

4-2013

The Role of the Community College President in Fundraising: Perceptions of Selected Michigan Community College Presidents

Matthew W. Miller

University of Nebraska-Lincoln, mmiller@midmich.edu

Follow this and additional works at: <http://digitalcommons.unl.edu/cehsedaddiss>



Part of the [Community College Education Administration Commons](#)

Miller, Matthew W., "The Role of the Community College President in Fundraising: Perceptions of Selected Michigan Community College Presidents" (2013). *Educational Administration: Theses, Dissertations, and Student Research*. 135.
<http://digitalcommons.unl.edu/cehsedaddiss/135>

This Article is brought to you for free and open access by the Educational Administration, Department of at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Educational Administration: Theses, Dissertations, and Student Research by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT IN FUNDRAISING:
PERCEPTIONS OF SELECTED MICHIGAN COMMUNITY COLLEGE
PRESIDENTS

by

Matthew W. Miller

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Major: Educational Studies

(Educational Leadership and Higher Education)

Under the Supervision of Professor Brent Cejda

Lincoln, Nebraska

April, 2013

THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT IN FUNDRAISING:
PERCEPTIONS OF SELECTED MICHIGAN COMMUNITY COLLEGE
PRESIDENTS

Matthew W. Miller, Ed.D.

University of Nebraska, 2013

Adviser: Brent Cejda

This multiple case study examines the role of the community college president in fundraising as perceived by selected Michigan community college presidents. Over the past few decades, fundraising from private sources has become increasingly important in the fiscal landscape of community colleges. Pfeffer and Salancik's (1978) work in resource dependence theory provides a theoretical framework for this study. In a resource dependent environment, community colleges are changing their activities in an effort to pursue alternative revenue sources. Using a qualitative approach, data from interviews were analyzed to examine the perspectives of four presidents regarding their overall leadership role in fundraising as well as their role in the specific areas of leading the chief development officer and fundraising team, developing and maintaining relationships with donors, and the attributes, skills, and abilities necessary for the community college president to be an effective fundraiser.

The findings suggest that, among available options, the community colleges in this study are turning to fundraising as an alternative source of revenue. As institutional leaders, presidents have the opportunity to lead fundraising efforts and, as the organizations change, it is likely that the role of the organizational leader will change as

well. The results of this study indicated that competency in fundraising by a community college president requires strategic planning, creating a vision for the fundraising activities, supporting the fundraising team with adequate resources, and the capacity to become actively involved in the community. Additionally, the ability to friend-raise, or utilize people skills to share the college's story and connect with donors, represents an equally critical skill set and was identified as one of the most important roles of the president.

The findings also point to important considerations for presidents seeking to raise funds. According to the participants, fundraising takes an investment of time and college resources. These resources are well-spent on a chief development officer that complements the president and can manage the fundraising process and garner volunteer support. Ultimately, the environment in which the institution is embedded will impact the president's perception of fundraising and influence the methods that most effectively raise funds.

Author's Acknowledgements

First and foremost, I must acknowledge the support I received from my family during this process. From the very beginning, my wife, Tonya, and children, Jayce and Ashlyn, have been understanding, loving, and encouraging. Throughout the many nights and weekends away from family time, they have been my inspiration. Their support has meant more than they will ever know. I could not have accomplished this goal without them.

I would like to thank my advisor, Dr. Brent Cejda, and my committee, Dr. Miles Bryant, Dr. Richard Torracco, and Dr. James Walter, for their support and feedback. Throughout this process, Dr. Cejda has been incredibly helpful – beyond what I could have expected. As a professor, he is extremely knowledgeable and, as an advisor, he is quick to share his wisdom and foresight. I am indebted to Dr. Cejda for always looking out for my best interests, for continually pushing me to be better, and for guiding me through the dissertation process with helpful insights and patience.

I am indebted to the presidents and chief development officers at the community colleges featured in this case study. Their time, openness, and help were very much appreciated.

Finally, I want to thank Mid Michigan Community College for its support as I pursued my degree. Specifically, I would like to acknowledge President Carol Churchill for her belief in me and her support of my professional development. Her genuine interest in my success was very much appreciated.

Table of Contents

List of Tables	vi
List of Appendices	vii
Chapter 1—Introduction	1
Theoretical Framework.....	2
Purpose of Study.....	6
Research Questions.....	7
Statement of the Problem.....	8
The Funding Crisis.....	9
Property Taxes	11
Tuition and Fees.....	12
State Aid.....	13
Other Revenue Sources.....	14
Impact of State Funding.....	14
Gaps in Literature	15
Definitions of Terms.....	15
Limitations	17
Significance of the Study.....	18
Dissertation Structure	19
Chapter 2—Literature Review	20
Higher Education Funding.....	20
Community College Funding.....	25
Resource Dependence Theory	27

The President’s Leadership Role	32
Leading the Fundraising Team	36
Developing Relationships	40
The Presidential Fundraiser	41
Summary	45
Chapter 3—Methodology	46
Qualitative Research Paradigm	46
Research Questions	47
Case Study Research Design	48
Researcher’s Role	48
Bounding the Study and Data Collection	49
Ethical Considerations	51
Data Collection Strategies.....	52
Participants.....	52
Description of CC1	57
Description of CC2	59
Description of CC3	60
Description of CC4	62
Interviews	63
Questions.....	64
Structure.....	65
Data Analysis Procedures	67
Validation	71

Reporting the Findings	73
Chapter 4 – Findings and Analysis	75
Descriptive Code Analysis	76
CC1: Very Large Community College	76
The President’s Leadership Role	77
Leading the Fundraising Team	78
Developing Relationships	80
The Presidential Fundraiser	82
Summary	83
CC2: Large Community College	85
The President’s Leadership Role	86
Leading the Fundraising Team	87
Developing Relationships	90
The Presidential Fundraiser	91
Summary	93
CC3: Medium Community College	95
The President’s Leadership Role	96
Leading the Fundraising Team	98
Developing Relationships	100
The Presidential Fundraiser	101
Summary	103
CC4: Small Community College	105
The President’s Leadership Role	106

Leading the Fundraising Team	107
Developing Relationships	109
The Presidential Fundraiser	111
Summary	113
Common Themes	115
The President’s Leadership Role	116
Leading the Fundraising Team	119
Developing Relationships	120
The Presidential Fundraiser	122
Chapter 5 – Discussion and Recommendations	124
Comparison to Literature	125
The President’s Leadership Role	125
Leading the Fundraising Team	127
Developing Relationships	129
The Presidential Fundraiser	130
Other Literature Comparisons	132
Inferences from Themes	133
AACC Competencies	133
Presidential Searches	134
Increased Activity and Competition	135
Considerations for Community College Presidents	135
Recommendation for Future Research	137
Summary	139

References	142
Appendices	152

List of Tables

Table 1 – Foundation Fundraising Activity	5
Table 2 – Tuition Data	12
Table 3 – State Aid	14
Table 4 – Funding Sources	15
Table 5 – Participant Matrix	53
Table 6 – Size Classifications for Michigan Community Colleges	55

List of Appendices

Appendix A – Interview Questions.....	152
Appendix B – Invitation to Participate	155
Appendix C – Participant Informed Consent Form.....	156
Appendix D – Michigan Community College Districts	157
Appendix E – Michigan Population Density	158
Appendix F – Coding	159

CHAPTER 1

INTRODUCTION

The nation's community colleges are a critical part of the educational system. These institutions educate almost half of the nation's undergraduate students, serving the needs of students, communities, and employers (AACC, 2012; Education Commission of the States, 2000, p. ii). Local community colleges are the driving force behind economic and workforce development. At no other time have community colleges been so prominent on the national scene. As President Obama suggested in mid July 2009 (Lothian, 2009), community colleges are vital to the nation's ongoing success.

Despite their important place in the educational landscape, community colleges have not received a proportional share of funding (Mullin, 2010). "Community colleges received just 27% of total federal, state, and local revenues (operating and nonoperating) for public degree-granting institutions in 2007-2008 while serving 43% of undergraduate students" (Mullin, 2010, p. 4). According to the Grapevine, an annual compilation of information on state support for higher education (Palmer, 2012), the national average for state support for higher education has dropped by 3.8 percent from fiscal year 2007 to fiscal year 2012. In some states, this decline has been more dramatic. For example, over that same time period, Michigan's state support for higher education has dropped by 19.3 percent. The overall drop in funding, coupled with the disproportional funding received by community colleges, places these institutions in a financial crisis. Furthermore, an American Association of Community College study (Katsinas, Tollefson, & Reamey, 2008) found that the increased demand for services at community colleges is creating a greater need for funding, which is not being met by states.

Fundraising from private sources has become increasingly critical to the financial wellbeing of community colleges (Boyd, 2010). Funding has shifted away from state and federal support (Palmer, 2012), tuition rates are on the rise, and the country's community colleges are struggling to fulfill their mission of access and affordability while facing stifling budget constraints. While universities have been raising private funds for decades, community colleges are relatively new to this arena and many are still learning how to raise meaningful support (Jones, 2010). But it is not for lack of trying. Presidents routinely cite fundraising efforts as an important part of their role and spend a great deal of time focusing on this issue - and rightfully so (Gentile, 2009). Properly developed gifts can provide scholarships for students, funding for innovative initiatives, or the capital needed for facility improvements. The stakes are high and community college presidents are beginning to take notice.

The financial crisis puts community college fundraising at a critical moment in time. Fundraising efforts are a component of the fiscal stability plans for many community colleges and, now more than ever, community college presidents need to understand their role in fundraising.

Theoretical Framework

As the leaders of their institutions, community college presidents are called upon to guide the fundraising efforts – often with little formal training in this specialized area (Satterwhite, 2004). The fact that this duty falls upon the community college president is supported by the American Association of Community Colleges (2006) which has outlined six competencies that community college presidents must possess. Among those is resource management, which includes “tak[ing] an entrepreneurial stance in seeking

ethical alternative funding sources” (AACC, 2006, p. 4). This call to seek alternative funding sources as part of resource management could lead presidents down a variety of paths. One of the prominent options for alternative revenue sources is fundraising from private philanthropic sources.

In fact, community college presidents are placing more and more emphasis on fundraising (Gentile, 2009). As early as 1978, Pfeffer and Salancik recognized that the actions of an organization could be influenced by the need for resources. Mitchell (1997) noted that “changes in the flow of resources can create implicit or explicit demand for changes within the organization” (p. 268). The changes that organizations undergo as a means to seek alternative revenue sources are purported in resource dependence theory, and the theory has clear implications for this case study. The work of Pfeffer and Salancik (1978), which provides the basis for resource dependence theory, suggests that organizations will place an emphasis on developing (or prioritizing) the activities that generate revenue for the organization. In practice, this means that organizations will change in some way to more effectively pursue alternate revenue sources. The theory also states that as organizations seek external resources, they are subject to the demands of the external organizations providing those resources.

As community colleges experience a decrease in funding from traditional sources, there is a need for presidents to seek out alternative revenue sources. While some institutions of higher education may simply raise tuition or increase research activities, community colleges are different (Cohen & Brawer, 2008). As institutions with unique missions, community colleges have a distinct focus on affordability and accessibility. There are any number of alternative revenue sources community colleges may pursue

but, like many institutions of higher education, they may be influenced by the draw of potential donors and focus their external efforts on fundraising. However, they do so out of a necessity to maintain affordability and accessibility because they are reticent to implement dramatic increases in tuition. Not all colleges will have the same capacity for fundraising. “Yet with the right leadership, all colleges have at least some capacity to secure private funds. Success depends on the extent to which fundraising is viewed as part of the institution’s overall community relations effort, the ways that fundraising tasks are assigned and coordinated, and the strategies used to ensure returns on investment in fundraising campaigns” (Ryan & Palmer, 2005, p. 43).

This narrative also plays out in the state of Michigan. Table 1 represents a collection of data from the IRS 990 reports for twenty-seven of the twenty-eight community college foundations in Michigan, which is the focus of this case study (Wayne County CC did not have IRS 990 forms available online). Contribution and Net Asset data were collected from fiscal year 2003 and fiscal year 2011 to demonstrate the change in activity over that period of time. As noted on the table, the average yearly contributions nearly doubled during that period from \$381,897 in 2003 to \$636,830 in 2011. As one might expect, the average net assets also grew over that time period – reflecting the increase in foundation and fundraising activity. In fact, the average community college foundation’s Net Assets more than doubled – going from \$2,887,212 in 2003 to \$5,994,830 in 2011. The figures vary across the broad spectrum of community colleges without a clear pattern. For instance, not all very large community colleges have large net assets. This disparity likely represents the varying degrees of focus placed on fundraising across the community colleges. Despite this disparity, twenty-seven of the

twenty-eight community colleges in Michigan appear to have had an increase in their fundraising activity. This is consistent with what one might expect as a result of resource dependence theory. In effect, the community colleges are changing their activities in an effort to pursue an alternative revenue source.

Table 1 – Foundation Fundraising Activity

Community College	FY 11 Contributions*	FY 11 Net Assets*	FY 03 Contributions^	FY 03 Net Assets^	Net Assets Growth 03-11
Macomb CC	\$682,387	\$16,096,044	\$268,867	\$3,813,946	322%
Lansing CC	\$1,129,907	\$9,995,895	\$390,642	\$3,488,605	187%
Grand Rapids CC	\$4,040,215	\$30,886,942	\$2,191,383	\$11,186,841	176%
Oakland CC	\$379,210	\$3,673,200	\$412,883	\$1,525,428	141%
Henry Ford CC	\$1,420,475	\$8,144,689	\$2,253,892	\$5,599,703	45%
Wayne County CC					
Washtenaw CC	\$773,226	\$11,627,392	\$849,119	\$5,202,230	124%
Mott CC	\$359,177	\$5,601,292	\$442,256	\$2,542,091	120%
Delta College	\$1,698,243	\$1,789,551	\$1,503,182	\$906,591	97%
Jackson CC	\$702,908	\$13,383,611	\$340,750	\$7,404,541	81%
Kalamazoo Valley CC	\$511,492	\$11,372,511	\$223,895	\$6,736,386	69%
Schoolcraft College	\$356,110	\$10,625,268	\$802,174	\$7,438,835	43%
St. Clair CC	\$1,321,611	\$5,042,843	\$39,360	\$890,410	466%
Mid Michigan CC	\$249,582	\$2,103,367	\$216,899	\$539,425	290%
Kellogg CC	\$674,364	\$6,617,354	\$239,502	\$1,724,872	284%
Lake Michigan College	\$338,545	\$9,816,300	\$372,309	\$2,818,544	248%
Monroe County CC	\$636,928	\$3,718,471	\$694,527	\$1,983,974	87%
Northwestern Michigan	\$1,277,975	\$29,279,465	\$1,836,492	\$16,347,045	79%
Muskegon CC	\$120,037	\$265,205			
West Shore CC	\$1,604,309	\$5,144,652	\$82,598	\$820,991	527%
Gogebic CC	\$379,629	\$2,094,907	\$249,051	\$444,064	372%
North Central Michigan	\$1,511,731	\$6,316,228	\$273,706	\$1,385,952	356%

Southwestern Michigan	\$298,931	\$4,846,498	\$2,511	\$1,257,885	285%
Alpena CC	\$319,874	\$5,123,656	\$895,105	\$3,332,776	54%
Montcalm CC	\$97,093	\$4,730,239	\$51,723	\$3,261,388	45%
Bay College	\$1,234,916	\$6,992,713	\$312,980	\$4,872,446	44%
Kirtland CC	\$29,722	\$1,251,800	\$31,473	\$1,012,905	24%
Glen Oaks CC	\$94,039	\$2,573,584	\$430,213	\$2,615,497	-2%
AVERAGES	\$636,830	\$5,994,830	\$381,897	\$2,887,212	108%

*Source: GuideStar (2012) ^Source: Foundation Center (2012)

Purpose of the Study

Community colleges in general, and specifically Michigan community colleges, are an interesting subject of research at this point in time. As Cohen and Brawer (2008) point out, community colleges are unique in the world of higher education. Among other things, their commitment to affordability sets community colleges apart from the other groups of institutions of higher education. “A hallmark of the mission of community colleges has been open access and affordability. In a national environment of declining public support, community colleges are faced with the challenge of keeping this promise while balancing increasing tuition and fees to cover budget shortfalls” (Gentile, 2009, p. 1). Community colleges are also unique because they lack a research mission (Cohen & Brawer, 2008). While community colleges work for the public good, research is not included in the typical mission, which limits their ability to seek alternative revenue sources in that domain.

In addition to the unique qualities of community colleges, which make this study pertinent, the state of Michigan serves as an interesting bounding for this case study. As will be demonstrated below, community colleges in Michigan have seen rapid enrollment

increases over the last decade without any significant funding increases from the state. The result has been a decrease in per student funding at community colleges in Michigan. Resource dependence theory suggests that the decline in funding would lead the institutions to seek alternative revenue sources, and to ultimately change as a result of that effort. As shown in Table 1, it would appear that fundraising is a common organizational change among community colleges as they seek other revenue sources. As the organizations change, one could assume that the role of the organizational leader would change as well.

This case study examines the role of the community college president in fundraising based on the perceptions of selected Michigan community college presidents. As institutional leaders, presidents have the opportunity to lead the fundraising efforts of their institutions. This study examines the specific nature of that role and the various factors that might influence that role. To accomplish the purposes of this study, one major research question and four sub questions were developed based on a comprehensive literature review.

Research Questions

The main research question is: What is the president's perspective on their role in community college fundraising? In order to answer the main research question, a series of sub questions were addressed. These issue-oriented sub questions are meant to "break [the central research question] down into subtopics for examination" (Creswell, 2007, p. 109). Based on four themes found in the literature review, the sub questions helped the researcher examine the main question and relate the findings back to the literature:

- What leadership role does the president have in fundraising?

- What is the president's leadership role in relation to chief development officer and the fundraising team?
- How does the president develop and maintain relationships with potential and current donors?
- What are the attributes, skills, or abilities necessary in order for a community college president to be an effective fundraiser?

As the role of the president may also be impacted by organizational factors, the researcher also asked questions related to the community college, its foundation, organizational structure, as well as specific fundraising activities. In part, these questions may also help explain how each community college responded to the need for alternative revenue sources in light of resource dependence theory.

Statement of the Problem

As community colleges work to maintain their traditionally high level of access and affordability, it has become more and more apparent that private fundraising may be an increasingly important part of that effort. Colleges and universities are turning to fundraising as a source for one-time funds for projects, for scholarship dollars, or for operational revenue.

The most pressing concern related to the importance of fundraising at community colleges, and the role of the president in pursuing private funds, is the current financial crisis. A perfect storm of dramatically increased enrollment, downward pressures on tuition costs, greater accountability, and a decrease in state funding for education have all come together to put colleges in a precarious financial situation.

The Funding Crisis

Community colleges, like all of higher education institutions, are facing a funding crisis. As Cohen and Brawer (2008) note, funding for community colleges is quite variable and complex. There is no perfect formula or solution that will meet each institution's needs. However imperfect, the funding structures either help or hinder a college's ability to serve students. For many years, revenue from federal, state, and local sources could be counted on as a foundation to support the mission of community colleges to offer affordable, open-access education to the communities they served. However, recent cuts in state appropriations to community colleges have often necessitated program closures, higher tuition, and other cost cutting measures (Associated Press, 2003). In his article published in 2001, Voorhees captured the ominous mood at the time – a mood which still resonates today:

“At the beginning of the new century, the nation's public two-year colleges stand at the financial crossroads. On one hand, the need for the services and education they provide in a rapidly changing local, regional, national and international environment continues to accelerate. On the other hand, community colleges now draw less of their total operating revenues from taxpayers than at any other time in their histories. If these recent trends are harbingers, the finance of community colleges will become even more critical and problematic in the foreseeable future.” (p. 480)

This sentiment is especially true in the state of Michigan, where this case study was conducted. With unemployment at about 8.6%, compared to 8.2% nationwide, (Labor Market Information, 2012) students depend on the career training they find at

community colleges to prepare them for a job. According to the Michigan Community College NETWORK (2012) Activities Classification Structure (ACS) data report, which compiles annual information about the state's community colleges, over 485,000 students were enrolled in the twenty-eight community colleges in fiscal year 2011. That figure is up from 417,000 in fiscal year 2001 – an increase of over 16 percent. The enrollment growth has been dramatic but the funding from the state has not followed suit. According to the same report, State of Michigan funding for community colleges was at \$295,880,500 in fiscal year 2011 compared to \$314,578,588 in fiscal year 2001 – a decrease of 5.9 percent.

Funding has always been essential to providing effective and affordable services to an increasing number of students. As a broad issue, funding impacts most every area of operations. State aid, scholarships, enrollment caps, program decisions, and tuition are all dramatically impacted (AASCU Policy Matters, January 2009). In order to truly understand the funding crisis, it is important to understand the funding structure. As Cohen and Brawer (2008) note, funding for community colleges is quite variable and complex. According to Kenton, Schuh, Huba and Shelley (2004), there is wide variation from state to state in the funding mix for schools. Some rely heavily on state appropriations, while others are more reliant on tuition and fees. Still other states generate much of the support for community colleges from local taxes. Even within similar revenue structures, the way that states determine the amount of funds spent on community colleges is bound to vary. In Ohio for instance, according to the Ohio Board of Regents website (2010), the state convenes a Higher Education Funding Commission every two years to examine the state's funding formula and to make changes to the

formula and/or the data that feeds the formula.

In Michigan, the process is almost entirely driven by the state's budgeting process. According to Summers-Coyt (1998), Michigan has been using the Gast-Mathieu Fairness in Funding Formula since 1985. This formula was implemented as a way to recognize the different needs of the state's community colleges and allocate funds appropriately. Summers-Coyt notes that the movement toward an equitable funding formula began in 1979 when the state first moved to a means of distributing state aid based on need. Unfortunately, as Summer-Coyt points out, the state does not always distribute funds using the Gast-Mathieu formula. In some years, when times are tight, funds are just carried forward or cut across the board at a certain percentage. In addition to state funding, community colleges in Michigan have two other primary sources of funding – property taxes and tuition and fees. Most colleges also receive a very small portion of revenue from “other” sources like facility rentals.

The case study participants were presidents from community colleges in Michigan. As such, their view of community college funding issues was likely influenced by the funding system in that state. What follows is a brief explanation of the primary funding sources for community colleges in Michigan.

Property taxes. Each community college in the state belongs to a taxing district. These districts are generally made up of counties or school districts. The residents in those districts pay a property tax, or millage, to the community college. The property tax rate is voted on by the residents in that local district. According to the ACS (Michigan Community College NETWORK, 2012) report, the average community college millage rate in the state of Michigan is 2.45 mills. This means that for every \$1,000 of State

Equalized Value (SEV) in a home or property, the property owner would pay \$2.45 in tax to the college. The SEV is typically about equal to half of the value of the home. There is a relatively broad range of millage rates across the state. Local residents, depending on their economic status and their support for the community college, may vote to increase their tax to fund college operations or special projects. The lowest millage rate is 1.1446 mills and the highest is 3.8072. The school with the highest millage rate receives about \$2,755 in property taxes per Fiscal Year Equated Student (FYES – a measure that the state uses to compare enrollment numbers). The school with the lowest millage rate receives only \$901 per FYES from property taxes.

Tuition and fees. The one source of funding that community colleges in Michigan completely control is revenue from tuition and fees. The State of Michigan does not regulate the rates that schools charge their students. Because each community college has a district, they each have an in-district rate and a rate for students who live out of their district. Students who live in the district pay a property tax to help offset the operational costs of the college and, thus, pay a lower tuition rate. Out-district students do not pay the property tax and thus pay a higher tuition rate. Table 2 provides information about the tuition rates at Michigan community colleges based on data from the ACS (Michigan Community College NETWORK, 2012) report.

Table 2 – Tuition Data

	Avg. Tuition FY02*	Avg. Tuition FY12*	% Change
In-District	\$54.09	\$85.91	58.8%
Out-District	\$80.07	\$140.66	75.7%

*Per contact hour

Beyond tuition, community colleges each charge various fees in addition to individual course fees. While uniform data are not available, a cursory review of various websites demonstrates the use of fees to cover incidental or necessary costs like processing paperwork, student activities, or consumable classroom materials.

Because the tuition and fee expenses directly reflect the cost to the student (less financial aid), these figures also reflect the overall affordability and accessibility of community colleges. Although most institutions of higher education strive to keep their costs down, tuition and fees continue to rise as funding from the State of Michigan continues to fall on a per student basis.

State aid. Unfortunately, funding from the State of Michigan has not kept pace with the enrollment changes that community colleges are experiencing. Layzell (2007) outlines five different ways that states generally allocate funds to colleges. Of the different models, Michigan's most closely relates to incremental budgeting, which begins the allocation at last year's levels and makes adjustments from that point. At one time, state funding to community colleges was determined by a funding formula. The Gast-Mathieu formula (Summers-Coyt, 1998) used a variety of variables to determine the allocation of funds. Today, with funding so tight, the formula is not being used to allocate funds.

According to the ACS report (Michigan Community College NETWORK, 2012), in fiscal year (FY) 2001, the State of Michigan provided \$314,578,588 in aid to the twenty-eight community colleges. In FY 2011, the State provided just \$295,880,500 in aid. Enrollment growth at the community colleges has made this reduction in state aid even more significant. To enable clear comparisons, the state uses a Fiscal Year Equated

Student (FYES) number to smooth out variations between full and part time students at the various community colleges. Table 3 summarizes the decline in state aid over the last few years.

Table 3 – State Aid

	Total State Aid to CC	Avg. State Aid per FYES	Avg. % Funding-State Aid
2001	\$314,578,588	\$3,350	33.3%
2011	\$295,880,500	\$2,018	19.1%

Other revenue sources. According to the ACS report (Michigan Community College NETwork, 2012), the average community college in Michigan received 3.1% of its revenue from sources other than property taxes, state aid, and tuition and fees in fiscal year 2011. Voorhees (2001) referred to these revenues as self-help. The primary activity is generally the sale of college services like workforce development. “Employers are increasingly turning to community colleges as essential centers of worker training” (Voorhees, 2001, p. 494). Although the ACS report does not identify what is specifically included in the “other” category, it would include all sources of income not included in tuition and fees, state aid, and property taxes.

Impact of state funding. Although it is just one component of funding, the level of fiscal support from the state has a significant impact on the revenue needed from other sources. Since each college really has no short-term control over property tax revenue, they are forced to adjust tuition to meet rising costs when state aid decreases. Using data from the ACS report (Michigan Community College NETwork, 2012), Table 4 demonstrates how the dip in state funding over the past ten years has forced community colleges to increase revenue through tuition and fees. Mid Michigan Community College

(MMCC) is offered as an extreme case. The institution is the more reliant on tuition and fees than any other community college in the state.

Table 4 – Funding Sources

	State Avg - FY01	State Avg - FY11	MMCC Avg - FY11
Tuition & Fees	27%	41%	72%
State Aid	33%	19%	17%
Property Tax	36%	34%	9%
Other	4%	4%	2%

Gaps in the Literature

While the number of dissertations and research projects about higher education fundraising has seemed to increase over the last decade, there are gaps and deficiencies in the literature that can be addressed. For example, there appears to be a need for additional research into fundraising at the community college level. Significant differences exist between the various types of colleges and universities and community colleges are especially unique (Cohen and Brawer, 2008). While community colleges are relatively new to fundraising, it is no less important to their long-term success. Additionally, a more specific study related to community colleges in Michigan will yield unique findings and perspectives. Michigan has been engulfed in a long-term recession, separate from the national recession. The unique socioeconomic and demographic circumstances that the recession has created will provide a unique flavor to the data.

