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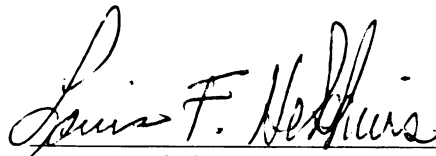
THE COMMUNICATION STRATEGIES AND THE
ROLE ENACTMENT OF SELECTED COLLEGE
AND UNIVERSITY FUNDRAISERS

presented by

Claudia Mooney

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in College and University
Administration



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**THE COMMUNICATION STRATEGIES AND THE ROLE ENACTMENT
OF SELECTED COLLEGE AND UNIVERSITY FUNDRAISERS**

By

Claudia Mooney

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
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College and University Administration

1991

ABSTRACT

**THE COMMUNICATION STRATEGIES AND THE ROLE ENACTMENT
OF SELECTED COLLEGE AND UNIVERSITY FUNDRAISERS**

By

Claudia Mooney

This study was conducted for the purpose of determining and describing the communication strategies and the role enactment of selected college and university fundraisers. The focus of the study was three fundraisers in three academic settings; a four-year public university, a four-year private college, and a two-year community college.

The research method used for this study was ethnography. Participant observation, interviews, and examination of documents were the fieldwork strategies used in this study. The interviews of the informants were the major source of data. Formal and informal interviews were initiated by the investigator.

At the study's inception, the researcher had the notion that the development process was a linear process with one phase building on another in an ascending fashion. The findings of the study indicate that the components of the process are not equally weighted and that cultivation takes place throughout the process. The fundraiser is continually cultivating, either for the current gift or future gifts. Continual cultivation is the foundation for the partnership

that is built over time between the prospective donor and the institution, via the development officer. The act of asking for the gift, or the solicitation phase, plays a smaller role.

The significance of this study is that it allows for microscopic scrutiny of the process of fundraising among three academic fundraisers. The three themes that emerged from this ethnographic study were: 1) the use of the development process is fundamental in fundraising; 2) the greatest challenge is raising money; and 3) partnerships are built over time, usually during the cultivation phase. An examination of the findings in the study support the notion that fundraisers use a plethora of communication strategies in order to perform their work with networking and active listening being dominant strategies.

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To my children, Michael,
J. Elizabeth, DeBorah and Keith
and
to my parents
Aloise McLaurian and Joe Mooney

ACKNOWLEDGMENTS

It would have been impossible for me to complete this study without the contributions of many others. I am sincerely indebted to the subjects of this study, who readily agreed to participate in order to facilitate my growth. Dr. Louis Hekhuis, Chairperson of my guidance committee, for his encouragement and support; Dr. Marylee Davis, Dr. Rhonda Egidio and Dr. Arnold Greenfield, members of my committee, for their counsel, advice and suggestions. Dr. Benjamin Dennis and Lillian Henry for their constant encouragement. Ellen Woodman, for being an understanding employer. Jim Noble, who prodded me into writing when I was reluctant to start; Mable Menadier, Ann Marie Kelly, Kathy Pratt, Eleanor Decker, Corky Knauff, Mary Ann Erickson, and Craig Oster for their unfailing support. Melaney and Rob Mack and Veta Tucker for all the times they offered me their warm hospitality. Dr. Allison Howie-Day who offered support and encouragement. Dr. Gerald Thompkins, my graduate school mentor who shared meaningful learning experiences with me. Dr. Patricia Pullium, from whom I solicited advice and counsel. Mary Jo Mercer, a very competent typist with a calming demeanor, even when deadlines were due; Lynn Thompson, who transcribed my interviews. Charles Smoot, who always reminded me of my goal. Dr. Walter

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CHAPTER I
THE PROBLEM

Introduction

People give because they are asked, the responsibility of soliciting organizations is to recognize that asking is a social exchange process.

Gene Tempel

The social exchange process in gift-giving to which Tempel refers is very much a part of the development process. This process, as described by Broce (1986), Revzin (1987), and Rook (1990) includes identification, cultivation, solicitation, and acknowledgment. The social exchange that occurs specifically in the cultivation phase of the process is necessary before a prospective donor may be solicited.

Campbell (1989, p. 22) describes an incident in his fundraising career in which "one of the nation's richest men" was targeted as a prospect. A detailed proposal was designed and bound in leather to appeal to the prospect. Campbell admits that the prospective donor never contributed because "we never figured out a way to get close enough to ask" (1989, p. 25).

The ability to get close enough to ask falls within the domain of the effective development officer. Barden (1988, p. 22) and Walters (1988, p. 34) describe the development officer's role as one of establishing trust. Davis (1988, p. 28) states that "much of . . . development work will consist of building relationships and laying foundations." Davis further states that "as the term, itself, implies, development involves a process of gradual expanding and unfolding to realize potential" (1988, p. 41).

Campbell (1989, p. 25) contends that the development officer may not always be the best person to actually ask for the gift. The lead donor is usually asked by a peer according to Campbell, and his bias is that a peer or the University President should ask for a lead gift because they have the "right credentials" (p. 250). Campbell urges the development officer to have "primary and alternative strategies" ready and to be prepared for "what-if scenarios" (p. 26).

The background work required to ask, which is part of the identification phase of the process, is done by the development officer and his/her support term. If there are skeletons, it is the development officer's role to find them before they fall out of the closet (Campbell, 1989, p. 26).

Development officers may assume several roles associated with the process of development. Each phase of the process requires a "social exchange process" (Tempel, 1990, p. 1) and the building of relationships (Davis, 1988, p. 38). The focus of this study is to examine the role enactment of three

development officers and describe the communication strategies they use in the development process.

Statement of the Problem

The problem is that not enough is known about how and what development officers do to fulfill their roles.

The development process is the framework in which development officers function in their roles. There are certain tasks that are linked with each component of the process. The components are identification, cultivation, solicitation, and acknowledgment. The researcher will investigate how and what development officers do to fulfill their roles within the context of the aforementioned components of the development process.

The Development Process

Identification

According to Revzin (1987) and Rook (1990), the first component of the development process is to identify those people or organizations who are likely to be willing to become donors to the institution. Broce (1988) states that before the prospective donor is identified the development officer must gather the facts related to the institution's goals before determining the fundraising goals. The tasks of defining what the institution is today, what it wants to become or do that will enhance its performance in the future, and whether a need exists for this service in the future are the hard questions that must be asked (Broce, 1988, p. 32).

During this process, assumptions must be made about not only the institution's strengths and weaknesses, but also about the nation and the economy (Broce, 1988, p. 32). This first phase of the development process will likely include identification of need and goals before identification of prospective donors.

Cultivation

Revzin (1987) describes cultivation as the "wooing" of the process. Norton Simon gave his art collection to the University of California. It was reportedly worth \$750 million (Desruisseaux, 1987, p. 24). It was described as "the largest gift in the history of higher education" (p. 24). The cultivation of the Simon gift was "five years in the making" (p. 24). Cultivation is the component that requires patience on the part of the development person. It is during the cultivation phase that the development officer assists the prospective donor to become committed to the institution and its needs. It is during the cultivation phase that trust must be established between the development officer and the prospective donor. Walters (1988, p. 34) states that the development officer's main goal when meeting the prospect is to "get them to . . . trust you."

Solicitation

Timing becomes an important element in this component of the process. Identification and cultivation must precede asking for the gift. Broce states "only when all the earlier steps have been accomplished successfully does solicitation

come easily" (Broce, 1988, p. 40). Davis (1988, p. 41) advises do "not be deterred from asking for the gift." When all the other components have worked well, the prospect expects to be asked for the gift (Davis, p. 41). Kim Klein, a fundraiser with 15 years experience, states, "Ask for the money, it's the best way to get it" (1991).

Acknowledgment

Acknowledgment is thanking the donor for the gift. It is the end of one cycle and the beginning of the cycle for the next gift (Revzin, 1987). It "sets the stage for all the cultivation you plan to do later" (Hampton, 1989, p. 5). After the \$750 million Simon gift was given, a spokesperson for him stated that "a several acre parcel of income-producing property located adjacent to the museum might be given to the University" (Desruisseaux, p. 26). Seymour (1989, p. 20) states "the best prospects are those who have already given; the more people give, the more they will give next time." (See Figure 2.)

The intended outcome of increasing the number and amount of gifts to their institutions raises the question of how development officers meet these challenges. Schneider (1985, p. 1) believes that "in almost no other endeavor is one's function in performance so visible and measurable" as that of the fundraiser. There is a need to know how development officers function in their roles, and what communication

strategies they use in engaging prospective donors within the process.

Purpose of the Study

The purpose of the study was to describe and explain how development officers enact their roles in three selected universities. In the study the researcher concentrated on identifying the communication strategies used by college and university development officers in the process of development and fundraising. The principal informants were three college and university development officers, one each in a public four-year college, a two-year public college, and a four-year private college. The researcher recorded and described the meaning they give to their experiences as fundraisers. The researcher used fieldwork research methods to conduct the investigation. Data gathering was done by use of participant observation, interviewing, and document examination.

Significance of the Study

There exists a need to determine what specific functions must be implemented in order for development officers to perform their work. Questions to be answered were:

- What methods are considered significant in the identification phase?
- What strategies are deemed important in the cultivation phase?
- How is readiness for the solicitation phase determined?

• How is acknowledgment of gifts determined?

The data from this study adds to the current literature about the role that development officers play in the process of development and fundraising. If asking is indeed a social exchange process, as Tempel (1990) states, and "personal contact is the most effective means of getting close to a man's pocketbook as John D. Rockefeller, Jr., ascribes (p. 1), then it is important to know how development officers implement both social exchange and personal contact to establish successful fundraising outcomes.

Fisher (1989, p. 19) describes philanthropy as "the American tradition least known, understood, and examined by scholars." Fischer has defined philanthropy as "love of mankind" (p. 18). He decries the fact that "though generosity is uniquely an American national characteristic, not one university in this country has a division of Philanthropy" (p. 19). In the recent past, studies have been done on the personality characteristics of fundraisers (Panas, 1989), on the dollar amount of gifts (Panas, 1984), and on the process of fundraising (Broce, 1985; Seymour, 1988). Through the use of the field research methods of participant observation, interviewing and document examination, the data obtained through this study gives an in-depth view of those behaviors unique to development officers. The implementation of this research was an attempt to understand the development officer's role as practiced and understood by selected college and university development officers. The researcher sought to

add to the limited body of knowledge of how development officers enact their roles and the communication strategies used by development officers in the social exchange process of fundraising.

Background of the Problem

Shannon and Weaver (1949) define communication as "all that occurs between two or more minds," while Davis (1972) defines it as the process of passing information and understanding from one person to another (p. 344). The communication process occurs in every phase of the development process, either with prospective donors or others, such as superiors and subordinates.

The communication process involves five basic steps according to Berlo (1960), Chartier (1981), and Davis (1981). A sender who wants to communicate an idea to another person must think about the language to use and must consider nonverbal, as well as verbal, language. Encoding is defined by LaMonica (1986, p. 131) as ideas put to words or symbols. (See Figure 2). After encoding, the message must be transmitted by the sender over chosen nonverbal and verbal channels (p. 131). The receiver must then be "tuned in" to the sender's channel, receive the message, and decode it which is defined as words or symbols put into ideas (p. 131). The receiver decides either to store the message or disregard it. What the receiver does in response to the sender's message is defined as feedback (p. 131). Evaluation of feedback provides the means of validating that the message has been "perceived

according to intent" (p. 131). Congruence between the sender's intended message and the receiver's perception of it is the goal of effective communication (see Figure 1).

Validation is essential because people communicate and perceive in response to individual attitudes, knowledge, and experience (Berlo, 1960). Dressel (1981, p. 42) asserts that one must be particularly concerned about communicating with those "well above average in formal education" because communications are "scrutinized with particular care" and " . . . a wide variety of meanings and inferences may be attached to words, phrases, and sentences." Dressel cautions that: "communication holds the possibility of ambiguity both in sending and receiving" (p. 38).

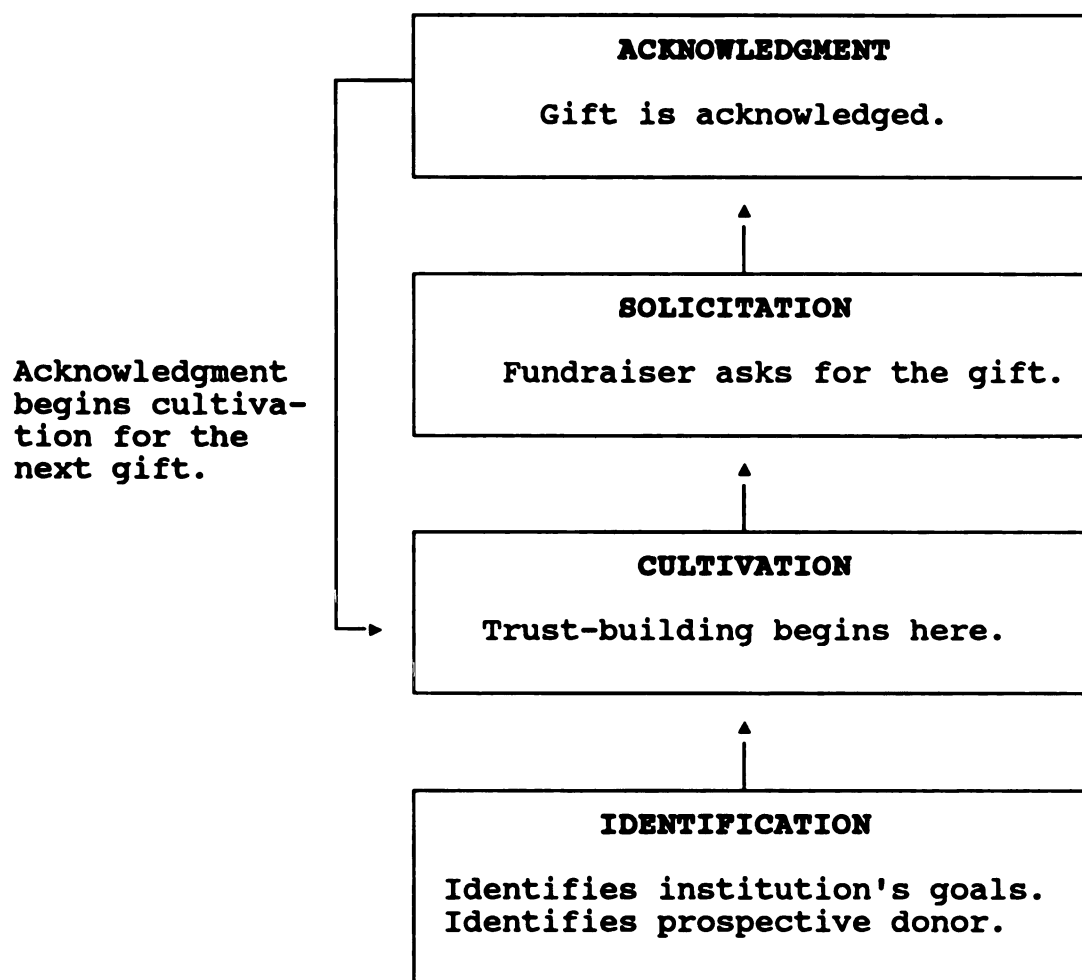


Figure 1. The development process (original concept).
Source: As described by Broce, Revzin, and Rook,
and illustrated by Mooney.

