kind of development (fundraising training). There was no significant difference among types of institutions in whether or not the student affairs officer received training.
2. There was no significant difference among types of institutions in the kind of training that they received. 32% had on the job training; 20% attended a workshop/credit-bearing class and had on the job training.
3. Sixty-two percent of the senior student affairs officers were directly involved in fundraising to a greater or lesser extent.

4. Eighteen percent of the student affairs offices employ their own student affairs development officer. There was no significant difference among types of institutions in the employment of a development officer by student affairs.
5. Thirty percent of respondents reported having a development officer assigned to student affairs by the development office. There was no significant difference between institutions.
6. Seventy-eight percent listed one or more external sources of funding for student affairs.
7. The largest percentage of fundraising activity was for intercollegiate athletics and scholarships.
8. Fifty-three percent of student affairs offices and 44% of development offices reported that student affairs needs were included in their capital campaign.
9. Over 60% of respondents reported that their presidents moderately to strongly supported student affairs fundraising.
10. There was a significant correlation between responses about level of cooperation indicating that both offices frequently assisted with fundraising.
11. Development officers reported a greater percentage of goals met for student affairs programs and services than did the student affairs officers.
12. Both officers agreed that fundraising should be a shared responsibility between the two offices.
13. Effective communication and indicating a high level of trust correlated significantly between the two offices.

14. The overall relationship rating was Good to Excellent: 91% from development offices and 82% from student affairs offices.

15. The overall fundraising success (Good to Excellent) was 51% from student affairs offices and 65% from development offices.

Conclusions, discussion and recommendations for the professions and future research are presented in the following chapter.

CHAPTER 5

CONCLUSIONS

Summary

This primary purpose of this study was to determine the extent to which the chief student affairs officers at Texas institutions of higher education fundraising, which types of fundraising training they had, and their level of personal involvement in fundraising. Determining recipients of development activity within student affairs and whether institutions met their goals for these programs, services and activities was a secondary purpose of this study. Third, the study sought to determine the extent of cooperation between development offices and student affairs offices at Texas institutions and whether there was a correlation between a cooperative relationship and the number of successful fundraising goals. Deutsch's (1949a, 1949b, 1973; Deutsch & Krauss, 1962) theory of cooperation and competition was used as a basis for this study.

A pilot study was conducted with the cooperation of 9 senior student affairs officers and senior development officers at higher education institutions outside of the State of Texas. As a result, several of the relationship questions were rewritten with positive wording in order to elicit an accurate response. Two questions concerning chief student affairs officer training were combined into one question and the term credit-bearing class used to clarify a formal type of training.

Letters and surveys were sent to the chief student affairs officer and chief development officer at the 149 institutions listed by the Texas Higher Education Coordinating Board as two-year public, four-public, and four-year private institutions

offering associate degrees, bachelor's degrees and advanced degrees. A personal, handwritten note was included on the letter of those professionals known to the researcher, and the research was endorsed by the Texas Association of College and University Student Personnel Administrators. The overall survey response rate was 60.7%, which included 167 usable surveys from student affairs and development officers at the selected Texas institutions. The majority of respondents indicated that they were the senior development or student affairs officer at their institution. Eighty-five percent of the four-year public institutions responded; 78% of the private four-year institutions responded; and 77% of the two-year public institutions responded. There was no significant difference in the number of participants from each type of institution.

The data were analyzed descriptively and statistically. Statistical analyses were used to compare responses between student affairs and development offices and among types of institutions.

These analyses found that 59% of the student affairs officers in the study had some kind of development (fundraising) training. There was no statistically significant difference among types of institutions in whether or not the student affairs officer received training. There was no statistically significant difference among types of institutions in the kind of training that they received. Thirty-two percent had on the job training; 20% attended a workshop/credit-bearing class and had on the job training, and 62% of the senior student affairs officers were directly involved in fundraising in some manner

Eighteen percent of the student affairs offices employ their own student affairs development officer. There was no statistically significant difference among types of institutions in the employment of a development officer by student affairs. Thirty percent of respondents reported having a development officer assigned to student affairs by the development office. Again, there was no statistically significant difference among institutions as to the assignment of a development officer to student affairs by the development office.

Seventy-eight percent listed one or more external sources of funding for student affairs. The largest percentage of fundraising activity was for intercollegiate athletics and scholarships. Development officers reported a greater percentage of goals met for student affairs programs and services than did the student affairs officers. Fifty-three percent of student affairs offices and 44% of development offices reported that student affairs's needs were included in their institution's capital campaign. Over 60% of respondents reported that their presidents 'moderately to strongly' supported student affairs fundraising.

There was a statistically significant correlation between responses about level of cooperation indicating that both offices frequently assisted each other with fundraising. Both student affairs and development officers agreed that fundraising should be a shared responsibility between the two offices. Effective communication and Indicating a High Level of Trust correlated statistically significantly between the two offices.

The overall relationship rating was Good to Excellent: 91% from development offices and 82% from student affairs offices. The overall fundraising success rating was Good to Excellent: 51% from student affairs offices and 65% from development offices.

Discussion

Development (Fundraising) Training Among Texas Student Affairs Officers

Terrell, Gold, and Renick (1993) found that over half of the chief student affairs officers they surveyed did not believe fundraising was part of their job description. Eighty-four percent had no formal development training, and 74% said their budgets did not include external sources of funding. This study indicates that the atmosphere and times have changed concerning the importance of fundraising for student affairs for the 21st century.

Based on the Terrell, et al (1993) study, it was expected that half of the four-year public and private institution respondents would have had training but their two-year institution colleagues would have less development training. Of the 95 student affairs offices responding to the survey, 59% have had some kind of training. There was no statistically significant difference in the responses among types of institutions regarding training received by student affairs officers. Previous studies have found that even though private institutions have been fundraising longer, there was no significant difference in the chief student affairs officers's involvement in fundraising compared to four-year public institutions. This study found the same situation exists in Texas. Although community colleges came into existence relatively recently, their chief student affairs officers are involved in fundraising to the same extent as the 4-year institutions—both

public and private. This suggests that interest in student affairs fundraising is progressing at the same rate among student affairs professionals in Texas.

Based on the literature review, it was expected that student affairs officers at 4-year public and 4-year private institutions would primarily have on-the-job development training. Some would have attended fundraising workshops and the least number would have completed course work pertaining to resource development. It was also expected that student affairs officers at 2-year public institutions would have had little on-the-job development training and fewer would have attended workshops or enrolled in development courses than their 4-year institution counterparts. The results of the study indicate, however, that there are no statistically significant differences among types of institutions as was expected.

Only four officers attended a credit-bearing class on fundraising. Two of these officers were from 2-year institutions and 1 person each were from 4-year public and private institutions. Thirty-two percent reported having only on the job training. Twenty percent indicated they had a combination of on the job training and a workshop/credit-bearing class. A total of 52% of the respondents have been trained while on the job. The higher percentage of those who only have on the job training may be the result of the lack of a resource development course when the current senior student affairs officers were in school. Some respondents may not have a degree in higher education administration or student personnel work. The fact that fundraising for student affairs needs is a relatively new concept would also account for the lack of formal training reported. Chief student affairs officers, who have been in the field for many years, many not have had the

opportunity for more formal training. All of these factors considered, almost 60% of the chief student affairs officers who responded to the survey have development training.

Texas Student Affairs Officers's Involvement in Fundraising

Previous research indicated that approximately half of the respondents from the four-year institutions would be involved in fundraising for their institution. There would be more fundraising involvement by private institution student affairs professionals than student affairs professionals in 4-year public institutions. It was also expected that student affairs professionals at 2-year public institutions would be less involved in development activities than their 4-year public and private institutional counterparts. These expectations were not found to be true for Texas professionals who participated in this study.