Definition of Terms

Community College – These institutions typically award one and two year degrees and serve a defined geographical area around their campus locations.

Community colleges are usually open-admission institutions that serve their community with a comprehensive array of courses (AACC, 2012). While there is no single formula or pattern for how community colleges operate, Cohen and Brawer (2008) outline four key functions or roles of community colleges as vocational education, developmental education, community education, and the collegiate function.

Chief Development Officer – This individual is the executive staff in charge of an institution’s development efforts. There are many names for this position: Vice President of Institutional Advancement, Foundation Director, Director of Development, etc. The title and structure may vary based on the size of the community college. Typically, this position reports directly to the president and coordinates the fundraising activities of the college (Wenrich & Reid, 2003).

Institutional Development / Fundraising – The efforts of community colleges to raise private funds include a wide range of activities. “A broad view of fundraising thus involves more than publicity or convincing others to donate to a worthy cause. Instead, it builds naturally on the community college’s traditional responsiveness to local service districts, and secures resources through exchange relationships and communal relationships with key constituencies” (Ryan & Palmer, 2005, p. 44). An organization’s efforts to raise funds may include campaigns, special events, planned giving, unique solicitations, or annual programs (Seiler, 2012).

President – The leader and chief executive officer of the community college. In most all instances, the president reports to a board of directors (either appointed or elected). The president’s role may vary from college to college, but they typically are responsible for strategic leadership activities. The president’s own perception of their

role can greatly influence how the president leads an institution and, while the job descriptions may be similar, no two presidents approach their role in precisely the same way (Neumann & Bensimon, 1990).

Limitations

Like every other study, there are limitations inherent in the design, execution, and presentation of this case study. First, as a qualitative case study limited to select community colleges in Michigan, readers may not be able to generalize the results to other geographic areas or even to other colleges (Creswell, 2007). Qualitative research is also unique for its narrow scope. The research conducted, and the conclusions drawn, cannot usually be generalized over the entire population like quantitative research. The focus and specificity of qualitative research allows the researcher to delve deeper into a research question and obtain a level of understanding that is generally missed by the broad scope of quantitative analysis (Shope, 2010a). It is conceivable that other colleges may have similar circumstances or characteristics that make the results of this study applicable, but those instances will not be automatically clear.

Second, there is a degree of bias that the researcher brings into the study that may influence the process and results. As a chief development officer at a community college in Michigan, the researcher is intimately familiar with the circumstances surrounding fundraising in the state. The researcher also works closely with his president on fundraising matters. This first-hand knowledge and experience has the potential to improve the study by increasing the relevance of the process, the questions asked, and the results. Much more so than in quantitative processes, qualitative research is influenced by the interpretations of the data by the researcher themselves (Stake, 2010). However,

there is also the possibility that the lens by which the researcher views fundraising will tint the survey results. As Miller (2000) notes, reality, as described by qualitative research “is what people perceive it to be” while reality, as described by quantitative research “is what quantifiable data indicate it to be” (table). The focus of qualitative research is on the interviewee’s experience and perception. Those experiences and perceptions become the data that the researcher uses to answer the research question. This is why a researcher with broad and deep experiences in the area of study must be sure to keep their own perceptions and beliefs separate from those of the interviewees. Where quantitative researchers control for bias and propose impartial results, qualitative researchers expose their bias and express their personal views within the research report (Shope, 2010b).

Finally, the broad impact of this study means that many more individuals could have been interviewed for this type of study. The researcher purposefully limited the interviews to presidents and chief development officers at geographically and demographically diverse institutions.

Significance of the Study

While this study is similar in context to a few other studies, it seeks to provide new insights on the role of the community college president in fundraising. Specifically, this case study will focus on community colleges in Michigan, which presents unique revenue and enrollment circumstances.

The audience for this study is potentially broad. Although direct generalizations of qualitative case studies are difficult (Creswell, 2007), the results will be of interest to all community college presidents and their chief development officers. Scholars in the

field may be interested in the primary analysis of the role of the president as well as the secondary analysis that provides insights into the perceptions of community college presidents of their own role. Finally, fundraising professionals at all levels, including professional organizations like the Council for Resource Development, will find the new data useful to their members.

Dissertation Structure

The remainder of this dissertation includes four additional chapters. Chapter 2 is a review of the literature as it relates to the role of the community college president in fundraising. Chapter 3 details the methodology of the case study. The interview structure, as well as other data that were collected, is clearly outlined. Chapter 4 provides data about the case study participants and presents the findings from each case as well as the themes identified in the cases. Chapter 5 presents a discussion of the themes compared to the existing literature along with the researcher's inferences from the themes.

CHAPTER 2

LITERATURE REVIEW

As a foundation of understanding the case study, it is important for the reader to have a base knowledge of what the literature says about community college funding and resource dependence theory. Funding, or lack thereof, is central to the need for fundraising at community colleges. Additionally, it is critical that community college presidents lead the way forward so that the institution can raise the funds necessary to serve students and the community. This chapter reviews the literature related to community college funding and the president's role in fundraising.

Resources were gathered from a number of sources including electronic databases such as ERIC, Academic Research Premier, and Encore, trade publications, journals, and other sources. The literature on this subject is generally current and represents a mix of dissertations, literature-based research, and published studies.

In regard to the president's role in fundraising, the researcher began with the intent to simply discover "what is known" (Richards & Morse, 2007, p. 243). With resources identified, the researcher looked for patterns and themes in a process that is similar to the data analysis that takes place after conducting interviews (Richards & Morse, 2007). As part of this process, a literature review map was developed to aid in the organization process (Creswell, 2005; Stake, 2010). The conceptual map helped to categorize the resources and brought specific themes together. Thus, the resources in this literature review are organized by their overall themes (Creswell, 2005).

Higher Education Funding

Like nearly every other industry, higher education has been dramatically impacted

by the downturn in the economy. Doyle and Delaney (2009) noted that colleges and universities are facing budget cuts leading to layoffs and scaled back services. Public higher education institutions receive their funding from varied sources, but the largest portions come from state funding and tuition revenues – paid by students or federal financial aid (State Higher Education Executive Officers, 2008). Doyle and Delaney (2009) posited that state legislators often use the higher education system to balance the state budget. The institutions may get more funding when times are good, but they also get less funding when times are bad. There are two primary reasons for this treatment. “First, colleges and universities can collect their own revenues in the form of tuition. And indeed, it looks like tuition at public colleges and universities is on the way up all around the country. Second, college students aren’t the states’ neediest population” (Doyle & Delaney, 2009, p. 60). In times of economic hardship, states are hesitant to cut funding for social programs and often choose to cut aid to higher education.

It is hard to understate the impact that declines in state funding have on colleges and universities. The State Higher Education Executive Officers (2008) reported on the proportions of funding that comes to higher education from various sources. In fiscal year 2007, there was a total of \$122.8 billion in state, local and net tuition revenue supporting general operating expenses at higher education institutions. Of that total, 62 percent came from state sources, 32 percent came from net tuition revenue, and only six percent came from local taxes. There are, of course, variations in funding between colleges and universities and these are not the only funding sources. However, the report noted that even at complex research universities, state support and tuition revenue are the primary sources of funding for traditional instructional and student services. The report

also tied tuition rates to state support, noting that tuition revenue increases as state support decreases.

In his study of higher education funding, Mortenson (2012) predicted that state funding for higher education will be nonexistent by the year 2059. The author looked at the trends in higher education funding since 1980 – specifically, state allocations as a portion of all spending on higher education and as a portion of state personal income – and then extrapolated the decline in state funding. The numbers indicated that, on average, states will stop funding higher education in 2059. There are differences between states so Mortenson (2012) provided individualized projections for each state. According to the Mortenson’s (2012) trends, Colorado will be the first to cut all state allocations to higher education in 2022 and New Mexico will be the last in 2329. Of course, this is simply an exercise, but Mortenson (2012) noted that colleges and universities are already turning to tuition increases to offset declines and there are fundamental implications for the structure of higher education if states really eliminate all funding. Without state funding, colleges and universities may begin asking questions about state control, oversight, and ownership.

Cuts to higher education funding do not occur in a vacuum. As one might expect, McLendon, Hearn, and Mokher (2009) found a political side to budget reductions. The study used regression models to determine what factors influenced variations in state appropriations to higher education in 49 states over two decades. The study found that “partisanship, legislative professionalism, term limits, interest groups, and gubernatorial power influence appropriations levels” (p. 705). In a similar study, Tandberg (2010) conducted a cross-sectional times-series analysis and determined that politics does play a

key role in the level of state appropriations to colleges. The impact was so great that Tandberg suggested that those institutions that engage in the political process may gain revenue and those that do not may lose out.

In addition to reducing state funding for higher education, there is a trend among state legislatures to tie funding to performance. Tollefson (2009) wrote specifically about “performance funding” (p. 398) as a means for state legislatures to award state aid to colleges based on performance measures. The author cited “transfer rates, graduation data, and faculty workload measures” (p.398) as some of the most common measures. These measures are often established specifically to influence the college’s actions. For example, if a state regulating body wishes to increase the number of graduates, they may ask for accountability in that area and require reporting on the number of graduates. Consequently, colleges and universities might also receive funding based on their number of graduates. Tollefson (2009) presented this argument based on an exhaustive historical review of literature and through the citation of a number of authors and studies. He did not conduct an independent qualitative or quantitative study, rather his methodology was literature-based, which appears to be very common among the researchers studying accountability.

Sanchez and Laanan (1998) also highlighted the growing trend toward performance funding by reviewing existing studies and literature. They did not conduct primary research, rather, they reported on the State Higher Education Executive Officers survey conducted in 1998. The survey showed that “twenty-three states are currently using performance measures in some form in the budgetary process. Eight states . . . have a direct linkage, with funds allocated to institutional performance on goals and measures”

(p. 12). The literature suggested that performance funding and increased accountability are growing trends in higher education funding. These factors create a resource dependent environment in which state governments have a degree of control over the actions of higher education institutions (Pfeffer and Salancik, 1978).

Mullin (2010) gathered funding data from a variety of sources to examine the funding disparities that exist between universities and community colleges. The author sought to describe the magnitude of the disparity of funding and the consequences that result from that disparity. Mullin (2010), writing for the American Association of Community Colleges, suggested that community colleges are a vital part of workforce development initiatives such as President Obama's American Graduation Initiative, which seeks to increase the degree attainment rate in America. As expected, Mullin (2010) suggested that community colleges need additional state and federal funding in order to effectively serve students and impact workforce development efforts. The author noted that community colleges served 43 percent of undergraduate students in 2007-2008 but only received 27 percent of total federal, state, and local operating and non-operating revenues. This funding disparity means that community colleges have a more difficult time responding to student demand even though they served the "greatest proportion of underrepresented students: 53% of Hispanic, 45% of Black, 45% of Asian/ Pacific Islander, and 52% of Native American undergraduates" (Mullin, 2010, p. 4) in 2007. Mullin (2010) also noted that community colleges spend a higher percentage of their funding on instruction than do universities. The funding disparity, and its consequences, point to the importance of a full understanding of community college funding.

Community College Funding

Chapter One offers a full explanation of how community college funding works in the state of Michigan – the focus of this case study. In regards to community colleges in general, Cohen and Brawer (2008) noted that those institutions have three primary sources of funding – tuition and fees, state funds, and local funds. The final category, local funds, differentiates community colleges from most universities. These local funds represent taxes collected within the community college's immediate geographic vicinity. In the end, Cohen and Brawer (2008) cited various funding methods and outline differences from state to state. However, most every model relied to some extent on state support. But with that source declining, the authors noted that community colleges are starting to rely more heavily on tuition revenue.

Like higher education funding research as a whole, the major focus of research and academic articles in relation to community colleges appears to be on the impact of shrinking state funding. A recent report by Katsinas, Tollefson, and Reamey (2008) outlined the state of community college funding. The survey was conducted with fifty-one members of the National Council of State Directors of Community Colleges and the results were compiled into various categories. The authors outlined a bleak funding picture. Currently, state budgets are tight and many states with funding formulas cannot afford to fully fund the formula. The survey participants predicted tuition increases, even three to five times the rate of inflation, to make up for a lack of state funding.

In their study of community college funding in Massachusetts, LaPointe and Chmielewski (2011) also examined the funding structures for community colleges across the nation. The researchers used both qualitative and quantitative data to report on the

funding in Massachusetts and five comparison states. In addition to various national reports and data sources, the researchers looked at information from the state as well as the National Center for Education Statistics. To delve deeper, the researchers conducted focus groups with officials at three community colleges in the state. Their findings were compiled into a report and presented to the Massachusetts legislature. The information uncovered by LaPointe and Chmielewski (2011) was very similar to the outcomes of other studies. They noted that community colleges across the nation relied heavily on state appropriations; however, less than half of the states with a funding formula actually used it to distribute appropriations. In fact, the authors discovered that “although community colleges rely heavily on state appropriations, funding for community colleges is a small percentage of any state’s expenditures. In 2010, across all 50 states, the average appropriations equaled 1.08% of total state expenditures” (LaPointe and Chmielewski, 2011, p. v). This seems like an unreasonably small percent of the budget when, “nationally, return on federal investments in community colleges is around \$4.62 for each dollar spent” (LaPointe and Chmielewski, 2011, p. 2). Based on the data, the researchers concluded that community colleges were a sound investment for states. In terms of funding, LaPointe and Chmielewski (2011) recommended three options to put community colleges in a better position. First, the state could implement, and then fully fund, a funding formula. Second, the state could develop a system of performance based funding to reward best practices. As a third option, the state could create a funding floor by instituting a funding level per FTE. The authors recognized that each of the options had benefits but fell short of identifying a best option.

In her dissertation, Beard (2008) illustrated the need for community colleges to

seek alternative revenue sources as the tradition sources of revenue continue to decline. “Community colleges have found that they cannot continue to depend on state support for a substantial portion of their revenues, and increases in tuition must be balanced between student ability to pay and program costs. Community colleges must seek alternative sources of revenue to fill the funding gaps” (Beard, 2008, p. 164). The researcher sent a survey to all community college presidents and business officers in the country (based on a list provided by the American Association of Community Colleges). Beard (2008) received 435 responses, which were statistically analyzed to determine the methods used by community colleges to seek alternative funding sources. As a follow-up to the survey, Beard (2008) selected twenty survey respondents at random to participate in a telephone interview. Based on this data, the author determined that community colleges were using a number of methods to seek alternate funding. Along with other sources, 85 percent of survey respondents indicated that they received revenue from individual donors, 67 percent received revenue from private foundations, and 61 percent received revenue from corporate charities. According to Beard’s (2008) Alternative Revenue Opportunity Matrix, fundraising activities, and the related endowment growth, represents an area of high revenue generation potential with mixed levels of sustainability. As community college leaders seek to off-set revenue declines from traditional sources, Beard’s (2008) research suggested that fundraising activities should be a primary area of consideration.

Resource Dependence Theory

It is clear, after a discussion of the fiscal landscape facing community colleges, that alternative funding is an increasingly important part of the financial picture. A community college’s heavy reliance on sources of funding other than tuition and fees

creates a dependence on those external sources of funding. Pfeffer and Salancik (1978), in their seminal work, recognized that the actions of an organization could be influenced by its dependence on necessary resources. Their theory, resource dependence theory, suggested that organizations will place an emphasis on developing (or prioritizing) the activities that generate revenue for the organization. The theory also stated that as organizations seek external resources, they are subject to the demands of the external organizations providing those resources.

Resource dependence theory can very easily be applied to community college funding in a few ways. First, state funding for community colleges represents an external source of much needed resources. Pfeffer and Salancik (1978) noted that the external organization gains power and influence as the resource they provide grows in magnitude and criticality (or importance). For years, the amount of funding provided by state aid has made up a significant portion of community college budgets – leading to a high degree of magnitude. As described above, state funding is clearly an important part of a community college's funding equation. Criticality is represented by the college's ability to do without the funding provided by the state (Pfeffer and Salancik, 1978). As we have seen, community colleges have struggled to replace the decline in state funding, which demonstrates its criticality. Due to the high level of criticality and magnitude maintained by state funding, states have the ability to exert influence over community colleges. This influence can be seen through legislation, accountability measures, reporting requirements, and general state oversight.

Second, resource dependence theory can be applied to community college fundraising efforts. Pfeffer and Salancik (1978) posited that effective organizations were

ones that recognized which resources were important and then worked to meet the demands of those organizations or individuals that could provide those resources. In the case of community college fundraising, institutions that are effective fundraisers have recognized the need for external donations and have allocated resources to meet the demands of donors. Community colleges certainly need to allocate financial resources to the fundraising effort, but presidents (and other staff) must also allocate time to the effort. Resource dependence theory (Pfeffer and Salancik, 1978) describes this give-and-take between colleges and donors as interdependence. In fact, the dependence of colleges on donors for resources is the reason that donors can make demands of colleges and even influence decisions. Pfeffer and Salancik (1978) used resource dependence theory to explore the extent to which organizations will comply with external demands, or social control, in order to receive resources.

Askin (2007) used national data from fiscal year 1999-2000 to compare the influence of resource dependence theory on dual-funded versus state-funded community colleges. Dual-funded colleges received some portion of their funding from local appropriations (such as property taxes) and another portion of funding from the state. State-funded community colleges did not receive funding from a local appropriation. The results of the study showed that the actions of community colleges were likely influenced by the need for local resources. “Consistent with resource dependency theory, the source of funding affects colleges’ emphases” (Askin, 2007, p. 994). Community colleges that were solely state funded had fewer programs and generally charged higher tuition. Colleges that were dual-funded offered lower tuition rates to local (in-district) students and had a wider array of programs, such as recreational or remedial courses, to

suit local needs.

In addition to programs directly related to community needs, community colleges operating in a resource dependent environment also place a high importance on providing information to the community. McAllister-Spooner and Kent (2009) noted that community colleges are interrelated with the communities that they serve, which is why communication is important. From their perspective, resource dependence theory dictated that community colleges must respond to the demands of those who hold necessary resources. In this case, the resources studied by McAllister-Spooner and Kent (2009) were prospective students with valuable tuition dollars to spend. The researchers conducted an empirical study of the nineteen community college websites in New Jersey. They examined each site for its communication style and for its ability to meet stakeholder information needs. Their findings pointed to methods and principles that would help community colleges communicate more effectively online and meet stakeholder demands for information.

Mitchell (1997) is very explicit about the ways in which resource dependence can lead to changes on campus. The author described the university as an organization with boundaries and borders that have traditionally isolated the institution from external influences. However, as these venerable institutions have become more resource dependent, the departments that were established to maintain the border are now a conduit allowing external influences to change the institution. Mitchell (1997) pointed to examples of how external policy, financial resources, changing student demographics, and information regarding external practices all move through the university's porous boundaries to exert influence.

In many cases, resource dependence revolves around the flow of funding. Today, nearly every university has a robust development department. This department is meant to influence external individuals and foundations to help the university. The unintended consequence is that these external individuals/donors influence the operations of the university (Mitchell, 1997). For instance, many donors have very specialized interests and will only donate to those causes. This may manifest itself in a donation to support an endowed faculty position to study East African tribal dances. Even if the university had no intention of expanding their study of East African tribal dances, they are likely to accept the donation and find a faculty member to fill that role. They do this to appease the donor in hopes that the initial gift will be followed by more expansive gifts. “The interaction between institutions and their environment often involves the flow of resources. Changes in the flow of resources can create implicit or explicit demand for changes within the organization . . . resource dependency creates a kind of boundary breach wherein external demands exert pressure on internal processes and structures” (Mitchell, 1997, p. 268). Mitchell (1997) suggested that the boundaries that once isolated faculty and programs from external influences have been broken down. Some of the change has been gradual, and so it feels almost natural, but the autonomy and independence that universities once enjoyed is now all but lost.

In her dissertation, Wilson (2008) examined resource dependence theory in a much more direct way. The author noted that community colleges have grown considerably and they now have an increased level of interaction with the external environment. Community colleges are forming new partnerships, offering new services to the community, and becoming much more complex institutions. This, however,

creates an opportunity for external influence. By recognizing that community colleges have been negatively impacted by a loss of state funding, the researcher acknowledged that resource dependence could be a factor in executive decision making. Wilson (2008) examined two community colleges through interviews, research documents, and other data to determine to what extent decisions were made based on the need for resources and/or external demands. The researcher found that resource dependence did have an impact on decision making and, in fact, influenced strategies and program initiatives – including those initiatives aimed at generating external funding. In relation to this case study, the implications are clear. Community college presidents are likely to be influenced by resource dependence to invest time and money into fundraising activities.

The President's Leadership Role

Faced with the challenges of declining state funding and the prospect of high tuition increases, fundraising at the college level has certainly risen in importance and prominence over the last decade. Nearly every community college, college, and university has now joined the call for additional fundraising. With its new found prominence comes more attention and research toward fundraising issues. In the mid 1980s, Ryan (1988) was calling attention to the importance of fundraising and the president's critical role in the process. As part of a four month research fellowship, Ryan examined fundraising practices of successful community colleges. As identified by the Council for Aid to Education, Ryan contacted the Chief Development Officer at the top ten fundraising community colleges in the country and asked a series of questions regarding their fundraising success. According to Ryan, the officers were eager to discuss their efforts and offered valid feedback and insights. The results of those surveys

yielded three key practical applications. First, and foremost, was the necessity to have the active involvement of the president. Beyond simply participating in the process, Ryan noted that the board of trustees should recognize the time commitment that must be given to fundraising efforts by the president. Second, successful colleges spent money on their fundraising efforts in order to raise money. Third, the top ten colleges each had a well crafted fundraising plan that was similar to private colleges and universities.

More recently, in their qualitative study, Jackson and Glass (2000) attempted to gather input that would allow them to indentify and rank the issues and trends facing higher education fundraising professionals. They conducted a Delphi study with forty-two fundraising professionals that were identified by their presidents. During two rounds of interviews, the participants were asked about trends and issues in fundraising and then were asked to rank those issues. The researchers examined the literature to ensure that all known issues and trends were being identified. They also noted instances where the participants suggested trends or issues that were not found in literature. This triangulation improved the findings in the researcher's view. After analyzing and categorizing the responses, the researchers tallied the results to find the most common emerging trends and issues. Among many issues, they found that colleges need strong leadership from their presidents to be successful in fundraising. They also noted that colleges should take a leadership role in their communities and work to improve their image to effectively communicate their need for funds.

Another study by Glass and Jackson (1998) examined the literature to determine what specific roles a president must play, what leadership style would best fit those roles, and to what degree do other institutional players, like board members and foundation

employees, have a role in the development process. Through an extensive review of existing literature, which included both case study and quantitative results, the researchers determined that presidents have four main leadership responsibilities. They must communicate the vision of the organization; garner support from their board, staff, and faculty; lead by example by committing time and money to fundraising efforts; and develop fundraising plans and initiatives. As they fulfill these roles, presidents also need to lead the development team by communicating goals and helping them understand their role in the fundraising process.

Gentile (2009) in her bounded case study also addressed the issue of declining funding levels and how college presidents have reacted to such threats to their colleges. The researcher's purpose was to identify the ways in which presidents were responding to a shortage of funds and to determine their perceptions about fundraising's ability to make up for lost funds from other revenue sources. To answer these questions, Gentile conducted interviews with nine public community college presidents in New Jersey. By combining information gathered in these interviews with data collected from observations and public documents, the researcher was able to identify major themes. Gentile noted that presidents were taking a leadership role in seeing the college through tough economic times by developing alternative revenue sources. They were also combating a loss of revenue with a combination of cuts and new revenues. Although fundraising was a piece of the new revenue structure, most presidents did not see fundraising as a viable source for operating funds. Finally, presidents were taking a more external approach to their roles and serving as ambassadors to the community and spreading the message of the college to potential donors.

Recognizing the increasing importance of fundraising to colleges and universities, Satterwhite (2004) set out to study the president's role in this important facet of college revenue development. The researcher recognized a gap in the literature and commenced this multiple case study to identify the president's role and then to compare the results of the study to the existing literature in an effort to advance the field and broaden understanding of the topic. The use of a case study allowed the researcher to identify specific themes that could then be transferred by the reader to other appropriate situations. Satterwhite interviewed presidents and chief development officers at three institutions in Texas whose fundraising goals were each below \$100 million. The interviews revealed five key roles that presidents play in fundraising. Each of these roles was also verified by the literature. The roles included involvement in strategic planning, interaction with external constituents, developing high-functioning teams, working effectively with internal staff, coordinating the institution's fundraising efforts, and ensuring that the institution has adequate fundraising resources.

Slinker (1988) conducted a mixed methods study to investigate the role of a president in institutional advancement and how that role is perceived by the presidents themselves. By studying this problem, the researcher hoped to enhance the available literature and give descriptive and anecdotal evidence that would be useful to presidents. Slinker's study consisted of 46 interviews conducted with 23 presidents at colleges that received awards for their institutional advancement efforts and 23 randomly selected college presidents from among the members of an institutional advancement professional organization. Questions were first asked with a quantitative survey followed by a phone interview for those that indicated an interest in participating. This comprehensive

national survey resulted in a number of recommendations for actions by the president but the major theme of the report was that the president's leadership in intuitional advancement is critical to its success. Presidents set the tone and vision for the advancement office, make sure that it has reasonable goals, funding to meet those goals, and establish positive relationships with donors, alumni, and governmental officials.

Leading the Fundraising Team

The importance of presidential leadership and an effective team was clear in the research by Ryan and Palmer (2005). Their report focused on the organizational issues related to fundraising including the issues of institutional capacity. Ryan and Palmer reviewed existing literature and used an example from a community college in Texas to illustrate the effectiveness of a high-functioning development team under the strong leadership from the president. The research and report from Hodson (2010) supported, and nearly mirrored, that of Ryan and Palmer. Focusing on the same issue – identifying the role of the president and their effectiveness at leading the development team – Hodson reviewed current literature to identify specific roles for the president. The researcher also emphasized the importance of working with the academic deans and development staff to form an effective team that can foster relationships with potential donors, communicate the college's story, and then ask them to invest in the institution. Finally, Babitz (2003) looked at the research to create a picture of the leader president – one that articulates a clear picture of the college's vision and has the ability to communicate that picture effectively to the development team and potential donors.

Cook (1997) saw the fundraising process within a sports-related context. Through an exhaustive look at the fundraising literature, Cook examined an era of uncertainty in

which colleges have been operating. The author noted a dramatic need for fundraising on campus and uses quotes throughout the narrative to share stories of presidents who begin their tenure at a new institution only to discover that the college may not be able to fund the next payroll. In this era of uncertainty, Cook (1997) saw the fundraising process from a football perspective, with the president being both the quarterback and the athletic director. In the “quarterback” role, the president may take direction from the chief development officer (offensive coach), but they are the focal point of the fundraising efforts. As “athletic director,” the president must take a broad view of the institution and ensure that the fundraising program has resources needed to be successful.