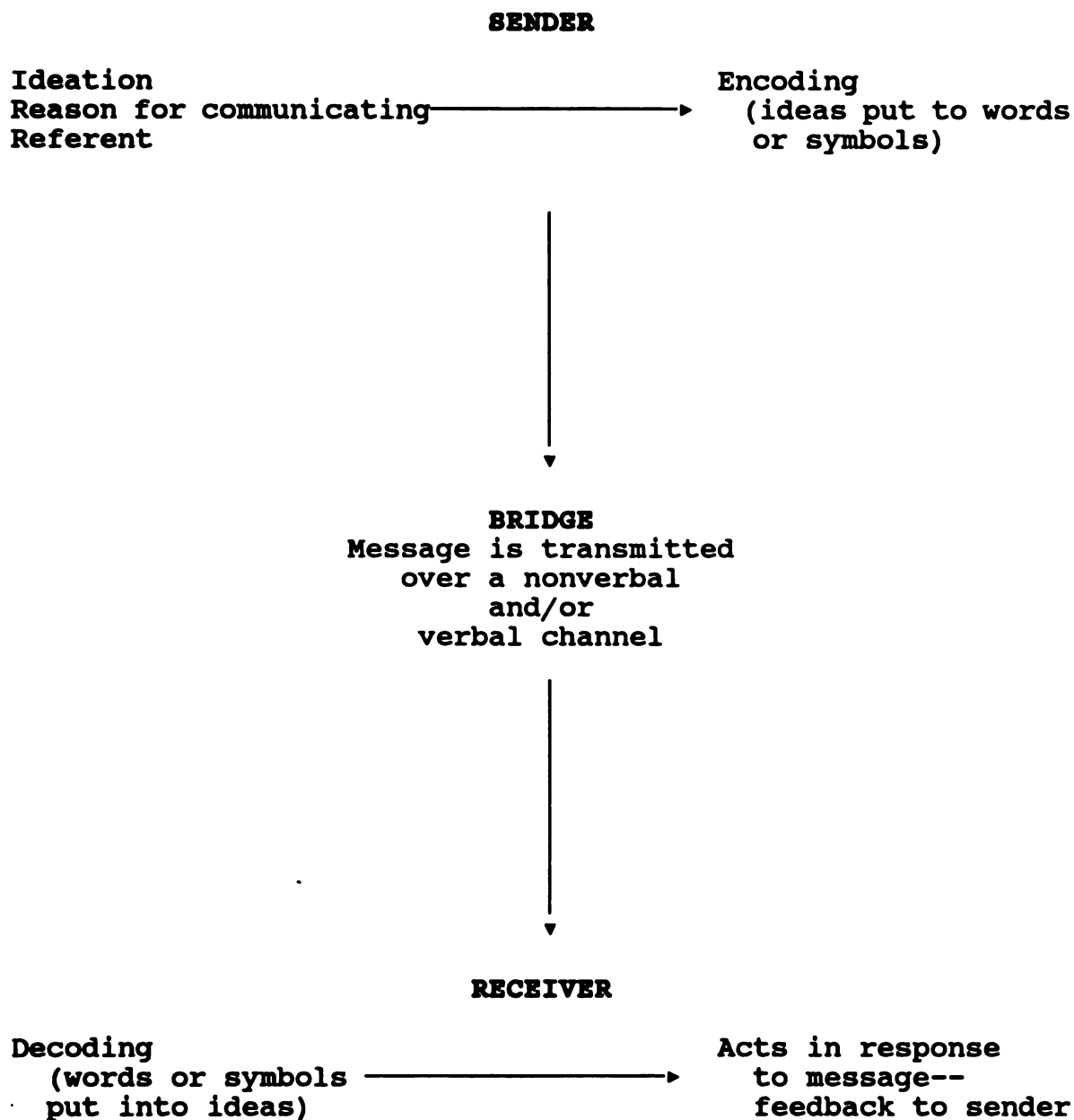


Figure 2. The communication process.
Source: LaMonica, 1986, p. 131.
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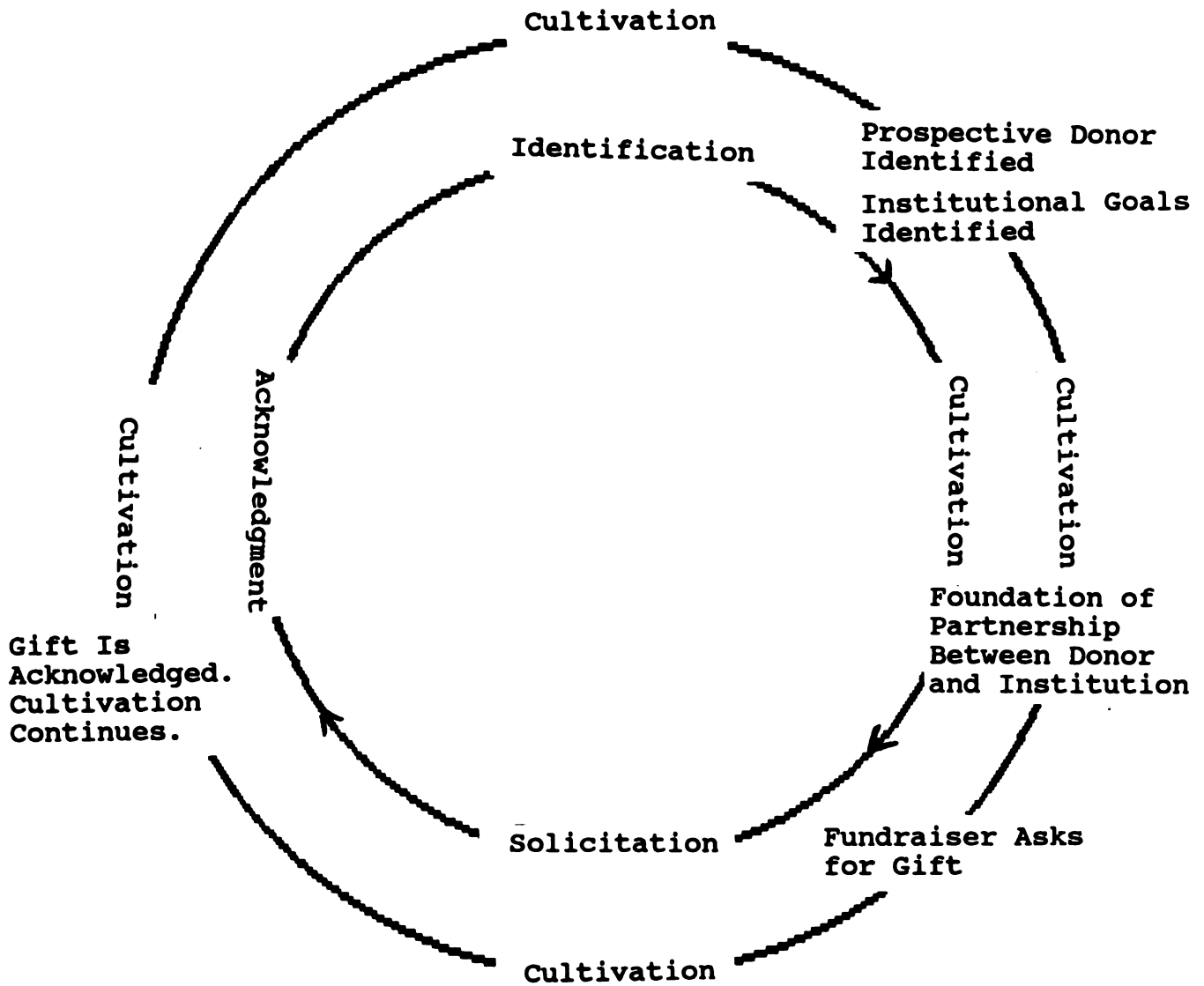


Figure 3. The development process (concluding concept).
 Source: As described by Broce, Revzin and Rook
 and illustrated by Mooney.

Limitations of the Study

The confidentiality required for the development officers to do their work did not allow the researcher complete, unlimited access for observation. The negotiations between development officers and prospective donors, during the solicitation phase, are held sacrosanct. The strategies used to build trust are not congruent with a third party's presence. The use of interviews and journal writings of the development officer are methods that the researcher employed to obtain data that might otherwise be lost.

Delimitations of the Study

The study was delimited in the following ways:

1. To only three campus settings.
2. To focus upon college and university fundraisers in only one geographic area (the Midwest).
3. To focus only upon the communication strategies and role enactment of three fundraisers.

Research Questions

Research using ethnographic methods normally generates new questions, and therefore, the researcher continually refined the research focus.

The researcher investigated the role enactment and communication strategies of selected development officers. The major research questions of this study were:

1. What is the actual conduct of development officers as they carry out their roles?

- a) What meaning do they attribute to their conduct?
2. What communication strategies do they employ to attain successful development outcomes?
 - a) How are communication strategies applied to varied audiences?
 - b) What is considered success from the perspective of the development officer?
3. How does the development officer define his/her role?
 - a) What specific behaviors recur with frequency?
 - b) How is time divided among the development officers' various tasks?

Erickson, Florio, and Buschman (1980) cite five questions that fieldwork methods research questions must answer. They are:

1. What's happening in this field setting?
2. What do the happenings mean to the people involved in them?
3. What do people have to know in order to be able to do what they do in the setting?
4. How does what is happening here relate to what is happening in the wider social context of the setting?
5. How does the organization of what is happening here differ from that found in other places and times?

These questions will be answered within the framework of this fieldwork study.

Researcher's Background

The researcher's background includes several years in a helping profession as well as an educator in a university setting. During the researcher's study of large gift donors, an interest in development and fundraising was raised. In the past, the researcher had many opportunities to participate in fundraising as president of a parent-teacher association. While taking a fieldwork course, the researcher designed a small fieldwork study and implemented it during the time of the course. The researcher completed an independent study of fieldwork methods during the literature review for this research. An intern experience in the development office of a university during the researcher's studies confirmed the researcher's committed interest in the development and fundraising field.

Entry Negotiation

The researcher must "explain one's self with enough proficiency to gain entry" into the selected site(s) for the study (Bogdan, 1983, p. 173). The researcher interviewed four development officers. Three were selected for the study. The development officer who was not placed in the study is affiliated with a two-year educational institution which was just beginning a campaign to change from a district junior college to a community college. The development officer would

have, in addition to the usual responsibilities (which were many because of the small size of the development office), responsibility of assisting with promoting the new economic structure to voters in a millage election. There was mutual agreement between the researcher and the development officer that this would not be the best time for this development officer to participate in the study. The researcher discussed the study with the development officers of the other three institutions and each agreed to participate in the study. The focus of the discussion was related to questions of time commitment and the method of the study. One development officer stated that he would be willing to make the commitment of participating in the study because he remembered how others had assisted him when he was a doctoral candidate.

Definitions

Development: "The planned promotion of understanding, participation, and support which includes three interdependent activities, planning, constituency relations, and fund-raising . . . The three activities are interrelated, interdependent--and very much people-oriented" (Broce, 1986, p. 27).

Development Officer: For the purpose of this study, the term "development officer" will be used synonymously with the term fundraiser. Participants in the study may not have the title development officer, but their chief responsibility in

their institutions is fundraising. (Defined by the researcher.)

Ethnographic Research: According to Wolcott is research that "must be oriented to cultural interpretation" (1985, p. 190).

Field: "Means place where subjects typically spend their time and where the researcher observes them as they go about their regular activities" (Bogdan, 1983, p. 172).

Fieldnotes: " . . . are the 'data' of fieldwork research." They are "notes on everything that occurs in relation to the study" (Bogdan, 1983, p. 174).

Fieldwork: "A deliberate inquiry process guided by a point of view, rather than a reporting process guided by a . . . set of techniques" (Erickson, 1984, p. 51).

Fundraising: "The most sophisticated of all forms of public relations, it is the act of asking a person for a gift of money" (Broce, 1986, p. 27).

Key Informant: "An informant answers specific questions and then supplies additional unsolicited information both related and unrelated to the question giving the researcher a broader view of the situation" (Spradley & McCurdy, 1981, p. 75).

Participant Observer: The participant observer "watches the people he is studying to see what situations they ordinarily meet and how they behave in them" (Becker, 1958, p. 398).

Philanthropy: According to Fisher (1989, p. 18), philanthropy is "love of mankind" and includes voluntary giving, volunteer service, and voluntary association primarily for the benefit of others.

Symbolic Interaction: "The peculiar and distinctive character of interaction as it takes place between human beings [who] define each other's actions instead of merely reacting to each other's actions. Their response . . . is based on the meaning which they attach to some actions" (Blumer, 1962, p. 97).

Triangulation: "Testing one source of information against another to prove a hypothesis." It "can occur naturally in conversation as easily as in intensive investigative work" (Fetterman, 1989, p. 89, 91).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the literature review is divided into three parts. The first part is an overview of the historical perspective of fundraising in the United States and specifically, fundraising in academic settings. The second part is focused on communication strategies used in fundraising. The third part discusses literature related to role and includes role enactment as defined in this study. The literature related to the methods used in this study is reviewed in Chapter Three.

When George Eastman, the camera manufacturer, finished reading the autobiography of Booker T. Washington, Up From Slavery, he wrote to him saying, "I . . . have come to the conclusion that I cannot dispose of five-thousand dollars to any better advantage than to send it to you for your Institute" (Harlan, L. and Smock, R., 1977, p. 37). Washington's ability to communicate the needs of Tuskegee Institute (now Tuskegee University) via his autobiography were so impressive that he received an unsolicited gift of five-thousand dollars from a corporate chief executive officer in 1902 (p. 37). The ability to communicate need continues to be

one of the means by which fundraisers convince potential donors to give.

Fundraising: The Historial Perspective

Broce believes that "the spirit of private philanthropy evolved from the attitude of the first settlers who came to America from England" (1988, p. 10). Churches, schools, and colleges were built with the settlers' own money (p. 10). Systematic solicitations did not begin until the early 1900s and the first fundraisers were paid solicitors who worked for a fee (p. 11). Broce is quick to add that "then as now paying fundraisers a percentage of the gift income was disastrous" (p. 11). The YMCA and the American Red Cross were but a few of the organizations that launched campaigns to receive gifts. In the 1850s, the Benevolent AID Society raised funds for the widows of free Black men (Thomas, R., 1989). Techniques of fundraising used by the YMCA in the 1900s were:

1. Careful organization
2. Picked volunteers
3. Team competition
4. Powerful publicity
5. Large gifts to be matched by the public
6. Careful records
7. Report meetings
8. Definite time limit (p. 11)

When speaking of philanthropists in the early 1900s, Rudolph (1962) stated that those who possessed private wealth had "a

sense of stewardship . . . and a sense of responsibility" (p. 181). Broce reveals that in the 1920s higher education replaced "begging presidents" with campaigns (p. 11). Rudolph recalls that "the colleges that did receive benefactions could rely on the knowledge that stewardship might be combined with a yearning for self monumentation" (p. 180). The commitment of individuals and organizations to assist deserving institutions with their own money is an American phenomenon that continues to exist because need remains an issue.

Fundraising in Academic Settings

Beginning with Harvard University in Massachusetts and the College of William and Mary in Virginia, Americans contributed generously to provide their children with educational opportunities (Broce, 1988, p. 10). The campaigns of the sixties that were multimillion dollar campaigns have given way to the billion dollar campaigns of the 1990s (Chronicle of Higher Education, October 1989). Broce's statement of "begging presidents" being replaced by "campaigns" in the 1920s may raise the ire of some academic administrators (Broce, p. 11). Dr. Dale Lick, president of Georgia Southern College, abhors the term "begging" and believes fundraising is best viewed as "a noble endeavor" (Currents, 1984, p. 16). Contemporary fundraising programs require endowment strengthening campaigns and a president who knows how to use his charisma to successfully increase the funds of the institution. Presidents of colleges and universities in the 1990s will be required to make "hard but

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creative decisions" when it comes to the use of time spent to raise money as well as to how it will be used after receiving it (Fazio, 1984, p. 10). Martha Church, Ph.D., is the president of Hood College in Frederick, Maryland. She has experienced making hard decisions, and those decisions have led to an annual giving increase "ten times" the amount received before she arrived on the scene and all in the first five years of her administration. Her colleagues describe her as "a person of integrity," which the researcher believes is a prerequisite for being a fundraiser (p. 79). Father Hesburgh, former administrator of Notre Dame, elucidates the importance of integrity and states, " . . . especially trustees respect integrity" (1979, p. 45). George Low, President of Rensselaer Polytechnic Institute (RPI) "launched a \$38 million capital fund drive and collected \$52 million," and built a new library and laboratory (p. 81). President Low has those innovative skills that "bring things into being" (p. 81). Brecher believes that the "effectiveness [of] a development officer is directly proportional to the fundraising abilities of your president and the chair of your board of trustees" (1988, p. 24).

It is helpful to have a president like Paul Hardin who unashamedly admits that he loves to do fundraising (1984, p. 14). The Drew University president stated, "I do not apologize for asking . . . if one does not ask, one does not get" (p. 14).

The billion dollar campaign is no longer a wave of the future, but exists now (University of Pennsylvania To Raise Billion Dollars, 1989, p. A37). Bill Cosby, the comedian and educator, and his wife Camille gave a \$20 million gift to Spelman College which is "the largest personal gift" to a historically Black institution. Cosby has stated, "Don't be afraid of the word millions . . . the government is talking about billions" (R. E. Johnson, 1989, p. 26). The role of development officers and presidents of academic institutions can only include greater challenges as they face the future.

Communication Strategies

The Communication Strategy of Persuasion

Bettinghaus (1973) defines persuasive communication as that communication designed as "a conscious attempt by one individual to modify the attitudes, beliefs, or behavior of another individual . . . through the transmission of a message" (p. 12). Persuasion, according to Bettinghaus, is "a form of human interaction" which "takes place when one individual expects some particular response from one or more other individuals and deliberately sets out to secure that response through the use of communication" (p. 27). "The persuasive communicator always starts with an idea . . . the only way that ideas can be acquired by receivers is through the creation and production of a message by a source and the subsequent perception of that message by a receiver" (p. 117-118). The sending and decoding of messages is paramount in

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the communication process (see Figure 1). Persuasion is a tool of communication in the repertoire of an effective development officer.

Active Listening as a Strategy

The capacity to listen actively is a learned skill which, Davis suggests, allows others to listen more effectively in return (LaMonica, p. 137). During Panas' study of fundraisers, he interviewed Dr. Robert H. Schuller whom he considers one of the top five fundraisers in the world. Schuller told Panas that he considered the ability to listen "his greatest attribute" (1988, p. 5).

LaMonica (1979) states that "listening involves the ability to tune into people, the environment, and the meaning of messages that are spoken and unspoken." Fiumara, the philosopher, believes "the experience of listening . . . is . . . regarded as a positive experience . . . since it is one of the most 'direct' that humans can have" (1990, p. 123). He further states "listening . . . involves the utmost concentration . . . " (p. 83). Davis (1981) asserts that one hears with one's ears, but listening occurs in the mind. "Listening is the ability to perceive the exact message that the sender intended . . . (p. 137). Active listening requires eye contact, that is, "looking at the intended receiver of one's message" (Raskin, 1986, p. 187). Eye contact allows the sender a way of "gauging" the response of the receiver of the message (p. 187). Assertive eye contact as described by Raskin (p. 187) "means that one is able to look at the

receiver's face more or less continuously without such intensity that the receiver's gaze is challenged." In Davis' "Ten Commandments of Good Listening," the first and last commandment is "stop talking!" because "all the other commandments depend on it" (Davis in Lancaster and Lancaster, 1982, p. 123). Davis further states "you just can't do a good listening job while you are talking" (p. 123). Klein (1991) states, "people know it's their turn to talk when you stop talking." She further believes that "the more the prospect talks, the more likely they are to give you the gift." She admits, "I had to learn to be quiet and listen" (Klein, 1991).