There were three major indications that Texas student affairs officers in all three institutional categories are involved in fundraising. First, sixty-two percent of them indicated that they directly participate in fundraising activities themselves. This is a natural addition to their position as many of their skills are transferable to development. Student affairs professionals need to become *opportunity conscious* of potential sources of external income within their contacts. Student affairs professionals may be developing a broad donor base from current students, their parents, alumni, and staff. As student access to higher education is expected to increase dramatically in the next 15 years, student affairs involvement in fundraising can be a new source of funding through those natural contacts. Alumni have been and are the primary support of 4-year public and private colleges and universities, and recently community colleges have developed an

alumni base as a potential source of support as well. According to Worth & Asp (1994), alumni tend to give to those services and organizations that gave them training and support. Student affairs staff may increase the potential for external funding by involving students in development activities for the institution while still in school. This enables them to understand the need for funding, and develops them into alumni donors. Parents of current and past students are the second natural constituency according to Brust (1990). Those parents who are active in parents clubs and associations are aware that tuition and fees do not cover the cost of college. These organizations are a natural carry-over from secondary school organizations and keep parents involved in their student's educational process. In addition, opinions may be changing toward the role of student affairs professionals assisting with fundraising. Jackson (2000) states that fundraising is the most prestigious work of the institution and successful fundraising can reflect positively on the division of student affairs. This difference of opinion may be a result of the increase in participation by student affairs professionals in fundraising activities since the early 1990's when Kroll's interviews were conducted.

Second, there are 17 development officers in Texas employed directly by student affairs. Sandeen (1991) advises that chief student affairs officers who are experienced in fundraising may want to hire a development officer for the division. If he or she is not experienced in fundraising it is better to rely on the development office. The study found the majority of chief student affairs officers in Texas are experienced at least to some extent in fundraising. Education is competitive in the United States due to the reliance on fundraising from external sources. These chief student affairs officers may see the

potential and may have negotiated with the president to hire a development officer or have a development officer assigned to student affairs from the development office.

Third, most student affairs offices have some source of external funding—public and private grants and donations. Funds were raised for all of the programs and services listed in the survey---intercollegiate athletics and scholarships receiving the largest efforts. On the question concerning which programs and services received funding from their development efforts, student affairs officers and development officers answered very differently. All of the student affairs officers responding to the survey completed this set of items, but the development officers's responses averaged only 24%. Although the response rate was very low for goals met, development officers indicated more goals were met than the student affairs officers. The average response to Raised Funds for Student Affairs Programs was 97% for student affairs officers compared to only 16% for development officers. The difference in responses could be due to what areas are classified as student affairs at each institution. One respondent indicated that *student affairs* was not well-defined in the study. The difficulty is that student affairs/student services do vary from campus to campus. Development officers may have a more accurate measure than student affairs concerning goals met since they are involved in fundraising to a much greater extent than chief student affairs officers. That may account for the lower but more varied responses from development officers. There may also be differences in expertise between development officers and student affairs officers in ability to make the case in order to reach the intended financial goal. It may be that no goals were set for some or all of the programs and services listed in the survey.

The survey asked respondents to rate the overall success of fundraising activities for student affairs at their institution. By cumulative percent, 51% of student affairs officers rated fundraising success as good or excellent compared to 65% of the development officers. Since all of the responding institutions have a centralized development (fundraising) organization, numbers may have been inflated to make the institution's development efforts look successful. The difference between the development office and student affairs office in the fundraising success ratings may be influenced by what the student affairs office perceived that it needs compared to what resources are available and also the extent of their inclusion in the goals of a capital campaign and other development activities on a regular basis.

Institutional Support for Student Affairs Fundraising

Prior literature indicated that fundraising activities for student affairs would have been primarily conducted by the development office. Buildings, scholarships and athletics would be the primary recipients of external funding at the majority of the 4-year public and 4-year private institutions. Buildings and scholarships would be the primary recipients of external funding at the majority of the 2-year public institutions. It was also expected that the majority of the presidents would be perceived as supportive of student affairs fundraising.

The factors found to determine the institution's support for student affairs fundraising were: (a) presidential support, (b) including student affairs in the institution's capital campaign (where there was a campaign), (c) having a development officer

assigned to student affairs from the development office, and (d) assistance by development office and student affairs office in raising funds for students affairs needs.

As Sandeen (1991) emphasized, it is essential to have the support of the president for student affairs fundraising to be successful. By cumulative percent, over 60% of presidents were reported to 'moderately or strongly' support student affairs fundraising. No student affairs officers indicated that their president discourages fundraising for student affairs, but one of the development offices did so. Although a majority of presidents supported fundraising for student affairs, the percentage may be affected negatively because the respondents had to give an overall rating. For example, their president may be very supportive of raising money for scholarships but unsupportive of external funding for typical student affairs programs and activities such as recreational sports or women's centers or minority affairs offices. On the other hand, the response also may be influenced by a desire to project a positive image of the college or university. Student affairs fundraising is also a newcomer to development, and the presidential support may be influenced by what are the traditional benefactors of external funding in higher education---bricks and mortar, scholarships, and the programmatic needs of individual colleges at their institution.

Whether or not needs are included in an institution's capital campaign is an important indicator of institutional support for any department or program. Forty-four percent of the development officers and 53% of student affairs officers indicated that student affairs's needs were included in the capital campaign. In her 1995 comparison of 4-year public institutions of 10,000 or more students, Hendrix-Kral found that 26% of the

student affairs officers and 30% of the development officers affirmed that student affairs goals were included in the institution's capital campaign. Approximately a third of both respondents in this study and in Hendrix-Kral's indicated that their institution had not conducted a recent capital campaign. Although this study includes 2-year public institutions and 4-year private institutions, her figures give the only comparison available from the literature for student affairs.

According to this study's data, fundraising at most of the institutions in Texas is centralized through the development office. At the 2-year institutions with multiple campuses, there were two different structures. Some districts have a district development officer and also a development officer at each campus, and some only have a district development officer. Only 30% of the student affairs offices at all participating Texas institutions reported having a development officer assigned to them from the development office. Hence, the majority of institutions did not have an assigned officer for student affairs. As stated mentioned earlier, only 18% of the institutions responding reported that student affairs employed its own development officer. This may indicate a trend toward assigning a development officer for student affairs needs, whether the officer is employed directly by student affairs or by the development office.

Hendrix-Kral (1995) found that student affairs officers preferred the development function to be centralized, but the development officers preferred a combination of decentralized functions (development officers representing particular departments and programs) with a central coordination of the development efforts. It is interesting that this

study also found that development officers appear to be open to sharing fundraising responsibilities.

A difference in perceived support for fundraising for student affairs appears when comparing the responses concerning whether each office assists the other in raising funds for student affairs. Sixty-three percent of the development offices reported that student affairs seldom or never assists them in fundraising. On the other hand, 36% of the student affairs officers reported that the development office assisted them with fundraising ‘frequently’; 30% were ‘sometimes’ assisted and 35% were assisted ‘seldom or never’. It appears that the majority of development offices are rarely assisted by student affairs in their fundraising efforts for student affairs needs, while student affairs officers report a more mixed review of assistance rendered by development. This question is specific to student affairs’s needs and implies that one office is in charge and the other assists in that office’s efforts. It may be that the response was generalized by either or both officers to include all of the institution’s development activities.