In a personal case study, McGee (2003) retold her fundraising story. McGee recognized that not many presidents come to the job with a fundraising background. The purpose of her study was to expose those who are less familiar with fundraising to the inner workings of a president’s role in leading a foundation through a transformation from inactive to active fundraising. Retold from a personal perspective, McGee told the story of two organizations – at one she served as a development officer, and at the other she served as president. The case study explored the challenges and triumphs of moving a college foundation to the point of fundraising success. McGee identified key acts that the president, in conjunction with their team, must accomplish. Most importantly, the president must set the direction for the foundation board and carefully removed those who do not support the fundraising effort.

Much has been discussed, studied and written about the role of the president as leader of the college’s fundraising or development efforts. However, within that role as leader is a very important relationship that must be healthy and vibrant in order to ensure

fundraising success. Wenrich and Reid (2003) discussed the relationship between the college president and the chief development officer in their research on the subject. Their intent was to shed light and bring attention to this important duo, which can make or break the fundraising process at a college. According to the researchers' review of the literature, both individuals have a distinct role in fundraising. As was noted earlier, the president is the clear leader and strategic driver of the fundraising efforts. They must cultivate relationships with potential donors and then, when the moment is right, be ready to ask for the appropriate gift. However, Wenrich and Reid pointed to another very important presidential responsibility – hire a competent chief development officer. This individual will lead the foundation at the president's direction, provide the leg work to match the president with the right donors, and watch over the well-being of the foundation. Wenrich and Reid purported that successful fundraising comes when these two positions are working together, both fulfilling their own vital roles.

Cook and Lasher (1996) noticed a gap in the literature and set out on a comprehensive qualitative study to develop a theory on college fundraising with the hopes of identifying the process involved and the president's role in that process. The researcher's qualitative study was conducted via interviews in a multiple case study design. A series of ten pilot interviews were conducted and then another forty interviews were conducted in the following year with slight modifications. The result of the coded interviews and a review of the literature by the researchers was a set of themes regarding the president's role in fundraising and theories about the fundraising process. Ultimately, the researchers found that fundraising is a team effort which is led by a strong presence from the president. They also noted that fundraising success is highly dependent on the

college's academic quality and that the president should focus their efforts on major gifts. Finally, the interviews revealed that, although the general principles of fundraising can be transferred from one organization to another, a great portion of the fundraising information is college-specific.

Volunteers are a key component of an effective fundraising team. In her case study, Jones (2010) attempted to identify best practices for community college fundraising and determine which strategies would best move the practice forward at less-effective community colleges. For the case study, Jones purposefully selected twelve community colleges that were identified as leaders in fundraising as demonstrated by their endowment-per-student and outright gifts. Interviews were then conducted by the researcher to determine what these schools were doing to be so effective. Based on comprehensive interviews, the researcher identified a few key practices. First, individual donors, but not necessarily alumni, are the most important part of the cultivation process and they should receive the majority of the attention – including attention from the president. Second, timing and relationships are key to asking for donations. This is where volunteer support can be so important because friends can ask friends to support a mutually respected cause. The president's role in obtaining and motivating highly dedicated volunteers is essential to fundraising success.

More than vehicles to tell the organization's story, Grant, Schatzberg, and Northcross (2005) found that volunteers are a very important piece of the actual fundraising campaign. In their single case study, Grant, Schatzberg, and Northcross related the story of how a community college conducted its first capital campaign shortly after the terrorist attack in 2001. This institution had little experience in fundraising and

had never conducted a capital campaign, but it had a plan that included an extensive use of volunteers throughout the process. Guided by the fundraising team and trained to solicit gifts from prospective donors, the volunteers on this campaign helped the college reach their fundraising goal.

Developing Relationships

As more and more non-profit agencies look to bolster their budgets through fundraising efforts, it has become increasingly important to make good use of the college's relationships and to develop new ones that may result in gifts to the institution. Fundraising, at its core, is essentially a friend-raising activity in which prospective donors are cultivated and relationships are developed. In some way, every study on fundraising addresses relationships. Hall's (2002) research into the impact of relationships on fundraising explored specific examples at community colleges and reviews existing literature to determine the ways in which relationships may impact fundraising, how to measure the strength of a relationship, and to examine the different types of fundraising relationships. Hall's research showed that colleges, and their presidents, needed to be focused on developing donor relationships rather than raising money. There are a number of models for this activity, but the most ideal model involves listening to donors and creating an environment where both the donor and the institution benefits from the gift. This resulted in two different ways to view relationships: communal relationships, where the donor makes a gift out of an altruistic motivation and exchange relationships, where the donor makes a gift with an eye toward the benefit that is received in return.

The problem that many institutions face is a lack of knowledge or background to raise funds effectively. Carter (2011) set out to find a model that could help colleges that

did not have large institutional development offices. Her research led to a donor-focused fundraising model that is based on the outcome approach logic model concept first introduced by the W. K. Kellogg Foundation. The model looked at the inputs and activities necessary to generate the desired outputs, outcomes, and impacts. The result was a realization that no single part of the process is insignificant – all parts taken together lead to fundraising success.

In a research piece that examines literature on the fundraising best practices, Ryan (2003) found evidence that significant fundraising gains can be made by cultivating and maintaining relationships with corporations and private philanthropic foundations. Through his review of the literature, Ryan found vivid examples of fundraising projects that were successful because the community college could rely on corporate partners that were willing to fund worthy endeavors.

The Presidential Fundraiser

The actual actions of a college president are determined by their personal perspective and thoughts about fundraising and on how they interpret the training that they have. Neumann and Bensimon's (1990) comparative study sought to understand the motivations of presidents related to fundraising and to identify the assumptions that underlie their actions. The researchers purposely selected eight institutions to study from a larger group of institutions participating in the Institutional Leadership Project. The researchers spent three days on each campus interviewing the presidents and others on campus. The resulting interviews were transcribed and then studied numerous times with different intents. Neumann and Bensimon looked at the interviews separately and then compared the interviews with each other while looking for patterns and similarities

among responses. Their analysis identified four types of presidents, each with their own strengths. The first type was externally focused, using those relationships to the benefit of the college, an initiator of action, and connected to the internal college community. Unlike the first type, the second type of president was connected to the internal community and is internally focused. They also initiate ideas and solutions within the college rather than waiting for ideas to be presented to them. The third type of president was externally focused in relation to identifying relationships that can help the institution in the short term. As such, they are less focused on the internal workings of the institution as they react to needs and attempt to meet those needs with fundraising. The final type of president identified by Neumann and Bensimon focused on internal structures and policies as they control the organization. Like the previous type, this president also focused on the immediate funding needs and how funds can be raised to meet them. Taken together, these president types represented the different thought processes and contexts within which presidents make decisions. The researchers noted that this is only a guide to the possible assumptions and motivations that influence presidents as they approach fundraising, however, not all presidents can fit into these molds.

As fundraising becomes a mainstream activity, it is valuable to consider the grounds and norms under which professional fundraisers and presidents operate while soliciting donors. Caboni's (2010) quantitative study into the normative structure of college and university fundraisers sought to determine whether or not there were a set of standards that could be applied by fundraisers to ensure that they protect the interests of both the institutions they work for and the donors they solicit. The question of normative

structure comes from a broader question that Caboni posed about the overall professionalism of fundraising. Although there are countless individuals that get paid to solicit donors, the field lacks some of the key characteristics that classify a group of workers as professionals. To search for the existence of normative standards, Caboni used a two-stage sampling technique to get his random sample. By first drawing a random sample from the entire membership of a professional fundraising organization, Caboni had a smaller group to consider. From this group he pulled all of the individuals who were responsible for direct solicitation (n=803) and sent each a survey. The responses were then coded and tested for validity. The results of the study showed very clearly that there is a normative standard amongst fundraising professionals and the existence of these standards points to the increasing professionalism of the field. The standards foster ethical behavior and help protect the donors and the institutions from dishonest actions on the part of fundraisers.

Miller (1991) noted that the responsibility for fundraising lies with the president, despite the fact that development professionals have a specific role to play. Miller reviewed the literature to examine the problem of connecting with undergraduates and alumni for the purposes of raising funds at some point in the future. The examination included revelations that the characteristics of an effective fundraiser are the same characteristics that make presidents effective, which verifies the president's role as a professional fundraiser. These similarities equip presidents to engage students and alumni for the future benefit of the college all the while working on major gift campaigns and other fundraising initiatives.

The research conducted by Esters, McPhail, Singh, and Sygielski (2008) was an

exploratory qualitative and quantitative study. Using both interviews and survey data in a mixed methods approach, the researchers examined the unique ways that 23 community college presidents generated additional funds for their college. They looked at fundraising from an entrepreneurial perspective and identified what makes a college entrepreneurial. Their study sought to determine if there were differences in the level of entrepreneurship amongst colleges and, if so, how does that impact the amount of funds raised by the college. The qualitative portion of the study was conducted by asking open ended questions to nine community college presidents. This was followed by a quantitative survey that was sent to all 23 community college presidents in this southern state. The study found that there were different levels of entrepreneurship amongst colleges. In fact, if colleges, as initiated by the president, began to act more entrepreneurial – accepting more risk, adapting the organizational structure, etc. – the college could diversify its funding sources.

While presidents are expected to bear the brunt of the burden of fundraising as the leaders, visionaries, and motivators behind a college's fundraising efforts, it not always an unwelcome task. Some literature paints fundraising as a necessary evil for presidents, however, Goddard's (2009) case study indicated otherwise. The researcher conducted a qualitative case study by interviewing ten presidents of private institutions in a Midwestern state. The purpose of the study was to gain an understanding of how the presidents saw their fundraising experiences. The questions ranged from gathering information about reasons for becoming president, to the time they spent fundraising, to their thoughts in general about the task of fundraising. The coded interviews resulted in three main themes. First, although the presidents did not generally have a background in

fundraising, they were able to be successful due to general skills learned in other areas of life. Second, many of the presidents actually enjoyed fundraising as it gave them the chance to connect with individuals by telling the college's story for the benefit of students. Finally, the presidents saw fundraising as an opportunity to build a legacy.

Summary

Overall, it was quite clear that the research indicated a need for very strong leadership from the president if a college is planning to be successful in fundraising and development. The president must be the visionary, architect, and motivator behind the development effort and constantly work internally to build and maintain an effective team. Additionally, the president must work externally to tell the college's story, build relationships, cultivate donors, and ultimately ask for support.

CHAPTER 3

METHODOLOGY

The researcher conducted a multiple case study (Creswell, 2007) to address the main research question: What is the president's perspective on their role in community college fundraising? As outlined below, using a set of academically proven procedures, data were collected from interviews, observations, and documents. These data were validated via multiple strategies and then interpreted to arrive at codes, categories and themes.

Qualitative Research Paradigm

Overall, qualitative research is focused on exploring and understanding a problem while quantitative research seeks to use data to describe and explain a problem (Creswell, 2005). Both serve a very important role and, depending on the research question that may need to be answered, both need to be evaluated for their appropriateness.

Qualitative research, by its very nature, relies heavily on an engaged and competent researcher. Qualitative research allows the research to address questions that cannot be answered by survey or other quantitative approaches. Evidence presented in Chapter 1 demonstrates the increase in fundraising activities at Michigan community colleges. Qualitative approaches are necessary to understand the role taken by individuals holding the office of president in this organizational activity.

Quantitative researchers, on the other hand, are much less personally engaged with the subjects of their research. As Bogdan and Biklen (2003) note, qualitative researchers must develop levels of trust and empathy with their research participants as they conduct their study. Quantitative researchers, as they conduct surveys and collect

numerical data, are more distant and detached from their participants. The relationship is much more formal in a quantitative setting. In the end, the more flexible format and the in-depth understanding gained by qualitative research led the author in that direction.

This case study was conducted using a review of the current literature, an examination of available documents, limited observations, and interviews to examine the role of the community college president in fundraising.

Research Questions

The researcher proposed a central research question for this case study and a series of sub questions that examined the specific nature of the president's role and the various factors that might influence that role. The main research question was: What is the president's perspective on their role in community college fundraising? Based on four themes found in the literature review, the sub questions helped the researcher examine the main question:

- What leadership role does the president have in fundraising? (The President's Leadership Role)
- What is the president's leadership role in relation to chief development officer and the fundraising team? (Leading the Fundraising Team)
- How does the president develop and maintain relationships with potential and current donors? (Developing Relationships)
- What are the attributes, skills, or abilities necessary in order for a community college president to be an effective fundraiser? (The Presidential Fundraiser)

As the role of the president may also be impacted by organizational factors, the researcher asked questions related to the community college, its foundation,

organizational structure, as well as specific fundraising activities. The answers to these questions added context to the interviews with the presidents and helped the researcher more clearly define the college's setting and the college's institutional fundraising experience level. These factors were useful in the participant selection process and during the data analysis.

Case Study Research Design

To address the research questions, the researcher conducted a multiple case study (Creswell, 2007) that was bounded by the geography of the state of Michigan. "In a collective case study (or multiple case study), the one issue or concern is again selected, but the inquirer selects multiple case studies to illustrate the issue" (Creswell, 2007, p. 75). Conducting a case study was the best choice in this instance because the purpose of the study is to delve deeper into one topic in order to gain a greater understanding. The following sections fully outline the processes by which data were collected, validated, interpreted, and reported for this case study.

Researcher's Role

As noted in Chapter 1, the researcher is currently the chief development officer at a community college in Michigan. Fundraising is one of his primary roles and responsibilities. The researcher's college is fortunate to have a president that believes in the importance of fundraising and is an active participant in the process. Obviously, this situation can create personal bias in the research process. Stake (2010) notes that "all researchers have biases, all people have biases, all reports have biases, and most researchers work hard to recognize and constrain hurtful biases" (p. 164). In this instance, due to his familiarity with the subject, the researcher was better equipped to

conduct interviews, interpret answers to questions, and to parse out themes. In addition, it is important to recognize the specific attitudes that the researcher has in regards to fundraising, which could contribute to the preconceived notions that the researcher has about the topic. The researcher believes that fundraising plays an important role in the development of a community college and that the president is one of the key driving factors behind its success. It is with these assumptions and preconceived notions that the researcher approached the case study.

Creswell (2007) notes that “researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers” (p. 38). The researcher’s role as data collector primarily focused on interviewing the case study participants. As an interviewer, the researcher followed guidelines from Creswell (2007) and Seidman (2006) in regards to conducting high quality interviews that yield useful data.

Bounding the Study and Data Collection

The researcher conducted a multiple case study by closely examining four community colleges, bounded by the geography of the state of Michigan, to shed light on one issue (Creswell, 2007). Multiple cases with different settings (rural vs. urban, experienced vs. inexperienced, large vs. small) were selected to gain a breadth of experience from which to draw. The multiple cases were bound by the state of Michigan, which, as noted in Chapter 1, is a unique setting and distinct from other states. The community colleges in Michigan enjoy relative autonomy to set tuition and self-govern by a locally elected board of trustees, yet they are all funded through a combination of state aid, tuition, and property taxes (Summers-Coyt, 1998). This bounding allows the

researcher to compare unique community colleges that all operate within a standard funding structure.

Prior to data collection, a literature review was conducted on the topic of this study. The researcher found a number of high-quality resources on this topic. There were a wide range of books, articles, journals, and websites that present recent research on community college fundraising, share antidotal stories, or offer common practices. By reading, analyzing, and interpreting these resources, the researcher was able to critically compare the material and validate the findings through triangulation (Brundage, 2008 and Creswell, 2007). The literature review also prepared the researcher for interviewing the case study participants.

Creswell (2007) categorizes qualitative data collection into four broad categories: observations, interviews, documents, and audiovisual materials. Within each category, there are many subsets and examples of specific data that can be collected. For this study, the researcher used interviews, limited observations, and documents as the sources of data. Interviews with the presidents, as described below, were the primary source of data for this study. Semi-structured interviews were conducted with chief development officers and presidents from four community colleges around the state of Michigan. These conversations, as guided by an interview guide, provided a rich source of in-depth data from which to draw.

Data were also collected by reviewing public documents and materials obtained from the community colleges that participated in the study and from other public sources. The researcher contacted the foundation office at each college to acquire a packet of fundraising materials. Additionally, the organizations' websites were examined for

information about the fundraising activities of the college. Data were also collected from IRS 990 forms and annual reports from participating colleges. These documents and archival materials were useful in ascertaining each community college's approach to fundraising and, to some extent, the resources it puts toward the effort.

Observation is a valid form of data collection in case studies (Creswell, 2007), but it was impractical in this instance. The very nature of fundraising is relationship based and it would be uncomfortable for a president to have a researcher sit in on a meeting where a potential donor will be asked for a significant contribution. However, limited observations were made by the researcher during the interviews. The researcher noted the setting of the interview, the physical environment, as well as the location and accessibility of the president's office. This information was useful in providing a full description of each community college.

Ethical Considerations

The ethical considerations of this research project were primarily addressed through the Institutional Review Board process at the University of Nebraska. The potential risks to the participants associated with this research were very minimal. Participants were asked to give informed consent for interviews that were conducted in safe environments. The researcher plans to protect the identity of participants, to reduce the burden to participate, and to keep data confidential (Seidman, 2006). The Institutional Review Board approved this study and the associated methodology. Additionally, the researcher completed the mandatory training for Behavioral Research Investigators via the Collaborative Institutional Training Initiative.

Data Collection Strategies

As noted above, data were collected from interviews, limited observations, and document collection. These three sources represent common sources of data in case studies (Creswell, 2007). The researcher made casual observations about the president and their physical surroundings during the interview process. These notes helped provide context to each setting. Documents were collected from each college through their foundation office and from their website. Additionally, data were collected from publicly available sources to help determine the level of fundraising activity at each college. This data included IRS 990 reports and foundation annual reports.

In an effort to develop context for the interviews with the presidents, the researcher interviewed the chief development officer at each participating community college prior to interviewing the president. These interviews provided background information that was used to verify and validate their president's perceptions of their role in fundraising.

The process and strategy for collecting both observational and documentation data is fairly straightforward and followed traditional practices. However, in-depth interviews with the chief development officers and presidents provided the most rich and enlightening data for this case study. For this reason, special attention is given to the interview data collection.

Participants

The case study was conducted by interviewing the chief development officers and presidents of four community colleges in Michigan. Participants for the study were selected using a purposeful sampling method (Creswell, 2005). To gain a deeper

understanding of the topic, the researcher purposefully sampled the community colleges that were asked to participate. “[Purposeful sampling] is done to increase the utility of information received from small samples. The researcher decides what kind of information he/she needs then searches for information-rich key informants, groups, places or events to study” (Schumacher & McMillan, 1993, p. 133). For this case study, the researcher selected four community colleges with varying characteristics as represented in Table 5.

Table 5 – Participant Matrix

	Size	Setting	Institutional Fundraising Experience
CC1	VL2: Very large two year	Urban	High
CC2	L2: Large two year	Rural	High
CC3	M2: Medium two-year	Rural	Low
CC4	S2: Small two-year	Rural	Moderate

This type of purposeful sampling makes the case study relevant and as broad as feasible. “As a general rule, qualitative researchers are reluctant to generalize from one case to another because the contexts of the cases differ. To best generalize, however, the inquirer needs to select representative cases for inclusion in the qualitative study” (Creswell, 2007, p. 74). As noted in the validation section, the researcher also provided a “rich, thick description” (Creswell, 2007, p. 209) of each institution so the reader can determine the degree to which the study’s recommendations are transferable. However, it is important to note that, although this sampling method produces a representative group

of colleges, the community colleges cannot be directly compared to each in all areas because they are dissimilar. This study is well-served by a broad sampling, which provides a set of perspectives that represent the wide array of situations and settings across the state of Michigan and produces findings that are representative of the community colleges in the state. But because the participating colleges have differing settings and unique circumstances, one college cannot necessarily be compared to another to determine their relative effectiveness of fundraising, for example.

The researcher first used the Carnegie Classifications (Carnegie Foundation for the Advancement of Teaching, 2012) to determine the size and setting for each of the twenty-eight community colleges in Michigan. The intent was to interview one community college from each of the four size categories. Once the community colleges were arranged by size, the researcher used the foundations' net assets to roughly determine the level of fundraising activity. Data for each foundation were pulled from its IRS 990 filings to determine net assets and general foundation endowment growth. The researcher also used the data from Table 1 during the participant selection process to purposefully select a diverse group of participants, with a goal of having both community colleges with a high level of institutional fundraising experience and others having a novice level of fundraising experience. During the selection process, because the interviews had not yet been conducted, the researcher estimated the experience level of each institution. When making this estimation, the researcher considered factors such as the institution's rate of net asset growth, the total net asset size and level of annual contributions, the fundraising activities represented on the community college's website, and general information about the foundation included in the foundation's publications

and website. As the researcher examined the data, institutions with high levels of net assets, high rates of growth, robust websites, multiple kinds of fundraising activities, and highly developed fundraising websites were assumed to have higher levels of institutional fundraising experience. These estimates were ultimately verified after the interviews were conducted. The comments about the institution’s actual fundraising activities, along with the foundation’s materials, were useful in assigning an institutional experience level to each college.

Table 6 lists all of Michigan’s community colleges by Carnegie Size Classification. There are six very large two-year colleges, six large two-year colleges, seven medium two-year colleges, and nine small two-year colleges. This distribution is in-line with what might be expected given the data from Appendix E, which shows the community colleges overlaid on a population map of Michigan. The state is comprised mostly of rural areas, with colleges distributed throughout. Likewise, eighteen of the twenty-eight community colleges serve an area designated as “rural” by the Carnegie Classification. This situation would lead to a high number of small and medium community colleges.

Table 6 – Size Classifications for Michigan Community Colleges

Community College	Setting~	Carnegie Size Classification - Fall FTE~	Carnegie Size Classification~	FY 11 Net Assets*
Macomb CC	Suburban	24,376	VL2: Very large two-year	\$16,096,044
Lansing CC	Rural	21,123	VL2: Very large two-year	\$9,995,895
Grand Rapids CC	Urban	16,944	VL2: Very large two-year	\$30,886,942
Oakland CC	Suburban	28,042	VL2: Very large two-year	\$3,673,200
Henry Ford CC	Suburban	17,542	VL2: Very large two-year	\$8,144,689

Wayne County CC	Urban	20,770	VL2: Very large two-year	
Washtenaw CC	Urban	14,202	L2: Large two-year	\$11,627,392
Mott CC	Rural	12,151	L2: Large two-year	\$5,601,292
Delta College	Rural	11,354	L2: Large two-year	\$1,789,551
Jackson CC	Rural	7,729	L2: Large two-year	\$13,383,611
Kalamazoo Valley CC	Rural	11,999	L2: Large two-year	\$11,372,511
Schoolcraft College	Suburban	13,042	L2: Large two-year	\$10,625,268
St. Clair CC	Suburban	4,884	M2: Medium two-year	\$5,042,843
Mid Michigan CC	Rural	4,767	M2: Medium two-year	\$2,103,367
Kellogg CC	Rural	5,976	M2: Medium two-year	\$6,617,354
Lake Michigan College	Rural	4,688	M2: Medium two-year	\$9,816,300
Monroe County CC	Suburban	4,624	M2: Medium two-year	\$3,718,471
Northwestern Michigan	Rural	5,065	M2: Medium two-year	\$29,279,465
Muskegon CC	Urban	5,144	M2: Medium two-year	\$265,205
West Shore CC	Rural	1,553	S2: Small two-year	\$5,144,652
Gogebic CC	Rural	1,162	S2: Small two-year	\$2,094,907
North Central Michigan	Rural	3,123	S2: Small two-year	\$6,316,228
Southwestern Michigan	Rural	2,970	S2: Small two-year	\$4,846,498
Alpena CC	Rural	2,077	S2: Small two-year	\$5,123,656
Montcalm CC	Rural	2,328	S2: Small two-year	\$4,730,239
Bay College	Rural	2,742	S2: Small two-year	\$6,992,713
Kirtland CC	Rural	1,972	S2: Small two-year	\$1,251,800
Glen Oaks CC	Rural	1,691	S2: Small two-year	\$2,573,584

*Source: GuideStar (2012) ~Source: Carnegie (2012)

Once the background data were gathered, the researcher approached four community college foundations and presidents to request their participation. Each community college was purposely selected to build diverse group of participants as outlined above. Two of the initial four colleges could not participate due to time constraints in the president's schedule. After another round of review and analysis of the

data, two other community colleges were selected to replace those that declined based on their size category and estimated institutional fundraising experience. Those two community colleges agreed to participate, which resulted in four community college participants. As noted in Table 5, the community colleges will be referred to as CC1, CC2, CC3, and CC4 to protect their identity.

As noted above, the researcher is employed at a community college in Michigan. The researcher's intimate knowledge of the college's operations helped to validate the findings of the study and provide useful insights into the participants. The researcher's employment at a community college in the state also allowed for a good level of access to chief development officers and presidents at other colleges.

Description of CC1

The first case in the study is CC1, a very large college with a long history of fundraising. The president indicated that the foundation has been in existence for close to fifty years. As a well established community college in a metropolitan area, CC1 has a large population and multiple donors and foundations from which to solicit donations. Despite the state's long recession, the community has done relatively well economically and, although there are a number of non-profit human service organizations in the area that are competing for public attention and philanthropic dollars, the president indicates the CC1 is well-regarded in the community.

The chief development officer indicated that the fundraising staff consists of four full-time staff members that are dedicated to various fundraising roles. The CDO carries the title of Executive Director of the foundation and is also the Associate Vice President of College Advancement. The CDO serves on the president's executive committee and

has major responsibilities for fundraising at the institution. In fact, the CDO indicated that her focus is solely on fundraising at this point. In that past, the position also oversaw the marketing and public relations operations.

The foundation's annual reports indicate a number of special events, which was also confirmed by the interview the chief development officer. The CDO noted four external events and three internal events. While some of the special events serve as fundraisers, the major focus of the events is on developing relationships and friendraising. Although special events have a role with the foundation, the CDO indicated that the primary focus is on securing significant major gifts. CC1's foundation has also conducted two capital campaigns for building projects and other needs – one raised \$10 million and another raised over \$15 million – in the last seven years.

An examination of CC1's foundation materials shows a high degree of professionalism. The foundation has an annual report, separate from the college, and a scholarship information piece. The foundation's website appeared to be up-to-date with a broad range of information available to donors - including forms, an online giving option, scholarship details, and contact information.

According to the Carnegie classifications, CC1 is considered a Very Large College serving an urban area. The researcher classified CC1 as having a high level of institutional fundraising experience. This assessment is based on its fifty-year history of fundraising, its success with capital campaigns (which indicates advanced fundraising techniques), the professional quality of its foundation materials, and the comments of the CDO which indicate an intentional focus and commitment to fundraising by the institution. Additionally, CC1 has one of the highest levels of net assets among all

community colleges in Michigan and has a level of net asset growth well above the state average. These factors, taken together, comprise the setting of the college and gave the researcher context during the interview with the president.

Description of CC2

CC2 is a large college that primarily serves three counties in Michigan, which contain a mixture of rural, suburban, and urban areas. According to documents collected from the foundation office, the college's foundation was established in the late 1970s and has raised over \$70 million since that time in support of the college. As a well established community college in a well-populated area, CC2 has a large population and multiple donors and foundations from which to solicit donations. The foundation office has seven staff (some of whom are part time) that coordinate the fundraising efforts of the college. The college's grant writing function is separate from the foundation, but the chief development officer (CDO) notes that the two offices coordinate their efforts.