Trust-Building as a Strategy

Lancaster (1982) believes that "trust is an integral part of effective communication." Without it, she asserts, "neither sender nor receiver will risk the transmission of an honest message" (p. 112). Dasgupta (1988) states that trust is a commodity central to all transactions (p. 49). Eisenstadt and Roniger (1988) believe that the central problem at the core of client relations is the construction of trust and meaning in the social order (p. 29). Jennings (1986) has defined trust as "a character trait, when you are what you say you are" (p. E1). While Gillies (1989, p. 204) believes that both the sender's motivation in transmitting a message and the receiver's mindset in interpreting the message are conditioned by . . . the degree of trust of the other's intentions . . ."

The Communication Strategy of Networking

Networking is defined as "the development of contacts or exchanging of information with others in an informal network" (Guaralnik, 1986). Development officers must use the development of contacts and exchange information in all of the phases of the development process. The identification process includes prospect search, or ratings sessions, to determine the validity of the prospect's ability to be a donor (Revzin, 1987). John Naisbitt (1982), the futurist, describes networking as "people talking to each other" (p. 192).

Naisbitt views networking as "the communication that creates the linkages between people and clusters of people" (p. 192). They exist, he states, "to . . . exchange information and show resources" (p. 192). Networking, as defined by Naisbitt, describes the social interaction and information exchange which development officers must use with great skill in order to be effective fundraisers. The Fundraising Institute Bulletin states that fundraising is " . . . an information business" (1990).

Obtaining fundraising information is similar to the research work of social scientists. There is a constant exchange of information through the use of social interactions. The social interaction in which development officers engage must include the roles that both sender and receiver play in the communication process.

The Concept of Role and Role Enactment

Role is defined as the activity in which people would engage if they were to act solely according to the normal demands of their positions (Goffman, 1966, p. 85). Role enactment, also described as role behavior by Newcomb (1950, p.), is the actual conduct of an individual while engaged in the position (Sarbin, p. 195). Role enactment includes " . . . gross skeletal movements, performance of verbal and motoric gestures, posture . . . gait, style of speech and accent, the wearing of certain forms of dress and costume, the use of material objects, the wearing of emblems or ornaments . . . It is, in short, . . . the mechanics of the role-taking process" (Sarbin, p. 195).

The Role-Taking Process

The role-taking process is defined by Goffman as performance and includes front, personal front, the setting, appearance, and manner. Goffman (p. 201) defines "performance" as "all the activity of an individual which occurs during a period marked by his continuous presence before a particular set of observers and which has some influence on the observers." Front is the expressive equipment intentionally or unwittingly employed by the individual during his performance (p. 201).

Standard parts of front are the setting involving furniture, decor, physical layout, and other background items which supply the scenery and stage props for the spate of human action played out before, within or upon it (p. 201).

Personal front refers to items which intimately identify with the performer . . . e.g., insignia of office or rank; clothing, sex, age, racial characteristics, size and looks, posture, speech patterns; facial expressions, bodily gestures; and the like" (p. 201). Appearance refers to those stimuli which function to tell . . . of the performer's social statuses (p. 201). "These stimuli also tell . . . of the individual's temporary ritual state, i.e., whether he is engaging in formal social activity, work, or informal recreation . . ." (p. 201). Manner refers to those stimuli which convey "the interaction role the performer will expect to play in the oncoming situation" (p. 201).

Goffman reveals that one usually expects "consistency" between appearance and manner, as well as "some coherence among setting, appearance, and manner" (p. 201). Goffman cites an exception to expected coherence and describes a New Yorker profile on Roger Stevens, the real estate agent who engineered the sale of the Empire State Building, which revealed "the startling fact" that Stevens had "a small house, a meager office and no letterhead stationary" (p. 201).

Goffman's work speaks cogently to the need for congruence between stated role and deportment. Without this congruence, one might appear phony and insincere. These concepts are not a part of the repertoire of an effective fundraiser.

Deference and Demeanor

One cannot review role as described previously in this thesis without examining the elements of behavior described as

deference and demeanor. Goffman (1982, p. 77) defines demeanor as "ceremonial behavior typically conveyed through department, dress, and bearing which serves to express to those in his immediate presence that he is a person of certain desirable or undesirable qualities" (p. 77). In American society, according to Goffman, the "well" or "properly" demeanored individual displays such attributes as: discretion and sincerity; modesty in claims regarding self; sportsmanship, command of speech and physical movements; self-control over his emotions, his appetites, and his desires; poise under pressure and so forth" (p. 77).

Contrarily, deference is defined as "the appreciation an individual shows of another to that other, whether through avoidance rituals or presentational rituals" (p. 77). The presentational deference of offering a guest a chair may be construed as "expressing self-control and poise or clumsiness and uncertainty," depending on the performance of the individual (p. 81). The "adventitious connection" between deference and demeanor depends on the circumstances (p. 81). "A willingness to conduct oneself with good demeanor is in general a way of showing deference to those present" (p. 82).

There is, indeed, a fine line between ingratiation and deference in fundraising. The ability to offer sincere concern to prospective donors is itself an art. The effective fundraiser would never want his genuine concern to be construed as apparent only for the sake of a gift.

The Role of Influence

The researcher found that the literature does not adequately convey the role of influence in fundraising. Influence is defined as the "power to sway or affect based on prestige, wealth, ability or position" (The American Heritage Dictionary 2nd College Edition, p. 660). Robert Cialdini, an experimental social psychologist, has completed several studies of influence in American culture. He states that Americans have a "tendency to assume that an action is more correct if others are doing it" (1985, p. 99). Cialdini encourages his students to test the afore-stated hypothesis by standing on a sidewalk on a busy street, staring upward at an empty spot "for a full minute" (p. 101). The next day he suggests that the student "bring along four friends." He states that "within 60 seconds, a crowd of passersby will have stopped to "crane their necks skyward with the group" (p. 101). When Milgram, Bickman, and Berkowitz, three social psychologists, did this experiment, "80 percent of all passersby lifted their gaze" (1969, p. 80).

Bok (1982, p. 258) states in his book, Beyond the Ivory Tower, that institutions of higher learning must be cognizant of their responsibility when using their "influence" where social problems are concerned. During the researcher's experience as a development intern and during the research of this study, there were many opportunities to observe the role of influence in the development setting. The position of the President's Office is often used when prospective donors are

being cultivated. A letter from the president of an academic institution has great influence. An invitation from the president to visit the campus or seats in the president's box at a sports function or at the president's table during a special event are all ways of using the influence of position. Cialdini's notion that "an action is more correct if others are doing it" (p. 99), is even more salient if the "others" have power. One of the means of gaining entry to prospective donors is through the influence of friends who show their commitment to the institution by giving.

CHAPTER III

METHODS AND PROCEDURES

Ethnography

In this chapter, the research methods used in this field-work study are described. The researcher defines the process and the procedures used to examine the research questions. Ethnography is the method the researcher used in this study. It is a form of qualitative research and is "the study of people's perceptions" (Bogdan & Biklen, 1982, p. 16). Qualitative research has a much different focus than quantitative research. The dimension of information derived from an ethnographic study is not obtainable through quantitative research. Wolcott's (1973) account of ethnography is that it deals with "human beings and human behavior." The focus is on the experience, itself, and the meaning of that experience to the informant. "The purpose of ethnographic research is, according to Wolcott, to describe and interpret cultural behavior" (1985, p. 190). Ethnographic research came about as "the result of a shift in research paradigms within the field of education that reflected an attempt to break out of the conceptual cul de sac of quantitative methods" (Rist in Anderson, 1989, p. 250).

In this ethnographic study, the researcher defined the experience through the eyes and ears of the informants, rather than through the use of a controlled experiment. In an ethnographic study the data do not have "sense" built into them--that is, they were not collected to test specific hypotheses" (R. K. Merton in Liebow, (1963, p. 12). Analysis must be "an attempt to make sense of them [the data] "after the fact" (p. 12). Variables were not manipulated as in a quantitative study. The observations of the informants' conduct in their natural setting allows for depth of the meaning of information, rather than the quantity of information. A major concern in an ethnographic study is to portray accurately the informant's interpretation of significant events. Through the use of qualitative research, one may "illuminate the inner dynamics of situations" (Bogdan & Biklen, 1982, p. 16).

In ethnographic research "the fieldworker generates a situation-based inquiry process, learning through time to ask questions of the field setting in a way that the setting, by its answers, teaches the next situationally appropriate questions to ask" (Erickson, 1984, p. 51). The ethnographer states Erickson (p. 51) "brings to the field a theoretical point of view and a set of questions explicit or implicit. The perspective and questions may change in the field, but the researcher has an idea base to start from" (p. 51). Becker (1968, p. 67) suggests that the researcher classify and code the fieldnotes according to: event, participants, physical

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setting, time of occurrences, and reaction of the participants.

"The ethnographer's task is not only to collect information from the emic or insider's perspective, but also to make sense of all the data from an etic or external social scientific perspective" (Fetterman, 1989, p. 21). " . . . Basic descriptions of events and places should sound familiar to native and colleague alike . . . " (p. 21-22).

Participant Observation

The participant observer gathers data by participating in the life of the one he studies. He admonishes the researcher to "enter into conversations with some or all of the participants . . . and discover their interpretations of the events observed." According to Becker (1958, p. 400), the four stages of field analysis are:

1. the selection and definition of problems, concepts, and indices
2. the check on the frequency and distribution of phenomena
3. the incorporation of individual findings into a model of the organization under study
4. the implementation after completion of the fieldwork and involves problems of presentation of evidence and proof (p. 400).

In Peshkin's study of a fundamentalist Christian school, he attempts to objectively give the reader insight into the

institution (1989), while Johnson's participant observation of a rural elementary school describes the "social conditioning" of the students (1985, p. 7). According to Cusick (1973, p. 231) participant observation is not meant to determine the final answers to any social phenomenon, rather it is purely exploratory and is to be used in cases where little work has been done. The final product of the study is the tentative explanation of social behavior which may be used to generate an hypothesis for further testing. The end of the participant observer's work is the beginning of someone else's.

Symbolic Interaction

The term 'symbolic interaction' refers of course to the peculiar and distinctive character of interaction as it takes place between human beings. The peculiarity consists in the fact that human beings interpret or 'define' each other's actions instead of merely reacting to each other's actions. Their 'response' is not made directly to the actions of one another but instead is based on the meaning which they attach to such actions. Thus, human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions (Blumer in Rose, 1962, p. 180).

The process that Blumer describes as symbolic interaction is referred to by Cusick (1973) as the individual being an "acting unit engaged in . . . constant interaction with his environment" (p. 227). Blumer, however, states that Mead has thought through what "the act of interpretation implies," that is, how "human beings interpret each other's actions as the means of acting toward one another" (p. 180). Mead states that "symbols stand for the meanings of those things or

objects which have meanings" (1934, p. 122). Blumer believes that Mead's analysis is that "the human being has a self" (p. 180). The "essential features" of Mead's analysis according to Blumer are: that human society is made up of individuals who have selves; that individual action is a construction and not a release . . . that group or collective action consists of the aligning of individual actions brought about by the individual's interpreting or taking into account each other's actions" (p. 182). In language, "what we have reached is the consciousness of meaning attached to a gesture" (1982, p. 43). "Words are, he believes, symbols whose meanings are shared, thus . . . words are social symbols" (p. 45). The concept of symbolic interaction as applied to this study relates to the basic assumption that individuals respond to the meanings that symbols hold for them in their interactions with one another. The role of symbolic interaction, particularly when looking at the communication process between fundraiser and prospective donor, provides useful insights to the participant observer.

Interview

Interviewing an informant according to Wolcott (1985, p. 195) "has proven to be an excellent starting place for beginning ethnography." The researcher interviewed the key informants and followed up observations with questions that gave the "informant's meaning of the experience" (Wax & Wax, 1989, p. 29). Whyte's interviews of young men who socialized

on a street corner gave insight into their meaning of that experience (1943). It is the role of the researcher to elicit that meaning.

Document Examination

The researcher examined documents such as organizational charts, job descriptions, campaign brochures, college catalogs, campus newspapers, college handbooks, case statements, and other written materials in order to determine the roles of the key informants in their educational institutions. The researcher also examined the informants' journals for events experienced in relation to fundraising when the researcher could not be present.

Analysis of Data

The analysis of the data was a concurrent process to determine from the fieldnotes, patterns, and linkages. The researcher analyzed the data as the research progressed to adjust and maintain control by both checking and testing those ideas (Schatzman & Straus, 1973, p. 110). Spradley suggests that patterns must be discovered in order to describe the cultural behavior and knowledge of the informants (1981, p. 85). Wax and Wax (1980, p. 33) admonish the researcher that organization and analysis of fieldnotes should not be put off, but should be analyzed and organized while in the field in order to "fill in the gaps exposed by the process of analysis and construction."

The Key Informants

The three development officers selected for this study were chosen after a discussion between each of them and the researcher about the intent of the study. The criteria used for selection was having a key role in the fundraising efforts of their institutions.

The Research Sites

The research sites were chosen to allow the researcher to observe the key informants in three diverse educational settings. A public university, a private four-year college, and a public two-year community college were chosen. Although there is general agreement among fundraisers as relates to the development process, the researcher believes that the selection of three diverse institutions might provide insight into how (depending on the uniqueness of the institutions), there may be differences in the communication strategies and role enactment of the selected college and university fundraisers.

Site A is a large, Midwestern university on more than a 2,000 acre site that includes thousands of trees, shrubs, and woody vines. It has an undergraduate and graduate enrollment of more than 40,000 students. It has the tradition of being a land grant institution which has an emphasis on teaching, research, and service. The university recently launched a \$150 million plus capital campaign.

Site B is a private four-year coeducational college founded in 1844 with an enrollment of more than 700 students. It sits on a hilltop shaded by huge maple and oak trees. It has an emphasis on liberal arts education. The institution graduates 150 students per year. It is located in a rural community in the south central area of a Midwestern state and is affiliated with two religious organizations. The current fundraising emphasis is a \$4 million campaign for the expansion and renovation of the college library.

Site C is a community college located on almost thirty acres in the downtown area of a Midwestern city. The campus is one of the top ten, in enrollment, of single campus community colleges in the United States. Nearly 40,000 students are enrolled in day and evening classes. The institution is currently in its annual campaign. It has a college foundation which is a key entity in the fundraising efforts of the institution.

Validity and Reliability

It is the role of the researcher to "demonstrate the credibility" of their findings (Lecompte and Goetz, 1982, p. 32). Validity is concerned with the accuracy of research findings, while reliability is concerned with the replicability of research findings (p. 32). Lecompte and Goetz believe that "Ethnographic research occurs in natural settings . . . because unique situations cannot be reconstructed precisely, even the most exact replication of

research methods may fail to produce identical results . . . because human behavior is never static" (p. 35). In addition to this phenomenon, "The ethnographic process is personalistic [i.e.] no ethnographer works just like another" (p. 36). P. A. Cusick, who has been described by Anderson as an example of "the genre that later educational ethnographers would emulate" (1989, p. 250) has stated about validity and reliability:

Some researchers assume that social reality is objective and can be perceived by someone living close to and observing it. Others adhere to symbolic interaction and assume that participants actually create their own social reality, and, in order to understand it, should actually take part in that creation. I believe more strongly in the latter, but either way the strength of the methodology comes out (Cusick, 1973, p. 232 and Cusick, 1990).

Cusick further states:

As one lives close to a situation, his description and explanation of it have a first-person quality which other methodologies lack. As he continues to live close to and moves deeper into that situation, his perceptions have a validity that is simply unapproachable by any so-called standardized method. Likewise, as his validity becomes better, so his reliability, which is an extension of his validity, becomes better. As the researcher is the actual instrument, as he becomes more aware, more valid, so he must of necessity become more reliable (1973, p. 232).

Erickson, Florio and Buschman (1980) cite five questions that fieldwork methods research questions must answer. They are:

1. What's happening in this field setting?
2. What do the happenings mean to the people involved in them?

3. What do people have to know in order to be able to do what they do in the setting?
4. How does what is happening here relate to what is happening in the wider social context of the setting?
5. How does the organization of what is happening here differ from that found in other places and times?

Validity and reliability are based, in part, on the field-worker's response to these questions.

Procedures

Entry negotiations for this study began in August 1990. The actual data-gathering process in the field did not begin until the Research Proposal was approved by the Guidance Committee on November 15, 1990, and the Human Subjects Committee on December 6, 1990. Interviews and observations from December 7, 1990, through April 10, 1991, provided the data for the study. The researcher reviewed the calendars of the participants to determine their availability and the types of activities to be observed. Staff meetings, business meetings, business luncheons, and social events were all a part of the agenda. The plan for frequency of contact was weekly visits to each institution. The plan was modified, depending on the travel plans and availability of the informants. The length of the study was determined by Cusick's criteria which states "when the researcher finds that his continually refined hypothesis seems to explain the

phenomenon, then he may withdraw" (1973, p. 230). The fieldwork began December 7, 1990, and ended April 10, 1991. The researcher believed that the Cusick criteria had been met.