Regarding purposes for fundraising, intercollegiate athletics and scholarships ranked first and second respectively on both the student affairs and development offices surveys in frequency of responses. Student Union/Center ranked third from student affairs offices, while Creative/Performing Arts was third from development offices. This indicated that more fundraising activity occurred for these programs and services than others listed in the survey. This may reflect differences in goal priorities for student services according to what the institution perceives are student needs. The recipients of funding for student affairs at four-year institutions was as expected. However, the funding

recipients at 2-year institutions were scholarships and athletics rather than the expected buildings and scholarships.

Relationship Between Texas Student Affairs Offices and Development Offices

Prior research suggested that both the student affairs officers and the development officers would perceive each other as cooperative rather than competitive with each other. Both the Fygetakis (1992) and Hendrix-Kral (1995) studies on student affairs fundraising found this perception among both development and student affairs officers that they surveyed. The following comparisons confirm an overall perception of cooperation between these two offices in Texas.

Student affairs and development both reported that the other office assists frequently in raising funds. Both offices strongly agreed that there was little or no friction existing between the two offices over control of fundraising for student affairs. Both offices stated that they frequently share fundraising responsibilities with the other office. However, they also stated that they frequently raise funds for student affairs themselves but are not involved in the other office's fundraising efforts. This is inconsistent with the other responses of sharing responsibilities and that they assist the other office in fundraising for student affairs. This could be a result of the interpretation of what they might consider to be *assisting*. It could also be an indication that there is a mutual feeling of cooperation but not as concrete an actual working relationship. Furthermore, it could also reflect a reluctance to express an accurate level of cooperativeness between the two offices.

On the questions concerning communication, there was agreement between the offices that communication was effective and that a high level of trust exists. The positive responses to these items may be affected by political concerns as to how the institution would be perceived. There was a less positive response about routinely sharing information and knowing about each other's fundraising plans. This study found a high rating for communication and trust by both offices. However, there was a lower rating on knowing each other's fundraising plans. A study by Deutsch and Krauss (1962) found that having established channels of communications does not necessarily mean that communication will occur. Perhaps the perception of actual communication is not as accurate as was stated by this study's participants.

In analyzing the trust level between student affairs and development, respondents indicated agreement that a high level of trust exists between the offices, but then indicated that they only sometimes had adequate knowledge about the other's fundraising plans. It would seem that knowing each other's fundraising plans would be very essential to fundraising success and would be shared consistently if there was a high trust level between the two offices.

This study of Texas institutions could not confirm Deutsch's (1949a, 1949b) theory that cooperation is linked to better productivity due to the low responses on whether goals were met by each office. However, the data did indicate overall cooperativeness rather than competitiveness between the student affairs and development offices. In Deutsch's (1949a, 1949b; 1973) studies he found that cooperative individuals perceived themselves to be more interdependent, had better communication skills and a

more defined sense of team than the competitive groups. These traits may account for the apparent willingness of the majority of student affairs and development officers to share the responsibilities for student affairs fundraising. A large majority of development officers and student affairs officers indicated that fundraising for student affairs should be a shared responsibility. Interestingly, slightly more development officers indicated there should be a partnership in fundraising. In fact, only 18% of development officers and 25% of student affairs officers felt the development office should have sole responsibility for student affairs fundraising. There is general agreement in the literature that the development office must coordinate the entire campus development effort. However, both the development officers and the student affairs officers in this study agreed that responsibility for fundraising should be shared. This study did not include a question eliciting a preference on centralized or decentralized organizations structure for development at their institution. It should be noted that previous studies indicate that no purely centralized or decentralized development organization exists. All are some combination of centralized and decentralized systems.

Respondents were asked to give an overall rating to the relationship between the development office and the student affairs office at their institution. Sixty percent of the development officers rated the relationship as excellent compared to 44% of the student affairs respondents. The Good rating was 32% for development officers and 38% for student affairs officers. The cumulative percentage of Good to Excellent for student affairs officers was 82% compared to 91% for development officers. Student affairs officers perceived the relationship somewhat less favorably than did the development

officers. However, both the development and student affairs officers also may not have wanted to disclose an atmosphere of competitiveness between the two offices. In Fygetakis's (1992) study the development officers perceived a more cooperative relationship between the two offices than did the student affairs offices. She also found development officers were not opposed to student affairs professionals raising their own funding for their activities and programs.

Striving for excellence and beating the competition for future enrollment are two themes currently reflected in higher education literature. Goldman, Stockbauer, and McAuliffe (1977) found that groups tend to become more cohesive when there is outside competition. Future growth and funding for excellence will depend on more cohesiveness and mutual goals shared by development and student affairs. Both share the same goal—to further the mission of the institution. To further the mission of student affairs, development and student affairs officers must create alliances with faculty and staff on academic programs and with students and their parents so that these community members understand the essential role of student affairs in academic success and sound financial management of the institution's resources.

Conclusions

Development as a profession is a relatively new field in higher education, and the inclusion of student affairs needs into the culture of development is a recent change on some campuses. Developing a collaborative relationship between the development office and the student affairs office is essential to future success. The atmosphere and times have changed for student affairs fundraising.

This study indicates that training and activities for student affairs fundraising is progressing at the same rate among student affairs professional in Texas. Student affairs develops a broad donor base from its current students, alumni, parents and staff, which may include increased assistance for student affairs activities and programs. Opinions about student affairs's involvement in fundraising may be changing due to the increase in participation of student affairs professionals in this area and also through presidential support. The limited fundraising experience of student affairs officers is probably due to this concept being relatively new in higher education. In addition, resource development as a for-credit course was probably not in the curriculum when the current chief student affairs officers were earning their degrees, which accounts for the lower percentage of formal training reported in the study.

Development officers indicated a higher percentage of fundraising goals met than did student affairs officers, which may indicate that they perceive themselves to be more effective at fundraising. The number of development officers employed by student affairs in Texas may indicate a trend in student affairs offices assuming a fundraising role. It also appears that the number of development officers assigned to student affairs to assist with external funding may also be an indication of a trend.

This study found that a feeling of cooperation exists between the development offices and student affairs offices, but the actual working relationship appears ill defined. Future growth and funding for excellence will depend on more cohesiveness and mutual goals shared by development and student affairs.

Methodological Issues

A future study should consider mailing the survey with the initial contact letter to increase the initial response rate. The mailing to non-respondents, which included the survey, yielded a better response. Seeing the actual items may have provided the visual for the participant to see that he/she could respond to the questions about training and fundraising.

One comment was made about results of this survey not being valid because the term *student affairs* was not defined. The difficulty lies in the fact that student affairs/student services do vary from campus to campus and among 2-year and 4-year institutions. It is recommended that a future study may want to narrow the programs/services used for a more specific data collection or direct the participant to look at the list of programs/services and answer accordingly for their institution. The participant could also be asked what comprises student affairs/student services at their institution. Then information could be elicited about those particular services. The capital campaign item may need to be expanded, since some goals, such as scholarships or athletics may not be considered part of student affairs/services at every institution.

Some chief student affairs officers listed 'other sources' of external funds that are not external—some confusion may have occurred concerning external to what—student affairs or the institution. These responses may have shown a lack of knowledge about fundraising. It was interesting that all student affairs officers marked either Raised Some Funds or Met Goals, yet less than 20% of development officers did. Student affairs may know more about their own sources of funding for student affairs/services than the

development office. Also of note is that the 38% of chief student affairs officers said they never fundraise and 41% stated that they fundraise sometimes. If 38% never fundraise the response rate on the recipients should have been reflective of this—not 100%.

Respondents may not have realized that the question was specific to their actions, not in conjunction with their development office.