The foundation's annual publication indicates that there are two annual special events, which was verified by the CDO. These events are large fundraisers for specific causes on campus. The foundation has recently added a major gifts position to augment its focus in that area. In addition to major gifts, the foundation also has a strong history with capital campaigns. The CDO noted that the foundation is currently working on a \$7-\$10 million capital campaign, which is its third capital campaign in the last fifteen years.

The marketing and public relations efforts of the college also fall under the auspices of the CDO. CC2's fundraising materials are exceptionally high quality. The foundation has an annual publication dedicated to fundraising efforts and reports.

Additionally, the college has high quality capital campaign materials and general marketing pieces. The foundation's website was easy to find and was just one click off the college's main page. The site was up-to-date and had a robust collection of information. As is typical, the website included publications, online giving information, scholarship details, event dates, and contact information.

According to the Carnegie classifications, CC2 is considered a Large College serving a rural area. The researcher classified CC2 as having a high level of institutional fundraising experience. This assessment is based on the foundation's long history of successful fundraising, the multiple number of capital campaigns within the last fifteen years, the professional quality and completeness of the promotional materials, and the CDO's comments about growth in the institutional advancement office and the focus on this area. The foundation's net asset growth from 2003-2011 is just below the state average, which does not align with the other factors that indicate a high level of institutional experience. However, the net asset growth rate may reflect a level of consistency in their fundraising over the years because annual contributions to the foundation are higher than nearly every other community college in the state. These factors, taken together, comprise the setting of the college and gave the researcher context during the interview with the president.

Description of CC3

CC3 serves a largely rural community with another community college just one county away. Although CC3's foundation has been active for almost 15 years, it does not have a long history of significant fundraising. According to the chief development officer (CDO), there is one support staff person assigned to the foundation. The CDO is

on the president's cabinet and meets with the president two times per month and outside of that schedule as needed. The CDO is the primary fundraiser and focuses on events and donor relations while the president works with local philanthropic foundations to secure funding for projects.

In addition to a traditional letter writing campaign, CC3's foundation holds three events each year, two are focused on fundraising and one is focused on friendraising. Although they have considered capital campaigns in the past, the foundation has not embarked on a campaign of any type. The CDO has been able to solicit a few major gifts and the president works closely with the local foundations to secure grants. Additionally, the foundation has been fortunate to have multiple planned gifts left to the college – often without the foundation's prior knowledge. Aside from grant submissions, it appears that the primary focus of the foundation is special events and gifts for scholarships.

CC3's foundation publishes an annual report and brochures for its primary special event. A book listing scholarship opportunities is also available. The publications are high quality and tell the foundation's story clearly and professionally. The foundation's website was slightly out-of-date (showing events from 2012), but the site contained the basic level of information including a list of scholarships, contact information, foundation activities, and special initiatives. Although the website provided readily accessible contact information, it did not appear to support online giving.

According to the Carnegie classifications, CC3 is considered a Medium College serving a rural area. The researcher classified CC3 as having a low level of institutional fundraising experience. This assessment is based on the foundation's relatively short history, its lack of capital campaign experience, and its reliance on special events for

fundraising. Although CC3 has a level of net asset growth that is more than double the state average from 2003 to 2011, it is likely due to a few large gifts (as was noted during the interview with the president). In this instance, the high rate of growth does not correlate with a high level of institutional fundraising experience. These factors, taken together, comprise the setting of the college and gave the researcher context during the interview with the president.

Description of CC4

The small community college category in Michigan is represented by CC4, which is set in a rural area. The college foundation was established in the early 1980s and has steadily grown. This small community college has two staff – one of which was recently hired, reflecting an investment in fundraising activities. Within the past five years, the fundraising operations were paired with the marketing and communications functions. According to the CDO, her position will soon become a vice president level position; which makes the advancement office the new third division in the college. The CDO and president meet quite frequently and their offices are located next to each other.

The CDO indicated that the college foundation has a two small events focused on scholarships and donor appreciation, but according to the CDO, the college mostly focuses on campaigns. The foundation is currently running a \$3 million capital campaign for a building project, its second facilities capital campaign in seven years. The foundation also runs an annual campaign, which will be the focus of the new development staff member. At this time, the campaign is the primary focus of the foundation.

The foundation does not have its own annual report; rather it shares a publication

with the college. Other printed pieces include a brochure, giving documents, and a capital campaign brochure. All documents are informative and have a semi-professional quality when compared to larger community colleges. CC4's foundation website is up-to-date and offers an adequate amount of information for prospective donors. Although the foundation link is difficult to find on the college's home page, once there, the foundation's contact information is easy to find and the foundation's mission, scholarships, and ways to give are well spelled out. The website does not offer a way to give online.

According to the Carnegie classifications, CC4 is considered a Small College serving a rural area. The researcher classified CC4 as having a moderate level of institutional fundraising experience. This assessment is based on the foundation's focus on campaigns in general and experience with two capital campaigns. However, as a young foundation, it is growing its fundraising capacity and does not yet have the hallmarks of an experienced fundraising institution, such as online giving, an independent foundation annual report, and an experienced fundraising president. As is the case with other community colleges in its size category, CC4's rate of net asset growth is about half of the state average. Likewise, CC4's net assets are consistent with similar community colleges. These factors, taken together, comprise the setting of the college and gave the researcher context during the interview with the president.

Interviews

The data for this case study were primarily collected through interviews with the participating community college presidents. Interviews were also conducted with the chief development officer (CDO) at each of the colleges. These interviews were

conducted over a three week span. A phone interview was conducted with the CDO prior to the face-to-face interview with the president. The methodology for the interviews is outlined below.

Questions

Based on the research conducted during the literature review, the author developed a list of semi-structured interview questions (Richards & Morse, 2007) for the chief development officers and the presidents that address the primary and sub research questions. By using existing literature as a guide and influence, the data collected can be compared and contrasted to the existing literature. This will help to validate the findings through triangulation (Creswell, 2007). However, the researcher did not duplicate the list of questions from another study because no other study employed a list of questions that met this study's specific needs. Ultimately, the researcher pulled concepts from questions strewn throughout various research reports and developed other questions independently. Because interviews are often conversational (Stake, 2010), the researcher also developed questions that were comfortable to ask and would result in a flowing conversation. The questions ranged from general perceptions about fundraising to the very specific activities that the president engages in each day. In fact, while conducting the interviews, the researcher noted how nicely the conversation flowed from discussions about fundraising at a high level to discussions about day-to-day fundraising activities.

The interview questions were semi-structured (Creswell, 2005). This means that the researcher had a prepared set of questions for each participant, but varied from those questions, as appropriate, in an effort to probe more deeply or follow a line of conversation. Ultimately, the researcher was able to work through all of the questions so

each participant had an opportunity to answer the same core group of questions. Additional questions, including follow-up queries, were asked during the interview to supplement the conversation and to collect further information about a particular topic. The full list of questions is included in Appendix A.

As a part of the validation process, the researcher, prior to conducting any interviews, sent the interview questions to fundraising professionals (mostly chief development officers) at community colleges around the state of Michigan. These fundraising professionals were readily available through an email list established to reach out to this group. This peer review (Creswell, 2007) step allowed others to offer constructive criticism about the questions and suggest changes prior to embarking on the interviews. Of the twenty-seven emails sent out requesting feedback, seven individuals responded. Respondents primarily thought that the questions were appropriate and some offered suggestions or insights. Ultimately, while the insights were helpful, the suggestions were either already included in the questions or inappropriate for this specific case study, which meant that the questions were accepted as written.

Structure

As a community college employee in Michigan, the researcher had good access to presidents and their chief development officers throughout the state. The researcher made contact with the potential participants via email to set up the interviews. The researcher also used the early email correspondence to inform the participants of the purpose of the study, the way in which the interviews would be conducted, and how the information would be used. Informed consent forms were also provided at this time (Neuenschwander, 2009). In some cases, a second email was used to confirm the date

and ensure that the participant had all of the necessary paperwork prior to the interview. These early steps built a foundation for the rest of the interview process.

During the actual interviews, the researcher followed procedures outlined by Creswell (2007) and Seidman (2006). Seidman offers tips to effective interviewing, such as asking open ended questions, follow-up on answers without interrupting, listening more than talking, and tips for using an interview guide. Creswell (2007, pp. 132-134) suggests eight steps to interviewing:

1. Use purposeful sampling to select interviewees.
2. Determine the correct type of interview (phone, group, one-on-one).
3. Ensure that audio recordings will be of a high quality.
4. Design an interview protocol to guide the interview.
5. Conduct a pilot interview to test the protocol.
6. Identify a quiet, appropriate setting for the interview.
7. Obtain consent for the interview on-site - just before the interview.
8. Use the protocol during the interview to use time effectively.

These steps were a useful guide to the interview process. Each of the steps is addressed within this chapter and the researcher feels confident that this method yielded positive results.

Interviews for the chief development officers and presidents were structured differently. Interviews with the chief development officers were conducted by phone. The conversations were not recorded; rather, the researcher took extensive notes. Much like data collected from documents and reports, these interviews were meant to provide context and background information prior to the interview with the community college

president. Each interview took place at least a day before the interview with the institution's president.

The presidents' interviews were conducted face-to-face in their office or conference room. In advance of this interview, the researcher provided the list of questions so the participant could proactively think about their daily, weekly, and monthly fundraising activities.

The interviews with the presidents were recorded using two standard digital recording devices. The researcher used two devices in case one of the devices failed during the interview. Also, the use of dual devices gave the researcher a choice of which recording sounded best. The interviews took place in the presidents' office or conference room, which ensured a clear and useable recording. At the conclusion of the interviews, the recordings were sent to verbalink, an independent transcription service for processing. Many transcription services, like verbalink, specialize in academic projects and guarantee accuracy of the transcriptions. These firms also protect the confidentiality of the data by holding it securely until the job is complete and then deleting the data securely (Verbalink, 2012). Verbalink guaranteed a 98 percent accuracy rate (Verbalink, 2012), however, the transcripts were also spot checked by the researcher for accuracy. The researcher found that the transcripts were, in fact, accurate when compared to the actual recordings.

Data Analysis Procedures

The researcher reviewed the interview transcripts and coded the text (Appendix F). Creswell (2007, pp. 156-157) suggests a series of steps for analyzing data from interviews. First, the researcher read the transcript, making notes of common words and

phrases by hand – without using a coding software package. These became the initial codes that describe each case. As is the practice with a multiple case study, each case was reviewed and coded separately.

Once coding was complete, the researcher asked a peer from the University of Nebraska-Lincoln Educational Leadership program to review a section from each of the interviews to confirm that the resulting codes were appropriate. This peer was also working on his dissertation in the educational leadership program. As a Ph.D. student with an undergraduate degree in psychology, he has a strong background in research and analytical review. Most recently, he successfully completed a qualitative methods course at the University of Nebraska, which included coding exercises and a capstone project with independent coding of interviews. Peer review helps to ensure validity by matching the codes found by the peer with the codes found by the researcher. If those codes do not match, the results found by the researcher may not be valid (Creswell, 2007). The peer review process resulted in a match of the resulting codes. After the peer review was complete, the researcher and peer met to compare the codes found by the peer and determined that they were in alignment with the codes found by the researcher. While coding will often vary slightly from person to person, the concepts found in the coding process should match even if the words used in the codes are not exact matches. The researcher and peer agreed that the researcher's initial codes were an accurate reflection of the interviews.

Additionally, triangulation, which “make[s] use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence” (Creswell, 2007, p. 208), was used to further validate the data from the interviews. By comparing the data

from the presidents' interviews to the information from the chief development officers' interviews, to documents collected during the research, and to information from the literature, the researcher validated the consistency and integrity of the data from the interviews.

After the peer review process, the researcher condensed the codes down to categories and themes (Appendix F). Creswell (2007) suggests the use of categorical aggregation to organize the codes into categories. Here, the researcher looked for commonalities in the codes for each interview and grouped the reoccurring codes into categories (Stake, 2010). Richards and Morse (2007) refer to this process as topic coding, which "entails creating a category or recognizing one from earlier, reflecting on where it belongs among your growing ideas, and reflecting on the data you were referring to and on how they fit with the other data coded there" (p. 139). The researcher then summarized the categories into three or four themes that represented the interview.

The resulting themes (along with the codes and categories) were sent to the same peer from the University of Nebraska that reviewed the initial coding of the interviews. The peer reviewed the entire list of codes and evaluated their aggregation into categories and then to themes. After this review, the peer concluded that the themes were an accurate representation of the codes as presented by the researcher.

At the same time, the themes were sent to the presidents that participated in the study for member checking. Creswell (2007) recommends member checking at this point so the participants can verify that the researcher captured their meaning and did not omit important concepts. The presidents were sent an email that asked for their input on the researcher's themes to ensure that they matched the presidents' intent. The attachment

included a full list of the codes, categories, and themes from their interview. The format was the same as is found in Appendix F. During the interview process, the researcher informed the presidents that they would have a chance to verify the themes found by the researcher. Three of the four presidents responded to the request for input. The presidents of CC1 and CC4 indicated that the themes were an accurate representation of the interview. The president of CC3 asked for a slight wording change to the fourth theme. The researcher made the alteration to the theme because it did not change the meaning or intent of the theme, it merely changed the wording. Without a response from the president at CC2, the themes were accepted as valid.

During the analysis process, the researcher used the codes, categories, and themes, as verified by the presidents, to formulate answers to the research questions for each community college in the study. The resulting answers to each research question (found in Chapter 4) were then emailed to each community college president for their review and feedback. Again, the researcher asked the presidents to ensure that the answer to each research question accurately represented their responses during the interview. All four presidents responded to this request for feedback. The presidents each affirmed that the answers to the research questions represented their comments in the interviews.

At the conclusion of the data analysis process, the resulting themes were interpreted using direct interpretation. This process “looks at a single instance and draws meaning from it without looking at multiple instances. It is the process of pulling the data apart and putting them back together in a more meaningful way” (Creswell, 2007, p. 163). At the same time, the researcher used naturalistic generalizations (Creswell, 2007)

to pull all of the themes together to identify common themes across the cases. Pulling the themes from the separate interviews together, “the researcher develops naturalistic generalizations from analyzing the data, generalizations that people can learn from the case either for themselves or to apply to a population of cases” (Creswell, 2007, p. 163).

Validation

Creswell (2007) views validation as a way to assess how accurately the researcher has expressed their findings. Rather than “verification,” Creswell uses the term “validation” to refer to the process of determining the validity of the research. After reviewing multiple forms of validation, Creswell (2007) identifies eight primary strategies that are most often used to establish validity. In this case study, the author used five of the eight validation strategies cited by Creswell (2007). The specific ways that these strategies were integrated into the research process are outlined above. What follows is an overview of each:

- Triangulation involves the “use of multiple and different sources, methods, investigators, and theories to provide corroboration evidence” (Creswell, 2007, p. 208). For this case study, the researcher was able to examine data from observations, interview transcripts, documents, and from existing literature to ensure that the data are valid. For instance, if an interviewee insists that their community college is holding ten fundraising events each year, the researcher can validate that statement by referring to documents obtained from the college. The researcher was also able to use the interviews with the chief development officers to validate the data from the interviews with the presidents.
- Peer review is a process during which the researcher’s findings and data are

critiqued by a peer in their field (Creswell, 2007). This common validation strategy was used throughout the case study. First, prior to conducting any interviews, the researcher sent the interview questions to his peers in the state. These fundraising professionals offered constructive criticism about the questions and suggested changes. Second, after the interviews had been coded, the researcher identified a peer in the University of Nebraska-Lincoln Educational Leadership program to verify that the codes were legitimate. This doctoral student has experience with coding and reviewed sections of the interviews. Third, the same peer, who now has familiarity with the case study, reviewed the themes to ascertain their validity. Finally, the researcher's advisor in the dissertation process was involved, to some extent, in reviewing the codes and final themes that resulted.

- Creswell (2007) notes that clarifying researcher bias is an important part of the validation process. This is important “so that the reader understands the researcher's position and any biases or assumptions that impact the inquiry” (Creswell, 2007, p. 208). In this case study, the researcher has devoted a section to personal bias and has made assumptions and past experiences clear to the reader.
- Member checking is a critical step in the validation process in which “the researcher solicits participants' views of the credibility of the findings and interpretations” (Creswell, 2007, p. 208). In this case, the interviews with the presidents were recorded and sent to an independent transcription service. The service returned a transcript with a guaranteed accuracy rate (Verbalink, 2012).

The researcher also asked each president to review the codes, categories, and themes that were found in the transcripts. This occurred after the peer review of the coding by a colleague in the University of Nebraska-Lincoln Educational Leadership program. This form of member checking allowed the participants to review the findings to suggest themes that the researcher overlooked. Creswell (2007) recommends this version of member checking. Creswell provides his participants with “preliminary analyses consisting of descriptions or themes. [He is] interested in their views of these written analyses as well as what was missing” (p. 209).

- Rich, thick description is the fifth validation strategy employed by the researcher. This strategy “allows readers to make decisions regarding transferability because the writer describes in detail the participants or setting under study” (Creswell, 2007, p. 209). The researcher used purposeful selection to identify study participants. Once identified, the researcher described each participant and their institution so readers can find common characteristics that will make them comfortable with generalizing the study’s recommendations to their organization or situation.

Reporting the Findings

A clear plan, based on well-accepted qualitative techniques, was established for this case study. The researcher felt confident that the design and subsequent data analysis would answer the research questions.

The findings are presented in a narrative format that describes the presidents’ perspective in their own words. The researcher hopes to tell the story of the presidents

and to pass on helpful insights. From the perspective of an aspiring community college president, the narrative will help prepare them for the role as a presidential fundraiser. The narrative identifies the commonalities in the data by describing the themes that were pulled from the codes found in the interviews. The researcher also pulled quotes from the interview transcripts so that the case study participants can describe their role in their own words. Those quotes are embedded into the narrative to illustrate commonalities and provide context and examples for the themes.

CHAPTER 4

FINDINGS AND ANALYSIS

This case study examined the role of the community college president in fundraising as represented by the perceptions of selected Michigan community college presidents. By asking the presidents to describe their role in their own words, and coupled with data from observations, other interviews, and documents, the researcher could delve deeper into the specific nature of the president's role and the various factors that might influence that role.

The literature review for this case study resulted in the identification of four key areas of presidential influence in the realm of community college fundraising. Those key topics influenced the case study sub questions. The topic areas are: (1) the President's Leadership Role, (2) Leading the Fundraising Team, (3) Developing Relationships, and (4) the Presidential Fundraiser. During the research phase of the case study, the researcher gathered materials and conducted interviews with the presidents and chief development officers at four community colleges in Michigan. The questions used in the semi-structured interviews were influenced by those four key topics and, thus, the results and analysis are also broken into those topics. After an introduction to the president at each community college, the remainder of each section will be dedicated to the narrative built from the responses of each case study president along with the findings and themes that were identified. The findings are primarily represented with direct quotes from the presidents of the community colleges. (Quotes from the presidents are signified with indentation and italics.) In this way, the researcher can present the presidents' perspective in their own words.

Descriptive Code Analysis

For the purposes of this case study, the four participating community colleges will be labeled CC1 (very large), CC2 (large), CC3 (medium), and CC4 (small). While maintaining anonymity, it is important to gain a clear picture of the cases that were studied. Data were primarily collected through interviews with the presidents at each community college. Additional data, for validation purposes, were collected through limited observation, document collection, and interviews with the chief development officers. The interviews with the presidents were coded and validated to ensure their usefulness. The codes were subsequently grouped into categories and themes that would be useful for analysis. As was mentioned above, the analysis is presented within the context of the four topical areas identified in the literature and represented in the research questions.

CC1: Very Large Community College

Although the president is relatively new to the college, CC1's president has a long history of working in higher education and for community colleges. Prior to working in higher education, the president had professional sales experience. The interview took place in a well-appointed conference room near the president's office – the researcher did not enter the president's office. The president's suite is staffed by a secretary whose role includes greeting guests and controlling their access to the president and other offices in the suite. The president seemed relaxed and very willing to discuss the role of the president in community college fundraising.

The president indicated that fundraising was the primary source of alternative revenue for CC1. The president did not see other areas, like workforce development, as

substantial sources of revenue. Other sources of revenue, beyond tuition, state aid, and local property tax, may break even, but do not add much to the college's bottom line. The president views fundraising from grants, foundations, and individual donors as the key source for alternative revenue. The chief development officer (CDO) had the same viewpoint. While the foundation does run a number of special events, these are mostly friendraising events – the primary focus of the foundation is developing major gifts. These efforts have been coupled with two capital campaigns for building projects, one for \$10 million and one for \$15 million, in the last seven years.

The President's Leadership Role

In regards to the leadership role of the president, CC1's president had a very high-level view. As the president of a very large organization, the president has to think strategically to bring the correct resources to bear on a project.

The president's role is to try to connect dots between your needs on campus and information that comes across your desk.

In connecting the dots, the president takes a strategic view of the organization and determines how the foundation fits into the larger scope of the college as a whole.

They [the Foundation] have a strategic plan that they developed that was written out when we did the college's strategic plan. The notion is, how are we going to support the work that the college is trying to complete.

The president recognized that his position carries weight and power internally. From the president's perspective, this means that he must use caution in the message he sends and he must communicate clearly when he is connecting internal funding needs with external resources. Specifically, the president talked about how projects coming from his desk were viewed by others. The president's self-awareness made him careful

about how information and directives were perceived.

When I send one [a grant idea] to them [the grant office] they typically act on it fairly quickly. I have to really be careful that I put some context to my forwarding of these things. “Okay, here’s something that I really do want you to investigate versus for your information. If this matches up with some information in your portfolio then this could be an opportunity.” Without that conversation they chase them all thinking that because it came from me there’s some action that should take place.

In addition to providing guidance and direction to the fundraising and grant operations at CC1, the president spoke strongly about his leadership role in building relationships, making asks, and setting the direction for fundraising efforts. These, more direct fundraising efforts, are outlined below.

Leading the Fundraising Team

The president talked about the importance of volunteers and their growing role in the fundraising process, but he does not have a strong role in working directly with volunteers.

I have a foundation executive director that does that work.

We’ve been bringing on new members since I arrived. It’s moving from a board that meets quarterly to listen to reports to a board that has subgroups that are working on strategic plans and so it’s becoming a little more robust there.

I think volunteerism is great when it’s a value-add proposition. So volunteers are great, but I want in most cases staff that really understands how we raise those dollars. I think the staff works well with the volunteers on different events that we have, but I don’t get too bogged down with that.

The CDO supported the president’s statements, indicating that the president was there to support the volunteers, but the CDO did not indicate that the president had a strong day-to-day involvement. According to the CDO, the president provides the volunteers with confidence to work on behalf of the college and communicates the

college's story in a way that resonates with the volunteers. Ultimately, the CDO thought that the president set an example for the volunteers to follow.

In addition to volunteers, CC1's president sees the CDO as a link to the fundraising effort and the other fundraising staff. According to the CDO, they have interactions on a daily basis and have a formal weekly update meeting. The president also relies on staff, from various departments, to provide necessary expertise when talking to donors.

Whoever is in that job [chief development officer] that's my link to the staff and I really try my best to stay away from the staff dynamics ... Every time I get involved, something bad happens. The president has to be a lot more careful than what you'd ever expect because of the things people put on the title of the president and what that may or may not mean, either positive or negative.

The president relies on the CDO and other foundation staff to track donors through the relationship building process and to have good information about the donor to pass along to the president. At that point, when the donor has a relationship with the college and the president, he will ask the donor for support.

Staff's job is to tee it up and round it up. I want to be at the phase where we're now making a request.

In addition to foundation staff, the president talked about the role that other college staff play in the development process. For instance, when making a presentation to a large foundation, the president will call on staff from various departments to make the presentations that fall within their area of expertise.

So that's how I use staff. I can't do all that [know everything]. I have to be knowledgeable enough . . . when the meeting is going on.

Ultimately, the size and scope of CC1 requires the president to rely on staff from the foundation and from various departments to attend presentations and to function as

content area experts as needed. This enables the college to provide comprehensive answers to donor questions.

Developing Relationships

I think the president's role is to really, through friend-raising, emulate for those friends why they can trust this college to take care of their money.

In a very succinct way, that phrase sums up the president's view of developing relationships in the community. CC1's CDO was very clear on this point – the president worked hard to build personal relationships (and trust) with potential donors. At that point, when a relationship had been built, the president could ask for support with confidence.

I've never asked anybody for any money that I haven't met and then cultivated some kind of relationship before I'll go in and ask for any money. So I really believe I have to sell myself before I can sell the college.

My job is to meet with these project directors and leave those meetings with them feeling confident that the leadership of the college is such that they can invest their dollars here and feel pretty good that those dollars will be used effectively and efficiently and for the reasons that we told them we need the money.

As might be expected, the president typically focuses on larger donors. However, with support from the CDO, the president will also focus on smaller donors that have potential to grow. On most occasions, in an effort to keep the president's list of contacts at a manageable size, the CDO confirmed that the president generally gets personally involved with gifts over \$500,000.

I spend most of my time on the large gift cultivation and kind of really figure out people's passion and their needs and then connecting those dots in my relationships with them.

However, there are times when the president will work to develop relationships with

donors at all levels, as appropriate. Here, the president noted the importance of cultivating relationships regardless of donation size. The president understood that many donors will not make an initial million dollar gift. For that reason, the foundation needs to start building relationships early – when the gifts are smaller. This early effort may lead to larger gifts in the future. The president pointed out the importance of cultivating gifts from all levels as a way to build long term relationships. These contacts may be made by the president or by the foundation staff.

We need to do better on the cultivation side of the house with the \$10,000.00 and \$25,000.00 – I mean someone that's given you five hundred five years in a row; you'd better be visiting them.

In a very real way, the president feels like the face of the college and the CDO clearly supported that thought. The CDO repeatedly talked about the president's role in telling the college story and in building external relationships. The president also indicated that one of the key ways he develops relationships, in addition to traditional meetings, is by writing notes.

So there's a public part to that and then there's that personal part of actually physically meeting people. I'm a big note writer. If I meet you and I feel like this is a relationship that I might enjoy and that you can benefit the college, I'll write you a note.

Beyond direct fundraising appointments, the president indicated that he was constantly reaching out to build relationships and to be involved in the community.

I'm highly visible in the community and I serve on a ton of boards that I don't have time to serve on, but it's important that I'm at those meetings and folks hear my voice.

Some of our better donors are ones that have become friends, but the friendship will be there regardless of whether they give money to the college or not. But I do think that being willing to be pretty active in community has done tremendously.

The Presidential Fundraiser

As the chief fundraiser for CC1, the president estimated that he spent thirty percent of his time on fundraising activities. This time is not spent consecutively, which results in a disjointed schedule with fundraising appointments scattered throughout the week. The president saw his opportunities to be involved in the community as a time to tell the college's story. The CDO mentioned this as well – that the president was very comfortable with the telling the story and to energize those around him with the impact that the college has on the community – and how they can be involved.

I want to be a cheerleader. I'm a big cheerleader on these four projects. Here's why they're important for our students.

We just have lots of opportunities to advocate for the work that we do in a community that generally, I think, is very receptive to the work of community college does.

From the president's perspective, the role of chief fundraiser is a natural fit, but it is a relatively new role.