CHAPTER IV

PRESENTATION OF FINDINGS

In this chapter, the researcher will further describe the settings and the informants alluded to in Chapter III and will present the findings as they related to the formal and informal interview questions and the questions posed under significance of the study. The findings are based on interviews, participant observance, and documentation. The advice that the informant would give to a novice in the fundraising field is also examined. In addition, the communication strategies that the informants used and the management of time by the informants are explored.

The Settings

Information on the settings of the study has been taken from documentation such as school catalogs, pamphlets, case statements, and the observations of the researcher. Specific names have been omitted in order to protect the anonymity of the informants in the study. Pseudonyms have been used, where appropriate.

History of Site A

Site A is a large university located in a natural park-like setting of oak trees and shrubs. Its beginning was in the mid-1800s when the campus opened to 63 students. The

mission of the school was to "combine physical with intellectual education and . . . be a high seminary of learning in which the graduate of the common schools shall commence, pursue, and finish a course of study . . ." (Case-Statement). The school opened as an agricultural college of its state. It has been described as "a new kind of education" for its time (Case Statement).

It was founded to provide an education that would "meet the needs of a burgeoning nation more directly than did the institutions that stressed classical studies and training only for the learned professions of law, human medicine, and the ministry" (Case Statement).

"This education was for the sons and daughters of the agricultural and industrial classes . . ." (Case Statement). The university has a "trifold mission . . . to teach, to conduct research, and to serve . . . to advance the public good" (Case Statement). The school has one of "the oldest continuously operative botanical gardens in the nation" (Case Statement). Original fields of study included agriculture and veterinary medicine.

Contemporary Perspectives

The university presently has an enrollment of over 40,000 students, 30,000 are undergraduate students. Over eighty percent of its students come from within the state. Students also come from every state in the nation and from more than 110 foreign countries. The university has a representation of students from many ethnic, racial, religious, and socio-

economic backgrounds making it "a microcosm of the national and international community" (Case Statement). The university holds the distinction of having graduated more Rhodes Scholars than any other public university (Case Statement). The university ranks as one of the ten largest universities in the country, with more than 200 programs of instruction for undergraduates and offers graduate study in more than 75 departments. Site A has evolved from an agricultural college into a leading international university in nuclear science, as well as agriculture.

Specific Setting of the Informant at Site A

The informant's office is located in a two-story building which is approximately five years old. Though the building is located on the campus, it is situated away from the conglomeration of buildings called main campus. The informant's office is located on the second floor. One has a sense of entering a suite when arriving on the floor that houses the development programs of this large university. There are offices for corporate gifts, major gifts, special gifts, the athletic program's boosters club, the University Foundation office, and the Office of the Vice President for Development. In addition, there are offices for support people, researchers, proposal writers, and the office of the development counsel. Inside the informant's office is contemporary oak furniture, a round table and chairs that seat four to five people. The room is carpeted in a muted green, the walls are white, and windows covered one side of the room.

There is a computer desk with a computer and keyboard with terminal and printer. There are bookcases filled with large volumes of books and reference information. The conference room where the informant interacts with more people than comfortable for the office is a spacious room with a large conference table and chairs as the focal point of the room.

History of Site B

Site B was founded as part of the a Protestant church's missionary effort in higher education. In the early 1800s, approximately 40 colonists from an older sister college arrived in the small town where the school is now located and established the school on a hilltop of the town. The leader of the group of colonists believed he was "divinely called" to establish the school on the hilltop of the small midwestern town (College Catalog). This leader died within a year of his decision to start the school. A new leader arrived and assisted the colonists with completing the school. The school's first catalog listed almost seventy-five students, the highest tuition was ten dollars per year, fees were one dollar, and board was one dollar a week. Though founded as a college, actual instruction began at the preparatory level. The state legislature was reluctant to charter other colleges, than the premier university of the state, consequently, the last two years of college work was not offered until almost fifteen years after the school was opened. Just before the first commencement, the Civil War took all male students; therefore, the first four graduating classes were women. In

the mid-1800s, men followed a "classical" course of study, while women followed a "ladies course" that did not include Greek (College Catalog). Over the years, the school had "strong" presidents and educationally became a leader (College Catalog). The school's graduates were among the first Rhodes Scholars. Many of its early professors were recruited from New England and brought with them the ideals of various colleges. After the crash of 1929, the college was stricken with financial problems. These problems, however, were surmounted and the school continued to thrive under various leadership philosophies. The school now houses a conservatory of music, an academic center, and a new athletic facility. All of these improvements were named after significant donors of these projects.

Contemporary Perspectives

Site B is a four-year liberal arts institution affiliated with two denominations. It is co-educational under private control and takes pride in the fact that its size enhances the opportunity for its students to have a one-on-one relationship with their professors. The student faculty ratio is quoted as "approximately 13:1" (College Catalog). The school awards the Bachelor of Arts, Bachelor of Music, and Bachelor of Music Education degrees. It offers programs in which students may earn State Provisional Teaching Certificates. The academic emphasis is on the liberal arts. The present administration has taken responsibility for the continued progress of the college and believes it is important to "put every available

resource into the education of our students." The college's current capital campaign is for the expansion and renovation of the college library. A ground breaking ceremony was held in the spring of 1990 and plans for its completion continue to progress.

Specific Setting of the Informant at Site B

The informant's office is housed in the College Administration building. It is one of the first buildings one sees as one reaches the top of the hill and the entrance to the college. It is a colonial-style building with large white columns. As one enters the reception area, there is evidence that the school has a sense of history about it. One hallway is completely painted in murals of former students and faculty. The furnishings of the informant's office are of the Queen Anne period. The informant has a large executive desk, chair and credenza, and has a computer for his use. A bookcase and sofa with matching end tables and lamps complete the furnishings. Pictures of the informant's family are displayed on the desk. The room where the staff meetings are held has blue carpeting and reminds one of a ballroom of another period in time. The furnishings include beautiful library tables with ostentatious arrangements of silk flowers. The room is furnished so that the furniture is arranged for conversational groupings. At one end of the room is a large mahogany conference table where staff and department meetings are held. The chairs to the conference table are armed captain-style chairs.

Historical and Contemporary Perspectives of Site C

Site C is a two-year community college which began as a one-building operation in the mid-1950s. It now has a campus located on 28 acres with fourteen major buildings on the seven-city block downtown campus. It opened with 425 students and now enrolls more than 40,000 students per year. Site C is a true community college and offers life-long learning experiences to the community it serves. Forty-five percent of the high school graduates in the college's district who attend college attend the Site C community college. Almost eighty percent of the enrolled students are employed full- or part-time. In addition to the major buildings on the downtown campus, the community college has twenty-five learning centers within the thirty-mile radius it serves, involving six counties. The community college has an aviation center, a diesel maintenance facility, a truck driver training center, and an international learning center in an Asian country (Handbook). The educational facility has an impact on the community it serves, as one of the top ten single campus community colleges in the United States. Its impact on the local economy is significant with an annual payroll of approximately thirty million dollars.

Specific Setting of the Informant at Site C

The main campus of Site C is located in the downtown area of a midwestern city. The community college owns several of the large older homes in the historical district of the city. The informant's office is located on the second floor of a

large stone house built circa 1893. As one enters the foyer and steps into the main entrance, there is a large mantel and fireplace, and very plush royal blue carpet on the floor. Windows are covered with ornate valances, and the room is furnished in mahogany pieces and Queen Anne-style chairs, and other commodes and tables of the same period. The adjacent room is a large dining room with a very long table and chairs that serves as a dining table or may be used as a conference table. There is a staircase that leads to the second floor from the living area. At the top of the stairs is the central office of the foundation which has a small table and chairs and computer equipment, copier machine, and other machines related to running a business office. The desk and chair of this unit's secretary are a part of this space. The community college foundation "serves as the primary private sector fundraising agency for the college" (Foundation Pamphlet). The office of the informant is to the right of the stairs. A collage of pictures of each board member of the foundation adorns the wall of the hallway leading to the informant's office. The informant's office is furnished with mahogany desk chair, credenza, bookcases, and computer furniture designed in the Queen Anne period. A table and chairs sit on a thick oriental-style rug. Pictures of the informant's children are placed on the shelves of the bookcase. The informant's desk faces the entrance to the room. Windows are on two of the walls, which allows for sunlight and provides an atmosphere of openness.

The Informants

Each of the informants is different in personality and leadership style. Difference in personality and leadership style did not appear to be a factor in the fundraiser's effectiveness as a fundraiser. In some cases, their particular style may have enhanced their ability to work in the settings each of them chose. The researcher asked each of the informants for a resume and a short paragraph about how they came to settle in the fundraising field, and who they considered to be the greatest influence on this choice. The researcher is influenced by Goffman's work which states that appearance, race, and gait, etc., are important when considering the role enactment of the informants.

The informant at Site A is a caucasian female who received her Bachelor's degree in German and Political Science in honors college from a university in her state and a Master's degree in German from a university in a neighboring state. She also received a second Master's in Curriculum and Instruction. She is married and has two children. She has been a development officer for ten years and is currently a senior development officer with responsibility for all university endowed/expendable gifts, university regional campaign gifts, two colleges and international studies and programs. This informant states she entered the fundraising field during a "non academic internship program" which was initiated to encourage non-academic employees to consider administrative positions. The informant states that the goal

of her first attempt at fundraising was \$2,000 and she raised \$18,000. She has exceeded all campaign goals in her present position. One is not surprised that this informant exceeds goals. The informant seems to take her position very seriously and seems to have an internal need to excel in whatever she attempts. This informant possesses a quick wit and enjoys working with people and especially the challenge. She states, "I like the people who give to this university, they have been my example in my own philanthropy." The informant may be considered petite in size, and does not always wear business suits, but is also comfortable in tailored dresses.

The informant at Site B is a caucasian male who received his Bachelor's degree in Psychology in 1967. He holds a Master of Science degree in Counseling and a Ph.D. in Higher Education. Over the years, he has been an instructor, a counselor, an acting dean, a graduate instructor, and a professor of education. He has taught subjects that include: a career development course and a course titled Foundations of Instruction. This informant is married and has two children. The informant states that the current president of the college where he is now employed, influenced him to go into fundraising work. He states, "The president of his institution was chief development officer at another institution before taking the position he now holds as president. The informant has what could be described as a laid-back style. He is soft-spoken and displays a sense of humor when interacting with

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others. An example of his sense of humor is the time one of the people on his staff had been assigned a task; during a meeting, it was clear, the task had not been done. The person responsible stated, "I'm not aware that I was supposed to do the task. The informant at Site B smiled broadly and said to the rest of the group, "Everybody point to the person that was supposed to do the task." They all pointed to the member of the group who was pleading ignorance of the responsibility. All of the group laughed hilariously and then they continued on with their business. The informant at Site B usually wears a suit, shirt, and tie, which he often loosens during long meetings. The informant states he is comfortable with a small college atmosphere. He speaks of his work in terms of a team effort. He makes statements using the pronoun "we" often. Examples are: "quality and service--that's what we do--we're doing a good job," and "We're on the right track, individually and collectively."

The informant at Site C is an Afro-American female who does not list the years that she received her degrees on her resume. She majored in biology as an undergraduate and had a double minor of chemistry and education. She received a Master's degree in College Student Personnel Administration with a cognate in management. The informant from Site C has held several leadership positions in her community and is the past national president of a sorority. The informant at Site C lists on her resume her marital status, her husband's name, number of children by name, and their professional

occupations. The rearing of her children, who are now making their own contributions to society through their professional careers, is the accomplishment in which she seems to take the most pride. The informant lists numerous administrative and executive experiences which include serving on several boards, including bank, symphony, and education boards, and as president of the auxiliary association of her husband's profession. She has served on the Governor's Committee on the Status of Women for her state. She is allied with several professional organizations and has received many awards and honors including a resolution from the mayor of her city and the National Association for the Advancement of Colored People's (NAACP) Citizen of the Year Award. The informant at Site C admits to loving to work with organizations and is comfortable bringing people together from varied backgrounds for a specific purpose. The informant usually wears a business suit with coordinated accessories. She wears her hair in a short neatly coiffed style. The researcher observed the informant at a business luncheon, where she was serving as hostess to a luncheon for board members of the foundation. The informant graciously welcomed each guest and was busy with the details of being sure the event went smoothly. The demeanor of the informant at Site C is one of "all business." The researcher observed that, as this informant spoke of her work, as she talked about completing a project, one could see that she was excited about her work, and would often smile or laugh as she discussed her work. When asked who influenced

her into the work of fundraising, the informant said, "it was a natural evolvement from my past work, I can't say that one person influenced me."

The Interviews

Site A

When asked, "What is your greatest challenge as a college and university fundraiser?" the informant at Site A stated:

To raise money, that's what we're supposed to do. After that, to make sure that when the money comes in that we respond appropriately to the donor . . . that when I hand it off to the college, that they make sure to continue to cultivate or massage that donor, so that the donor will feel good . . . even if they don't give another dime, they're entitled to feel good because of what they did and to, if possible, give more money. But, it's the continuing cultivation of the donor that I think is the second greatest challenge. When you work centrally on behalf of all colleges, and you pass it on; to make sure that the donor is taken care of by the college. I have to rely on my colleagues to continuously cultivate in a way that is appropriate.

Researcher: You've answered my second question about the second greatest challenge. What would be a third challenge?

Informant: The third is involving the units. It's important to involve the other units, so that they buy into it, so that they are doing these things, too. I'm not sure that these [the priorities] are in order . . . it may be more

appropriate to involve colleges, deans, or academics in fundraising directly, to make them the point people, in which case you would order the priorities differently. You see which way I've ordered it, that I've got to raise the money, that's not necessarily true, the fundraiser is the technocrat. It's not necessary to do it all yourself.

Researcher: Let's go on to the next question which is, "What are your primary duties?"

Informant: To raise money.

Researcher: That's your primary duty?

Informant: Right.

Researcher: How do you accomplish that?

Informant: I go and talk to people with people if I can. It's pretty much because I'm working on special gifts, so it's individuals. It's that whole cycle that we talked about--identifying, cultivating, approaching, and then acknowledging the fact that they sent a gift.

Researcher: You said you do it with working with people.

Informant: You work with volunteers. One doesn't go on one's own. Even if you do, it is really to introduce the program and then somehow involve the prospect in the university and then you bring in people from the campus or other volunteers who are involved. In other words, it's not really the fundraiser that raises money, although I think a fundraiser can turn someone off that might likely give money, but you have to remember that it's the program that does it. You do bring in people to the extent that you can involve the

dean, then you do that. What I'm always thinking is that, I tend to be very careful at times. I try not to involve others unnecessarily at the very beginning before I know what I'm dealing with.

Researcher: You're really in effect getting information?

Informant: Screening--I'm essentially screening the prospect. Sometimes that takes a meeting and sometimes not. Now, it could be that if the dean was at the first meeting the meeting would go rather well, one of my colleagues is very good at getting her dean to go along with her on cultivation calls. I'm sure that they have and will continue to produce.

Researcher: Is that because this person is the development officer for that particular college?

Informant: Yes, but anyone can do that, I've done that. I take a look at everything, I look at the situation and see how do I deal with this person.

Researcher: So it's very individual, is that what you're saying.

Informant: I think so.

Researcher: Who is your clientele?

Informant: Individuals, generally, not corporations, just individuals.

Researcher: Now, you've been doing fundraising for ten years, what surprised you when you entered this position? What was the big surprise?

Informant: One was that I found myself in sales, in one way. That was the first big surprise. The idea of asking

somebody to buy something or to give money to me for something, to sell something. It never occurred to me that I could possibly do it. It was not something that I ever thought I would be any good at. I'd just soon die and go through the floor before I'd ask anybody for anything. The idea of asking someone for money, I could gag, thinking about it, even saying it that way. It would make me turn to stone to think about all these other people around me who were doing that and surviving. I always thought they had an "in" on how to do it; so that surprised me. The second thing that surprised me, and that goes along with it, is that it is not like sales, what we're talking about is a partnership of support. What surprised me is how people felt about these things. I never equated my own modest philanthropy with anybody else's; that they [prospective donors] would have the same sort of feeling for this institution as I had towards my own philanthropies. I never conceived of it, that anybody would give a lot of money--however, that was defined . . . A lot of money can be anything, it just depends on who your prospects are. If you're working on the prospect pool of \$1,000 - \$50,000--then \$50,000 is a lot of money. If you're working in a prospect pool of \$100,000 - \$1,000,000, then a \$50,000 gift is a disappointment. Do you see what I mean? So, it's not the size of the gift, per se, but it's the amount that you're dealing with, because I think, the process is essentially the same. I think it's very important that development officers support the institutions that they're

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working for, because we really are a representative of the institution. As soon as I could see that I was representing an institution, asking for support of programs, it became easier.

Researcher: To ask?

Informant: Well, it wasn't that I was asking, I was suggesting that . . . again, I'm not asking for something, I'm suggesting that partnership in which they are interested. People don't give to things that they are not interested in. It's not like selling candy on the streets to buy new marching band uniforms.

Researcher: The second part of that question is what problems did you encounter as a result of being surprised?

Informant: Well, what I realized is . . . We're not trying to make people buy something that they don't want.

Researcher: Absolutely. So, you're looking for that partnership?

Informant: It's a partnership and it's the sense that the donor really indeed is someone that we look up to, that we admire for what that person is willing to do, that the person is a representative of the finest parts of the university. This is an extremely credible endeavor, it's a worthy thing to be engaged in. Once I realized that, I felt better about the whole process and I see good things happen because of private gifts. It's not that the university wouldn't be good without it [fundraising], but there are things that are here now that

weren't here before and other things that come to us because of private support.