Research Recommendations

Since there is a limited amount of research on fundraising for student affairs there are several possibilities for future studies. Carbone (1986) recommended increasing the body of knowledge about fundraisers. A qualitative study could be conducted concerning the differences in success between senior student affairs officers and development officers at fundraising. A replication could be conducted of the Hendrix-Kral (1995) study on student affairs's needs inclusion in capital campaigns to determine changes in this area.

It has only been since the 1960's and 1970's that many universities employed directors of development in order for resource development to be an on-going function. Prior to that time professional fundraisers conducted sporadic campaigns as directed by the institution's leadership. The profession is a relatively new one and specializing in student affairs is an even more recent addition. Therefore, a qualitative study could compare student affairs development officers on a national level. These might include interviews to determine career paths or to analyze relationships with other development officers from academic departments at the same institution.

A very recent addition to the literature, Dollars for Dreams (Penney & Rose, 2001) is an instruction manual specifically for student affairs professionals who are interested in fundraising. It uses stories from chief student affairs officers to illustrate their experiences in fundraising. Using interviews of student affairs development officers, exploring the process of creating a development component in a student affairs division from their perspective would be a useful supplement to this work. While there are some articles and chapters on organizational configurations that work well, no development officer interviews were found which might add more detail to the organizational discussions specific to student affairs.

A follow-up study could also be conducted comparing this study with other states that have a large number of higher education institutions, including a large number of 2-year institutions. For example, the California State System in 1998 mandated campus life fundraisers. It might be interesting to study this system as a comparison to Texas.

Studies should also be conducted that focus on community college fundraising. For example, a comparison could be made between district-level development organizations and campus-level development organizations in two-year institutions. Another study might chronicle the history of community college fundraising.

Recommendations for Practice

It is recommended that development officers and senior student affairs officers increase their knowledge about student affairs and development respectively. It was apparent that, although there is communication between the offices, the relationships

might still be too tentative to have an understanding of the other office's philosophy and mission at the institution.

The data from this study indicates the need to review the relationship between student affairs offices and the campus development office. Fygetakis's (1992) study found that cooperative relationships between development and student affairs are linked to successful fundraising. Depending on the needs of the organization, a student affairs officer may need to be assigned a development officer for student affairs needs.

The vice presidents of student affairs and development should meet yearly to touch base about student affairs and institutional fundraising goals and activities. As the literature suggests, student affairs has an essential role in developing active alumni while they are still students.

The resulting data are expected to provide knowledge for the future training of student affairs professionals. Changes may need to be made in curriculum requirements for higher education programs. This study indicated an interest in student affairs fundraising among Texas institutions. Perhaps this interest in resource development may encourage graduate students in higher education programs to take courses offered in this subject to better equipment them for the future.

A commission on fundraising in student affairs might be established by the National Association of Student Personnel Administrators (NASPA) to broker information on the field of student affairs fundraising. National organizations, such as the National Association of Student Personnel Administrators (NASPA) and the Council for the Advancement and Support of Education (CASE), should continue to offer new

fundraising workshops, and more research articles need to be submitted to the association journals, including those specifically for community college professionals.

Student affairs divisions may also want to revise qualifications in job descriptions to include some knowledge or experience in fundraising. The literature suggests that some already include grant-writing skills in some of their job descriptions. Chief student affairs officers may see the need for professional development for current staff in the area of fundraising. Although not all staff members would be directly involved in development activities, all student affairs staff members in contact with students, parents and alumni have an influence on the sense of community that each one of them has for the institution.

APPENDIX A

HISTORY OF DEVELOPMENT IN HIGHER EDUCATION

HISTORY OF DEVELOPMENT IN HIGHER EDUCATION

1641 Harvard College—First fundraising trip to England; first case statement “New England’s First Fruits”

1644 New England families solicited to donate money and wheat to Harvard College

1839 First annuity given to University of Vermont

1862 Morrill Act--land-grant institutions established; increased amount of public higher education institutions

1865 After Civil War colleges for African-Americans and women were opened with private funding

1869 Bowdoin College—first attempt at annual giving program (died out)

1890 Yale—oldest continuous alumni fund

1891 Kansas University Endowment Assn. established

Late 19th and early 20th century--Carnegie, Rockefeller and other capitalists donated large sums for libraries, colleges, and museums

1914 University of Pittsburgh first used professional fundraiser (Charles Sumner Ward) to raise \$3 million. His practices became the standard and professional fundraisers were used until after WWII

1922 Jesse Sears wrote first systematic study on philanthropy in higher education (endowments)

1945 GI Bill—government becomes more involved in higher education

1949 American College Public Relations Assn. (ACPRA) first listed “Directors of Development”

1953 Court case opened up corporate support; capital campaigns and professional development officers became more common

1958 Greenbrier Conference--ACPRA and American Alumni Council (AAC) produced the written concepts of “university relations”

1960s and 1970s—Development of trend to use a university-employed Director of Development Activities reporting directly to the president

1974 ACPRA and AAC combined to form the Council for the Advancement and Support of Education (CASE)—combining all professionals in advancement/development activities

1980s—Creation of degree programs in advancement and beginning of fundraising activities in community colleges

1990s—Growth of development offices stabilizes; start of competition from public school fundraising

APPENDIX B

LARGEST PRIVATE GIFTS TO HIGHER EDUCATION SINCE 1967

Largest Private Gifts to Higher Education Since 1967
From The Chronicle of Higher Education 2000-2001 Almanac

Gates Millennium Scholars Program: from the Bill and Melinda Gates Foundation, \$1-billion over 20 years; cash; 1999

Massachusetts Institute of Technology: from Patrick J. and Lore Harp McGovern, estimated at \$350-million over 20 years; cash; 2000

Vanderbilt University: from the Ingram Charitable Fund, at least \$300-million; stock; 1998

Emory University: from the Lettie Pate Evans, Joseph B. Whitehead, and Robert W. Woodruff Foundations, \$295-million; stock; 1996

New York University: from Sir Harold Acton, a 57-acre Italian estate, a collection of Renaissance art, and at least \$25-million in cash, with a value estimated by the university of at least \$250-million and perhaps as much as \$500-million; 1994

University of California at San Francisco: from the estate of Harry L. Hillblom, up to \$240-million to establish the Larry L. Hillblom Foundation, which will support medical research at the university and benefit other charities; stock, land, and other assets; 1998

Franklin W. Olin College of Engineering: from the F.W. Olin Foundation, at least \$200-million to establish the college; cash; 1997

Stanford University: from James H. Clark, \$150-million; nature of gift not disclosed; 1999

Polytechnic University: from Donald and Mildred Topp Othmer, \$144.2-million; cash; 1998

DePauw University: from Ruth Clark and Philip Forbes Holton, \$128-million; stock; 1997

Louisiana State University: from Claude B. (Doc) Pennington, \$125-million; stock and gas and oil royalties; 1981

University of Nebraska: from Mildred Topp Othmer, \$125-million; stock; 1997

University of Utah: from John M. Huntsman, \$125-million; cash; 2000

University of Pennsylvania: from Walter H. Annenberg, \$120-million; cash; 1993

University of Southern California: from Walter H. Annenberg, \$120-million; cash; 1993

University of Southern California: from the W.M. Keck Foundation, \$110-million; cash; 1999

Emory University: from Robert W. Woodruff, \$105-million; stock; 1979

University of Mississippi School of Education, Barksdale Reading Institute: from James L. and Sally Barksdale, \$100-million; stock; 2000

Cornell University: from anonymous donors, \$100-million; nature of gift not disclosed; 1999

Cornell University Medical College: from Joan and Sanford I. Weill, \$100-million; nature of gift not disclosed; 1998