I think a contemporary community college president today, there's no comparison to the work that you're doing today and that they were doing a few years back, quite frankly.

There's no disconnect for me with that at all. I came from institutional environments where that was a chief responsibility. The community college has just started to recognize how important that role is and how much untapped, fertile ground there is, quite frankly, for a community college. I mean if you can't raise money for a community college right now as the president, you're never going to be able to raise money, given all the positive press that this sector has received, especially during the Obama administration.

Both the president and the CDO felt that it was the president's place to actually ask for philanthropic support. The president's sales background helps him in this regard.

The CDO noted that the president has a unique, quiet confidence that helps him make the

ask, which he does all of the time. The CDO specifically noted that the president does most of the talking during donor meetings, with staff support, and always makes the ask for support.

I think you have to be willing to accept rejection.

And you also have to be willing to understand that if you only ask one person for money and they say no, you're screwed. If you hit about ten and ask them, you're probably going to get at least one. You might get three. So you have to be patient and you also have to be kind of dogmatic. You have to really be able to express your values around the work that's being done at your institution genuinely. And you just can't be scared of asking.

That concept – the ability to ask people for support – was key a key part of the attributes, skills and abilities that the president saw as necessary for success as a presidential fundraiser. The president also said that it was important to be able to read people, which helps the president connect on a personal level and understand the motivations of individual donors.

You've got to be able to read people . . . I'm pretty intuitive about people. I'm an observer of people. I watch people as they interact with others. I try to learn as much as I can about folks that I'm really interested in pursuing.

Summary

The president at CC1 could be viewed as a “spokesperson” for the institution. As is noted above, the president relies on his staff for much of the planning and day-to-day operations of the foundation and even distances himself, to some extent, from direct contact with staff. His position as the face of the college means that he focuses on the higher level donors in an effort to build a relationship and then ask for support. For example, if the institution were working to solicit a major gift in the six figure range, the president would be active in building the relationship with the donor, cultivating that

relationship, and making the ask for support. However, the president would probably not be involved in the data mining process, developing materials for presentation to the donor, or in making the arrangements for meeting with the donor. The president's scope of involvement is at a high, strategic level where he feels he can be most useful. The president would like to be involved in building the relationship and then asking for the gift.

To illustrate that point, the president shared about a time when the college was nearing an important announcement for a fundraising campaign. With the deadline looming, the college needed a large gift to reach a substantial milestone. The day before the event, the president contacted a donor with whom he had a long-standing relationship. Because the president knew him well, and had built a relationship, he could ask for the six-figure gift with the confidence that the donor could make the gift if he wanted. After an initial rebuff from the donor, the president continued to push for the contribution because he knew the donor's pattern of giving and his inclination to banter back and forth. Ultimately, because the president was persistent and confident in his relationship, he was able to secure the gift in time for the public announcement.

Based on the analysis of the codes and categories from the interview with the president, the researcher identified a number of themes. These themes represent the major findings in this case in each of the research areas. In this instance, the president of CC1 did not strongly identify a role in leading volunteers because that role is delegated to the CDO. Because CC1 is a very large institution, it has an organizational structure that supports a high-level leader as president. The president focused most on building relationships and asking for support. The themes are:

- The Presidents Leadership Role
 - The president must maintain a broad view of the institution to connect funding opportunities with college needs.
- Leading the Fundraising Team
 - The president relies on foundation and college staff to shepherd the fundraising process, to provide expertise in specific areas, and to maintain relationships with volunteers.
- Developing Relationships
 - The president must intentionally develop and cultivate relationships by being involved, visible and connected in the community.
 - The president develops long term relationships with donors at lower levels of giving to move them to potentially higher levels of giving.
- The Presidential Fundraiser
 - The president must be able to read people and connect with them in order to ask for financial support.

CC2: Large Community College

CC2's president has nearly 40 years of experience working with community colleges and has a broad range of experiences in different administrative capacities from which to draw. The interview was conducted in the president's office, which was located amongst a suite of other offices. The foundation offices were directly across the hall from the president's suite. The president's secretarial staff was located directly outside the president's office and welcomed the researcher in a waiting area. The secretarial staff ensured that the president was ready before access was granted to the office. The

president was busy with other tasks when the researcher arrived, but quickly cleared their desk and was entirely focused on the interview.

CC2's president indicated that fundraising was an important part of their day-to-day activities. CC2 is faced with budget constraints and fewer resources while the college continues to grow. Although the college engages in other revenue-generating activities like business training and lifelong learning, the president indicated that those are meant to be self sustaining – not necessarily revenue generating. All the while, the college is trying to save resources wherever possible and to create sustainability.

The President's Leadership Role

CC2's president seems to be engaged in the fundraising process from a leadership and strategic planning perspective. The president indicated that she works with the CDO to develop a set of goals for the foundation and then develops a plan to meet those goals.

We set out each year with very specific goals that we hope to achieve . . . We [president and CDO] have a very detailed plan of how we're going to go about that together. With a capital campaign in the works it kind of puts some of the other priorities over to the side because we really focus very systematically on how we're going to raise that.

According to the president, this planning includes determining how institutional priorities match up with potential grants and fundraising activities. The president's focus on planning was supported by the CDO, who described the president as very driven and goal oriented.

Once the plan has been developed, the president appears to be focused on staff development and building the capacity in the institutional advancement office to meet the goals that have been established. As the leader of the organization, the president spoke about the organizational structure. For example, the president described how a recent

staffing realignment required the college to contract with an outside person to help identify new grants.

The institutional advancement area and our grant writing area are two areas that I've been very assertive in continuing to provide some resources too, since I've been here as we've made expansion in both areas and I've also identified a couple of different people that we've sent to the CRD [Council for Resource Development] workshops for training and grant writing. We've also really shored up our institutional advancement area, because we knew that we had a capital campaign coming and so it was imperative that we be able to have the kind of resources that we needed.

Growing the institutional advancement area is increasingly important and has to be an important part of the president's role I think. And it's one that I think all presidents need to keep learning about and growing about and keeping up with what are some things that we need to be reminded of.

I think the president needs to provide some guidance to what are the basic foundational structures that we need to get in place here to have a solid institutional advancement and system.

The president also noted that having good data improves the foundation's fundraising and cultivation processes. The president views this as an important component of the planning process.

It's sort of investigating and finding out doing your research, so that demands that we become much more disciplined in trying to target who might those potential stakeholders be for us and our stories.

That makes some substantial changes in terms of our agility and our ability to be able to identify, to have the information to make the connections, and be able to get a little bit better idea about what should the ask be here.

Leading the Fundraising Team

Although the president has a leadership role in guiding and directing the development of a strategic planning, she relies on the CDO to develop the plan that guides the foundation's day-to-day activities.

I think the president's office has to rely on the person in the institutional advancement area to be developed and to be able to have a plan. So we set out each year with very specific goals that we hope to achieve. And then the director of institutional advancement and I discuss how we're going to achieve those goals and are they realistic in each of the different areas.

[The CDO] is going to keep growing the donors but let's see how many we're going to be meeting with in a month. Let's set some realistic kinds of parameters here of what we can do.

Based on the president's broad knowledge of the institution and the community, she works closely with the CDO throughout the fundraising and friendraising process. The CDO at CC2 noted that the president and the CDO meet formally every two weeks and frequently in between those meetings. The CDO and the president both stressed the importance of good communication.

I think the president has a very important role in continuing to broaden the person's [CDO's] perspective on our whole college and what it means.

I think that's another very important thing in terms of the relationship that the director of institutional advancement has with the president has to be really close. And you have to have frequent communication.

The president of CC2 was very focused on the importance of professional development and developing a staff that was capable of meeting the fundraising goals. Through this focus, it appears that the president recognizes the need to grow her own fundraising staff with areas of specific knowledge and expertise. The president supported both formal and informal professional development and continued that focus even as staff moved into different roles.

What we've been working on is staff and professional development for key people that have talents and skills, but we're not quite there yet, but I think we've started a really good effort in that direction.

I think that I've got to be sort of a key leader in seeing how some of the things . . .

will come together. I should be continuing to look at how we can help grow the talents that are already there. And how can they come together? And help connect the dots to see the relationships that exist currently and then with a part of that development of course you kind of rely upon some of your experience and expertise that you may have had along the way.

CC2's president also sees volunteers as an important part of the fundraising team.

According to the CDO, volunteers act as sounding boards and the president noted their help with making important connections to the community.

You start developing a team of people. And we have done that through our foundation board. So utilizing the expertise and the contacts that are our foundation board has. And then we've gone with the chair of our capital campaign is a chair of our foundation board and has been extremely valuable in identifying various donor sources. And then we've used sort of like the circle approach of branching out, who is going to contact who and what are the dollar amount that is we're going to ask for.

[Volunteers] have access to a number of people that they can get us into meet them. And open the doors for us. And then we'll take it from there.

The president also works to communicate the story to volunteers so they can relate it to others. The CDO referenced lunches, board meetings, and friendraising events that are used as moments to build relationships with volunteers.

It's a matter of most of those people that I know have been invited by this office with a letter to help us out, because they've been a supporter in the past. And they're community members, many of them are community members that I interact with in other regional board that I serve on. And so my role is to kind of connect with them one-on-one or in a small group.

I would say foundation board members know when they come on the board that there will be a certain expectation as written in their job description and we have an orientation for the foundation board members.

CC2's president stressed the importance of thanking donors for their efforts on behalf of the college. For example, the president does not have an active role in certain annual fundraising efforts, but she makes a point to make the volunteers feel valued and

appreciated.

My role is very limited except to go in once or twice a year when we have our fundraising . . . and to express my appreciation and thanks to them.

Developing Relationships

Both the president and CDO talked about the importance of building and cultivating relationships with donors. Many of the direct quotes from the president on this topic are found in the Presidential Fundraiser section below. The president intertwined the attributes needed to be an effective fundraiser with the importance of developing relationships in the community. Beyond one-on-one meetings to connect with individuals, the president's efforts to develop individual relationships are coupled with the few fundraising and friendraising events held by the foundation.

We do friendraising events. We have what we've called the president's circle dinner where we invite some donors to come and recognize particular people for some of their gifts that they've made to the college.

When asked, the president saw her role in the fundraising process as the person that can build a relationship and then ask for support.

It [the president's role] frequently is developing the rapport and the relationship and then making the ask.

The CDO noted that the president is involved in almost all meetings with major donors. Although the president has a busy schedule, as noted above, she will make time for donor relations through lunches, meetings, and reaching out to the community by involvement on various boards.

We've used the circle approach of branching out, who is going to contact who and what are the dollar amount that we're going to ask for. And then there's extensive written correspondence that follows up with that. There are a number of lunches and dinners and that kind of thing.

According to the CDO and president, information is an important part of the process for developing relationships. As the president interacts with potential donors, the information gleaned from those meetings must be passed back to the CDO for tracking and further action. Even prior to meeting with potential donors, good information can be the key to building a relationship.

As you're mining the data, you need to bring in to play the personal issues that I need to be aware of before I develop the relationship with the various people.

I need to bring that back and share that and then they need to do some research and then we need to work together to continue to build that relationship. So it's really a team effort.

The Presidential Fundraiser

The president at CC2 estimated that she spends about twenty percent of her time on direct fundraising, but there are a lot of fundraising-related activities that would not be captured in that number. For instance, sometimes general meetings turn into fundraising opportunities.

When opportunities arise for the president to connect with a donor, the president at CC2 thinks it is important to be able to talk about faculty and students specifically.

The CDO seconded that notion by noting that the president had an amazing knowledge of the faculty and students.

I think it's important that the president's office and the person in that office continue to be able to know the stories of the students that we're serving and to be able to tell those stories in several different parts of the college, because who knows what the interest of the donors might be. So you've got to be able to connect what we're doing in a meaningful way to them to convey the message.

It's a time commitment too, but it's a very important one. And it's very energizing for me to be able to hear their stories.

When the time comes, CC2's president is ready to ask for money. In part, it is

because the president has had formal training in fundraising. However, the president also views it as her role in the process. The CDO agrees, noting that the president is warm and engaging during donor meetings and never shies away from asking for a donation.

I have been a member of CRD for many, many years and so -- and been involved in institutional advancement starting up at the last college we didn't have an office. And so we started it up.

[My role in the process] frequently is developing the rapport and the relationship and then making the ask.

As a president that emphasizes staff training and development, the president of CC2 models the behavior that she hopes to see in her staff. The president calls attention to the importance of continued professional development by personally investing time in that area. The president referenced books that she had read about fundraising along with membership in the Counsel for Resource Development (CRD) and other professional development opportunities. In effect, the president is demonstrating a priority for training – even though she already has received initial training; she continues to take advantage of professional development opportunities.

It was clear throughout the interview that the president understands the importance of fundraising

[Fundraising] really has increasingly become more important I would say in the last five years or so then. I think it's always been a part of the role of a community college president. It's perceived in the university arena with presidents that that's a big part of their job. With community college presidents I don't think for a number of years it was perceived as that big of a deal. Grants securement has always been important. And I see that as fitting in also with fundraising.

[Fundraising] has been, ever since I've been here, in my top six goals that I present to the board of trustees. I always have one related to resource development. So it's really important, really important. I can't say it's number one. Student's success to me is number one. It's in our strategic planning.

In regards to the attributes, skills, and abilities that help a president fundraise effectively, the president referred to a number of laudable personal attributes. The CDO noted that the president engages donors very well and always gives them her full attention – even with a hectic schedule. Ultimately, the president suggested personal traits such as being a good listener, humility, and integrity as important attributes of a president that intends to connect with potential donors.

I think that the president needs to be accessible, available, be a good listener, share the information, and then make the time commitment to be available when needed because from the positional standpoint sometimes some of the donors want to see, meet and hear the stories from the president too.

I think we have to be very humble . . . it's getting more and more competitive, because just about every school has a foundation. More and more nonprofits are being set up and the resources are dwindling. So we have to be able to be right in there and get what we can for our colleges and our future students.

I think they [presidents] have to be a really good listener. I think they have to be fairly well rounded in terms of being able to discern what are the interests of this person. They have to get to know that person. They have to be able to develop relationships. They need to be responsive in terms of sincere, genuine and ethical, honest. Those attributes I think are extremely important. They have to be concerned about integrity in terms of, if they're truly telling the story about the college, the money being raised should be raised in a very ethical manner and not take advantage of people.

Summary

In general, the president's role at CC2 could be viewed as a "staff developer." The president places a high priority on identifying qualified staff for roles and then providing the resources and training they need to be successful. The president also participates in professional development through interaction with peers and involvement in the Council for Resource Development. In the instance of a major gift solicitation, the president may rely on properly trained staff to develop background information to

support the ask for a donation and to work with volunteers to prepare for making the ask. With all of the pieces in place, the president can build a connection with the donor based on admirable personal characteristics and then ask for support. Along the way, the president would likely share information and bring the staff along throughout the process.

During the interview, the president reinforced the importance of professional development and proper staffing by talking about the connections between grant writing efforts and fundraising efforts, which are separate functions at CC2. The college has contracted with an outside source to help identify grant opportunities because internal resources are limited. However, to support grant writing efforts in the long-term, the president has pushed for cross-training and communication between the grant writing and fundraising functions. The president has even encouraged attendance at grant writing workshops for specific foundation staff. This instance clearly indicates the prominent role that staff development has in the organization and it illustrates the way that the president uses staff to accomplish long-term, strategic goals.

Based on the analysis of the codes and categories from the interview with the president, the researcher found five overall themes. These themes represent the major findings in this case:

- President's Leadership Role
 - The president must provide a strategic direction for fundraising and then work with foundation staff to help them accomplish the goals.
- Leading the Fundraising Team
 - The president emphasizes ongoing professional development for the foundation staff (and the president), alignment of staff with appropriate

positions, and effective communication.

- The president works with volunteers in a limited, but important, role. They open doors for fundraising and share the college's story.
- Developing Relationships
 - The president must work to build relationships in the community by using data to connect with people individually and then telling the college's story.
- Presidential Fundraiser
 - The president should have a high moral character coupled with an interest in listening to donors and connecting with them on a personal level.

CC3: Medium Community College

CC3's president has been in the position for less than five years, but the president has been with the college for around 30 years. As a long time employee, the president is intimately familiar with the college and the surrounding community. Throughout his tenure with CC3, the president has worked in the technical and academic areas and has built strong relationships in the community.

The interview took place in the president's office, which is located in an area with other administrative offices. The offices are in a primarily academic building and access to the office suite is controlled with a swipe card. The president's assistant is located outside the office, but not in such a way as to restrict access to the president's office. The president was gracious with his time and moved away from his desk to an arrangement of casual furniture in the office for the interview.

The president indicated that CC3 has considered alternative revenue sources, but has concluded that only the traditional three revenue sources (tuition, state aid, and

property taxes) provide the necessary funds to build institutional capacity. The president described grant money as valuable for funding programs in the short-term, but they often represent money-in/money-out arrangements. CC3's president also noted the value of raising funds for scholarships, but recognized that the need was great and it was hard to make a significant impact at current fundraising levels. Sustainability and building institutional capacity were issues that the president stressed during the conversation, both of which, the president noted, are better impacted through traditional revenue sources. In the end, however, the president acknowledged the value of CC3's foundation and the fundraising process, especially as the endowment grows and they are able to award more scholarships, which may impact enrollment.

Overall, the president thought that he spent about five percent of his time on direct fundraising duties. However, as indicated below, he stressed the belief that donors expect a well-run institution. This means that the ninety-five percent of the president's time spent on leading the college could also be considered fundraising. The president has had three or four professional development opportunities around fundraising and the foundation recently brought in a consultant to help with strategic planning.

The President's Leadership Role

The president at CC3 placed a high priority on leading an effective community college that served the community. According to the president, an effective college that provides value to the community will naturally create fundraising opportunities. Because of this view, the president is reluctant to be an external president; rather, he focuses primarily on the operations of the college, not the foundation.

The best thing we do for fundraising is provide a quality education to the people that come here.

Fundraising, if you will, is based on the experiences people have when they come here. And if they don't have a good experience here, you're never going to [get] any dollars out of this community in terms of fundraising. So, number one, you have to have an outstanding reputation as a college at the things that you're chartered to do – provide transfer education, provide occupational education, provide personal enrichment and . . . work with business and industry. So those are the four big areas, which are part of our mission. You better be excellent at that or you're not going to raise funds.

It will be hard for me to ever extract myself from the operation of the college and kind of what's happening here. Because it goes back to that . . . you still have manage the institution. I used to describe my predecessor and me and our relationship . . . that I was inside guy, he was outside guy. So we ran the institution that way. And it's a little hard for me to just isolate myself to outside guy.

Although the president places a high level of importance on leading the college operations, he also sees the importance of effectively planning for the foundation. In regards to the foundation, the president works to establish a vision and then ensures that the foundation staff and volunteers do not stray from that vision. When asked about the president's leadership role in fundraising, the president replied:

As in most leadership roles, your primary responsibility is one of vision and where you want to go, what are you trying to accomplish, what are you trying to achieve, and that has to be articulated I think very clearly.

You've got to develop that vision with input and then you've got to sell that vision and then you got to bring people in alignment with that vision. And so that's what you do.

The president is directly involved in the solicitation of grants from foundations, provides leadership in the solicitation of grants, and supports those activities. The CDO also discussed the president's level of involvement, and success, in working with the large local foundation to secure funds for the college.

The foundation grants that we apply for are often very programmatic with a purpose, very specific purpose. So we've got the people here that are applying for those. And I support them and try and provide them the resources to continue

to write for those grants.

I spend a great deal of time with the [local, large] Foundation and the people at the [local, large] Foundation understanding the kinds of efforts that they would like to see funded.

Leading the Fundraising Team

The president of CC3 discussed his role in leading the fundraising team, which includes both external volunteers and the internal staff. In both instances, the president works to provide direction, support, and boundaries.

I think our foundation is out there, is recognizable, not recognizable beyond the college itself. I think we've tried to frame it in a way that that's the vehicle to bring money in.

When you put together a board and you set up the foundation the way it has to be set up legally, they [the board] sometimes kind of feel their oats like they're their own entity that they want to go out and do things. And you got to say, "whoa, you have to market the college." The vehicle for bringing funds into the college is the foundation, but it's a fiscal setup.

With a vision and direction established, the president works to build a volunteer base that can be helpful with fundraising. Although the president notes that he is not as involved in the day-to-day operations of the college as he has been in previous positions, the president attends foundation meetings and provides updates. The CDO noted that the college has a good foundation board that functions well.

I function as the president of the foundation, but we still elect a chair that runs our board. And that's good too. But it's all about relationships.

The foundation board is really critical. You have to find people that have a passion for that kind of work. That's number one. Number two, you really want to have people that have some influence in the community, because you're going to ask them to help sell the vision for the foundation. And they're going to be out there assisting you in fundraising. Much more important.

The president recognizes the importance of volunteers to the fundraising process,

but he also strives to keep everyone aligned and working toward the same purpose. The president explains the vision of the foundation to the volunteers and then expects that they will work with the foundation staff to pursue that vision.

The key to that is, be able to explain to folks the value of what it is you're trying to do to get them to buy into that.

The next thing you really need to do is you need to hold people accountable to that vision and that does lie with the person at the top. I think it's important, because – you get this vision sold and you get people bought into it and things are going along. When something is going contrary to the vision, you've got to deal with that and you've got to hold whatever that obstacle is accountable.

In addition to laying out the vision for the volunteers, the president recognizes that the act of volunteering should be enjoyable.

You're also served well by making certain that they're appreciated and that it's fun for them. You've got to make it a really good time. And you've got to show genuine appreciation for the fact that they're helping out and acknowledge their effort. So if you do those things, you get plenty of volunteers, I think.

Although the president does not take an active role in day-to-day operations of the foundation, he does value the relationship with the CDO. For her part, the CDO views the president as open and very accessible. Here again, the president stress the importance of aligning the actions of the foundation with the vision that has been established. The president drives the foundation toward this vision.

[The CDO] and I have to be aligned on what our goals are and what our vision is and what we're accomplishing. And we have to make certain that we're on the same page with where we're headed and where we want to go. And when [the CDO] wants to go a different direction, I've got to work with her until we can find a way to align in that direction and that's my responsibility.

The CDO noted that event planning and cultivation work rests in the advancement office. As part of the alignment between the president and CDO, the president will sometimes push for more activity and drive the foundation in new directions.

Because this takes so much work, [sometime I have to say], “It’s time now. We need to look for another event. This one is underway. It kind of runs itself. I appreciate that you need the help, you need to do it, but we need more.” So you have to be kind of a little bit of a driver, but – and then, again, making sure [the CDO] buys into that and that alignment is really important.

Developing Relationships

CC3’s president has a background in a technical area, which allowed him to come into the presidency with relationships already built with certain sectors of the community.

I got out there and worked with the employers and the people in the community – the people that provide jobs in the community.

That connect has been invaluable to me in terms of understanding the workforce needs and being able to make certain that [our college] serves those needs. So that has really worked to my advantage.

As the leader of the college, the president sees himself as the face of the college. Involvement in the community is mandatory and the president should take those opportunities to tell the college’s story. The CDO specifically noted the president’s extensive involvement on local boards and work with local foundations. Social events appear to be an important mechanism through which the president makes connections in the community and builds relationships.

I am the college now. You just kind of show up at a lot of stuff and build those relationships to the best you can.

I attend as many social events in the community as I can, because, generally speaking, the people who have the kind of wealth here that would afford them the opportunity to give you money are out there at these social events. And, again, you need to introduce yourself. You’re not asking for money. You’re just developing a relationship.

I build and foster relationships and I make sure that we run the kind of college that will be appreciated and valued by the community.

In addition to building relationships on local boards, the president and the CDO

cited friendraising activities, especially though special fundraising events, as important ways to build relationships that have long-term benefits. For CC3, those long-term benefits have included millions of dollars in planned gifts made to the college through the estates of community members – often without the foundation’s prior knowledge.

We do some friendraising events, because of this \$8 million foundation we have, I would say half of it has come from wealthy individuals that have left us the money.

Although the president has a role to play in building relationships, the day-to-day work of cultivating donors and engaging for the purpose of fundraising is the responsibility of the CDO. Both the CDO and president spoke in similar terms about the fundraising responsibilities.

[The CDO is] the face of the foundation more so than I am. And [the CDO] spends more time fostering the relationships with our current donors. Not that she doesn’t introduce me, when they come in, I mean, she’s always bringing them by. Or as I find donors, I’ll send them to her. So it’s got to be a team approach on that.

People like the weight of the president being involved on a personal basis to some of these people who are talking about donating substantial amounts of money. But the day-to-day contact with these donors, [the CDO] does much more than I do.

The Presidential Fundraiser

The president seems to understand the important role that fundraising can play in support of a community college. The president supports the college’s fundraising efforts and also recognizes that the college’s board of trustees value the role of fundraising.

It’s a good thing to do [fundraising]. We need to continue to do it. And I do definitely give my time in supporting the foundation and raising money for scholarships. It’s a great cause.

I would say that in your board’s mind, they rate that [fundraising] very high and that’s consistent. Whoever I talk to wherever you go. . . Boards will take pride in

that they brought in a president who brought money to the college.

As a relatively new community college president, with little training in fundraising, the president at CC3 has had support from his peers.

I've had the benefit of colleagues all along the way, counterparts most of the time. So, at every level I've been, there's always a state-wide organization and often a national organization where you get to work with people that are your counterparts at other organizations that do like work.

It's no different with respect to fundraising. You see different ideas that are out there and people try different things. And even as a president and as you move into the presidents' circle, you get to call your colleagues and say "how are you doing this?" We don't even compete when we're fundraising.

Although the president is the face of the college when building relationships, the president is also the face of the college in general – and especially in the role of presidential fundraiser. The CDO noted that there are only a few good restaurants in the college's community – when the president goes out, he is recognized.

There are two faces of the college. I mean there's who we are and what we do and how we affect the community and the value to our community. But then there is the president. You are a face of the college and they will judge the college based on how they perceive you.

On a daily basis, I can't go anywhere in this community and not know somebody in the restaurant, know somebody in the grocery store. And so you're always projecting an image of the college. You're representing the college.

Despite the president's role as the face of the community, the president has not had taken an opportunity to make a personal ask for funds in support of the college. As the roles are defined, according to the president and the CDO, the CDO is responsible for soliciting personal and major gifts, while the president works with the local, large foundations. Although the president feels more comfortable working with corporations and foundations, the president noted a hesitancy to solicit gifts from individuals with

whom he has a personal relationship.

Stuff [donations] does come your way if you don't ask for it, but there are times when you have to ask. And I haven't had that happen as much on a personal level for that personal donor. I certainly have had it with that organizational donor. That's the easier one to get comfortable with. The harder one to get comfortable with really is that personal.

I'm really not even recalling a single instance where I spoke to someone individually and asked that they would donate money to the foundation, certainly, not at any specific level. And I wouldn't even abuse relationships that I have and I would almost consider that abuse. There are others that are bolder about it that wouldn't, but I've been pretty well connected into some people with some pretty deep pockets and I've never went to them. "Hey, you could really help us out if you, you know," but – I've refrained from doing that.

Speaking about the institution, the president noted that the foundation is still growing in confidence and courage to solicit donors more aggressively.

We know what to do and it's a question of confidence and courage to do what you know how to do and that does come with it. I'm in my third year as president and I'm much better equipped than I was my first year as president.