Researcher: Given your feelings about what you're saying about feeling at first like it was, (pause) you equated it with sales or marketing.

Informant: Somewhere between that and begging.

Researcher: Right, and then it evolved to you seeing that it was a partnership and what that partnership could do for the university.

Informant: These were things that people believe in; that they felt strongly about, that they wanted to participate in. It's just very, very nice.

Researcher: So, there were no problems after that, associated with the big surprise?

Informant: There are always problems, but, no problems that I had to work that way.

Researcher: Would you describe a typical day for me. What's a typical day for you like, from the time you get up. What is typical as far as your work is concerned?

Informant: I always come in planning on doing something. It turns out that I very rarely get that thing done. The typical day, either I am out seeing people, or I should be planning for appointments, or I should be writing things, anything that has to do with fund raising, that's where it is. Sometimes I say, "Okay, this day I will work on things where I'm not raising money." When I first started in development, the man who was the director of development felt that we had

to make...at that time I was just starting...I had to make a minimum of one contact a week to ask someone for money. That's how you defined yourself, "Did you ask anybody for money this week?" That's not a bad way to look at it because, after all, that's what we're supposed to be doing. Now I don't think about it very much. I still think that somewhere in there I ought to be setting up an appointment, something that will move the solicitation process forward every day. Sometimes somebody will call me and that sort of takes me off the hook. In other words a volunteer will call me to talk to me about something we have scheduled, but that I need to be initiating something. Some days I sit and arrange this, but what happens is that phone calls come in and you're responding also to donors and things that are happening immediately and so that day does not go as you think it would.

Researcher: Generally, what time does your day start? What time do you get up and what time to you usually get here?

Informant: I live close to the campus so I'm usually up by 6:30 a.m. and it depends, I mean if I have to go see somebody whose out of town, you follow what's convenient for them. You make it as easy as possible for people to give you money. You don't say, "Well, I'm not going to be in town now, I'm going to be in town then." Sometimes you do, but for me, it's much more important to do it twice, to go out twice on two different days for calls rather than trying to bunch it. Now that may make me inefficient. It may be much more

efficient to do it the other way, in other words, to try and bunch my appointments together.

Researcher: Do you mean see several people?

Informant: That certainly is the most efficient way of doing it. I tend not to. So on those days if I have to be in Town A or Town B for a breakfast meeting, then I am up to get me there by 7:00 or 7:15 or 7:30, which means I'm up pretty early. Now if I'm coming into the office, then I'm usually not here much before 8:00, although I usually am here by 8:00. I'm usually up at 6:30. Another thing is that I find that it takes me awhile to get moving. I'm much more efficient at 5:00 p.m. than I am 8:00 a.m.

Researcher: Do you find that so?

Informant: Yes. It takes me a while to get rolling, even though I know what to do...whatever it is that I do in the morning, it generally is not as tight as what I'm doing at 5:00. I'm much better at that. So for me, the first hour is generally a wash. It just is not worth anything unless I've got to be somewhere by 11:00 and then there are certain things I've got to do and the hour moves. Then I see people and do whatever and leave whenever I'm done. Now for New Years, my resolution is to be out of here by 5:30.

Researcher: You better hurry. We're really getting close to it, we only have a few more questions.

Informant: That's okay. I wasn't going to eat too much since I had three pieces of candy.

Researcher: Only three?

Informant: Don't be silly, I had six. So that takes care of New Years resolutions. Resolutions usually last 3 weeks, and I can't make mine last 3 days, but the idea is that if you leave at 6:00 then you get home and your evening is just shot to pieces and you can't do anything. I don't plan on doing much anyway. I don't have personal time.

Researcher: There are some evenings that you spend at work?

Informant: Sure. Whenever it's appropriate.

Researcher: How often does that occur, have you looked at it enough to know?

Informant: It depends on the job and what's going on. I don't have nearly as many evening appointments or functions as I used to. When I was at my former assignment, it was all the time. Again, it was because I felt that I had to be there in case some donor should say hello to me. You want to be a physical presence. They need to see me here all the time, I felt. I had to become a part of it. I had to talk with them because you never know what will come off in these casual conversations. And I didn't want them . . . in case somebody wanted to make a deferred gift or would want to think about talking with me and very often if you're there people will mention something. They will not call you on the telephone. You can't do anything if you're not there. Not that if you're there something good will happen, but it's unlikely that something will if you're not.

Researcher: So you're increasing the probability by being there?

Informant: It's part of this do your best. How does one define do your best when you're already nervous that you're not going to be able to raise any money. So, the things that you know that you can do, you do. Now there is not as much evening work.

Researcher: About how much travel do you do?

Informant: A lot. I'm traveling now a lot.

Researcher: At least once a week?

Informant: At least. On a good week it's once a week. Probably, more on a not good week, because I'm traveling all the time.

Researcher: If your donors are someplace else, then you have to go where they are.

Informant: I know, but you could bunch it up so you could only do it in a day because it's always much more important to get in lots of appointments in a day than one in each day.

Researcher: But then you say that's not comfortable for you?

Informant: Which is another thing I learned, if you have one appointment someplace, yes you go to that, but then you try to schedule two more that day.

Researcher: But that's not bunching up, it just makes good sense to try to make as many contacts as you can while you're there.

Informant: Sure, as long as you've traveled 2 hours each way, do what you can that day, but if you can't, you don't cancel that one appointment because you can't get three others.

Researcher: I'll go onto the next question. With whom do you exchange information.

Informant: For example? First of all one of the ways that reporting is done in terms of exchanging information is I do weekly activity reports.

Researcher: Which go to?

Informant: Which go to the Vice-President of Development, the coordinator of college programs, the coordinator of Special Gifts and you, so that you know what I am doing. Then also if we do trips, or we make significant say "steps" toward making a solicitation or receiving a gift, we put it on our computer system one way or another so that people know what's happening. Then, of course, you always are reporting to your volunteers so that they're aware of what you're doing, because you're working with them and everybody needs to know what is going on. So that is good.

Researcher: So you're exchanging information with the people in the system with volunteers and whoever else needs to know.

Informant: Right. Development offices are very much alike. They have an inside and an outside face. It's not always clear which may be...more difficult. It may be as difficult to ask people as it may be to get programs set and

to get everybody working inside to make the thing go. So there are a lot of people in the university that need to buy into something or it won't go. You can have the brains and money and then the problem that nobody is going to use it well and what area will need a donor and all kinds of other bad things will happen.

Researcher: So it really is important to do both.

Informant: Yes. But on the other hand, you can be splendid with your internal relationships and not raise a dime and that is not particularly good either.

Researcher: So you've got to do both?

Informant: Yes, and the university has to buy into it.

Researcher: Okay, that answered that question. This is the last question now. Does your job performance criteria have an impact on how you perform your role? What I mean by that is, if the person to whom you report, if they have a performance criteria for you that's higher on their list of priorities than yours, how does that impact you.

Informant: I don't understand, say that again. (Researcher repeats question). There is a job description which is very broad. I am supposed to coordinate fundraising, to raise the money, and am supposed to do the acknowledgements and really, I think, pretty much independently run the development effort that I've been given responsibility for. Staff it, not run it--that's being presumptuous--but the idea is to staff it.

Researcher: Back to the question, the job performance criteria, how does it impact on how you perform your role?

Informant: I'm not sure what that means. We all have criteria, we all have...there are goals. Not that we necessarily have individual goals, but the program has a goal. You're supposed to raise X amount of dollars here and X amount of dollars there. I suppose one is evaluated on how successful one is at raising that money or it may be that it's not possible to raise that money. So it's not only, did you raise the money? Did you do all the things necessary to raise the money? You can't shake someone...I've often had this image of shaking a donor and seeing the coins come spewing out of his throat. You can't do it that way. You do all the best things that you can and work as hard as you can and say "Okay, this is what I've done, now tell me what it is that I should be doing that will make us meet our goals." I worry when it's not met.

Researcher: So the performance criteria that the person who evaluates you uses is he who wants to see the bottom line of the money raised.

Informant: I don't know if it's that so much, but, what is it that I'm doing? That's why these weekly reports, hopefully, at least let people know and if they don't think that it's appropriate, then hopefully, they will come and tell me.

Researcher: And they haven't, so would you perform your role any differently than what you're doing now?

Informant: Well, I could be doing it better perhaps. I maybe ought to be doing it differently. There might be something that I should be doing that I'm not doing that might bring in more money.

Researcher: Let me see if I'm hearing this right. There is nothing that the person who evaluates you has said that would make you function any differently than you presently do?

Informant: What happens is that, at least for me, I feel as if I'm working at maximum capacity, at least right now. Therefore, anything else is overload. By definition, it has to be. Anything...depending on how much time...it's one thing to have 15 minutes overload or 1 hour overload. It's another thing to have a 2 day or a 3 day overload because that has to get done with everything else and we're not talking about 8 hour days. When one is as slow as I am, it takes longer to get this work done. So it takes weekends and all this sort of thing to think it through, but you respond to that.

Researcher: So it does effect how you perform your role because in addition to your putting out the maximum, you go that extra mile.

Informant: I think everybody does. What I'm saying...it really sounds as if I'm going to break my arm patting myself on the back, but I do everything and I'm working all the time and look, here's Miss Goody Two-Shoes plugging away, but of course what we're not sure about . . . is how some people can do it in a shorter period of time and others it takes longer. I don't know. You just do what you can do and you try to work

it in. The other thing is if you're good, and I'm going to get better, you find a more efficient way of doing it.

Researcher: Do you look for those?

Informant: I've probably not been as good as I could be at looking for more efficient ways of doing things, or letting others help me out. Of course, that's not to say that they have any time, but there may be some things that they have...I used to think about that...how can I do things more efficiently.

Researcher: You've answered all the questions that I have at this point.

Site B

Researcher: The first question that I want to ask you is what is your greatest challenge as a college and university fund raiser? You can think about that if you want to.

Informant: My greatest challenge. I don't know. A number of thoughts cross my mind. Finding personnel, good development personnel is a challenge, getting our annual fund dollars each year is a challenge, staff motivation and team building is a challenge, always looking for new ideas, better ideas, better ways to raise money is a challenge. Fund raising dollars is a challenge. That's probably my greatest, as I work my way down to it, that's probably the . . . we are a dollar and cents department and in the end people will say to us "How much have you raised this year?" The actual

raising of money and the dollars that go along with it is the greatest challenge--that has got to be it.

Researcher: Good. Now the follow-up to that is what would you identify as your second and third challenges?

Informant: I would say the things that I've said.

Researcher: The ones that you said building up to are leading up to the greatest one?

Informant: That's right. Those would be other significant challenges.

Researcher: But the greatest one is getting those dollars?

Informant: That's right, yes, and making sure that happens.

Researcher: The second one is, what are your primary duties?

Informant: A lot of people refer to development positions as you juggle a lot of balls at the same time. Each position is juggling a lot of balls. My balls include working with our other staff members. We include the Alumni Department, news and information, word processing, offset. Those are the major areas and so some level of staff supervision.

Researcher: Is that of the four people you told me about?

Informant: There are four also for the development office. One of them is myself, then there is a planned giving officer, and two people working in the annual fund area. So

there is a development office that includes planned giving, alumni, capital campaigns and myself. There is an alumni office, there is a information office, word processing office, offset office. That is what our department office is, it is a level of supervision and coordination that is a major responsibility. An additional major responsibility is working with our library campaign, our capital campaign. I directly work with that and oversee that operation and activities related to that, including asking people for gifts for that. So I do a fair amount of actual fund raising myself. I work with trustees at the college and other major givers.

Researcher: Trying to educate them about what your plans are?

Informant: That's right, as well as talking to them about their own gifts and gifts of others, encouraging them to talk to me about other names of people that they can supply to us that we can ask for gifts, getting them to go visit other people, some kind of coordination of their activities, and then visiting other major donors that aren't trustees. There is also a level of work with the president, making sure that he gets on the road and that he is seeing the people that he needs to visit. That would be another major responsibility within the area. There is also an advocacy of working with the rest of the college community so that they understand what our role is and we hear from them on what their needs are. Finally, I would say that there is a community role, particularly in a small school, you have to be visible in the

community with good community relations so that you get support for the college and fundraising efforts from those people, too.

Researcher: You've got lots of primary duties.

Informant: I just think they're all parts of what you have to do to be successful, juggling a lot of balls at the same time.

Researcher: I think you can answer my question as to how you accomplish these duties?

Informant: For the variety of things that I do, I think the only way you can do that is to be an organized person. I use the Franklin Planner with that program. I also use that as a daily and monthly guide to fundraising programs. I work closely with staff, and they help me out with what I need to be accomplishing. I work as a team with the planned giving officer and our support person who say, "Don't forget to do this or talk about that." I get along with the president, we discuss what I need to be doing.

Researcher: Who is your major clientele?

Informant: Well, our service affiliations, our trustees, we have a number of friends through the churches, the community, and certain corporations in the area. I guess that's the major clientele.

Researcher: What surprised you when you first entered this position?

Informant: How easy it is. It's easy work, it's not difficult, not difficult at all, and it's a lot of fun. It's

a lot of fun to do this. I enjoy meeting the people and talking to them about the school, so for me I was surprised at how easy asking them for gifts is and working with people. That's probably not the answer you expected.

Researcher: No, it's not that it was not the answer that I expected, it's that a lot of the literature says that people who stay in this work really enjoy it and they consider it fun.

Informant: Good. That's interesting, that I responded well with the literature. You'll have to tell me what else the literature says so I'll know what I'm doing.

Researcher: That's wonderful that you're having fun. I think it's fun because you enjoy it.

Informant: That's right. That's right. If I wasn't enjoying it, it sure as heck would not be fun.

Researcher: My follow-up question to that is what problems did you encounter as a result of being surprised.

Informant: You know when I was offered the position, I was very worried I would have trouble asking people for money, because I'd never done this kind of work before, but I believed in this school. I believe in what it stands for and what it does.

Researcher: Were you connected with the school before you took this position?

Informant: Right. I've been with this institution for 14 years now, 10 of those years in other administrative capacities prior to this one. Over my 10 years, I added a

variety of responsibilities to my position. I still carry many of these responsibilities, maintenance department, conferences, athletics, some grant writing. I think the literature would say that if you believe in what you do it is easier to raise money for it. The other thing I would say though is that if I would go to another school, I think I could do it again.

Researcher: You think you could do what again?

Informant: I think I could do fund raising again. Okay? Because I see the need for more public support. I'm not an alumnus of this college, but my wife is. I'm not. She's graduated since we've been here, but I could go to other schools this size, but, I'm not sure I could go to a large university.

Researcher: Why, because you're happier in a small college?

Informant: That's right. I'm a graduate of a small, private college and I believe in that philosophy and that approach to education. I have my doctorate and advanced degrees from a major university. I don't give to those. I give to my undergraduate school personally. I give here, but I also give there and so I think I could go to a small college, I could go to a small college, but I would have difficulty going to a large university and doing the same kind of thing.

Researcher: Because of the philosophy?

Informant: That's right.

Researcher: Because of the setting.

Informant: The setting and type of institutions.

Researcher: The next question is, would you describe a typical day.

Informant: Okay. I am the first person here in the morning.

Researcher: How early?

Informant: I get here at quarter to eight and I spend the first half-hour planning my day, primarily through my Franklin Planner. I've been doing the Franklin Planner for over a year now, but historically that is...I'm a morning person and I get up and do that. I plan my day and the activities that are scheduled for the day.

Researcher: What time do you get up in order to be here by 7:45?

Informant: I'm up at 6:00. I exercise until 6:30. We get up and get out. My wife works, so we get the kids up and out and I take them to school and I'm here by quarter to eight. I'm a morning person. That's my style. I look over the day, the things that I need to do on that day, be it a visit elsewhere, be it phone conversations, be it correspondence and then plan my day accordingly. I'm usually out of here sometime between 4:30 and 5:00.

Researcher: That's typical?

Informant: That's a typical day.

Researcher: I wonder, how much travel do you do?

Informant: I'm on the road at least 1 day a week to 1-1/2, somewhere in that area.

Researcher: The next question is, with whom do you exchange information?

Informant: I don't understand your question. (The researcher explains.)

Researcher: So the question is, with whom do you exchange information?

Informant: It depends on the topic and the issue. If it's a gift that's come in, sometimes I handle them myself, sometimes if it's someone that is an annual fund prospect or a planned giving prospect, I would direct the information to that person for their information, sometimes to the president, depending upon who seems to be the right person to involve in that discussion or information. Sometimes it's alumni or peers, sometimes it would be a faculty member or other cabinet officers or trustees. If the gift comes in and the trustee has generated the gift, I let the trustee know that so-and-so has given a gift so that they can also thank that person. I try to route it to the planned giving person, some of them I keep myself, not as a rule, usually there are other people involved. There is no gift that comes here that I'm the sole person to get it. I've got to have the alumni office's help, their information helps me, so that, when a gift comes in or a bit of information, you need to get it out so that everyone is aware of that. We have routing correspondence so that

everybody gets to see the correspondence and see who is interacting with whom. We keep contact sheets on every visit.

Researcher: Who sees these contact sheets?

Informant: The other people in our department and the president.

Researcher: Does job performance criteria have any impact on how you perform your role, for instance, who is the person that evaluates you, or person who evaluates the criteria that is set for you. Does it impact how you carry out what you do?

Informant: The president. How I do what I do?

Researcher: Yes.

Informant: In other words, if he says to me, I want you to write a grant for this, will I go ahead and do it?