Massachusetts Institute of Technology: from Kenan E. Sahin, \$100-million; nature of gift not disclosed; 1999

Princeton University: from Gordon Y.S. Wu, \$100-million; cash and securities; 1995

Regent University: from the Christian Broadcasting Network, \$100-million; interest-bearing note convertible to stock; 1992

Rowan University: from Henry M. and Betty L. Rowan, \$100-million; stock and cash; 1992

Saylor Foundation: from Michael J. Saylor, to establish an on-line university, \$100-million cash and stocks; 2000

Scripps Research Institute: from Samuel and Aline W. Skaggs, \$100-million; cash; 1996

University of North Dakota: from Ralph and Betty Englestad, \$100-million; cash, stock and other assets; 1998

University of Pennsylvania: from the Abramson Family Foundation, \$100-million; cash; 1997

University of Southern California: from Alfred E. Mann, \$100-million; bequest; 1998

Washington University (Mo.): from the Danforth Foundation, \$100-million; stock, 1986

Washington University (Mo.): from the Danforth Foundation, \$100-million; stock, 1997

University of Utah: from Jon M. Huntsman, \$90-million; cash; 1995

Yale University: from the estate of Paul Mellon, \$90-million; 155 works of art; historical and personal objects; 1999

Emory University School of Theology: from the estate of W.I.H. and Lula Pitts, \$83.3-million; trust; 1999

Young Harris College: from the estates of W.I.H. and Lula Pitts and Margaret Adger Pitts, \$82-million; trust; 1999

Iowa State University: from Raymond and Mary Baker, \$80-million; stock; 1999

Stanford University: from William R. Hewlett and David Packard, \$77-million; cash and securities; 1994

Harvard University: from Edward Mallinckrodt, \$75.5-million; securities; 1982

Florida International University: from Mitchell Wolfson, a museum and its collection, with a value estimated by the university of \$75.5-million; 1997

Mount Sinai School of Medicine: from the Frederick and Sharon Klingenstein Fund, \$75-million; cash and securities; 1999

Harvard University: from the John L. and Frances Lehman Loeb, \$70.5-million; cash; 1995

Liberty University: from Arthur and Angela Williams, \$70-million; cash; 1997

Stanford University: from David and Lucile Packard, \$70-million; stock and cash; 1986

University of Cincinnati Medical Center: from the estate of William A. French, \$70-million; trust; 1999

California Institute of Technology: from Rea and Lela Axline, \$60-million; cash; 1999

Columbia University: from John W. Kluge, \$60-million; cash, stock and bonds; 1993

Georgetown University Medical Center: from the estate of Harry A. Toulmin, Jr., \$60-million; charitable trust; 1997

Harvard University Medical School: from Isabelle and Leonard Goldenson, \$60-million; planned gifts of an undisclosed nature; 1994

Illinois Institute of Technology: from Robert W. Galvin, \$60-million; cash; 1996

Illinois Institute of Technology: from Robert A. Pritzker, \$60-million; cash; 1996

University of Mississippi: from the Joseph C. Bancroft Charitable and Educational Fund, \$60-million, trust; 1997

University of Virginia: from Frank Batten Sr., \$60-million; stock; 1999

Asbury Theological Seminary: from Ralph Waldo Beeson, \$58-million; stock and bonds; 1990

University of Miami: from James L. Knight, \$56-million; charitable trust; 1995

Berry College: from J. Bulow Campbell, \$55-million; charitable trust; 1995

Columbia Theological Seminary: from J. Bulow Campbell, \$55-million; charitable trust; 1995

Johns Hopkins University: from Michael R. Bloomberg, \$55-million; cash and stock; 1995

Princeton University: from Peter B. Lewis, \$55-million; nature of gift not disclosed; 1999

Washington University (Mo.): from the Danforth Foundation, \$55-million; stock; 1986

Samford University: from Ralph Waldo Beeson, \$54.8 million; stock and bonds; 1990

Texas A&M University: from Dwight Look, \$52-million; land; 1992

Pepperdine University: from Blanche Ebert Seaver, \$51.7-million; cash and stock; 1996

University of Houston: from John and Rebecca Moores, \$51.4-million; stock; 1991

Georgia Institute of Technology Athletics Department: from the estate of Lee Edwards Candler, \$50.5-million; 1999

Brown University: from Walter H. Annenberg, \$50-million; nature of gift not disclosed; 1993

California Institute of Technology: from the Arnold and Mabel Beckman Foundation, \$50-million; cash and stock; 1986

Columbia University School of Public Health: from the William H. Gates Foundation, \$50-million; cash; 1999

Cornell University Medical College: from an anonymous donor, \$50-million; charitable trust; 1983

Drake University: from Dwight D. Opperman, \$50-million; cash and charitable remainder trust; 1997

Johns Hopkins University: from the Zanvyl and Isabelle Krieger Fund, \$50-million; cash; 1992

Keck Graduate Institute of Applied Life Sciences: from the W.M. Keck Foundation, \$50-million; cash; 1997

Stanford University: from William R. Hewlett, \$50-million; cash and stock; 1986

United Negro College Fund: from Walter H. Annenberg, \$50-million; cash; 1998

University of Arizona College of Law: from James E. Rogers, \$50-million; cash; 1998

University of Arkansas: from the Walton Family Charitable Support Foundation, \$50-million; cash; 1998

University of Richmond: from E. Claiborne Robins, \$50-million; stock; 1969

University of St. Thomas (Minn.): from Richard M. and Sandra Schulz, \$50-million; cash and stock to be transferred over a period of three to five years; 2000

University of Texas at Austin College of Business Administration: from B.J. "Red" McCombs, \$50-million; cash, to be paid over eight years; 2000

Yale University: from Paul Mellon, \$50-million; artworks and historical documents; 1992

APPENDIX C

LIST OF TEXAS INSTITUTIONS SELECTED FOR STUDY

TEXAS HIGHER EDUCATION INSTITUTIONS SELECTED FOR STUDY

Public Universities

Angelo State University
Lamar University
Midwestern State University
Prairie View A&M University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Sul Ross State University
Sul Ross State University Rio Grande
Tarleton State University
Texas A&M International University
Texas A&M University
Texas A&M University Galveston
Texas A&M University Commerce
Texas A&M University Corpus Christi
Texas A&M University Kingsville
Texas A&M University Texarkana
Texas Southern University
Texas Tech University
Texas Woman's University

The University of Texas at Arlington

The University of Texas at Austin

The University of Texas at Brownsville

The University of Texas at Dallas

The University of Texas at El Paso

The University of Texas at San Antonio

The University of Texas at Tyler

The University of Texas of the Permian Basin

The University of Texas-Pan American

University of Houston

University of Houston-Clear Lake

University of Houston-Downtown

University of Houston-Victoria

University of North Texas

West Texas A&M University

Public State Colleges

Lamar Institute of Technology

Lamar State College-Orange

Lamar State College-Port Arthur

Public Community Colleges

Alvin Community College

Amarillo College

Angelina College

Austin Community College

Blinn College

Brazosport College

Brookhaven College (Dallas Community College District)

Cedar Valley College (Dallas Community College District)

Central Campus, San Jacinto Community College

Central College (Houston Community College System)

Central Texas College District

Cisco Junior College

Clarendon College

Coastal Bend College

College of the Mainland

Collin County Community College District

Cy-Fair College (2 campuses) (North Harris Montgomery Community College District)

Del Mar College

Eastfield College (Dallas Community College District)

El Centro College (Dallas Community College District)

El Paso Community College District

Frank Phillips College

Galveston College

Grayson County College

Hill College

Howard College (Howard County Junior College District)