You really have to be willing to build relationships. You have to have that skill set necessary to build relationships.

From a personal perspective, the president was very straightforward about what skills, attributes, or abilities are necessary to in order for a community college president to be an effective fundraiser.

Can I oversimplify? You have to have good people skills.

There are a lot of different ways to do it and approach it and some are a little bit more effective than others, but you really have to willing to build relationships. You have to have that a skill set necessary to build relationships.

Summary

The president at CC3 could be described as the “driver” for the community college’s fundraising efforts. In this leadership role, the president works with the CDO to

set the direction for the foundation and then pushes the staff and volunteers to maintain an alignment with that vision and direction. As the organization is arranged, the CDO is the primary face of the foundation and asks for major gift support. The president is more involved with approaching foundations for support. While the president works to build external relationships, ultimately, the president is focused on working internally to lead an effective organization. In this arrangement, the president is not be directly involved in the solicitation of major gifts, but may have a level of expectation for major gifts and drives the foundation in that direction.

The president noted that a community college that responds to the community and adds value to the region will naturally generate fundraising opportunities. To illustrate this point, he walked to his desk during the interview and showed the researcher a note from a recent donor. The individual was a new donor to the college and was not solicited in any way. The note that accompanied the donation indicated that the donor had read an article in the newspaper about the college and chose to make a contribution. The donor connected with the college through the article and simply wanted to make a gift to support the college.

Based on the analysis of the codes and categories from the interview with the president, the researcher found four overall themes. These themes represent the major findings in this case:

- The President's Leadership Role
 - The president must recognize that fundraising is important, but it is more important to provide leadership that assures the college is operating effectively.

- Leading the Fundraising Team
 - The president should work with the foundation staff to establish a direction and then hold the foundation staff and the volunteers accountable to that direction.
- Developing Relationships
 - The president builds relationships in the community through involvement in social activities.
- Presidential Fundraiser
 - The president must have the people skills necessary to build relationships in order to be a successful fundraiser.

CC4: Small Community College

The president of CC4 has been with the college less than five years, but has a long history working in various capacities with multiple community colleges around the state. Over his 30-year work history, he worked on both the academic and administration sides with experience in teaching, marketing, and academic administration. The interview took place in the president's office, which is located just off the main entrance to the college. The main entrance is staffed to welcome guests and another set of support personnel are located just outside the president's office. The researcher was greeted and shown to a reception area while the president prepared for the interview. The interview was casual and the president was fully engaged in the conversation.

The president indicated that CC4 was actively looking for ways to save money by improving efficiencies on campus. The reduction in state funds has had a dramatic impact on their budget. At the same time, the college is engaged in a capital campaign to

fund a new building focused on instruction. Because of his focus on the capital campaign, the president indicated that he is spending about forty percent of his time on fundraising. Although he has had no formal training in fundraising, the president has a background in sales and marketing, which he feels has been useful.

The President's Leadership Role

The president of CC4 has worked with the CDO, the foundation board, and the college's board of trustees to think strategically about the role of the foundation. According to the CDO, the president brought both boards together just over a year ago for a very productive meeting to set a direction for the foundation. The boards were very receptive to the meeting and the result was a plan for moving the foundation forward. In addition to working with the foundation board, the president at CC4 has involved the board of trustees in fundraising.

I keep telling the board all of our plans and goals and they're very interested and they're very supportive.

You need to be ahead of that curve thinking strategically about marketing, enrollment, and reaching out, finding different markets, which also includes reaching out finding different sources of funding.

The CDO indicates that the president is involved in the day-to-day operations of the college and understands the importance of fundraising. The president noted that as funding structures change, he needs to lead the college in a new direction.

We've got to start thinking like a private institution. So, there's nothing new there, but it was new to this campus. That's never been the case that we have to be thinking like privates do to be doing more generating other funding sources.

I think we need a reserve fund, if you will, that helps us sustain what we're trying to do . . . on that campus.

As a result of the push to find savings on campus and the need to seek alternative

revenue sources, the president has also examined and realigned the organizational structure of certain departments. For example, the president led the restructuring of the workforce development and community education departments to increase community outreach, which should enhance the development of relationships and enable additional fundraising.

The president also restructured the foundation and marketing operations at the college, which resulted in the establishment of the institutional advancement office as a new division at the college. This restructuring is explained further in the following section.

Leading the Fundraising Team

According to the CDO, the president has placed more emphasis on the institutional advancement team and has clearly made it (along with the marketing and public relations operations) a third division of the college. This alignment has placed a greater degree of emphasis on the advancement team, which added another team member recently.

The capital campaign is our first foray into it [fundraising] since we've done this re-org stuff. So, that's the process. We've rewritten some job descriptions to not only assign the responsibility, but have people realize we're all working together on this trying to find other sources [of revenue]. I'm hopeful.

We have improved that [fundraising] a lot in the last couple of years I think. We still have a long way to go, but the foundation is a key entity for us. That foundation has now doubled in size over the last year and a half.

In the president's view, the relationship with the CDO is critical to fundraising success. The CDO notes that she and the president work well together and fundraise effectively as a team. The CDO's responsibilities include scheduling appointments for

the president as needed and handling the day-to-day operations of the foundation. The president is involved in the routine operations of the foundation, but he provides oversight and support.

I view our relationship in a way that says, one, that's [the CDO's] main role and [the CDO] is going to lead us in that regard [to setting up appointments]. And I have told her and she's followed up on it, "You need me somewhere, tell me. You want me to go talk to so and so, tell me. If you've got a couple of other people going out because they know the person that much better, just let me know so we know where we're at." She's been very good at all of that and she does take the lead with the core team, with our chair in all the meetings and organizing. She does take the lead and I expect her to.

When we sit at the meetings of the core team, she's the one taking the notes, divvying out. She's organizing all of the efforts. And, again, when she needs me to be somewhere, or do a tour, or go talk, I'm there. So, I depend on her for that.

It is definitely a team, but I definitely have to be the coach of the team and be involved with them all and I am. It's important.

In regards to volunteers, the president has support from the highest levels of the community college. The college's board of trustees have provided their support for the fundraising efforts of the college and appear to be interested in regular updates. The foundation board, too, has begun to interact with the board of trustees and has taken a more active role in the fundraising process.

I keep telling the board all of our plans and goals and they're very interested and they're very supportive.

One of my board members is a liaison to the foundation board. But, that helped a lot – opening those communication lines. And now the foundation board has taken much more of an active role.

Beyond the board of trustees, the CDO describes an active foundation board, a number of which also sit on the capital campaign's core team. Volunteers are not used

much beyond those roles, but the president recognizes their importance for making connections with people in the community and asking for gifts.

We have people on the core team who are the connections for us, who are getting us into the right spots.

When it comes to who's going to make the pitch, it's going to come from this office. So, I definitely am out in front of it. Definitely need to be the face of things at times, but I know when we also have our friends and supporting groups who can get us into places that maybe we don't have the connection. So, cheerleader, coach, speaker, all of that comes into play.

The president views his leadership role as one of supporter and coach. Volunteers can help make connections in the community, but they need support. The increased level of support, structure, and purpose has also led to an increased level of activity from the foundation board.

We're constantly trying to make sure they're all in the know and whatever help we can provide I will. It really becomes more of the coach then too in that sense. But, they're great folks. They're all willing to work with us and they have been doing very well with us.

Our foundation board has typically, in the past, not been as involved with fundraising believe it or not. Because that wasn't [their] role. Well, that's changed over the last two years. We held a strategic planning session with the foundation board a year and a half ago laying out specifics, what we want to do. That was all new.

Developing Relationships

CC4's president places a strong emphasis on developing relationships. The CDO describes the president as caring and personable, with the ability to relate to a broad group of people. These are important characteristics because both the president and the CDO view the president as the face of the college, with primary responsibility for developing relationships. The president noted that presentations in the community are a primary mechanism for developing relationships and connecting with external audiences.

I'm the one out front talking with the folks and thanking them. Keep the relationships going. That personal relationship stuff is a key for us as we try to raise funds.

[The role of the president is the] face of the place. The one, who when there are presentations to be made to community groups – and I've probably made a dozen of them already – it's me. The go-to if you will when there's questions or concerns.

Because the president is relatively new to CC4, the president is acting as steward for important existing relationships. Many “angels” (large donors) were in place when the president was hired. He has been able to successfully maintain their interest in the college.

So, the angels have been there for a long time. It's nothing that I've done, but over the course of time the relationships were developed. I'm just trying not to screw it up. Keep the relationships moving along.

As the president attempts to grow the foundation, he focuses a lot of attention to friendraising in both existing and new areas. The CDO notes that, although the president is still getting to know people, he is a great fit in the community. Part of that effort includes responding to the community's needs. Again, the president meets with groups to determine their needs, often in workforce development, and to build relationships.

That has changed so much in terms of the need to step that up and be in tune with your industry folks and business partners. I've met with so many different groups over the last year. Be it the hospital CEO's, be it industry folks. We've put together a new workforce training advisory council. Meeting with them. And it's all been focused on friend raising, and building capacity for the future, and help with programming ideas. So, that has changed dramatically compared to what it was.

We're friendraising there [with farmers] because, well, it's never been done and we think that could be valuable future connection for us. We may get nothing out of it this time, but we're out there and I'm out there talking to these folks. I have to be.

Beyond meeting with community members, the foundation hosts donor recognition events and the CDO has a role in maintaining relationships with key donors as well.

You make further contact and you do these donor recognition things we try to do. And [the CDO is] good at keeping in touch with a lot of our major key friends of the college. And it is simply kind of an ongoing. If there's an event on campus, they're invited. If there's something going on that's special, they get notice. We need to do more with that.

The people you get to meet and talk with, they're all friends of the college. Everybody loves the college. It's just a question of how do you make it work for them. So, it's been fun.

The Presidential Fundraiser

The president of CC4 views himself as a presidential fundraiser and understands the importance of that role. Although the role is relatively new, and perhaps unexpected, he has fully committed to that role. The CDO, too, has noticed the president's commitment to fundraising as a part of his role as president. Despite that commitment, the president is continually pulled in different directions. Due to the flat organizational structure at a small community college, the president is responsible for many of the decisions that need to be made simply to run the college. Regardless of the multiple responsibilities of the job, the president has committed to fundraising as a top priority – and it is even included in his performance evaluation.

Yes, I know we've got to raise the money. I know it's important. I'm committed to it, but the personnel issues, and the other programming questions, and the other growth strategies, and the marketing, and the finance, that doesn't stop.

When I applied for the job here, I didn't have nearly a good enough clue as to what the fundraising elements would be. It was not in the job description. One of my goals for this year . . . with the board is all about the whole idea of the capital campaign and fundraising. That was not part of my evaluation process the first two years. It is now as we're moving and ramping.

My perspective on it has changed a lot to the point now where I realize how important it is and if I'm not out there showing my face and talking to folks, there's something missing from the effort. It's still not in my job description.

To the president, fundraising seems to represent more than a nicety; it is a necessity for the future of the college. The financial realities present a stark picture of the future.

It's the beginnings of finding alternative sources and revenue because we can't just keep piling on the students and tuition. State support is dwindling. It's less than 20 percent for us now. It used to be over 40 percent.

Friendraising, fundraising in the future, strategic thinking about where do we go and how do we fund what we're doing to be sustainable. Ten years from now, I'll bet the contribution from the state will be below ten percent, below five percent perhaps. Just if you follow the trends, what's going on, where we're at, where it's been, where it is now, and what the state government is all about right now.

As the presidential fundraiser, the president of CC4 has committed to asking for support. The CDO confirmed that the president is involved in almost every major ask and has been the face of the college's capital campaign. The president may work with a foundation staff member or volunteer to ask for support, but he is directly involved every step of the process, including prospect review and cultivation. The president is also involved at a much lower contribution level than was found at the other community colleges in this study.

In terms of the asking, many times it's me. Many times it's me though with someone else. We always try to do a tandem.

I've been involved with every one of our major prospects as we've cultivated and done the prospect review. Anybody that was on this initial list of about forty people where we felt there's the lion's share of any contributions, I'm involved with all of them. Talking with them or whatever role.

So, I view it as a five figure and up, I'm going to definitely be involved. And if it's below that, if I can be involved, I will.

The president has a background in sales and marketing, which seems to have served him well. He also understands the importance of data and using the data to make better decisions. When asked about the skills, attributes, and abilities necessary to be a successful community college fundraiser, he points to his background and other important qualities. Specifically, the president emphasized sales and marketing techniques for making connections to people.

We all have to understand what a sales orientation and a marketing orientation is all about. It doesn't mean we're used car salesman. Marketing and sales are not dirty words. There are too many people still in some corners of the world that think they are bad words for education.

You have to be not afraid of talking to folks, and mingling, and schmoozing, and you have to enjoy that. And it doesn't mean, again, it's onerous. It means more of a people person than not.

When you're talking over the back fence with your neighbor, you're a marketer for this college. Sometimes people don't see that connection. But, every time you're in a contact with someone, it's a chance to tout [the college].

The president also noted the importance of using data to understand the environment and prospective donors. These concepts, the president observed, are consistent with marketing and sales techniques as well.

You have to be in tune with the whole idea of research and analytics, and understanding data, and understanding what the data tells us. And use that data wisely.

Summary

The president at CC4 could best be summarized as a “doer.” Although the foundation has staff to manage the fundraising process, the institution’s small size and flat organizational structure necessitates that the president be visible and involved in all areas of fundraising. In addition to strategically guiding the fundraising efforts, the

president will generally be quite active in major gift solicitation. In contrast to the process at a very large community college, the president of CC4 will likely help with prospect review efforts, the data review, the initial cultivation and relationship building, the scheduling of meetings, and the ask for support. The president is also likely to be involved in the solicitation of smaller gifts than his peers at larger community colleges because the number of six-figure gifts will be lower in a rural community.

As a relatively new president in a rural community, the president of CC4 talked specifically about his involvement in the community. Because he is the new face in the town, and is replacing a long-standing, well-liked president, he has made an effort to be very visible. The president is active in the community and has made intentional efforts to present to local service clubs and other community groups. He noted that this kind of commitment to being the face of the college keeps his schedule very full, but he hopes that it will all pay off during the college's capital campaign.

Based on the analysis of the codes and categories from the interview with the president, the researcher found a number of overall themes. These themes represent the major findings in this case:

- President's Leadership Role
 - The president sets the strategic plan for the foundation then works with foundation staff and volunteers to reach those goals.
- Leading the Fundraising Team
 - The president serves as coach and cheerleader for the foundation staff that manage the fundraising process and volunteers that make connections in the community that the college would not normally have.

- Developing Relationships
 - The president is the face of the college and builds external relationships by making presentations, meeting with groups, and being present in the community.
- Presidential Fundraiser
 - The president should be a people person that is comfortable with the sales and marketing aspects of building relationships with community members.

Common Themes

While each of the community colleges in this study is unique in size and setting, there are also a number of similarities. Because each community college has a similar revenue structure, they have been impacted in similar ways over the last decade – specifically, each college has been impacted as enrollment has gone up and per student funding from state aid has declined. This study purposefully included a variety of community college types (large vs. small, rural vs. urban, etc.) to provide a breadth of experience from which to draw. Additionally, the variety in the cases allowed the researcher to ascertain how each college responded to declining state aid. As resource dependence theory would predict, each community college sought out new revenue sources – albeit with varying levels of enthusiasm. Although the institutions followed a resource dependence approach and sought out various forms of alternative revenue, such as workforce development and community education, fundraising has emerged as the primary alternative revenue source. This occurred regardless of the community college’s size or setting. CC1, CC2, and CC4 all have a focus on fundraising and have invested in those efforts. Although CC3 does not seem to view fundraising with the same

enthusiasm – and has not made the same institutional commitment to fundraising – the president explicitly supports fundraising and the college relies on fundraising efforts to fund programs and scholarships.

In addition to the affirmation of this study's theoretical framework, the researcher also looked across the multiple cases to find themes that were common to all colleges in the study. Not every president viewed their role in community college fundraising in the same way. In this instance, it appears that factors like size, setting, organizational structure, and institutional fundraising experience may have had an impact on how each college president perceived their role. For instance, the president at CC1 approached his role with a more hands-off approach because the institution could support staffing to cover the multiple fundraising functions. On the other hand, the president at CC4 viewed his role as much more participatory, due in part to the flat organizational structure.

These differences in perception accounted for the variance in responses and in the degree to which each president placed an emphasis on each of the four key areas: (1) the President's Leadership Role, (2) Leading the Fundraising Team, (3) Developing Relationships, and (4) the Presidential Fundraiser. What follows is a discussion of the common themes in each topic area.

The President's Leadership Role

Each of the presidents was asked to address the question: "What leadership role does the president have in fundraising?" This was the first of the research sub questions. Although there were slight variations, each of the presidents talked about the importance of vision, mission, and strategy in the president's leadership role. In the case of CC3, the president discussed planning for the foundation and identified his role in setting the

direction for the foundation. But, the president indicated that he had stronger role in leading and effective community college. Taken as a whole, however, the common theme for the president's role in fundraising would be the strategic planning function.

In addition to the collective recognition of the president as strategic planner, the researcher also summarized the role of each community college president. These summary terms were meant to encapsulate the role in a concise way. The president at CC1 was summarized as a "spokesperson" because he tended to distance himself from the operations of the foundation and focus on his role as the face of the institution. As a result, the president could focus on building relationships with major donors, foster valuable connections in the community, and ask for support at the highest levels. The president at CC1 was aided by the organizational structure of his very large community college. The number of staff in the foundation office allow for the day-to-day work to get done without the president's direct involvement. The high level of institutional fundraising experience also means that the foundation is well established and likely has policies and procedures in place to help ensure smooth operations – otherwise, the president might have to spend more time overseeing the foundation operations.

The president at CC2 was summarized as a "staff developer" for her persistent focus on placing staff in the appropriate roles in the foundation office and then providing support for ongoing professional development to help those staff grow and succeed in their roles. The president also takes advantage of professional development through national organizations and by networking with her peers across the country. Like the president at CC1, the president at CC2 has an organizational structure that can support this kind of leader. In order to promote professional development, an organization has to

have the funds to pay for those opportunities and must also be stable enough to invest in its staff. CC2's large size and well-established foundation allow the president to be a staff developer.

The president at CC3 could best be summed up as a "driver" of the foundation's direction. While not directly involved in the major gift solicitations or the day-to-day operations, the president characterized his role as setting the direction of the foundation, establishing boundaries for the volunteers, and then holding the foundation and volunteers accountable for maintaining the established direction. The president also noted that he would sometimes drive the foundation forward by prompting the CDO to add another event or to stretch their capabilities within existing resources. Given this presidential role, the organizational structure of the foundation is fairly small with only two staff. As a result, the foundation has focused on fundraising events and limited major gift solicitations rather than full campaigns.

The president at CC4 was classified as a "doer" based on his general involvement in multiple stages of the fundraising process. As one might expect at a small community college, the organizational structure is flat and there is little administrative support in terms of vice presidents and directors to whom the president can delegate responsibilities. During the interview, the president noted that, although fundraising was a high priority, the rest of the work of the college still needed to get done. As a result, the president is involved in both the college and foundation activities. In this leadership role, the president works with the foundation board and staff to develop the strategic plan and then has an active role in implementing that plan.

It is apparent that each president has a distinctive leadership role as it relates to

fundraising. It appears that the uniqueness is reflective of the size, setting, and organizational structure of each college. However, given that individuality, each of the presidents has a role in the planning and development of the college's foundation.

Leading the Fundraising Team

As the researcher examined the second research sub question, each president was asked, "What is the president's leadership role in relation to chief development officer and the fundraising team?" In each of the cases, the presidents emphasized the role of foundation staff in managing the fundraising process. The presidents also noted that volunteers have a significant role to play in the fundraising process, but staff involvement was the common thread amongst all presidents. While it was noted above that each president will be directly involved at different levels (the president at CC4 will be much more involved in the entire fundraising process than the president at CC1), all of the presidents rely on their foundation staff to help manage the process and to handle varying degrees of the day-to-day operations, which is why this is the common theme.

The president at CC1 was very clear that he distanced himself from the staff and let them do their work. When he needed to make suggestions or pass information along it was generally done through the CDO rather than interacting directly with other staff members. This helped to make the president's intent clear and fostered effective communication in the foundation office. The president at CC2 emphasized working with the foundation team to improve their skills and even sought staff out for key roles in the organization. CC3's president has a good relationship with the CDO, but does not have regular meetings with the foundation staff. He relies heavily on the CDO to maintain the foundation operations and to interact with volunteers. The president at CC4 has frequent

interactions with the foundation staff and talked about his role in supporting the staff and volunteers in the work that they do.

Developing Relationships

The third research sub question, “How does the president develop and maintain relationships with potential and current donors?” was asked of all presidents. There were two common themes in this area. First, each president, without exception, noted the importance of building relationships with various stakeholders. Here too, the implementation of the themes may vary slightly, but the common thread amongst all of the presidents was the importance of developing external relationships. For the most part, these relationships are built by being out in the community and involved in community organizations. Each of the presidents mentioned that being on community non-profit boards was an effective way to make connections. Additionally, each president mentioned that they were the face of the college – the external ambassador – that was responsible for carrying the story of the college to the community.

In addition to the activities mentioned above, the president at CC1 indicated that he makes connections with people by writing notes after meetings. CC2’s president tries to schedule lunches with potential donors in order to build relationships. This president also noted the importance of having good data to understand the donor and their background during the relationship building process. The president at CC3 specifically talked about connecting with potential donors at social functions and fundraising events for community non-profit groups. According to the president, the people with the means to give to the college are also the people with the financial means to give to other groups. As a relatively new member in the community, the president at CC4 has been on the

speaking circuit in an effort to make connections in the community. He has been presenting to social clubs and service groups in order to tell the college's story and introduce himself to the community.

As the presidents described their efforts to build relationships, it became apparent that they were also working to manage internal and external perceptions of the president as a fundraiser. The steps taken to manage perceptions are as unique as the communities served by each institution. In this way, the environment may influence the president's perception of their role as they attempt to develop relationships in a manner that is best suited to their internal and external environments. This emerged as the second common theme in this area. The presidents each noted that they were the face of the institution and, in their own ways, each also worked to make that face acceptable to the communities they served.

CC1 described his efforts to make personal donations to local charities because that was expected of the executives in his community. Internally, the president at CC1 established clear boundaries for his involvement in the fundraising process and in staff relations. These boundaries fostered perceptions of the importance of fundraising and the president's role in the process. The president at CC2 was purposeful in her use of volunteers to make connections in the community because they were helpful in establishing the perception of the college as a member of the community. At CC3, the president promoted an internal perception that fundraising was easier when the community college was providing value to the community. This perception was reflected externally by the institution's focus on core services instead of extravagant fundraising efforts. As a relatively new president in a rural area, the president at CC4 worked to

build a perception that he was the face of the college and willing to be involved in the community. The result was his active involvement and his emphasis on speaking to community groups. Internally, the president fostered the perception that every college employee represented the college as a marketer, which might lead to opportunities for fundraising.

The Presidential Fundraiser

For the final research sub question, the researcher asked each president, “What are the attributes, skills, or abilities necessary in order for a community college president to be an effective fundraiser?” While the individual responses varied, each answer related to connecting with people on a personal level. This seemed to relate directly to the emphasis that each president put on building relationships. Therefore, the common theme among the presidents was that the ability to connect with donors on a personal level was viewed as a necessary attribute, skill, or ability for being an effective fundraiser. These “people skills,” as identified by the presidents, are different than the leadership skills outlined in the other common themes. While presidents need to think strategically, manage a fundraising team, and make a concerted effort to be involved in the community, they must also develop individualized skills that are important when fundraising on a personal level. More than simply communicating the college’s story, the president needs to make a personal connection with donors. It was apparent from the varied responses that these soft skills were perceived in a different light – they were the skills that allowed the president to be effective at the other facets of fundraising.

The president of CC1 has a background in human development and human interaction so he is naturally inclined to “read people” in an effort to connect with them.

While building a relationship with a prospective donor, he will observe their behavior and identify the best way to connect with them. The president related stories of how he has used this training in the past to ask donors for the right level of support in a way that suited their personality. CC2's president emphasized personal characteristics like integrity, honesty, humility, and ethical behaviors as a means to connect with people. Like the president of CC1, she also noted the importance of being a good listener as she gets to know a donor. This skill, coupled with the positive personal attributes, help her connect with people. The president at CC3 recognized the importance of having good people skills, although he noted that this may mean different things to different people. During the interview, the president outlined a personality trait model that described different personality types and how they might interact. The point was that, depending on the personality type, each person may build relationships differently. Finally, the president at CC4, with his background in sales and marketing, was comfortable with building relationships with a more traditional sales-approach. The president talked in terms of schmoozing, mingling, and being a people person – all with a positive connotation. The president noted that all staff at the college could be “marketers” of the college if they could shake free from the negative stereotypes associated with marketing and sales and develop the skills related to being a “people person.”

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

The purpose of this case study was to identify the role of the community college president in fundraising through a review of the perceptions of selected Michigan community college presidents. The findings of the case study are outlined in Chapter 4 and illustrate the important role that community college presidents play in fundraising. Furthermore, there was evidence of common themes that ran across the four cases. These common themes represent the overall findings and show how the findings relate back to the case study's research questions, which were influenced by the four main topic areas found in the literature. Looking back at the literature reviewed for this study, just how closely did the themes align with what was expected?

Additionally, the themes, and the data behind them, provide a window into the activities of presidents and their community colleges. Although there is some variation in the degree to which community colleges are pursuing fundraising as an alternative revenue source, it is apparent that each president has identified fundraising as the most promising option. Regardless of the community college's size or setting, each president indicated that they are pursuing revenue from fundraising – and each president noted that fundraising has grown in importance. With that in mind, it is important to take the next logical steps based on the study's theoretical framework of the American Association of Community College's presidential competencies and resource dependence theory. What would we be able to infer based on the importance of fundraising to community college presidents?

To carry the discussion forward, this chapter will compare the findings of this

study to the literature. Then, in the context of the theoretical framework, make inferences about what the findings ultimately might mean for community colleges.

Comparison to Literature

The literature review conducted for this study resulted in the identification of four key topics: (1) the President's Leadership Role, (2) Leading the Fundraising Team, (3) Developing Relationships, and (4) the Presidential Fundraiser. A research sub question was developed for each of these topics to allow the researcher to explore these areas. During the interview process, the researcher uncovered themes that fit into each of those topics, but it is important to examine how well those themes were supported by the literature and to what extent other important concepts found in the literature were not identified during the research process.

The President's Leadership Role

The interviews with the presidents resulted in themes that outlined the president's leadership role in fundraising. Each president had a unique perspective on their role, but the commonality between all of the presidents was the importance of the president's role in strategic planning or creating a vision and direction for the foundation operations.

The literature seems to support this common theme. A few examples include, Ryan's (1988) study, which found that successful fundraising colleges placed an emphasis on fundraising and had a well-crafted fundraising plan. Ryan noted that emphasis was placed on fundraising through actual monetary investment in the fundraising efforts. Glass and Jackson (1998) identified four leadership responsibilities of presidents, which included communicating the vision of the organization and developing fundraising plans. In Satterwhite's (2004) case study, he found that strategic

planning in the fundraising area is a key role for the president.