Researcher: I'm fairly certain that in that case you would do that, but if his emphasis is on an area where your emphasis is not, would you be more likely to look at that area more closely?

Informant: In other words, if he said to me "I want you to do fund raising in Australia, that he thinks there is a tremendous market" and I don't think that Australia is going to be a good market for us, what would I do with that? I'm trying to get clear on your question.

Researcher: Does job performance criteria have an impact on how you perform your role?

Informant: I think one of the differences you will see between us and larger places...I don't have a job description.

Okay. I would bet that people from larger places have a job description. In one sense, it's a self-start here, but it's also a directed start from the President. He is the person who evaluates me. If he were to say, "I think you should be spending more of your efforts doing this or that or the other," I would do that, but if I had serious doubts about it, I would let him know that and periodically let him know the progress, particularly if it's not going very well, tell him. Not so much to say, "Aha, it's not going", but to say "If you really want to do this, or am I missing something that you want out of this that I'm not getting to, that's not making it as successful as it should be?" Does that get to your answer?

Researcher: Yes, it does.

Informant: I have a very good relationship with the President. If there were something that I felt very strongly about, or even mildly interested in I would say to him, "I don't know about this, are you sure you want to do this?" So we'd have some of this kind of discussion on topics and issues. We see alike in many ways and there are few times that we would have divergent views on issues.

Researcher: And if you did, would you say that you have some qualms and then follow through?

Informant: If he says, "Look, I really want this to go," then I'd say, "Sure, you're the boss, I work here."

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Researcher: What is your greatest challenge as a college or university fundraiser?

Informant: I think I should tell you first about the role of the foundation as opposed to the role of the development office because they are different here. You will find that at different colleges, they are different. Here at this community college, the development officer primarily concentrates on federal and state grants. The foundation is pretty much with private and corporate philanthropy.

Researcher: Who concentrates on the grants?

Informant: On the federal grants and state grants, our development officer. The development officer serves under the Vice-President of Research and Development just as the foundation comes under that office, but the development officer keeps pretty autonomous in his federal part and I'm pretty autonomous in private gifts. As Director, I have a Board, they're a fine board, incidentally, it has about 21 members. They're citizens from all over the area. The Board meets every other month for nine months. In the alternate months, or the interim months, the Executive Committees meet. I have a very active Executive Committee, which is comprised of the top officers of the Board of Directors, and a very active Board of Directors, and there are many subcommittees of the Board.

Researcher: How many people are on the Executive Committee?

Informant: There are usually four people, that's the actual number. We don't call him president--we call him the Chairperson, then the Vice-Chairperson, the Secretary and the Treasurer.

Researcher: Now is the Chair the President?

Informant: The Chair is the President, but they don't carry the title President. This is the Chairperson of the Board. That's why I tell you you need to understand the structure of our college. Now on our Board, the President of the college always has a seat, so the President of the college is on the Board of Directors. Other people are community people, pretty much.

Researcher: Now there is a Board of Directors and there is an Executive Committee?

Informant: The offices from the Board of Directors comprises the Executive Committee. Then there are ex officio members who sit with the Board. The Vice-President of Research and Development sits on the Board, but is ex officio in the sense that she is not a voting member. Also, on our Board is the Vice-President of Finance for the college, who might be considered the Controller, but he's really a Vice-President of Finance for the college and he sits on our Board so that there is an interesting board structure. As an example, for the Research and Development Committee, the Vice-Chairperson is the Chair of the Development Committee and the Vice-President is also a banking vice-president in the community. The President of our Board is . . . I can give you

a list of those. I think you might want to see that list. The President is a local bank president, then our Treasurer is the Vice-President of an industrial complex. So we have a very diverse and very active board . . . they are people who have been active in the community and who have been able to maintain that level of Board participation. We also have two seats that belong to the faculty. They are appointed people and they sit as anyone else, but they are known to be faculty seats, so this keeps us tied to faculty and staff at the college. We usually have either two faculty members, sometimes it's a staff person, but there is always representation from the college. Those people are also very active; as an example, we have a representative of the college on our Board, he heads one of our departments here. There is a payroll deduction plan which faculty and staff can participate in and then they have some say in the direction that the money is spent. In other words, they can recommend to the Board of Directors how it should be spent. Last year they had a big wellness promotion for faculty and staff and it has the potential of really getting full participation in the work of the foundation with faculty and staff.

Researcher: As Foundation Director, what is your greatest challenge, after telling me about the Board and the structure?

Informant: To build the basic support for the foundation. We do have a lot of grants that are pass through grants and that's fine because that gives you credibility, but

once you get a substantial base, then you have a legitimate business. This foundation is comparatively young and in the beginning really did not go out to raise a lot of money. In order to build a base, let's face it, you have to raise a lot of money, so we have been steadily increasing in endowed scholarships. You see the endowed scholarships will remain here and that is a substantial base.

Researcher: So your challenge has been to build the financial base of the foundation.

Informant: Right.

Researcher: Would you identify what you would call your second and third challenge as Foundation Director.

Informant: Well, of course, you're not building in a vacuum. So you're building it for a purpose, but you have to be strong to do that, to do...follow your other goals. Of course, one of the major goals is to assist students and faculty here. That really is the primary mission of the foundation. The foundation isn't existent in as I say in isolation or in a vacuum of some sort, but the purpose is for the benefit of the students and the faculty and staff at our institution and, of course, probably secondary to that, or as a part of that, also to assist the community. There is not any other institution any closer or more diverse and in a position to really service a community as a community college can do. This is for employment, for upgrading, for people who are returning to school, for people who never had those proper skills to begin with, the mission of the college is a very

exciting one I think, and a very exciting place to be because it is not elitist and yet, we sometimes have a large population of students here who have Ph.D.'s but who needed to come back for whatever reason for continuing education, or to improve their situation or to gain specific skills that they somehow missed on their way to their first two or three degrees. That gives us . . . that probably makes a community college more of a huge democratic setting perhaps than any other institution in this general area because of the diversity. That's economically and every other way.

Researcher: My second question to you is, what are your primary duties?

Informant: Well, this is a small office, so I'll type a letter if I need to. As you see, I have the equipment to do it, so I do whatever needs to be done. Actually we have 2-1/2 people. One person concentrates primarily on doing grants. These are grants like the grant in Nursing, the Lion's Club and others that you need to write proposals and grants in order to get funding. And then of course to assist in any other way necessary. The office is in need of secretarial duties from time to time. We have a part-time secretary, she works usually at least four days a week, sometimes five. So my duties are primarily to meet with the public organizations, to go out and give presentations, to meet with individuals who are interested in establishing endowed scholarships to write anyone that I know who might be interested, to keep up that kind of cultivation. And that's what a lot of it is,

cultivation in foundation work. You can't just go out and ask someone coldly for money, you have to do a lot of things in preparation for that. So friendships that I already have, I continue, and those that I've tried to establish a relationship with, within the college so that they can feel a kinship to the college. So I'm part of all the committees and we have several committees, we just finished the Capital Campaign Study and we have a chairperson for that, so we have a lot of active committees. But on the other hand, the committees interact with us and so the more people who are involved, the better, and they involve their friends. The better your program, the better the chance for success as far as your program is concerned. We've launched Planned Giving recently and have met with the Planned Giving Council. They really are state planners and they have a whole organization that I never even knew about and I've been active in the community for many, many years. It just goes to show you that there are layers and layers. These people are insurance people, they are trust officers for the banks, and lawyers, attorneys that deal in wills and estates. We've recently had a meeting with some of those people and have sent out literature on the fact that we're interested in the county part of the estate planning in this area. There is something all the time. There are all sorts of things. We're going to have a fundraising event, so there is a lot of planning to do there. This past fall we had a big reception. We give our donors an opportunity to meet with the recipients of their

scholarships and so we had a big reception and following that, they all went to a college-sponsored play at the college playhouse. We try to tie our activities to something that is going on at the college which gives the people, who are donors an opportunity to meet the recipients of their gifts. We also invite prospective donors to that event so that they have a chance to see face-to-face that people who are giving endowed scholarships are not nameless and faceless, nor are the recipients. They sometimes strike up some pretty good friendships between the recipients and the donors.

Researcher: I think you were preparing for that when I visited you last fall.

Informant: Yes. So there's always something.

Researcher: It sounds like you really keep busy.

Informant: All the time. We have something usually in the hopper. Now we're already beginning to plan. We have a community development leadership group here and we're beginning to plan an activity with that group for spring. This is to develop our alumni association. We've been working on developing the alumni association, so toward that end we are also working on a Distinguished Alumni Award which will be presented for the first time this year.

Researcher: That gives you an entree to a lot of the alumni.

Informant: Absolutely.

Researcher: It sounds exciting.

Informant: I think one of the exciting things is, that we now have student groups who are willing and interested in participating with us. As an example, the Marketing Club has raised over \$10,000. Their first time out, they'd never done it before, so I called in some people that I knew who had done this sort of thing and they were willing participants and they helped them get it set up and they had a hard-working group, a really fine group of young people. Well, they're going into marketing so you know they're already interested in sales and knew how to sell. They sold everything, including the holes in the cheese, and it was just a great outing and they've already begun planning for next year. They're going to continue that. It only takes \$15,000.00 to endow a scholarship, so they'll have their endowed scholarship after their next outing, but they've enjoyed it so much that they want to continue this as an annual event. I suggested that they might want to go into giving seminars, build up a fund that they can bring in guest speakers for their seminars and that sort of thing. We also want to start a distinguished professors Chair, the endowed chair, and we don't have one yet. Anything you do is great, because it hasn't been done, so we're pioneering, but an endowed chair really can be a source of continuous income for the college and a continuous benefit because it will be able to bring people here that may not normally be able to afford to come here for a term or two. I've also been working on the University Exchange Program. We started this program, the idea was to give motivation,

particularly to minority students, in the community. You probably don't know a lot about this city. This town has enjoyed relatively high employment throughout all the economic downturns that the country has suffered; throughout the throws of recession because primarily products sold here always were good sellers. And primarily because of the role this town has played in the state, it has pretty much enjoyed steady employment. When I first came to this town, it was rare to find any minority students going to college, very, very rare. In the first place, there weren't many minorities here. Then later on, it was rare because they didn't need to in a sense. They could go into the factory and they made more than any school teacher could make. So high school education was completely sufficient, and in many instances, not even a high school education. Many of them just dropped out and went to work because they could get a job right away. Well, of course, life has changed now but old patterns are hard to break, so its been many of us who felt that motivational programs were necessary, and particularly in an educational setting where you could select your own courses. In many educational settings you don't do that, you have to take certain prescribed courses. Here you can almost opt to take nothing and finish high school with absolutely nothing. So in order to build this foundation program without coming into somebody's school saying you aren't doing a very good job, we know that's a no-no. We decided to embark on a preparation program some time ago for reinforcement of early preparation.

It's a prep program. Out of that has sort of grown the interest in finding another way of doing it. The previous President here was very supportive of our forming an articulation transfer with colleges, which is kind of unusual because Fairfax* and Courtland* had never participated with community colleges before, so we worked on that for about 2-3 years by bringing the president of Fairfax* here for commencement speaker, by going back and forth, and just recently this fall the President visited the campus with one of our deans and has really firmed up the agreement. We had one student leaving this winter term transferring to Fairfax*.

Researcher: That's wonderful.

Informant: We've been working on building this kind of program. We bring those students here on campus, the high school, we've had a trip to take them to Fairfax*. We don't care if they go to Fairfax* or not, quite frankly, and many of them will never even go to Fairfax*, but now they're aware, very much aware of what they need to take because we have the curriculum and the outlines. One of our consultants and the foundation was able to help fund their choices and that's a work tool that can be used in the high school. It was an interview with students from Fairfax* who went to the Community College and they talk about their experiences there, what they had to do in high school to prepare themselves to go away to school and so forth. It's really been quite exciting

*Pseudonym

because we have continued here . . . there was a group that I formed several years ago the girls had to say what they were going to do. The whole idea is, this is their reward for having finished high school and maintaining good academic standards and so forth. So many of them had indicated that they wanted to go to Fairfax* because they'd heard about this program. We now have 40 students at this college in the pipeline. Now, already some of them have been rated as top students. Give them an offer they can't refuse, fine. That's the purpose to get them to think in terms of really wanting to go. So when you ask me what the foundation can do--be supportive. We've got to give some assistance to the young woman who is going away. We have one scholarship that's named for the former president. As I told you, we support him. We gave a dinner and the proceeds all went into that Endowment. We have \$134,000.00 in that endowment, just in that endowment. It can go international and it's been supporting students at several universities.

Researcher: The student that would go to Fairfax* when they finish at the community college here, they could either go on to Fairfax* or go onto whatever they would choose?

Informant: Right. Because of the curriculum. The college has a great curriculum articulation program, not only with all this state's colleges, but we've just added other state's colleges. This is the environment handbook which

*Pseudonym

lists not only all the different colleges, but it also lists the areas of specializations so that you'd know what to take if you're going into medicine or if you're going into nursing. So it's very well done. All that group participated in the Fairfax* university articulation agreement. Ms. Teacher, who incidentally also served at one time on the foundation board, is the main person who helped develop that agreement. We have one with colleges and universities.

Researcher: The college here has a high reputation.

Informant: Very high for excellence. Very high. The nursing program, all the programs, court reporting, so forth. Then when the people from Fairfax* came, they had the four year nursing program; so they were interested in the possibility of students transferring who wanted to go here and get a four-year degree. There are others that we are hoping to get going. As an example, we have an aviation program, CADEM and CAD-CAM, which are the computer aided design and computer aided manufacturing programs; and those colleges don't have that kind of technology.

Researcher: Are there programs for students in engineering?

Informant: Pre-engineering. I'll give you some of our literature. We have our new scholarship brochures out.

Researcher: You're quite busy.

*Pseudonym

Informant: Well, again with the board itself. We have an allocations committee and the people on the allocations committee decide on the grants for the student scholarships. They review the applications. We also give faculty grants.

Researcher: For research?

Informant: Usually for innovating or changing direction. They're not large grants now, but when we get more money, they'll be larger. Now it's \$1,000.00, but it's for some innovative grant and we give five of those. This year for the first time we gave student grants, \$250.00 to four student groups. This is for the first time. We were pleased to get such nice proposals. One is for an international festival that they're going to have here, one was a geology trip that they were taking and some findings that they wanted to bring back from that geology trip. So that's kind of...to make the students think in terms, not only of the foundation, but then of the alumni. Once they are alumni, they'll be more interested in the college, when they are participants. We have a lot of students who may never make it to associate degrees, they don't even go for four years.

Researcher: Sure if that meets their needs.

Informant: So we want them to think in terms of being participatory. That's why I was pleased to see the students in the student marketing area. Recently, a group of alumni nurses, Medical Hospital* Alumni Nurses, have started an

*Pseudonym

endowed scholarship, as well as the radiologists. We have a very fine radiology program and the nicest thing about it is, that once you have made contact with these people who are heading these organizations, then they come in and we go over how they can begin the process. They, as presidents will write the letters and we will mail the letters. We take the postage off of them and duplicate the letters, but they sign them and send them to their membership. The response has been very, very good as they're building these endowed funds.

Researcher: And an endowed fund is \$15,000.00?

Informant: \$15,000.00.

Researcher: Do you do any grant writing at all yourself?

Informant: I haven't done very much, personally. I have written some. I usually write the letters of inquiry, I try to make the contacts, sometimes with people that I've known when I was a national organization president that I know are in the business. I think that's been helpful and sometimes they come to visit. That letter I was writing then was to a friend of mine whose work I've known. Even if they can't help directly, they can direct me to someone who can.

Researcher: That's right. I'm sure that the fact you've been a national president has helped in your contacts.

Informant: I contact so many people that I know all over the country. It kind of amazes me sometimes how many people I do know and I've met in other places. It helps. You have to meet them again and break the ice.

Researcher: It makes you ideal for this position.

Informant: In a way, yes. My husband said I'm getting paid for doing what I like to do best. I've always done that all my life anyway. I've always been involved in organizations. You know a lot of people don't like organizations. It's always amazing to me that they don't, because they can accomplish so much. You can get a lot done through organizations. Some people don't recognize that, they think it's a lot of trouble, but it's really not. You have personalities to deal with, but you don't want a board where everybody is a rubber stamp and they just sit there and do nothing. We like the challenge, and usually it's a legitimate challenge, even when they are asking or coming down on you about something; you know they are alert and alive.

Researcher: That's right. I can see that you thoroughly enjoy what you're doing. That's wonderful, which really the literature says that people in this kind of work, where you eventually have to ask people for money, really enjoy doing that. I don't think people can do it if they don't.

Informant: You don't just ask for money. You try to sell them on something that they like and if you sell them on something they like, then in fact, I've been in the enviable position, where sometimes someone will call me up and ask me about something, and then you've made the contact.

Researcher: That they want to do.

Informant: Right. That they want to do.

Researcher: So, it's about partnerships.

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Informant: It's really a partnership so that people feel that they are getting something of value for whatever they are giving. I think that that's why the community college's idea is sound because people can see their money at work, because we are still young, on a small basis. It's not just one of millions and millions of dollars that you have. We're still small enough that we can keep personal contact. When we give scholarships out, we notify the donors of the names and addresses of the students who received their scholarship. We notify the scholarship recipient of the name and address of the donor and suggest to them that you might like to drop them a note.

Researcher: To thank them.

Informant: Yeah. It just makes it much more personal.

Researcher: Then you have the reception for them.