Kilgore College

Kingwood College (North Harris Montgomery Community College District)

Laredo Community College

Lee College

McLennan Community College

Midland College

Montgomery College (North Harris Montgomery Community College District)

Mountain View College (Dallas County Community College District)

Navarro College

North Campus

San Jacinto Community College

North Central Texas Community College

North Harris College (North Harris Montgomery Community College District)

North Harris Montgomery Community College District

North Lake College (Dallas County Community College District)

Northeast Campus

Tarrant County College District

Northeast College (Houston Community College System)

Northeast Texas Community College

Northwest Campus

Tarrant County Community College District

Northwest College (Houston Community College System)

Northwest Vista College (Alamo Community College District)

Odessa College

Palo Alto College (Alamo Community College District)

Panola College

Paris Junior College

Ranger College

Richland College (Dallas County Community College District)

San Antonio College (Alamo Community College District)

South Campus

Tarrant County College District

South Campus

San Jacinto Community College

South Plains College

South Texas Community College

Southeast Campus

Tarrant County College District

Southeast College

Southwest College (Houston Community College System)

Southwest Collegiate Institute for the Deaf (Howard County Junior College District)

Southwest Texas Junior College

St. Philip's College (Alamo Community College District)

Temple College

Texarkana College

Texas Southmost College

Tomball College (North Harris Montgomery Community College District)

Trinity Valley Community College

Tyler Junior College

Vernon Regional Junior College

Victoria College

Weatherford College

Western Texas College

Wharton County Junior College

Private Universities

Abilene Christian University

Amberton University

Austin College

Baylor University

College of St. Thomas More

Concordia University

Dallas Baptist University

East Texas Baptist University

Hardin-Simmons University

Houston Baptist University

Howard Payne University

Huston-Tillotson College

Jarvis Christian College

LeTourneau University

Lubbock Christian University

McMurry University

Our Lady of the Lake University
of San Antonio

Paul Quinn College

Rice University

Schreiner College

Southern Methodist University

Southwestern Adventist University

Southwestern Assemblies of God University

Southwestern Christian College

Southwestern University

St. Edward's University

St. Mary's University
Of San Antonio

Texas Christian University

Texas Lutheran University

Texas Wesleyan University

Trinity University

University of Dallas

University of Mary Hardin-Baylor

University of St. Thomas

University of the Incarnate Word

Wayland Baptist University

Wiley College

Private Junior Colleges

This listing will be excluded from the study due to the small number in this category.

Jacksonville College

Lon Morris College

APPENDIX D
HUMAN SUBJECTS LETTER

UNIVERSITY^{of} NORTH TEXAS

Office of Research Services

April 10, 2001

Jan Hillman
2421 N. Bell #204
Denton, TX 76209

RE: Human Subjects Application No. 01-065

Dear Ms. Hillman,

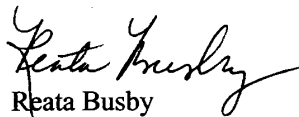
Your proposal titled "An Investigation of the Current Status of Fund Raising Activities and Training Within Student Affairs Division in Texas" has been approved by the Institutional Review Board and is exempt from further review under 45 CFR 46.101.

Enclosed are the consent documents with stamped IRB approval. Please copy and **use these forms only** for your study subjects.

The UNT IRB must review any modification you make in the approved project. **Federal policy 21 CFR 56.109(e) stipulates that IRB approval is for one year only.**

Please contact me if you wish to make changes or need additional information.

Sincerely,



Reata Busby
Chair
Institutional Review Board

RB:sb

APPENDIX E

COVER LETTERS

REPLY POSTCARD

FOLLOW-UP LETTER

January, 2001

Dear

I am writing to ask you to participate in a survey to be mailed to you in the near future. The study is funded from a grant from the Texas Association of College and University Student Personnel Administrators (TACUSPA).

As in other areas of the university, there is increasing interest in the field of student affairs funding from external sources. However, the higher education literature in this area is still limited. The dissertation study is entitled, "An Investigation of the Current Status of Fundraising Activities among Student Affairs Professionals in Texas" by Jan Hillman from the University of North Texas. The study will compare the relationship between development and student affairs departments and survey the training and development practices of student affairs professionals. This study will also make comparisons among public, private, two-year and four-year higher education institutions in Texas.

Because of your experience in leading a student affairs division, your participation will be an important contribution to the field of development in student affairs. The average time for completing the survey is 15 minutes.

We have enclosed a self-addressed postcard on which you may indicate your willingness to participate. Please return it by _____. Your responses will be held in strict confidence. We will be glad to send you the results of the survey. We appreciate your cooperation.

Sincerely,

Michael Shonrock, Ph.D.
TACUSPA President

Bonita Butner, Ph.D.
Chair, Graduate Education and
Research Commission, TACUSPA

April, 2001

Dear

I am writing to ask you to participate in a survey to be mailed to you in the near future. The study is funded from a grant from the Texas Association of College and University Student Personnel Administrators (TACUSPA).

As in other areas of the university, there is increasing interest in the field of student affairs funding from external sources. However, the higher education literature in this area is still limited. The dissertation study is entitled, "An Investigation of the Current Status of Fundraising Activities among Student Affairs Professionals in Texas" by Jan Hillman from the University of North Texas. The study will compare the relationship between development and student affairs departments and survey the training and development practices of student affairs professionals. This study will also make comparisons among public, private, two-year and four-year higher education institutions in Texas.

Because of your experience and leadership as a development professional in higher education, your participation will be a very important contribution to student affairs. The average time for completing the survey is 15 minutes.

We have enclosed a self-addressed postcard on which you may indicate your willingness to participate. Please return it by May 23, 2001. Your responses will be held in strict confidence. We will be glad to send you the results of the survey. We appreciate your cooperation.

Sincerely,

Michael Shonrock, Ph.D.
TACUSPA President

Bonita Butner, Ph.D.
Chair, Graduate Education and
Research Commission, TACUSPA

STUDENT AFFAIRS SURVEY POSTCARD

STUDENT AFFAIRS SURVEY ON FUNDRAISING

_____ Yes, I am willing to participate in this survey.

Institution: _____

DEVELOPMENT SURVEY POSTCARD

DEVELOPMENT SURVEY ON FUNDRAISING

_____ Yes, I am willing to participate in this survey.

Institution: _____

May 24, 2001

Dear Colleague:

A few weeks ago you should have received information about a survey concerning student affairs fundraising in Texas. I would like to include your input into our research, so I have enclosed a copy of the survey for you to complete. If you are willing to participate, I would appreciate it if you could return the completed survey by June 4, 2001 in the self-addressed, stamped envelope.

The survey includes questions about training, organizational structure and fundraising activities. If your office does not conduct fundraising activities for student affairs, please complete as much of the survey as you can. Your input is needed to determine the extent of student affairs involvement in fundraising in Texas two-year and four-year institutions.

I very much appreciate your help.

Sincerely,

Jan Hillman, Director
Assessment, Research and Planning for Student Development
University of North Texas
Doctoral Student in Higher Education
(940) 565-2617
jhillman@unt.edu

May 23, 2001

Dear

A few weeks ago, you received a letter from Dr. Michael Shonrock and Dr. Bonita Butner of the Texas Association of College and University Student Personnel Administrators requesting your participation in a survey of fundraising at public and private four-year and public two-year institutions in Texas. I appreciate your willingness to participate and have enclosed a copy of the survey and a self-addressed, stamped envelope in which to return it by May 31, 2001. Even if your student affairs division does not raise external funds, please complete as much of the survey as possible and return it to me.