Although there is a strong alignment between the researcher's theme and the literature, there were a few concepts in the literature that were not significantly recognized by the presidents in these cases. First, Glass and Jackson (1998) found that a key presidential leadership responsibility included working with the board and internal staff to generate buy-in for fundraising. The presidents in this study did not comment much in this area. However, it may be because there is already buy-in at the board level for fundraising. Glass and Jackson conducted their study in 1998, which was early in terms of the expansion of fundraising. General awareness and support have come a long way since then.

Second, Gentile's (2009) study of community college presidents in New Jersey found that, although fundraising was a piece of the new revenue structure, most presidents did not see fundraising as a viable source for operating funds. This may also be true among the four Michigan presidents in this study, but they did not talk about fundraising in that way. They seemed to approach fundraising as an important alternative revenue source. As mentioned in Chapter 1, the data suggests that fundraising was the primary choice of alternative revenue sources among the community colleges in this study. Furthermore, during the interviews, all four presidents referenced other alternative revenue sources that the institution had pursued. Each president talked about workforce development and others mentioned options such as ticket sales from athletics or continuing education. However, the presidents all recognized that only fundraising has potential as an alternative revenue source. In fact, the president of CC4 discussed reorganizing the college's workforce development operations so they would allow the

college to reach into the community more prominently, which was meant to help build relationships in the fundraising arena. Although the community colleges in this case were not necessarily seeking to raise operational funds through fundraising, from their perspective, every dollar raised for a program or building was a dollar that did not need to come from operational funds.

Leading the Fundraising Team

In addition to having a leadership role in fundraising, the president also serves as the leader of the institutional advancement staff and the foundation's volunteers. In discussing the president's leadership role in relation to the CDO and the fundraising team, the presidents all emphasized the role that foundation staff play in managing the fundraising process. The president ultimately leads this effort and provides the resources and training necessary for the team to meet its goals, but often times the president functions as a coach of the fundraising team. The fundraising team is headed up by the CDO, who works with other foundation staff and volunteers that play specific roles in the fundraising process.

A review of the literature shows strong support for this theme. In fact, Cook (1997) used a sports analogy to describe the fundraising team. In Cook's analogy, the president has two roles. As quarterback, the president may take direction from the CDO (offensive coach). In this way, the CDO is running the day-to-day operations of the foundation and providing direction (and perhaps scheduling appointments) for the president. As "athletic director," the president ensures that the fundraising program has resources needed to be successful. This may include staffing and professional development.

Wenrich and Reid (2003) studied the relationship between the president and the CDO in an effort to bring attention to this important duo, which can make or break the fundraising process at a college. Wenrich and Reid point to an important presidential responsibility – the hiring of a competent chief development officer. The researchers suggest that this individual will lead the foundation at the president’s direction, provide the leg work to match the president with the right donors, and watch over the well-being of the foundation. Wenrich and Reid purport that successful fundraising comes when these two positions are working together, both fulfilling their own vital roles.

Although volunteers were not a main focus of this theme, they were certainly an important component. According to Jones (2010), volunteers play a key role in the success of fundraising efforts. Jones found that volunteer support can be important because friends can ask friends to support a mutually respected cause. The president’s role in obtaining and motivating highly dedicated volunteers is essential to fundraising success.

As a component of motivating volunteers, the presidents talked about telling the college’s story. This, too, was supported in the literature. Glass and Jackson (1998) noted that presidents need to lead the development team by communicating college goals and helping them understand their role in the fundraising process. Babitz (2003) suggested that a president must articulate a clear picture of the college’s vision and communicate that picture effectively to the development team.

While the common theme in this area is well supported by the literature, there were a few topics in the literature that the presidents did not discuss. Hodson (2010), for example, emphasized the importance of including academic deans in the fundraising

process as part of the team. Although a few of the presidents talked about interacting with faculty and relying on staff expertise, working with academic deans was not an area of emphasis for any of the presidents. Although this may be a specific criticism, the role of academics in the fundraising process should not be overlooked.

McGee's (2003) case study related her efforts to lead a foundation through a transformation from inactive to active fundraising. She notes that as fundraising becomes more and more prominent on community college campuses, the president will need to lead the charge to fill the foundation board with effective fundraisers. Boards represent an important segment of the foundation's volunteer base. A few of the presidents mentioned adding new board members, but they did not discuss the topic as a strategically important task.

Developing Relationships

Although the specific implementation techniques may have differed, the presidents spoke with a unified voice on the importance of developing relationships in the community and managing perceptions. As the face of the college, and the one responsible for carrying the message to the community, the presidents focused on getting involved and connected to the community in a variety of ways.

There is support for these themes in the literature. Jackson and Glass (2000) found that colleges should work to improve their image (perception) in the community to effectively communicate their story. Gentile (2009) noted that presidents have begun to take a more external approach to their roles and serving as ambassadors to the community and spreading the message of the college to potential donors.

Furthermore, Hall's (2002) study suggested that presidents need to be focused on

developing donor relationships rather than raising money. Ideally, the president would work to understand the donor and create an environment where both the donor and the institution benefit from the gift. Doty's (2007) study also found that building relationships with donors was a key component of the effective solicitation of gifts. In fact, Doty developed a model of university-donor relationships that identified how building a relationship with a donor allowed the university to tell the institution's story and describe its strengths to the donor. The development of a donor relationship also allowed the donor to communicate with the institution in a meaningful way.

Absent from much of the discussion with the presidents in this study was a focus on corporate donors or foundations. Ryan (2003) suggested that colleges would benefit by building and cultivating those relationships. All of the presidents mentioned foundations, but, with the exception of the president of CC3, it did not seem to be a primary focus. However, the researcher believes that when the presidents were speaking generally about building relationships, they were including relationships with corporations and foundations. A review of community college foundation annual reports shows a number of gifts from corporate and foundation sources.

The Presidential Fundraiser

The personal attributes, skills, or abilities necessary in order for community college presidents to be effective fundraisers were broadly represented in the interviews. Each president had a different approach to answering this question. However, each of the presidents talked specifically about developing skills that allowed them to connect with individuals. Whether those skills were marketing related, based on intrinsic personal qualities, or represented generally as "people skills," the theme was clear – effective

presidential fundraisers must have the skills and abilities necessary to connect with people.

This theme was also supported by the literature. In her study, Gentile (2009) noted the importance of the president's ability to build external relationships. Every president in her study noted the role of the president as the chief relationship builder and many of the respondents pointed to specific examples of the benefits derived from their ability to build relationships in the communities they serve.

In his study about engaging students and alumni, Miller (1991) found that the characteristics of an effective fundraiser are the same characteristics that make presidents effective. Although not specifically mentioned in the theme, this concept is supported by the comments of the presidents during the interviews. Both the presidents and the CDOs talked about how the president's personal background and leadership characteristics helped them as they built relationships or ask for support.

Goddard's (2009) study had a similar finding. Although the presidents in Goddard's study did not generally have a background in fundraising, they were able to be successful due to general skills learned in other areas of life. Listening was the one specific skill that Goddard identified as useful for fundraising. Although this skill, or activity, was likely implied by all of the presidents, only the president of CC2 specifically mentioned the act of listening to donors. In this case study, three of the four presidents specifically mentioned prior work history that contributed to their ability to build relationships or ask for financial support, which is consistent with Goddard's research.

Other Literature Comparisons

It is important to note that the findings of this study seem to affirm the theoretical framework that was established and supported in the literature. First, Pfeffer and Salancik (1978), in their work on resource dependence theory, suggested that organizations will change in order to place an emphasis on developing (or prioritizing) the activities that generate revenue for the organization. As resource dependence theory would predict, each community college in this study changed in some way to respond to the need for additional resources. This study has found that the community colleges that participated in the study, regardless of size or setting, have placed an emphasis on fundraising as an alternative revenue source. According to the presidents selected for this study, the emphasis on fundraising has changed their role at the college. It seems that size, setting, and organizational structure may influence the degree to which each president's role has changed. As noted in Chapter 4, each president has a different perception of their role, which is shaped by the size of the college, the organizational structure of the foundation, and even the institutional fundraising experience of the college. These factors may impact the degree or magnitude of the change in the president's role, but each president was clear that their role has changed as a result of increased fundraising activities.

Second, the findings of this study affirm specific strategies related to resource dependence theory. Davis and Cobb (2009) noted that co-optation occurs when organizations place customers on their boards in times of uncertainty. These external representatives bring important knowledge and influence to the board. Organizations are also likely to build external alliances that aid them in acquiring necessary resources

(Davis and Cobb, 2009). While these are more predominantly business strategies, there is a parallel in the community college realm. The presidents of CC2 and CC3 both specifically mention the importance of foundation board members that can either provide financial resources directly to the college or connect the college to others that can make donations. In a sense, this is similar to the concept of co-option. Further, as the presidents in this study reach out to the community for funding, they are building alliances with partners that can provide resources to accomplish a specific goal or task at the college.

Additionally, the fact that the responsibility of fundraising falls to the community college president is supported by the American Association of Community Colleges' (2006) six competencies that community college presidents should possess. Among those competencies is resource management, which includes responsibility for seeking alternative revenue sources (AACC, 2006). As outlined in this study's findings, the duty to seek alternative funding sources as part of resource management has led the community college presidents in this study to place an emphasis on fundraising.

Inferences from Themes

The themes and findings of this study allow the researcher to make inferences based on the data. Although inferences cannot be directly proven without further study, it is helpful for the purposes of further discussion to think about how the findings of this study, in light of resource dependence theory, may impact other areas of the community college.

AACC Competencies

As noted above in the comparison to the existing literature, the American

Association of Community Colleges' (2006) six competencies for community college presidents suggest that all presidents should seek out alternative revenue sources. Based on the findings in this study, one might infer that all community college presidents in Michigan are, to some extent, turning to fundraising as that alternative revenue source.

This is, perhaps, a safe assumption based on the fact that this case study purposefully included a representative mix of community college types in the state of Michigan (see Table 5). In this study, regardless of the college's size, setting, degree of institutional fundraising experience, or even its organizational features, all of the community colleges chose to pursue fundraising. Thus, it is possible to infer that all community colleges in Michigan are likewise pursuing fundraising as a preferred alternative revenue source.

Presidential Searches

The presidents in the case study clearly indicated that they perceived fundraising as an increasingly important function of the community college president. This is also supported by resource dependence theory and the AACC competencies, as described above. With this foundation, it is possible to infer that more community college boards are likely to consider fundraising ability in their search for new presidents. In Chapter 1, the researcher noted that as more presidents retire, there will likely be a shortage of qualified applicants to fill those positions. This will compound the need for community college boards to consider presidential candidates that come from beyond the more traditional academic lineage. These alternative candidates may also bring with them the fundraising skills necessary to meet the board's new requirements.

Increased Activity and Competition

As more and more presidents begin to pursue fundraising as an alternative revenue source, it seems inevitable that there will be a marked increase in fundraising activity and, therefore, the potential for an increasingly competitive environment. A few of the presidents in this study mentioned the already competitive environment, but as state aid revenue continues to decline, the pressure to raise funds will only intensify.

Competition already exists between local community colleges and local non-profits for local philanthropic dollars. Whether it be in the form of selling tickets for events or in seeking major gifts, each community only has so much corporate, foundation, and personal capacity to make donations. Once the local capacity has been reached, community colleges – as regional institutions – may look outside their immediate service area to build relationships and solicit gifts. This already occurs to some extent as community colleges (and any number of other non-profit organizations) reach out to the same large private, philanthropic foundations in the state. The increased activity related to resource dependence is likely to make the competitive environment even worse.

Considerations for Community College Presidents

Although it is difficult to generalize from a qualitative case study to a larger population, the cases represented in this study can provide lessons and considerations for the presidents at other community colleges. Taken with a measure of caution, because every community college is unique, the following considerations may prove useful to presidents as they seek alternative revenue sources.

These considerations are based on reflections by the researcher on the codes and

categories from the interviews with the presidents that were not well represented by the major themes. The researcher looked at the codes and categories from specific presidents, and across the entirety of all of the interviews, and pulled out codes and categories that may be related and underrepresented. The researcher then synthesized the various codes and categories, within the context and personal bias of a fundraising professional, to develop a list of considerations for community college presidents.

In some instances, these considerations may also support the research findings and answer the research questions. However, they are included here as “tips” to be considered by presidents as they think about fundraising practices. Although the list is in no way exhaustive, the considerations are meant to offer specific insights rather than broad themes.

- Fundraising generates revenue for the college, but it takes an investment of time and resources to make it effective. There are a wide range of options (campaigns, major gift solicitation, letters, grants, alumni efforts, etc.) and the range of options that a college pursues should match the commitment of college resources.
- Giving back to the community, on a personal level, is an important way to connect with donors. Potential donors recognize the president’s involvement and personal philanthropic gifts.
- Volunteers are a valuable part of the fundraising process. Volunteers make connections in the community and help raise funds. To some extent, they could be considered unpaid staff members and it is important to recognize their role and thank them for their efforts. Depending on the circumstance, some presidents

write notes or thank volunteers in person.

- Events have their place in fundraising, but (with the exception of CC3) the colleges in this case study tended to use events as friendraisers, rather than fundraisers. Their main focus of fundraising was either on campaigns or major gift solicitation.
- The environment, culture, and type of community in which an institution operates are likely to influence the president's perception of their role in fundraising. Those external factors may also determine the most effective fundraising methods.
- The president's relationship with the chief development officer is critical to fundraising effectiveness. When hiring a CDO, the presidents recommended finding an individual with skills that complement the president's skill set.

Recommendation for Future Research

This case study was born of a need to look more closely at the role of the president in community college fundraising, and to examine the specific fundraising situation in Michigan. While this study filled a gap, the research in this area, especially as it relates to community colleges, is still young. There are a number of other research projects that would continue the work started by this study and others like it.

First, it would be interesting to see a quantitative counterpart to this survey. The researcher's focus was solely on diving deeper into the role of the community college president in fundraising by examining the perceptions of selected Michigan community

college presidents. As a case study, the researcher could explore the role from the president's perspective in a more narrative way. With this work complete, and with themes established, a quantitative study could be authored to further explore the role of the community college president. Using this study as a base, a researcher could develop a quantitative study that would ask similar questions to all community college presidents and chief development officers in Michigan. For example, a researcher could ask each participant to indicate which alternative revenue sources the college has pursued in the last three years – and then provide a list for the respondent to choose from. Likewise, a researcher could then ask the respondent to list, in priority order, the alternative revenue sources that the college is pursuing. As a follow up, the researcher could also ask more specific questions about why the president chose to pursue certain alternative revenue sources over other possibilities. These, and other, quantitative questions could take the next step in this researcher and further confirm the role of resource dependence theory in the changes taking place at community colleges across the state. This type of quantitative questioning fell outside the scope of this case study, but it would, none-the-less, prove to be an interesting companion.

Second, although the importance of developing and cultivating relationships with donors was of primary importance to the presidents in this study, there is surprising little research on developing relationships in a fundraising context. As critical as the cultivation process is to fundraising, it is unfortunate that so little is known about how to develop effective relationships. Perhaps the lack of research is a reflection of the difficulty in studying something as unique as personal relationships. However, through either qualitative or quantitative study, a researcher should be able to shed some light on

the practice of building effective fundraising relationships.

Third, the fundraising community would benefit from a study that focuses specifically on the attributes, skills, and abilities of presidents as successful fundraisers. This may be related to the study on developing relationships, but with a slightly different focus. In this case study, the presidents talked about various concepts as they answered the question about personal characteristics and attributes in four different ways. Although there was a common theme, each of the answers represented a different perspective. Another study about the specific skills and abilities related to fundraising could explore the topic in more depth, thus adding much to what little literature already exists.

These, and any number of related studies, would be valuable additions to the literature on this topic. It is evident that as the importance and prevalence of community college fundraising grows, professionals will need additional research to help shape their decisions and guide their actions.

Summary

This multiple case study set out to examine the role of the community college president in fundraising as perceived by selected Michigan community college presidents. Community colleges in general, and specifically Michigan community colleges, are an interesting subject of research at this point in time. Funding has shifted away from state support, tuition rates are on the rise, and the state's community colleges are struggling to fulfill their mission of access and affordability while facing stifling budget constraints and increased demand for services.

As all community colleges in Michigan are faced with shrinking revenues, this

study was based on a theoretical framework of resource dependence theory. Community colleges in Michigan have seen rapid enrollment growth over the last decade without any significant funding increases from the state. The result has been a decrease in per student funding. Resource dependence theory suggests that the decline in funding, which is driven by external pressures, would lead institutions to seek alternative revenue sources, and to ultimately change as a result of that effort. As demonstrated by this study, it would appear that the pursuit of fundraising as an institutional activity is a common organizational change among community colleges as they seek other revenue sources. As the organizations change, one could assume that the role of the organizational leader would change as well.

As institutional leaders, presidents have the opportunity to guide these fundraising efforts. According to the presidents in this study, fundraising is more important than ever and their comments suggest that the focus on fundraising has changed their role in the institution. The researcher found five common themes in the presidents' responses that answer the research sub questions: (1) the president has an important role in strategic planning, creating a vision, and providing direction for the foundation operations; (2) the president leads the fundraising effort, but relies on the fundraising team to manage the process and provides resources and training necessary for the team to meet its goals; (3) as the face of the college, the president must develop relationships by getting involved and connected in the community; (4) based on the unique characteristics of their environment, the president must manage the internal and external perceptions of the president as a fundraiser; and (5) the president must develop attributes, skills, and abilities that allow them to connect with individuals on a personal level. These common

themes represent the perceptions of selected Michigan community college presidents on the role of the community college president in fundraising.

While the findings of this study, due to its qualitative nature, are difficult to generalize to all other institutions, there may be lessons that can be applied in the context of the other community colleges in the state of Michigan. This study has shown that in order to pursue alternative revenue through fundraising, community college presidents need to be out in the community developing relationships. In that regard, contemporary community college presidents are much different than traditional community college presidents. Traditionally, presidents were focused internally – on the organization and its operations. The presidents in this study have indicated that developing external relationships is a key component of the president's role as fundraiser.

This key finding has implications for community colleges and their presidents. If, as the research suggests, community colleges are placing more emphasis on fundraising and presidents need to develop external relationships in order to be successful, there will be an impact on the other roles and expectations for the president. Although this study set out to examine the president's role as it relates specifically to fundraising, the greater implication is that the broader role of the president may change significantly based on the commitment, activities, and demands required of the president as chief fundraiser.

References

- American Association of Community Colleges (AACC). (2012, September 22). About community colleges. Retrieved from <http://www.aacc.nche.edu/AboutCC/Pages/default.aspx>
- American Association of Community Colleges. (2006). Competencies for community college leaders. Retrieved from <http://www.aacc.nche.edu/Resources/competencies/Documents/competenciesforleaders.pdf>
- American Association of State Colleges and Universities State Relations and Policy Analysis Research Team (January, 2009). *Top ten state policy issues for higher education in 2009*. Retrieved from <http://www.congressweb.com/aascu/docfiles/PM-Top10-Jan2009.pdf>
- Askin, J. A. (2007). Community college mission: Re(S)ources make a difference. *Community College Journal Of Research & Practice*, 31(12), 977-997. doi:10.1080/10668920600932868
- Associated Press (2003). Funding cuts squeeze Michigan students, colleges. *Community College Week*, 16(1), 16. Retrieved from Academic Search Premier database.
- Babitz, B. (2003). Strategies for leveraging a community college foundation. *New Directions for Community Colleges*, 2003: 5–14. doi: 10.1002/cc.128
- Beard, R. G. (2008). *The money tree---alternative revenues for community colleges*. The University of Nebraska - Lincoln. *ProQuest Dissertations and Theses*, 249.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). Boston, MA: Pearson Education

Group.

- Boyd, J. S. (2010). *Essential personal attributes, skills and abilities needed by aspiring community college presidents*. Retrieved from digitalcommons.nl.edu/diss/27
- Brundage, A. (2008). *Going to the sources: A guide to historical research and writing*. Wheeling, IL: Harlan Davidson.
- Caboni, T. C. (2010). The normative structure of college and university fundraising behaviors. *Journal of Higher Education*, 81(3), 339-365.
- Carnegie Foundation for the Advancement of Teaching. (2012, October 12). Classification description. Retrieved from http://classifications.carnegiefoundation.org/descriptions/size_setting.php
- Carter, L. S. (2011). A donor-focused fundraising model: An essential tool in community college foundations' toolkit. *Community College Journal of Research and Practice*, 35(1), 99-110. doi:10.1080/10668926.2011.525182
- Cohen, A., & Brawer, F. (2008). *The American community college* (5th ed.). San Francisco: Jossey-Bass.
- Cook, W. (1997). Fund raising and the college presidency in an era of uncertainty. *Journal of Higher Education*, 68(1), 53-86.
- Cook, W. B. & Lasher, W. H. (1996). Toward a theory of fund raising in higher education. *Review of Higher Education*, 20(1),33-51.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research*. Upper Saddle River, NJ:

Merrill/Pearson Education.

Davis, G.F. and Cobb, J. A. (2009). *Resource dependence theory: Past and future*.

Retrieved from

http://webuser.bus.umich.edu/gfdavis/Papers/davis_cobb_09_RSO.pdf

Doty, D. G. (2007). *Institutional strengths, fundraising messages, and private giving outcomes in tier one research extensive universities: A multiple case study*.

(Doctoral Dissertation). Retrieved from DigitalCommons. (AAI3321121)

Doyle, W. R., & Delaney, J. A. (2009). Higher Education Funding: The New

Normal. *Change*, 41(4), 60-62.

Education Commission of the States. (2000). *State funding for community colleges: A 50-state survey*. Denver, CO: Education Commission of the States.

Esters, L. L., McPhail, C., Singh, R. P. & “Ski” Sygielski, J. J. (2008). Entrepreneurial community college presidents: An exploratory qualitative and quantitative study. *Tertiary Education and Management*, 14(4), 345-370.

doi:10.1080/13583880802496854

Foundation Center. (2012, December 26). 990 Finder. Retrieved from

<http://foundationcenter.org/findfunders/990finder/>

Gentile, P. (2009). Ensuring the American dream: Perceptions of New Jersey community college presidents on fundraising as an alternative revenue source to preserve access and affordability. (Published dissertation). University of Nebraska-Lincoln, Nebraska.

Glass, J. & Jackson, K. (1998). A new role for community college presidents: Private fund raiser and development team leader. *Community College Journal of*

Research and Practice, 22(6), 575-590. doi:10.1080/1066892980220601

Goddard, C. (2009). *Presidential fundraising at independent colleges in the midwest: A case study*. Retrieved from *ETD collection for University of Nebraska - Lincoln*.

Paper. (AAI3350372)

Grant, J., Schatzberg, K. & Northcross, W. (2005). The little college that could...and did!

A transformative model for small-college fundraising. *Community College*

Journal of Research and Practice, 29(8), 611-613.

doi:10.1080/10668920591005378

GuideStar. (2012, December 26). Search GuideStar. Retrieved from

<http://www.guidestar.org/SearchResults.aspx>

Hall, M. (2002). Building on relationships: A fundraising approach for community

colleges. *Community College Journal of Research and Practice*, 26(1), 47-60.

doi:10.1080/106689202753365007

Hodson, J. (2010). Leading the way: The role of presidents and academic deans in

fundraising. *New Directions for Higher Education*, (149), 39-49.

Jackson, K. & Glass, J. (2000). Emerging trends and critical issues affecting private fund-

raising among community colleges. *Community College Journal of Research and*

Practice, 24(9), 729-744. doi:10.1080/10668920075003449

Jones, P. (2010) Exploring factors that impact success in community college

fundraising. Retrieved from

http://www.crdnet.org/pubs/documents/CRD_Resourcepaper_18.%20FINAL.pdf

Katsinas, S. G., Tollefson, T. A. & Reamey, B. A. (2008). *Funding issues in U.S.*

community colleges: Findings from a 2007 survey of the national state directors

of community colleges. Washington, DC: American Association of Community Colleges.

Kenton, C., Schuh, J., Huba, M., & Shelley II, M. (2004). Funding models of community colleges in 10 midwest states. *Community College Review*, 32(3), 1-17. Retrieved from Academic Search Premier database.

Labor Market Information (2012, August 12). *Michigan unemployment rate*. Retrieved from <http://www.milmi.org>.

LaPointe, M. & Chmielewski, E. (2011). Investing in community colleges of the commonwealth: A review of funding streams. *Mosakowski Institute*. Paper 7. Retrieved from <http://commons.clarku.edu/mosakowskiinstitute/7>

Layzell, D. (2007). State higher education funding models: An assessment of current and emerging approaches. *Journal of Education Finance*, 33(1), 1-19. Retrieved from OmniFile Full Text Select database.

Lothian, D. (2009, July 14). Obama: community colleges can help boost ailing economy. *CNN*. Retrieved from <http://www.cnn.com/2009/POLITICS/07/14/obama.community.colleges/index.html>

McAllister-Spooner, S. M., & Kent, M. L. (2009). Dialogic public relations and resource dependency: New Jersey community colleges as models for web site effectiveness. *Atlantic Journal Of Communication*, 17(4), 220-239. doi:10.1080/15456870903210113

McGee, E. (2003). The role of the president in supporting the college's foundation. *New Directions for Community Colleges*, 2003(124), 41-46.

- McLendon, M. K., Hearn, J. C., & Mokher, C. G. (2009). Partisans, professionals, and power: The role of political factors in state higher education funding. *Journal of Higher Education, 80*(6), 686-713.
- Michigan Community College Association. (2013, January 27). Member colleges & map. Retrieved from <http://www.mcca.org/content.cfm?m=22&id=22>
- Michigan Community College NETwork. (2012, August 12). *Activities classification data books and tables*. [Data file]. Retrieved from <http://www.michigancc.net/acs/databooks.aspx>
- Miller, D. (2000). 900K Course Packet. University of Nebraska-Lincoln. Retrieved from Blackboard Course Management System.
- Miller, M. T. (1991). The college president's role in fund raising. (Department Report) University of Nebraska-Lincoln, Nebraska.
- Mitchell, T. R. (1997). Border crossings: Organizational boundaries and challenges to the American professoriate. *Daedalus, 126*(4), 265.
- Mortenson, T. G. (2012). State funding: A race to the bottom. *Presidency, 15*(1), 26-29.
- Mullin, C. M. (2010). Doing more with less: The inequitable funding of community colleges. Washington, DC: American Association of Community Colleges. Retrieved from www.aacc.nche.edu/Publications/Briefs/Documents/doingmore_09082010.pdf
- Neuenschwander, J.A. (2009). A guide to oral history and the law. Oxford, NY: Oxford University Press.
- Neumann, A. A., & Bensimon, E. M. (1990). Constructing the presidency: College presidents' images of their leadership roles, a comparative. *Journal of Higher*

Education, 61(6), 678-701.