Informant: Many of them had already started corresponding, which was very interesting to me that they had already . . . so they were looking for the person because they had already exchanged letters. We have one young woman who has a Scholarship and she's really been a regular, and he's so pleased about it. He's just so pleased, he's pleased about all his students. We have three foreign students who are on that scholarship. He was very pleased.

Researcher: You have a lot duties then, you're doing a lot. How do you accomplish all that you do? How do you go about doing that?

Informant: Schedule. If I lost a calendar, in fact I keep three calendars, and if I lost one of them I would be in trouble. It's just a matter of scheduling and planning and thinking about what you have to do and getting your materials together. I suppose all the years of working and traveling for the other organizations, when you consider 8-9 years as Vice-Presidents, and I still travel considerably.

Researcher: Do you? Do you still hold a national office?

Informant: I have three conferences coming on now. The immediate past President sits on the Board, so I'm still on the Board. As long as the current President is on the Board, I'm still on the Board. I don't travel anything like I used to. It was usually almost every weekend in the summer. You have to learn how to plan to do that.

Researcher: Do you use a Franklin Planner?

Informant: I did at one time, but I found it not that helpful to me.

Researcher: Is that so?

Informant: That's right, because you can spend so much time writing things down, that you don't get anything done. If you saw my planning document, (pause) I've seen people who do a planning document that looks like a book. Well, you can do that, but look at the time that takes. So my planning document is usually two pages and I do it quarterly because things change. I plan as far ahead as I can but then I'll do a revision by date and activity and by preparation dates, to

get a lead-in time. Lead-in time I find is very, very important. A lot of people don't think it's important, but you can't plan to do something like next month and expect it to be successful. You have to have people thinking about it and talking about it. You can be too far off, because they lose interest, but you need at least 2-3 months. They need to recognize the fact that this is coming. Organizations have to hear about it, so consequently we've been very fortunate and hope that we will continue. We've not had any affair that was not well attended, but then people have had good lead-in time. See, what I have to do, and it's really an odd way to do it, I use a calendar--I have to see the month. I cannot use a daily planner. If I can't see the month, I'm lost. I have to see the month for it to work.

Researcher: Who is your clientele?

Informant: Clientele . . . what category?

Researcher: The people that you serve, the people with whom you interact.

Informant: You see that would be, (informant pauses) if you're looking for a certain category of people, that's why I told you in the beginning about the diversity because I have the churches and the ministers in the community and we still identify very closely with our community. On the other hand we are in the country club, so I don't have these sets. I'm in the Town's Women's Club, which is one of the oldest Clubs. It is now 120 years old and I've been in there since just before they were 100 years old. It's regarded as a literary

club, it's a women's literary club. Can you imagine something as old-fashioned as that, in fact I just gave a paper there. You have to give a paper about once every 2 years. I did a paper on (Name of Historical Figure). She was great fun to research. I didn't like her at first, but then I got so I liked her.

Researcher: I can imagine.

Informant: She's quite some person and so that's certainly diverse, right?

Researcher: Absolutely. So you have a diverse clientele as well as?

Informant: My clientele is as diverse as my life is diverse, a lot of different people. Then there are important student groups who we interact with. The students are active now. They are part of building a foundation. They come over here any time they feel like it. And they meet here. Most of the groups have their meetings here, if they are working with an important foundation. Of course I always get permissions from the Board before I bring in any new group, but if they are working with important foundations, they usually meet here and that helps me because I can keep a handle on what is going on. I don't want to find out something's going on after the fact. People can go off on tangents and get into real trouble if they're not careful. Somebody might do something in the name of the foundation, so we have to try to keep a degree of control without looking like we are a controller. You don't want to ever look like a controller, but you need to know what

is going on. So our clientele, is the faculty, and the development group, we have to interact with all of them. Another thing that I'm really pleased about, is that we have maintained an excellent relationship with the Board of Trustees. From time to time foundations have gotten into difficulty when they begin to think of themselves as ?? and step on the toes of the Board of Trustees. We're very fortunate that one of the seats on our Board is reserved for a member of the Board of Trustees. It just so happens that at this time the President of the Board of Trustees is that person. She just happens to be the President of the Board of Trustees, but she also sits on our Board. I'll show you pictures and go over the history of the board members. They're out there on the wall.

Researcher: Good, I'd like to see that. What surprised you when you first entered this position? What was the big surprise when you first took this position?

Informant: I think I came in a different way so I really was not surprised. I have been a member of the board of the foundation since its inception in 1981. So I was on the Board. I have been the Vice-President of the Board. I have been the President. Initially, the president of the college asked me to apply for the position for the foundation and I was President of a national organization at that time and I knew that it would have been impossible to do both jobs. I could not have done it then and I told him why. I told him that someday when I had fulfilled that responsibility that I

would certainly be open to consider it. Well, I'd forgotten about that really, because I was pretty comfortable where I was, in the position here at the college. I continued to work at the college where I was on the foundation board, but when it became vacant, then I decided why not apply? So, I resigned as President of the Foundation Board in order to apply because I did not want to be part of the decision, or even post-decision, so I resigned. That's when I received this job.

Researcher: So, there were no big surprises?

Informant: No, I knew the foundation, in fact I probably knew it very well, so I didn't have the surprise that others might have had. I'll tell you what was surprising and that is that I got such good support from people. I didn't expect not to get support, but then I received four endowed scholarships just like that; so that was a big boost. I wish I could have refused it though this year. I have more people paying on them now, but I got some cash like that--one-two-three-four--four big endowed scholarships, which was a nice little boost to the foundation. One was a surprise.

Researcher: Just starting.

Informant: Just starting, yeah and not having to work very hard at doing it, just casually mentioning it.

Researcher: Do you suppose though that your previous position with the foundation and all the networking that you'd done up to that point had anything to do with it?

Informant: I don't even know. I haven't analyzed it because it could have been work that the previous director might have started. The fact that the foundation was here and looked like it was going to stay. I think that the Tribute Dinner really gave us great visibility. I think one of the reasons the previous director resigned was because he was starting his own business. You know, putting on a dinner is not an easy task. Not one of that magnitude.

Researcher: How many people were a part of that?

Informant: Almost the whole campus. We had a lot of committees. Many of the Board members' spouses helped and the previous Board members' spouses. It was a big operation.

Researcher: I remember reading about it.

Informant: But it was one that the people who knew the former president felt very strongly about, because he had done such a fine job here. He'd been the President for seven years. He might have made a few enemies, as you will, but he'd basically done a very fine job. So there were a lot of people who (informant's voice trails off).

Researcher: Recognized that?

Informant: Yes and were happy to join in the tribute. So I think the Tribute for the former president probably helped create the climate for many other people to be willing to participate.

Researcher: My follow-up question really probably doesn't apply since there weren't any big surprises. The biggest one was a quite pleasant one receiving that support.

The question is, what problems were encountered with the surprise, but there wouldn't be any problems associated with that because your surprise was so positive. Would you describe a typical day. What's a typical day for you?

Informant: I've already told you that we have a pretty heavy schedule of meetings so most days I have meetings of some sort.

Researcher: What time does your day usually start?

Informant: 8:00 a.m. and usually I try to come in and deal with any letters or correspondence or mailings. We have a pretty heavy schedule of mailings. We just finished our annual fund campaign.

Researcher: You were just preparing for that also when I was here.

Informant: Mmm-Hmm. That's a lot of mail so we had to have a lot of help. We had to solicit help this time from people on the campus. Some of the deans sent their student aides over, which is nice. You need to do that because then they can feel a part of it and then you can thank them for helping you get that big, massive mailing out. We're still getting monies in from that. Well one surprise, perhaps, and I guess it is and maybe it isn't, and that is, there had not been an annual fund drive for some time, I don't know for whatever reason. So last year, we resumed that. You cannot run a foundation without doing that annual fund campaigns. Now, sometimes it's hard to justify because it appears as if you're not getting enough money. Last year all I wanted to do

was just break even. If the mailing paid for itself I would have been happy, but as it turned out I had to call on someone who was interested in starting an endowed scholarship and do you know what triggered it? They got the letter. Then they decided, she and her husband talked about it, "Well, we have a scholarship at the State University, why don't we give one to the Community College?" It's difficult to calculate what that drive did because that's \$15,000.00 in one whop. This year I've gained the same thing. Here came an unrestricted contribution of \$10,000.00.

Researcher: Unrestricted?

Informant: Unrestricted.

Researcher: That's really wonderful isn't it to receive something that's unrestricted, because then you can do whatever you like with it.

Informant: What you need to do, is to help support your operation. This came out of the clear blue sky and was a person who had already given \$10,000.00 at another time several years ago. So you have to do the annual drive whether you like to or not. Now, if you had a really good fall of luck, you could do the phone-a-thon. I don't know if that's going on or not. I know that some people get so they're very bitterly resentful, but whether they're resentful or not, they pay off. We haven't gotten to that yet, but that's something down the road that we may want to consider.

Researcher: I guess there's a kind of a controversy about what brings more--the phone-a-thon or the mail-a-thon.

Informant: Well, it's usually a combination. We mail and then if we haven't heard from them, we call so the mail is an option, but we have not gotten that organized yet, but I would think that maybe down the road, that might be something that we would want to consider doing. We have not done things where you pay people to do them. Normally, we've had to give up some of the proceeds in order to have a phone-a-thon. Of course, people don't do that for free. They need student help. Students usually are paid something for their time and effort and we have to train them.

Researcher: That's a big part of it, isn't it, the training, so you have everybody being consistent. We were talking about your typical day.

Informant: My typical day, that's hard to talk about, because they're not typical.

Researcher: They're all different?

Informant: They're all different.

Researcher: But, even with the diversity of your day, if you could describe one that's most usual, you know, rather than unusual.

Informant: We interrelate a lot with other offices here, like publications and public relations, the distinguished alumni group that we're working with, the business office. So we have meetings of a lot of different sources with some of those people. Now I don't have to go to all of those. That's why someone from my office goes to some and I go to some, but anybody who wants to start a scholarship or who is writing a

proposal, we have to meet with them. Then we have to meet on the follow-up and evaluations. That's a lot of meetings.

Researcher: I can see.

Informant: I'm looking at this one. This is the day that we met with the nurses. Well, we started the day out in the morning, I'm getting a lot of students from the State University who get so, they come by from time-to-time. I've got students who have done sort of like a mini-internship with the foundation. On this date I had a student who was coming by to finish up her work, then I met with the auditor at 10:00. The first meeting was at 9:00, then the auditor at 10:00. Then at 11:00 I met with a person from nursing. Then that particular day I met with someone from Medical* Hospital, they're getting ready to give us a big scholarship, there was a reception for that, so I have to go to a lot of community events. Like today, I have to go to it's really the National Society for Research Development Executives and they're having a meeting out at the Hotel and it's on Planned Giving, which is another part that's of interest to me. So, most days I'm on the move. The day before, I met with the alumni committee to develop this literature for the students. There was not a distinguished alumni award. Our office did all the developing of that piece of literature as we do all our other literature so we met with the committee to get their input. That's another group, people from the community. Judge Jones* as an

*Pseudonym

example, sits on that. I met with the founder of the alumni nurse group. I'm on several committees, so I meet with those groups. There are but few days during the regular part of the year, that there's not some meetings. We had the awards at the auditorium one day and the Professional Development Luncheon. When the Advertising Club found out what the Student Marketing Club had done, the Advertising Club contacted me and so I had lunch with the representative.

Researcher: Is that club associated with the college?

Informant: No, this is a group of community professional advertisers and so they contacted me and they want to start an endowed scholarship so they gave \$5,000.00 toward building an endowed scholarship. In the meanwhile they're going to give a scholarship each year anyhow, so they're going to contribute an additional \$1,000.00.

Researcher: Would they link up with your advertising group?

Informant: They wanted to co-sponsor the event. I told the students that the Advertising Club wanted to co-sponsor the event with them.

Researcher: Now that's nice networking.

Informant: These are all professionals. Now their scholarship is kind of different because they want the person to work with them on a project. They look up someone in marketing or advertising, so that was a nice day. And I said I met with an auditor that day. We have state auditors, internal auditors, federal auditors. You know there are

pretty strict rules for foundations so we follow really a pretty good audit trail and hands-off as far as disbursements are concerned. As an example, our scholarships are held in our accounts and then transferred to the Financial Aid Office. This keeps us from handling the money. We have a very good audit practice. When I say that we have a staff of two and one-half, that's very misleading because we have such tremendous support from the college and from the business office, where we register all of our transactions, do our banking and so forth and also from publications and public relations and other areas of the college. We get a lot of support, so they've been very, very supportive of us.

Researcher: Earlier you mentioned about the various brochures and that kind of thing; when you're starting to form a new group, do you do the writing for those?

Informant: Usually.

Researcher: So you do a lot of writing and have a lot of writing time too.

Informant: A lot of writing. I don't think of it that way. I'll give you some of the things we've done.

Researcher: How much travel is associated with the work that you do here?

Informant: Just around the area, except for professional meetings. There's one in Washington which is a very fine meeting. I've gotten a lot out of that meeting. I did go up to a state conference, so I've been to a couple of

conferences. There's only one, no two. I went to a case conference in Chicago last fall, a year ago.

Researcher: Council for the Advancement of Education?

Informant: Yes. We went to that conference. Then I sent Barbara* to Seattle for a Grants Writing Conference.

Researcher: What is Barbara's* position?

Informant: She's really a secretary, but she aspires to be a grant's writer so I try to free her up to do that.

Researcher: You had an invitation-only grants writing program here. Did Barbara* get to participate in that?

Informant: Oh yes. She had been to that. I had sent her to another grants writing conference, that's how she met the facilitator and that's how we happened to have her come here. So it was really quite well attended. That's another activity that we're doing and that is to build a pool of grants writers throughout the college. We're hoping to repeat that. This one was more the private grants but we're hoping to repeat that on federal grants. In that way we will be able to have representation from each division. We planned it that way. The Dean selected the people and in that way we will be able to ask people if some grant opportunity comes along that's in that one area, and we can ask them to help us write those grants. So that expands what would be a small force, but it would be something that's in their field.

*Pseudonym

Researcher: My next question is, with whom do you exchange information?

Informant: At the college level, community wise?

Researcher: You can describe whomever.

Informant: Well, it just depends on the situation. I think that this meeting that we're having at noon today is the first really organized way of getting the various executives together throughout the area. John Brown* from Medical* Hospital was put on this program today. He's a Development Officer there. So I suspect that all the other foundation people and various groups of that nature, will begin to attend. So this will be the beginning of the network of exchange. When I first came on board for the foundation here, development people from Medical* Hospital came out and met with me to give me some ideas on fund raising activities and sort of ways to go about it. I thought that was really marvelous. You find that the people who are in this business don't really feel that they are competing with one another so they're pretty free in sharing ideas because generally you have your own public. Some of the dollars obviously are the same dollars, but they're going to give to who they want to anyway. They're going to be solicited by a lot of people other than you. I have found that most of them are very, very generous. Some of the people that I met in Washington, as an example, I had to call on one already and she faxed some

*Pseudonym

information over here already on the Endowed Chair. I've heard from about three people that I met. Some of them wanted to exchange some information, they wanted some of our literature. People are pretty free with their exchange and very generous who are in this business. They're not possessive and secretive.

Researcher: That's wonderful.

Informant: I think it is.

Researcher: Do you think that's because even though some people are competing for the same dollars, do you think, for instance, the person that came over from the hospital when you first started what was their rationale for this?

Informant: They had been invited. I asked about some information about some of their programs and they said they would just come out and talk to me. Normally, they get paid for that, a consultant fee. They're very good. They're very good at what they do.

Researcher: This is the last question and it is, how does job performance criteria have an impact on how you perform your role? What I mean by that is, you are evaluated by someone, is that right?

Informant: I haven't been so far, but I presume that I am to be. I haven't been since I've been in this position.

Researcher: So actually, you perform your role autonomously?

Informant: I set my own goals and try to live up to those goals. I have not had a formal evaluation in over a year. Don't talk it up.

Researcher: Well, I won't. You're not the only one though. It seems that people in this work have quite a bit of autonomy and you're placed in these positions because there is a lot of trust.

Informant: Well, it's not only that but your performance is obvious. It's obvious whether you're producing or you're not producing. Has your endowment increased each year? Has the level of your funding increased? If it hasn't, why not? Now we're coming into a stricter economic times, but that's a mixed review, interestingly enough, in reviewing some of the literature on foundations, some of the history of foundations and other philanthropic groups, giving seems to increase in bad economic times. The people who have more tend to give more and there are always people who have plenty. They tend to give more. We can't assume that we're not going to have continued growth just because we're in an economic recession.

Researcher: And as you said, this area is not even the same as other cities, the unemployment rates are lower here than the national as well as the rest of the state.

Informant: Yes. We have not suffered as much as other areas. I was even looking at the fact that the major product here is down 25% nationwide, but not here. The products that are manufactured here are selling well. I don't know what that means corporation wise, because I'm sure they share the

money with the rest of the corporation, but it sounds good. It sounds good.

The researcher did very little editing of the interviews except to clarify the point the interviewer was making. Notes were taken on interviews subsequent to the initial recorded interviews. Notes were made in the margins to ask for further information. The researcher used abbreviations learned in writing nurse's notes in order to write quickly. Abbreviations used were $\bar{c}$ for with, $\bar{p}$ for after, $\bar{a}$ for before, and $\bar{q}$ for every. Some words used by the informants recurred with frequency. The researcher took note of these words and subject areas that were repetitive. The formal interview questions were followed up by other informal questions to clarify the informants' answers.