Your contribution to this study is important in determining the status of fundraising activities and training within student affairs divisions. It also will compare the relationship between the development office and student affairs office. The number on the back of the survey will be used for follow up and for analytical procedures, and only this researcher will have the list of institutional numbers. Your responses will be kept confidential. A list of participating institutions will be included in the appendices, but no institutions or individuals will be identified in the study.

The average time for completing this survey is 10 minutes. If you would like a copy of the survey results, please provide mailing information on the back of the envelope (not on the survey).

Dr. John L. Baier, Professor of Higher Education, directs this study at the University of North Texas. His e-mail is baier@coefs.coe.unt.edu, and his telephone number is (940) 565-2355. Thank you for your time and your contribution to the study.

Sincerely,

Jan Hillman, Director
Assessment, Research and Planning for Student Development
and doctoral student in Higher Education (UNT)
jhillman@unt.edu
(940) 565-2617

This project has been reviewed and approved by the UNT Committee for the Protection of Human Subjects (940) 565-3940

APPROVED BY THE UNT IRB
FROM 04/10/01 **TO** 04/09/02


APPENDIX F

STUDENT AFFAIRS FUNDRAISING PRACTICES SURVEYS

STUDENT AFFAIRS SURVEY ON FUNDRAISING

Please complete as much of this survey as possible and return it in the enclosed envelope.

I. Institutional profile on development training, organizational structure and development activities.

Please check the appropriate items:

- Q-1 Are you the senior student affairs officer at your institution?
Yes_____No_____
If not, what is your title?_____
- Q-2 Please indicate the type of fundraising you have received:
(Check all that apply)
_____ Credit-bearing resource development courses
_____ Professional workshop(s) on fundraising
_____ On the job training
_____ None
- Q-3 Are you directly involved in making contacts with prospective donors to the institution?
_____ Very often
_____ Often
_____ Sometimes
_____ Never
- Q-4 My institution is a:
_____ Public two-year institution
_____ Public four-year institution
_____ Private four-year institution
- Q-5 Were student affairs' needs included in your institution's capital campaign goals?
Yes_____
No_____
No_____ our institution was not involved in a capital campaign.
- Q-6 Does student affairs employ its own development officer at your institution?
Yes_____ Full-time_____ Part-time_____

No _____

Q-7 Do you have a development officer employed by the development office to assist with fundraising for student affairs?

Yes_____ Full-time_____ Part-time_____

No _____

Q-8 If the student affairs development officer has shared responsibilities, what budgets does the salary come from?

_____ Split between development and student affairs

_____ Split between student affairs and another department

_____ Other (Be specific)_____

Q-9 What is the level of support that the president of your institution gives to fundraising for student affairs?

1 Strongly supports student affairs fundraising

2 Moderately supports student affairs fundraising

3 Neither encourages nor discourages student affairs fundraising

4 Discourages student affairs fundraising

5 Uncertain or don't know

Q-10 Please rank order external funding sources (highest source of funding to least amount of funding) for the division of student affairs over the past three years. (September 1, 1997-August 31, 2000)

_____ 1 External grants—federal, state or local government

_____ 2 Donations---private individuals, alumni/alumnae

_____ 3 Grants from corporations, private foundations or individuals

_____ 4 Other. Please specify_____

_____ 5 No external funding

Q-11 Please place the appropriate number by the program/activities for which your office 1) **raised** some funds, but only partially met your goal or 2) **met or exceeded** the fundraising goal set for the last three years (September 1,1997-August 31, 2000).

<u>Activity/Program</u>	<u>Behavior of Student Affairs</u>
	1) Raised some funds 2) Met/exceeded fundraising goal
Alcohol/substance education	_____
Athletic (intercollegiate) programs	_____
Building construction/renovation	
student union	_____
student recreation center	_____
residences	_____
Campus safety/rape education	_____
Career planning & development	_____
Community service/volunteerism	_____
Creative or performing arts	_____
Daycare for students, faculty/staff	_____
Disabled student programs/services	_____
Emergency student loan funds	_____
Healthcare/wellness/personal counseling	_____
International student programs	_____
Recreation programs/equipment	_____
Residential life programs	_____
Scholarships	_____
Training student leaders	_____
Tutorial/learning centers	_____
Women & minority student programs	_____

II. Relationship between student affairs and the development office.

Q-12 The development office assists the student affairs office in raising funds for student programs. (Circle number)

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-13 The development office communicates effectively with the student affairs office.
(Circle number)

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-14 Friction exists between the two offices regarding control of fundraising tasks.
(Circle number)

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-15 The development office raises funds for student affairs programs/activities but does not get involved with the student affairs staff in their own efforts to raise funds for these same activities. (Circle number).

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-16 The development office is supportive when the student affairs office indicates that it wants to raise funds for student affairs programs/activities. (Circle number).

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-17 A high level of trust exists between the development office and student affairs office. (Circle number).

1. Always
2. Frequently
3. Sometimes
4. Seldom
5. Never

Q-18 The development office routinely shares important fundraising information from the student affairs office. (Circle number).

- 1 Always

- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-19 When working to raise funds for student affairs programs/activities, it is common for the development office and student affairs office to share related fundraising responsibilities. (Circle number).

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-20 The development staff encourages efforts by the student affairs staff to raise funds for their programs and services. (Circle number).

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-21 The development and student affairs offices have adequate knowledge about each other's plans and actions regarding raising external funds for student programs/activities. (Circle number).

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-22 What level of involvement should the development office have in raising funds for student programs/activities? (Circle number).

- 1 Development office should have sole responsibility for fundraising
- 2 Fundraising responsibilities should be shared
- 3 Student affairs office should have sole responsibility for fundraising
- 4 Uncertain or don't know

Q-23 Rate the overall relationship the student affairs office has with the development office at your institution. (Circle number).

- 1 Excellent

- 2 Good
- 3 Fair
- 4 Poor

Q-24 Rate your institution's overall success at raising funds for student affairs programs/ activities during the past three years. (Circle number).

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor

III. Additional Comments

Q-26 Additional Comments: On the back of this sheet, please add any comments you have regarding student affairs fundraising and training or to clarify any responses made to previous items.

Thank you for completing this survey. Please return it in the enclosed stamped envelope by_____. If you would like a summary of the results, please write "send results of survey" on the back of the envelope (not on this survey).

DEVELOPMENT SURVEY ON FUNDRAISING

Please complete as much of this survey as possible and return it in the enclosed envelope.

I. Institutional profile on development organizational structure and activities.

Please check the appropriate items:

- Q-1 Are you the chief development officer at your institution?
Yes _____ No _____
If not, what is your title? _____
- Q-2 My institution is a:
_____ Public two-year institution
_____ Public four-year institution
_____ Private four-year institution
- Q-3 Were student affairs needs included in your institution's capital campaign goals?
Yes _____
No _____
No _____ our institution was not involved in a capital campaign.
- Q-4 Do you have a development officer assigned from the development office to assist with fundraising for student affairs?
Yes _____ Full-time _____ Part-time _____
No _____
- Q-5 If the student affairs development officer has shared responsibilities, what budgets do the salary come from?
_____ Split between development and student affairs
_____ Split between student affairs and another department
_____ Other (Be specific) _____
- Q-6 What is the level of support that the president of your institution gives to fundraising for student affairs?
- 1 Strongly supports student affairs fundraising
 - 2 Moderately supports student affairs fundraising
 - 3 Neither encourages nor discourages student affairs fundraising
 - 4 Discourages student affairs fundraising
 - 5 Uncertain or don't know

Q-7 Please rank order external funding sources (highest source of funding to least amount of funding) for the division of student affairs over the past three years. (September 1, 1997-August 31, 2000)

- _____ 1 External grants—federal, state or local government
- _____ 2 Donations---private individuals, alumni/alumnae
- _____ 3 Grants from corporations, private foundations or individuals
- _____ 4 Other. Please specify_____
- _____ 5 No external funding

Q-8 Please place the appropriate number by the programs/activities for which your office 1) **raised** some funds but only partially met your goal or 2) **met or exceeded** the fundraising goal set for the last three years (September 1,1997-August 31, 2000).