- Ohio Board of Regents (2010). Higher education funding commission. Retrieved from <http://regents.ohio.gov/financial/hefc/index.php>
- Palmer, J. C. (2012). One-year (FY11-FY12), two-year (FY10-FY12), and five-year (FY07-FY12) percent changes in state fiscal support for higher education, by state and by source of fiscal support. Grapevine. Normal, IL: Illinois State University. Retrieved from grapevine.illinoisstate.edu/tables/FY12/Revised_March13/TableRevised.pdf
- Pfeffer, J. and Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. New York: Harper & Row, Publishers.
- Richards, L. and Morse, J. M. (2007). *Read me first for a user's guide to qualitative tools*. Thousand Oaks, CA: Sage Publications.
- Ryan, E. (2003). Sources and information: Development and fundraising within community colleges. *New Directions for Community Colleges*, 2003(124), 95-104.
- Ryan, G. (1988). Excellence in educational fund-raising at America's community colleges. *Community Junior College Research Quarterly of Research and Practice*, 12(4), 311-327. doi:10.1080/0361697880120404
- Ryan, G., & Palmer, J. C. (2005). Leading the fundraising effort. *New Directions for Community Colleges*, 2005(132), 43-48.
- Sanchez, J., & Laanan, F. (1998). Economic benefits of a community college education: Issues of accountability and performance measures. *New Directions for Community Colleges*, 1998(104), 5.

- Satterwhite, C.R. (2004). The function of university presidents and CEO's in fundraising: A study of public universities with capital campaigns less than \$100 million. (Unpublished doctoral dissertation). Texas Tech University, Texas.
- Schumacher, S. & McMillan, J. (1993) Research in education: A conceptual Introduction. 3rd Edition, Harper Collins.
- Seidman, I. (2006). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York, NY: Teachers College Press.
- Seiler, T. L. (2012, September 22). Roadmap to fundraising success. Retrieved from http://www.philanthropy.iupui.edu/files/course_resources/roadmap_to_fundraising_success_2.pdf
- Senate Fiscal Agency. (2009). Michigan community college districts. Retrieved from http://www.senate.michigan.gov/sfa/Departments/DataCharts/DCccl_DistrictMap.pdf
- Shope, R. (2010a). Assumptions and characteristics of qualitative research [PowerPoint slides]. Retrieved from <https://my.unl.edu/courses/1/EDPS900K800.20103/content/>
- Shope, R. (2010b). Designing a research study: A research plan [PowerPoint slides]. Retrieved from <https://my.unl.edu/webapps/portal>
- Slinker, J. M. (1988). The role of the college or university president in institutional advancement. (Unpublished doctoral dissertation). Northern Arizona University, Arizona.
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York: Guilford Press.

- State Higher Education Executive Officers. (2008). State higher education finance: FY 2007. Retrieved from http://passthrough.fw-notify.net/download/436927/http://www.sheeo.org/finance/shef_fy07.pdf
- Summers-Coyt, K. (1998). The community college funding formula: A look at its components. House Fiscal Agency. Retrieved from <http://house.michigan.gov/hfa/pdfs/ccfunding.pdf>.
- Tandberg, D. (2010). Politics, Interest Groups and State Funding of Public Higher Education. *Research in Higher Education*, 51(5), 416-450. doi:10.1007/s11162-010-9164-5
- Tollefson, T. (2009). Community college governance, funding, and accountability: A century of issues and trends. *Community College Journal of Research & Practice*, 33(3/4), 386-402. doi:10.1080/10668920802580481
- U.S. Census Bureau. (2013, January 27). 2010 census: Michigan profile. Retrieved from http://www2.census.gov/geo/maps/dc10_thematic/2010_Profile/2010_Profile_Map_Michigan.pdf
- Verbalink. (2012, September 15). Transcription services. Retrieved from <http://verbalink.com/transcription-services/academic-transcription>
- Voorhees, R. (2001). The finance of community and technical colleges. In M. Paulsen & J. Smart (Eds.), *The finance of higher education: Theory, research, policy & practice* (pp. 480-500). New York: Agathon Press.
- Wenrich, J., & Reid, B. L. (2003). It's not the race I signed up for, but it's the race I'm in: The role of community college presidents. *New Directions for Community Colleges*, 2003(124), 27-32.

Wilson, D. M. (2008). *Entrepreneurial decision making in community colleges: The nexus among external market forces, resource dependency and expanding missions*. University of Massachusetts Amherst). *ProQuest Dissertations and Theses*, 231-n/a. Retrieved from <http://search.proquest.com/docview/304566692?accountid=35715>. (304566692)

APPENDIX A – INTERVIEW QUESTIONS

The following questions were used during the interviews with the chief development officers and presidents selected to participate in the study. These questions served as a semi-structured guide to the interview process – other questions were inserted during the course of the conversation to follow-up on certain topics or responses. The main questions are numbered with possible probing questions identified with letters.

Chief Development Officer Interview Questions

1. How is fundraising organized at your community college?
 - a. Do you have a foundation?
 - b. If so, how many employees and who takes the major role in fundraising activities?
2. Describe how you fundraise at your community college.
 - a. Events? Campaigns? Major Gifts?
3. What leadership role does the president have in fundraising?
4. What is the President's role in leading volunteers?
 - a. How is the Foundation Board involved in fundraising?
 - b. How is the Board of Trustees involved in fundraising?
 - c. Other volunteer involvement?
5. Describe your relationship with the President.
 - a. How frequent are your interactions?
 - b. Describe the role that you play in the fundraising process.
6. How does the President develop and maintain relationships with potential and current donors?
7. Describe the President's role in the fundraising process.
 - a. Involvement in various activities, meetings, asks, etc?
 - b. Time spent on fundraising?
 - c. Who schedules the President's fundraising activities?
8. What personal attributes or skills aid the President in their role as fundraiser?
9. Are there other details about your President's role that you would like to share?

President Interview Questions

1. Tell me about your background with community colleges in general and, specifically, your time as president at this community college.
2. In light of changes to traditional revenue sources, what is your role in seeking alternative sources of revenue?
 - a. What other alternative sources have you sought?
 - b. Where do these other strategies fit, in terms of resource generation, in comparison to fundraising efforts?
 - c. Why have you placed a priority on certain strategies (fundraising, community education, contract training, etc) as an alternative revenue source?
 - d. What is your role in establishing fundraising as a revenue source?
3. Describe how your community college fund raises.
 - a. Events? Campaigns? Major Gifts?
 - b. Fundraising vs. Friend-raising
 - c. Organizational Structure
 - d. How active is the college's foundation?
4. What leadership role do you play in fundraising?
5. What is your role in leading volunteers?
 - a. How is the Foundation Board involved in fundraising?
 - b. How is the Board of Trustees involved in fundraising?
 - c. Other volunteer involvement?
6. What is your role in leading the fundraising team, including the Chief Development Officer?
 - a. How frequent are your interactions?
 - b. Describe the role that they play in the fundraising process.
7. How do you develop and maintain relationships with potential and current donors?
8. Describe your role in the fundraising process.
 - a. Involvement in various activities, meetings, asks, etc.
 - b. Time spent on fundraising?
 - c. Who schedules your fundraising activities?
9. How does the role of "chief fundraiser" fit into your overall perception of the presidency?
 - a. What preparation/training have you had to be a fundraiser?
 - b. How different is your role now compared to 10 years ago?
 - c. How different will the president's role be 10 years from now?

10. How important is fundraising to the community college president?
 - a. Where does it rank among presidential priorities?

11. From your perspective, are there attributes, skills, or abilities necessary in order for community college presidents to be effective fundraisers?
 - a. How did you develop attributes, skills, or abilities in order to improve your effectiveness as a fundraiser?
 - b. Are there particular attributes, skills, or abilities that you believe you still need to “work on” in order to be an effective fundraiser?
 - c. How have your attributes, skills and abilities (or your need to further develop) as a fundraiser influenced your foundation, the positions within the foundation or the individual selected to serve as the Chief Development Officer?

12. Are there other details about your role that you would like to share?

APPENDIX B – INVITATION TO PARTICIPATE

Participants were approached via email with an invitation to participate in the study. There were multiple emails and phone conversations to make meeting arrangements. However, the first email generally explained the purpose of the research and outlined the parameters for the study. The following is an example of a typical initial email:

Dear XXXXXXXX,

As part of my doctoral dissertation, I am conducting a study on the Community College President's Perception of Their Role in Fundraising. I am planning to interview chief development officers and presidents from around the state and I'm hoping that you will participate.

As a result of this study, I will make recommendations for the president's role in fundraising. As a "thank you" for participating, I will send you the results of the study - along with a small token of my appreciation.

The interview shouldn't take more than two hours and I will certainly schedule the appointment at a time that is convenient for you. I have attached the interview questions along with an informed consent form.

I'll follow up in a few days to determine your willingness to participate. I really appreciate your help.

Have a great day.

Matt Miller
VP Student & Community Relations
Mid Michigan Community College

APPENDIX C – PARTICIPANT INFORMED CONSENT FORM



DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Participant Informed Consent Form

IRB#12907

Title: The Community College President's Perception of Their Role in Fundraising

Purpose: This research project will examine the role that the president plays in community college fundraising from the president's perspective. You were selected because you are currently the chief development officer or president of a community college in Michigan.

Procedures: You will be asked to participate in an interview with the researcher in your office at a time this is mutually convenient (by email or phone for chief development officers). The interview will take no more than two hours and will be recorded for the purposes of transcribing the conversation (interviews with chief development officers will not be recorded). Following the interview, you will be asked to review the summarized findings for accuracy.

Benefits: There are no direct benefits to you as a research participant.

Risks and/or Discomforts: There are no known risks or discomforts associated with this research.

Confidentiality: Any information obtained during this study which could identify you will be kept confidential. It is possible that readers could attempt to guess your identity; however, your identity will be reasonably protected by providing only generalized descriptions of your institution. The researcher will maintain control of the data, which primarily includes interview notes and recordings. The recordings will be kept on the researcher's computer in a password protected folder. The agreement with the transcription service will also protect the confidentiality of the data. The data and recordings will be maintained up to three years after the interview. The information obtained in this study may be published in journals or presented at meetings.

Compensation: You will receive a \$25 gift certificate for participating in this project.

Opportunity to Ask Questions: You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Or you may contact the investigators at the numbers below. Please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965 to voice concerns about the research or if you have any questions about your rights as a research participant.

Freedom to Withdraw: Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the researcher or the University of Nebraska-Lincoln, or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy: You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

Signature of Participant:

Signature of Research Participant

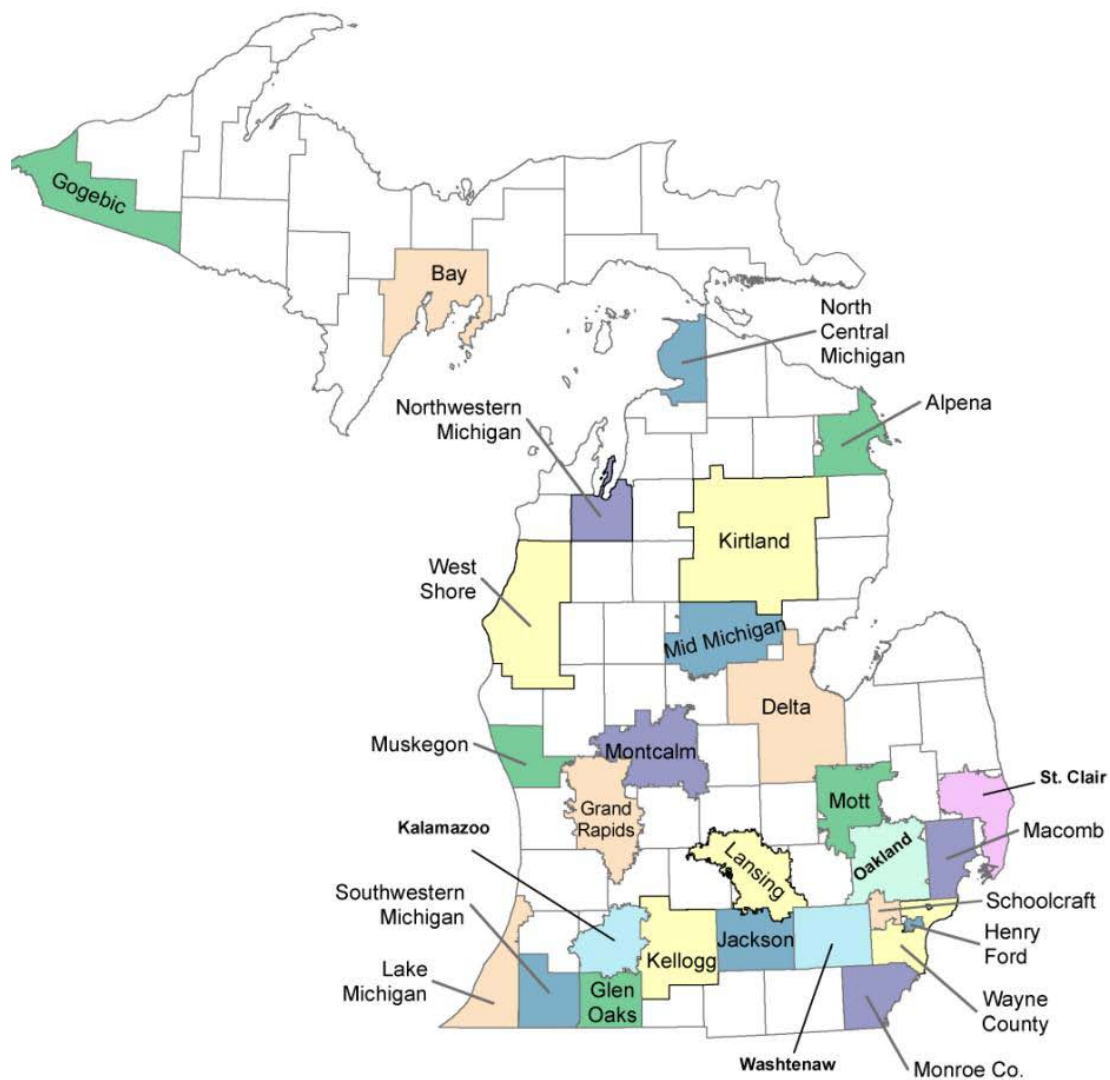
Date

Name and Phone number of investigator:

Matthew Miller, Principal Investigator Cell: 989-240-0564
Dr. Brent Cejda, Secondary Investigator Office: 402-472-0989

141 TEAC / P.O. Box 360 / Lincoln, NE 68588-0360
402-472-3729 / cehs.unl.edu/edad

APPENDIX D – MICHIGAN COMMUNITY COLLEGE DISTRICTS

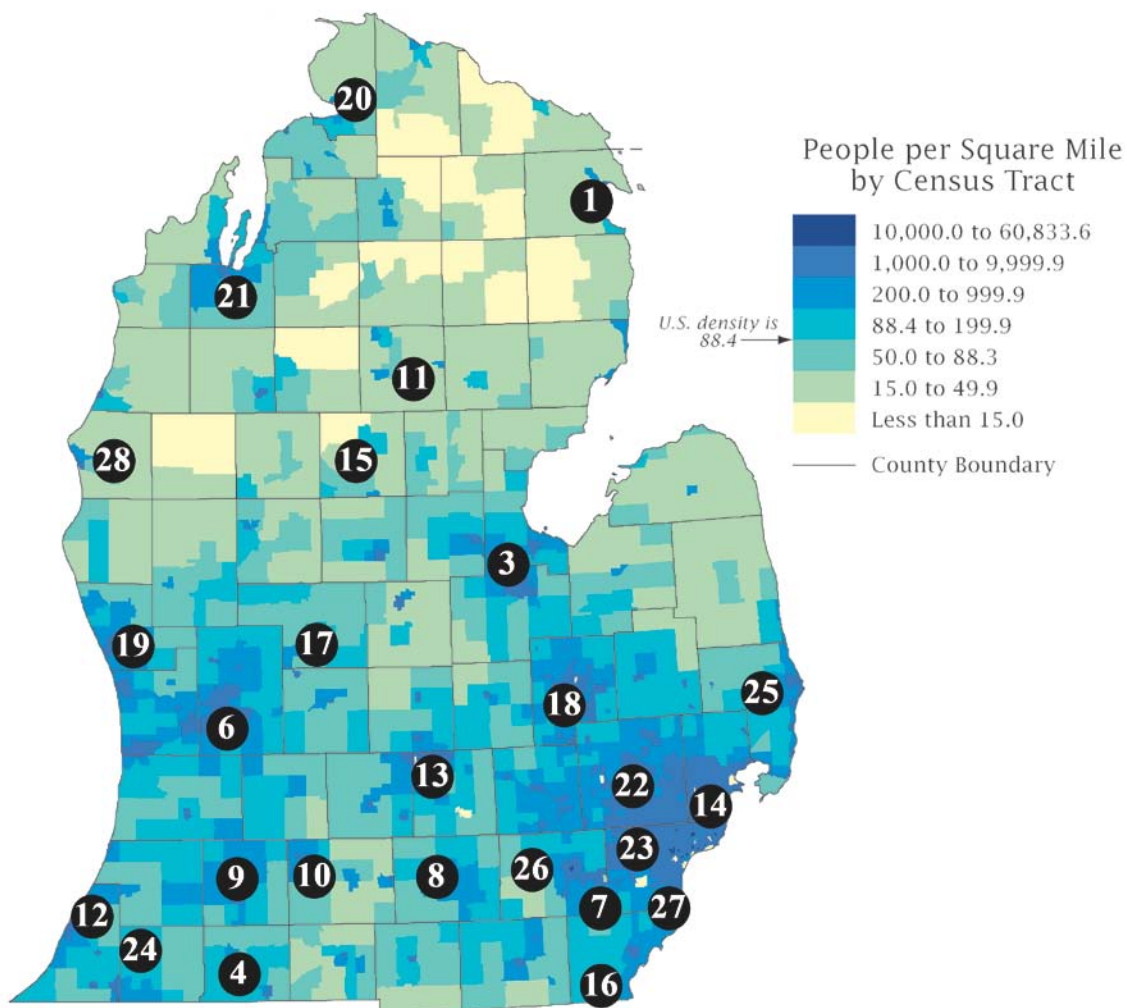


Source: Senate Fiscal Agency, July 2009

http://www.senate.michigan.gov/sfa/Departments/DataCharts/DCccl_DistrictMap.pdf

APPENDIX E – MICHIGAN POPULATION DENSITY

This map, prepared by the U.S. Census Bureau (2013), outlines the population density for areas in Michigan. The author added the approximate location of the main campus of the Michigan community colleges in the lower peninsula (MCCA, 2013).



1 - Alpena CC
 3 - Delta College
 4 - Glen Oaks CC
 6 - Grand Rapids CC
 7 - Henry Ford CC
 8 - Jackson CC
 9 - Kalamazoo Valley CC
 10 - Kellogg CC
 11 - Kirtland CC
 12 - Lake Michigan College

13 - Lansing CC
 14 - Macomb CC
 15 - Mid Michigan CC
 16 - Monroe County CC
 17 - Montcalm CC
 18 - Mott CC
 19 - Muskegon CC
 20 - North Central Michigan
 21 - Northwestern Michigan
 22 - Oakland CC

23 - Schoolcraft
 24 - Southwestern Michigan
 25 - St. Clair County CC
 26 - Washtenaw CC
 27 - Wayne County CC
 28 - West Shore CC

APPENDIX F – CODING

CC1 – Very Large Community College Coding

CC1 Codes and Categories (in bold)

President is Face of College

- 30% of time on fundraising
- Build external confidence in college
- President “sells” himself – face of college
- President must be external

Make the Ask

- Ask for more than you might get
- Cultivate then solicit
- Must ask a lot
- President involved in making ask
- Willing to accept rejection

Tell the Story of the College

- Advocate for college
- Get people to invest in college
- Perception is important

Fundraising = Revenue

- Build programs with grants
- Conducted capital campaigns
- Grants and Foundations = revenue
- Robust annual campaign
- Alternative programs = not much revenue

Build relationships/cultivate

- Alumni connections
- Build Relationships (2 times)
- Cultivate relationships
- Cultivation takes time
- Developing relationships is work
- Donor cultivation
- Figure out donor passions
- Friendraising
- Large Foundations in area
- Need to be better at planned giving
- Need to read people
- President is intuitive observer
- Some bigger donors are now friends
- Write notes to people

CC1 Themes

1. The President is the face of the college with responsibilities to tell the college's story and inspire confidence in the college.
2. Fundraising is an important part of the President's responsibilities and results in additional revenue for the college.
3. The President must intentionally develop and cultivate relationships in the community, which lead to asking for support.

Involvement in Community

- Connect with community
- Give back
- Involvement in community
- Make donations to charities
- Respond to community needs
- Serve the community
- Visible in community

Volunteers and Staff have a role

- Foundation board growing
- President not involved a lot with volunteers
- Rely on staff expertise
- Staff bring in expertise
- Staff involved with volunteers
- Staff tee it up and round it up

Fundraising is important

- Creates disjointed calendar
- Fundraising is chief responsibility
- Long standing Foundation
- Raising money for projects in motivating
- Room for growth

President provides direction and guidance

- Connect the dots
- Keep distance from staff dynamics
- Power of President in making suggestions
- President is cheerleader
- Strategic plan in place

CC2 – Large Community College Coding

CC2 Codes and Categories (in bold)

Training and development is important

Develop staff
 President gets training (on the job, CRD)
 President had professional development
 Realigned staff recently to help raise funds
 Share information with CDO
 Staff development
 Staff training
 Training is important

Volunteers help make connections

Engage foundation board
 Foundation board helps
 Get right person to do "ask"
 Let them know their role
 Volunteers have limited role
 Volunteers open doors
 Volunteers provide expertise and contacts
 Volunteers share the information

President provides strategic direction

Align grants with needs
 Detailed plan
 Fit with strategic initiative
 President and CDO have close relationship
 President give guidance
 President has broad knowledge
 President has broad perspective
 President makes institutional connections
 President provides guidance, structure
 Set goals

Data mining and information are key

Data mining (3 times)
 More information = better connections
 Target potential stakeholders
 Technology (2 times)

Foundation Office does day-to-day work

Balance of talents between CDO and President
 CDO follows up
 President relies on CDO for plan

CC2 Themes

1. Fundraising is important enough to receive an investment of time and resources - including staff development.

2. Volunteers have a limited but important role. They open doors for fundraising and share the college's story.

3. The President must provide a strategic direction for fundraising and then make themselves available to help accomplish the goals.

4. The President must work to build relationships in the community, tell the college's story and then ask for support.

Connect with community

- 20% of time
- Adapt to different groups
- Community work is fundraising
- Know your community
- Make connections
- President brings people to the college
- Respond to community

Build relationships with donors and tell the story

- Ability to communicate
- Accessible, available
- Build relationships (2 times)
- Connect with donor
- Connect with volunteers
- Convey message
- Develop relationships (2 times)
- Donor development
- Express appreciation
- Friendraising
- Fundraising = sales
- Good listener (2 times)
- Have lunches and dinners
- Important to say "thanks"
- Integrity, ethical
- Interact with students - takes time
- Say thanks
- Sell the college
- Tell the story

Fundraising is more important now

- "Other" areas are self-sustaining
- Capital campaign shifts priorities
- Fundraising is important
- Fundraising, more important now
- Growing institutional advancement area
- More reliance on outside resources
- More resources have gone to advancement
- President provides resources
- Sustainability

Fundraising is competitive

- Competition
- More competitive

CC3 – Medium Community College Coding

CC3 Codes and Categories (in bold)

Build relationships in the community

Build relationships (4 times)
 CDO fosters relationships
 Connect with community (2 times)
 Connect with people
 Donor drives attention
 Friendraising events
 Good people skills
 Recruit board volunteers
 Relationship with college
 Say thanks to donors
 Show appreciation
 Volunteers need passion & influence
 Work to develop relationships with board

Hard to build capacity with fundraising

Capacity comes through big 3 sources
 Grants = fundraising
 Grants do not build capacity
 Greater emphasis on fundraising
 Hard to build capacity
 No other revenue sources
 Only big 3 revenue sources
 Sustainability (2 times)
 Urgency
 Workforce development not a revenue source

A quality college leads to fundraising

Quality education = fundraising
 Quality services = fundraising

Foundation is vehicle for donations

CDO face of foundation
 CDO has day-to-day contact
 College runs foundation
 Constrain foundation board
 Events = fundraising
 Friends lead to planned giving
 Fundraising important to board
 Funds for scholarships are good
 Make the ask
 Motive behind foundation

CC3 Themes

1. A community college that responds to the community and provides a value will naturally lead to fundraising opportunities.

2. Building relationships in the community is important - the President is the face of the college and the CDO represents the foundation.

3. The President provides strategic direction and vision for the foundation and then holds the organization accountable for those goals.

4. Fundraising is important, but does not increase capacity to a great extent. It is more important to provide leadership that assures the college is operating effectively.

Planned giving
 Scholarships are an easy sell
 Vehicle to bring in money
 Vendors are source of fundraising

President provides direction and drives

5% of time
 Complementary skills with CDO
 Hold people accountable
 Maintain alignment - provide direction
 President provides strategic vision
 President supports grants
 Push for more effort
 Team approach

President is face of college and tells story

Attend events
 Develop relationships with grantors
 Fundraising role is more than he thought
 Learned about fundraising from peers
 President is face of college (3 times)
 Sell value and tell college's story
 Support causes

Important to oversee management of college

Continuous improvement
 Hard to be outside president
 Millage = fundraising
 President must manage institution
 Some professional development

College is meant to respond to the community

Respond to needs
 Respond to workforce needs
 Serve community
 Value to community
 Work for public good

CC4 – Small Community College Coding

CC4 Codes and Categories (in bold)

Fundraising is new revenue source

Capital campaign for revenue
 Get campus involved in budget
 Grants and fundraising
 Looking to improve efficiencies
 Planned giving
 Workforce development
 Workforce development for revenue
 Working to find other sources of revenue

Building relationships is key

Build future fundraising capacity through friends
 Build relationships (6 times)
 Connect with friends of college
 Cultivation
 Foundation is key
 Friendraise (3 times)
 Past president is mentor
 Reach out to donors personally
 Respond to community (2 times)
 Say thanks
 Write notes (2 times)

President is the face of the college

CDO is lead
 CDO is organized
 President is face of college (3 times)

Volunteers open doors and help fundraising

Communication between boards
 Foundation board opens doors for fundraising
 Guide/help volunteers
 Involve volunteers in message
 Use connections
 Volunteer chairs campaign
 Volunteers make connections to donors
 Volunteers solicit
 Volunteers stepped up after training
 Volunteers support fundraising efforts

Tell the story to volunteers and friends

CC4 Themes

1. Funding is a critical issue and fundraising is one of very few viable alternative revenue sources.
2. The President is the face of the college and must work to build relationships externally - with donors and volunteers.
3. Volunteers help to share the college's story and make connections in the community that the college would not normally have.
4. The President sets the strategic goals for the Foundation and then works with staff and volunteers to reach those goals, ultimately by asking for support.

Everyone is a marketer for college
Good communication
President involved as needed
Sales/marketing orientation
Student success
Tell story

President must make the ask

Make the ask (3 times)
Make the ask - go with someone
Others ask for smaller gifts
Team effort to ask

President sets goals then coaches

Cheerleader, coach
Flat organization
President is coach
President supports CDO
Strategic planning
Sustainability
Think strategically
Time constraints

Fundraising is more important now

40% of time spent fundraising
Board supportive
Can't keep increasing tuition
Comfortable with fundraising
Data mining
Funding changes
Fundraising isn't in job description
Fundraising part of President's goals
Need staff with complementary skills
No training
One of top priorities
Realize importance now
Show results in 2013
Start thinking like private college
Want to build reserve