<u>Activity/Program</u>	<u>Behavior of Development Office</u>
	1) Raised Funds
	2) Met/exceeded fundraising goal
Alcohol/substance education	_____
Athletic (intercollegiate) programs	_____
Building construction/renovation	_____
student union	_____
student recreation center	_____
residences	_____
Campus safety/rape education	_____
Career planning & development	_____
Community service/volunteerism	_____
Creative or performing arts	_____
Daycare for students, faculty/staff	_____
Disabled student programs/services	_____
Emergency student loan funds	_____
Healthcare/wellness/personal counseling	_____
International student programs	_____
Recreation programs/equipment	_____
Residential life programs	_____
Scholarships	_____
Training student leaders	_____
Tutorial/learning centers	_____
Women & minority student programs	_____

II. Relationship between development office and student affairs.

Q-9 The student affairs office assists the development office in raising funds for student affairs programs/activities. (Circle number)

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-10 The student affairs office communicates effectively with the development office. (Circle number)

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-11 Friction exists between the two offices regarding control over fundraising tasks. (Circle number)

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-12 The student affairs office raises funds for student programs/activities but does not get involved with the development office in our own efforts to raise funds for these same activities. (Circle number).

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

Q-13 The student affairs office is supportive when the development office indicates that it wants to raise funds for student affairs programs/activities. (Circle number).

- 1 Always
- 2 Frequently
- 3 Sometimes
- 4 Seldom
- 5 Never

- Q-14 A high level of trust exists between the student affairs office and the development office. (Circle number).
- 1 Always
 - 2 Frequently
 - 3 Sometimes
 - 4 Seldom
 - 5 Never
- Q-15 The student affairs routinely shares important fundraising information with the development office. (Circle number).
- 1 Always
 - 2 Frequently
 - 3 Sometimes
 - 4 Seldom
 - 5 Never
- Q-16 When working to raise funds for student affairs programs/activities, it is common for both offices to share related fundraising responsibilities. (Circle number).
- 1 Always
 - 2 Frequently
 - 3 Sometimes
 - 4 Seldom
 - 5 Never
- Q-17 The student affairs staff encourages efforts by the development staff to raise funds for their programs and services. (Circle number).
- 1 Always
 - 2 Frequently
 - 3 Sometimes
 - 4 Seldom
 - 5 Never
- Q-18 The development and student affairs offices have adequate knowledge about each other's plans and actions regarding raising external funds for student affairs programs/activities. (Circle number).
- 1 Always
 - 2 Frequently
 - 3 Sometimes
 - 4 Seldom
 - 5 Never

Q-19 What level of involvement should the student affairs office have in raising funds for student affairs programs/activities? (Circle number).

- 1 Development office should have sole responsibility for fundraising
- 2 Fundraising responsibilities should be shared
- 3 Student affairs office should have sole responsibility for fundraising
- 4 Uncertain or don't know

Q-20 Rate the overall relationship the development office has with the student affairs office at your institution. (Circle number).

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor

Q-21 Rate your institution's overall success at raising funds for student affairs programs/activities during the past three years. (Circle number).

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor

III. Additional Comments

Q-22 Additional Comments: On the back of this sheet, please add any comments you have regarding student affairs fundraising or to clarify any responses made to previous items.

Thank you for completing this survey. Please return it in the enclosed stamped envelope by_____. If you would like a summary of the results, please write "send results of survey" on the back of the envelope (not on this survey).

APPENDIX G
COMMENTS FROM SURVEY

COMMENTS FROM SURVEY

The following are the written comments included in the returned surveys. The comments are categorized by development responses and student affairs responses rather than institutional type.

Development Officers Comments

Two comments concern communication between the offices: “Do not communicate on the topic of student affairs fundraising”; and “Not had reason to work together—no reason to communicate since we don’t fundraise for student affairs.”

Five comments concerned organizational structure: “Centralized fundraising---no development officer assigned to specific schools, departments”; “Student affairs needs handled by all development officers as assigned; “Only centralized development staff”; and “One man shop---does all of the fundraising”; and “Each (community) college president active in community.”

The following statements concern the relationship between the development office and student affairs: “Moving toward more involvement with student affairs”; “Have talked with student affairs about possibility of (hiring a) student affairs development officer”; “No relationship with student affairs to raise funds. Don’t know if they do”; “Presume student affairs needs are never considered in overall needs”; “Problem with student affairs is they nickel and dime people—don’t seek advice from development. VPSA tries to get us information but renegade staff tell us the day after they make a contact”; and “The chief student affairs officer is very collaborative with

development”; and “Student affairs should have a development plan with appropriate requests for the development office.”

The following are statements concerning funding sources and what funds are raised for: “Student Affairs only funded by student service fees. Student organizations get money from corporations”; “Students passed increase in tuition to endow scholarships”; “Annual Fund markets our Parents Program, which is in student affairs”; “The foundation raises money for scholarships and endowments”; “We are a young institution. No strong athletic program. Fundraising is focused in academics and bricks and mortar”; “Development office is not asked to raise funds for extracurricular activities, except athletics. We did raise money for a writing center, instructional support and counseling”; “Student affairs receives student service fees only; 5 years ago we did a capital campaign for our student life center”; “We will raise money for a building for student affairs soon.”

The following are miscellaneous comments:

“It is more difficult for student affairs to fundraise than academic departments.”

“Private fundraising efforts are targeted toward student services.”

“Student affairs needs are student priorities.”

Student Affairs Officer Comments

The following statement concerns communication between the student affairs office and development: “We must check with advancement before soliciting. They usually do not stand in our way.”

The following comments concerned the organizational structure for fundraising: “External fundraising is only through the foundation. Student affairs is not

involved in fundraising”; “One vice president is over student affairs and athletics. This allows the position to learn about fundraising and ask for money”; “All development officers work all needs. Student affairs needs are included in the strategic plan”; “ I believe 80% of the fundraising should be the development office’s responsibility. Student affairs should work on smaller gifts”; “Development only helps student affairs with scholarship fundraising”; “The student affairs officer is the fundraiser”; and “The development officer is at the district level.”

These comments were made about the relationship between the student affairs and development offices: “Student affairs is not permitted to fundraise, but I believe student affairs should fundraise”; “Student services enjoys strong support within the institution”; and “Student services supports grants and fundraising for athletics. We do not want to interfere with the foundation’s work.”

Comments about funding sources and what funds were raised for are as follows: “We just raised money for our campus center”; “Funding comes from the council budget process”; “Student affairs raises funds for student awards and the rodeo arena”; “We just finished our capital campaign. Scholarships and some capital went to student affairs”; “Student affairs has its own successful grant writer and has auxiliary enterprises”; “98% of funds raised by student affairs goes to athletics”; and “Our only fundraising is for charitable causes.”

The following are miscellaneous comments from student affairs officers: “The development office doesn’t raise funds for student affairs, so most questions are not applicable”; “This is a new area for us. We are still learning how to do it well”; “I left

items blank because there is little or no history of fundraising on campus”; and “The development office doesn’t raise funds for student affairs, so most questions not applicable.”

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