Participant Observation and Documentation

At the beginning of the study, the researcher discussed with each informant the plan for participant observation. Calendars of the informants were reviewed. The plan was weekly visits, and in addition, any special events from which the researcher could benefit in relation to learning more about the informants and their work. The researcher was given the Campaign Case statement by the informant at Site A. This document is written to state an effective case for support. It is similar to an investment prospectus for a business (Lord, 1990, p. 18). It is a very large document of several hundred pages. It was a very useful document, stating not

only the state of the various colleges and departments, but also included awards won by faculty and the number of honors students accepted by the university. This document says to the prospective donor, you are not putting your gift into a sinking ship, but into a viable organization that is strong and growing. Other documents received were brochures of the various gift clubs and other documents, which the researcher found useful.

The informant at Site B gave the researcher the college catalog and various newspapers published by the college and the college newsletter sent to the alumni of the institution. The catalog was helpful, giving not only current information, but historical factors as well. The newsletter indicated the kind of information alumni want to know, such as whether the team is winning games and how well the capital campaign is going.

The informant at Site C gave the researcher a report that had been done by a consulting group. It was a large document that was a report on the present status of the community college and gave recommendations for the most effective direction for the college to take in its community role, as well as in fundraising. The college newspaper was also obtained by the researcher. It offered information on the current status of students and the institution.

While visiting Site A, the researcher had the opportunity to listen to a conversation between the informant and an alumnus who is a banker in one of the town's for which she has

responsibility. The banker was reluctant to discuss other prospective donors' ability to contribute. He believed that in his position as town banker, he had access to privileged information and that he would betray a trust to take on the role of prospect screener in collaboration with the informant. The informant assured the banker that she would not want him to go against his convictions. Near the end of the conversation, the banker stated he would be pleased to talk further with the informant about his own gift. The researcher could hear only the informant's part of the conversation. After the informant ended the phone conversation, we discussed what had transpired. The informant stated that this was just the beginning of the cultivation phase with this prospective donor.

During another visit at Site A, the informant was working with her secretary at a table in her office. They were double-checking the names and addresses of alumni invited to a fundraising event, against the master address list. The researcher observed the meticulous care that the informant took to be certain that the address was correct and, to note from her files, whether the person was still married or unmarried and whether the spouse's name was correct. The informant stated that, "One never wants to cause embarrassment to a prospective donor through errors that may be avoided by taking extra care." From the researcher's observations, it appears that the informant has a reputation for being

methodical and precise when dealing with correspondence sent to donors.

The researcher observed the informant from Site A in a department meeting. The meeting was chaired by the head of the Special Gifts department. The researcher observed the informant contributing to the meeting, offering helpful suggestions. The researcher was impressed with the way the informant had insight into determining ways to continue cultivation. One of her suggestions was not just sending a thank-you letter, but using that letter to raise more money by asking people to come meet the new campaign leader. She stated, "Once you get a working nucleus of volunteers, you don't want to lose that, so you find new ways of using their energy to raise funds."

The informant at Site B was on the phone one day while the researcher was there. A colleague of his was doing some networking to find a new position in fundraising. The caller on the other end of the line wanted to know if the informant was aware of any open positions in fundraising in the area. When the informant ended the conversation, he asked the researcher if she was aware of openings in the field. The researcher shared with the informant the information related to openings in the area.

The researcher attended several meetings at Site B, which the informant chaired. These meetings usually lasted from four to five hours. During one of the meetings, a master list of donors was discussed, in preparation of visiting the areas

where the donors lived. The Planned Giving officer would be making a trip to Florida where some of the school's alumni live. There were discussions related to personality and how best to approach the prospective donor. These prospective donors were longstanding friends of the institution and not new alumni. Those on the staff who had visited them before shared information with the Planned Giving officer, who would be going there for the first time.

The researcher attended another meeting in which the staff spent almost the whole time in a somewhat negative vein. At the end of the meeting, the researcher and informant discussed what had occurred. The informant stated, "Our successes are short-lived. Once we reach one goal, we go on to the next; people here expect that of us." The informant stated that as an administrator, there are times, when the people that work for you need a time to say how they feel. He said, "The next meeting will be more productive." The researcher attended the next meeting and it was productive; there was a long discussion on choosing a prospective research company.

The researcher accompanied the informant from Site C on a walk to the campus library. The library is across the street and down the street about one-half block from the development office. The informant was looking for current data related to a speech that she was scheduled to give in the community. During the walk to the library, the informant pointed out information about the college. The informant and

researcher then walked over to the building where the informant held an office before accepting the fundraising position. Former co-workers and staff greeted her warmly.

One morning the researcher met the informant's secretary who does grant writing for the foundation. A discussion ensued about the work she does and her aspirations as a grant writer.

One day, the researcher spent time with the receptionist-secretary who maintains the files of donors on the computer. She reviewed with the researcher this new system used to maintain donor files.

One day, when the researcher went to the development office unannounced, the informant was away in a meeting and arrived approximately fifteen minutes after the researcher. We reviewed our calendars. The researcher had an incorrect date for an executive committee meeting. The researcher made note of new meetings scheduled in the future.

The Communication Strategies

H. G. Lewis, a successful fundraiser, believes "fundraisers are communicators" (1989, p. 9). Jerold Panas, the author of Born to Raise, stated in a recent presentation to the National Society of Fund Raising Executives, "the real talent in communicating is listening . . . the ability to listen is one of the most important characteristics in fund raising" (1991, p. 1). The informants were asked how they

communicate with prospective donors. Listening was a major strategy that all the informants used.

The informant at Site A states that she listens "not nearly enough" and is inclined to talk to "fill the void" when a donor is quiet. She states, "I don't upstage a volunteer; when I take along another person, I let the other person talk. I do more talking when I go alone." The informant at Site A states he does "70 percent listening and 30 percent talking, especially with older people;" "that doesn't hold true for the president--people want to hear from the president--so they do more listening, when I go with the president." "I use persuasion in the sense of getting across ideas--not attempting to get someone to do what they don't want to do." The informant at Site C states she listens over 50 percent of the time. She believes "you listen more than you talk." She states that by listening, you "find out their circumstances, hobbies, likes, and dislikes."

Managing The Time

The informants manage their time by various means. The Site C informant uses three calendars and states, "If I lost one of them, I'd be in trouble." The informant from Site B uses a Franklin Planner, and states he uses it to plan daily and to assist him with his schedule.

The informant at Site A uses a day-at-a-glance calendar and attempts to plan her appointments that are out of town in "bunches," so that she sees two to three people in one area.

This informant also dictates her reports to save the time of writing them. Although professional time managing consultants consider meetings "the biggest time waster" (Gregg, 1991, p. 60), the informants in this study spend some time each week in meetings of various sizes. The Site C informant uses meetings as a means of networking and states, "At least one-third of my time is spent in meetings that may pay off in the long run." The informant at Site B states he spends much of his time "building relationships for the long haul and not just a flash-in-the-pan, one-time gift." The informant at Site A states she's more productive in the afternoon and does much of her work at that time. R. Davenport, a time management specialist, states that "in everything we do, preparation precedes power" (1982, p. 57). The informants of the study spend much of their time in preparation for the gift, planning through communications with staff and volunteers.

Questions Related to the Significance of the Study

In Chapter I, the researcher posed questions related to the process of fundraising to determine what specific functions must be implemented in order for development officers to perform their work. The first question was:

What methods are considered significant in the identification phase?

The informant at Site C states "personal contacts" and "visibility of the program through the annual campaign" are methods that have worked for her. She stated in one case, the

annual campaign letter "triggered" the consciousness of a prospective donor and the end result was "a \$15,000 gift."

The informant at Site B identifies prospective donors through the school's "service affiliations, through trustees, and community and corporate friends, and through the 'alumni office'" and states: "I've got to have the alumni office's help."

At Site A, the informant stated she looks for a participant who wants to form a partnership with the university. She uses the university's computer list of alumni to assist with identification and uses "prospect ratings" to identify viable donors.

What strategies are deemed important in the cultivation phase?

The informant at Site A states, "I go and talk to people with people." The strategy of networking appears to be the dominant theme. The informant at Site C states she uses one-to-one interaction. She states: "I sometimes go to their homes and take the list and go over it with them. They're not intimidated because they're in their own surroundings, they're more relaxed and it makes it easier for them to make the decision to give." She further states: "In the past year, I've done intensive networking. At least one-third of my time is spent in meetings that may pay off in the long run." The informant at Site B stated that networking with corporate friends in the community and staying in contact with alumni through newsletters are strategies he's used. "Sending cards,

football games, using contacts to get you in" a corporate setting. "It's the cultivation that's the big part," he stated. "The more I do this, the more networking I do, if people didn't trust me, they wouldn't give me other names--and they do."

How is readiness for the solicitation phase determined?

Each of the informants used terms such as "a partnership," "making a commitment," to describe the relationship of the prospective donor to the institution. The cultivation phase is the preparation for that commitment, each one described a sixth sense knowledge about the donor's readiness to make the commitment. The informant's knowledge of the prospective donor and the amount of work put into the cultivation phase are determinants of the donor's readiness to commit.

How is acknowledgement of gifts determined?

"Every gift is acknowledged," stated the informant at Site A. The question for her institution is, "Who will acknowledge the gift?" There is a predetermined thumb-rule: Gifts of large amounts are acknowledged by the president. Gifts of lesser amounts are acknowledged by the office.

The informant at Site B states, "All gifts are acknowledged." The researcher saw a gift that was to be awarded to one of the donors at Site C for the work the donor had done in the fundraising campaign. "It's important to acknowledge the gift as soon after receiving it as possible," was the consensus of all the informants.

Advice For Novices

The researcher asked each of the informants this question:

If you could give only one kind of advice to someone just beginning in the fundraising field--what advice would you give?

The informant at Site B said, "Be yourself," "you have to care for people and remember that people give time and resources because it means something to them."

The informant at Site A stated, "Two advices--You have to really work hard." "The amount of time is important, but all of it (the time) won't necessarily be useful--it may not be useful for five years or ever, it may look like wasted time. I go with the attitude, this may not work, I feel fortunate when it works. I must put in the time to make it work. If I don't get the gift, it won't be because I haven't done all the work I need to--to get it. The other thing is: the donor is King/Queen. I let them talk, I do the listening."

The informant at Site C stated: Well, there are two areas, private fundraising and federal funding. In private fundraising, cultivation is the key . . . cultivate, cultivate, cultivate, it's constant and never ending . . . You need to get as many people involved as you can; by doing this, you then have a whole cadre of workers to assist you in raising funds. After you get them involved, you must keep them involved. They in turn will involve others. For example, just the other day, we had someone, a lady, make the

decision to leave her money to our institution. She's an unmarried school teacher with no children and wants to do something for the young people in this community. She told one of her friends about it. Her friend thought it a wonderful idea and now I have an appointment with the friend to talk about her gift to the institution.

Now for federal funding--find out as much as possible about their guidelines. Use a professional consultant if necessary. It's important in grant writing for your very first paragraph to state succinctly what you're doing, and then expand. Each of the informants was generous in their advice-giving.

CHAPTER V

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this chapter discussion of the data, the conclusions reached, and recommendations offered for further research studies are explored. The researcher began the study with the intent of determining how and what academic fundraisers do to elicit trust so that they might solicit large gifts. This interest evolved to want to know what communication strategies fundraisers use in order to perform their work, i.e., their role enactment. As Everhart concludes, it is quite common in fieldwork studies to "begin with purposes other than those upon which they [are] eventually centered" (1985, p. 72).

Research Questions

The findings of the study are organized and introduced according to the research questions which guided the study.

- 1) **What is the actual conduct of development officers as they carry out their roles?**
 - a) **What meaning do they attribute to their conduct?**

The actual conduct of the development officers in the study as they carried out their roles, that was common to each of them was: they all use the development process. Their

work is centered around the process of identifying prospective donors, cultivating them after identifying them; at some point, soliciting the gift and then acknowledging the gift.

The meaning of their conduct is different, however, for each of them, although the process is the same. The meaning that the informant at Site A attributes to her conduct is that of a "technocrat." This informant is in the largest institutional subsystem of those studied, and the role of the informant is one of many that keeps the system viable.

The meaning that the informant at Site B attributes to his conduct is that of a "relationship builder." This informant is the administrator of the development office of a small private college. His role is one of a working administrator. Relationships are built, not only with prospective donors, but with the president, to whom he reports and the staff that looks to him for leadership.

The meaning that the informant at Site C attributes to her conduct is that of catalyst. This informant "involves as many people as I can" in the process of fundraising in relation to corporate, as well as private, donors; working with organizations is experienced as positive and energizing.

- 2) What communication strategies do they employ to attain successful development outcomes?
 - a) How are communication strategies applied to varied audiences?
 - b) What is considered success from the perspective of the development officer?

The communication strategy employed to attain successful development outcomes, that was common to all of the informants, was listening. The informants stated they listened 50 to 70 percent more of the time than they interacted by talking.

The informant at Site A stated she listens even more when on a solicitation call with a volunteer.

The informant at Site B stated that he listened more to older people, and he stated, "I work best with older people."

The informant at Site C states that she uses the strategy of talking with the client in his/her own surroundings, to assist the client with feeling less intimidated when discussing gift-giving.

Success from the perspective of each of the development officers was: the prospective donor should "feel good" about the gift. That was the criteria of success from the viewpoint of the fundraisers.

3) How does the development officer define his/her role?

a) What specific behaviors recur with frequency?

b) How is time divided among the development officer's various tasks?

For the development officers in the study, meaning of role and definition of role are the same. The meaning that they attribute to their conduct and the way that they define their goals are not separate, but are comparable. The

informant that practices her role as a technocrat, defines herself similarly.

The informant that practices his role as a relationship builder is defined analogously. The informant that practices as a catalyst to meet goals through organizations and private donors defines her role as such. The researcher believes this phenomenon, i.e., the continuity between meaning and definition, indicates that there is no role ambivalence for the informants. It also indicates consistency and coherence between appearance and manner. The behaviors of the informants that recurred with frequency were:

- Planning
- Travel
- Letter-writing
- Telephone conversations
- Meetings-formal and informal
- Report-writing (including contact sheets)
- Networking
- Using the influence of superiors
- Actions to establish relationships
- Attendance at social gatherings designed for networking
- Using their computers/facsimile machines.

All of the afore-stated behaviors were common to all of the informants, however, there are differences in the amount of time allotted to certain behaviors.

Time is divided among the informants' various tasks in the following ways. Some of the tasks may overlap.

Planning is a daily task. The informants use approximately thirty minutes to plan their work.

Meetings - Two of the informants (Site B and C) admit to spending one-third of their time in meetings. The other informant (Site A) spends less time in meetings and more in travel time. Social gatherings may be accounted for here and listed as informal meetings.

Travel - All of the informants travel at least once a week. Distance traveled depends on how the informant's responsibilities are designated. All of them do in-state, as well as out-of-state, travel. The informant at Site A's major responsibilities are three in-state, out of town cities, but she also has responsibilities in New York and Washington, D.C. The informant at Site B works with his Planned Giving officer and therefore makes trips to Florida and other states throughout the country. The Site C informant travels less than the others, however, uses travel time to network in various parts of the country.

Administrative Tasks such as letter-writing, use of computer, report-writing, returning phone calls take up various amounts of time depending on how they are related. All of the administrative tasks may be related to the identification, cultivation, and acknowledgement components of the process. Solicitation is the only component that requires direct one-to-one, in-person contact.

Solicitation - The informants may have to travel in order to solicit, therefore, time required for solicitation varies, depending on where the client is located.

Networking may be done by several means, including telephone calls, travel, meetings, and letter-writing.

Observation - The use of the informant's time for tasks was another indicator of role-enactment.

Discussion and Conclusions

The range of the dollar amount of gifts solicited was approximately the same for all of the informants (\$1,000 - \$50,000). The informants were in three different academic settings: two-year public, four-year private and public universities. An examination of the findings of this study indicate that all of the informants used the development process of identification, cultivation, solicitation, and acknowledgement. All of the informants interact with others and use the communication process. The informants acknowledge the fact that networking is a strategy they use and that they listen more than speak during the cultivation process. All of the informants play key roles in fundraising for their institutions.

The Criteria of Success

There appear to be two criterion for success in fundraising; the first is the development person's notion that the donors must "feel good" about giving. All three informants used those exact words. The informant at Site B

states you never want to leave the donor "feeling as though they have been fast-talked into something they didn't really want to do." Although the informants believe the donor must "feel good" about their gift, they also recognize that "we're judged on how many dollars are coming in" (Site B Informant). The informant from Site C states that in fundraising "your performance is obvious, it's obvious whether you're producing or you're not producing, has the level of your fundraising increased? If it hasn't, why not?" The informant at Site A believes that because there is this second criteria from the person that evaluates you, you must "make it as easy as possible for people to give you money." The visibility of their accomplishments indicates the successfulness or unsuccessfulness of their work. Unsuccessful fundraisers are labeled unemployed because of the lack of tolerance for incompetence in this field.

The Role of Integrity

Every informant agreed with the sentiments of informant A that "integrity is a given" in fundraising. Without it, it would be impossible for fundraisers to do their work. They would not be able to build the long-term relationship that must be built in order to be successful. The informants in this study make a practice of being forth-right with prospective donors. They can all give anecdotes about how building relationships with one person, family, or organization, led to a contact that started the cultivation process with others. (See Figure 3.)

Confirming and Disconfirming Factors

Confirming factors are those factors that "support, establish the certainty or validity" of the original premises of the study (American Heritage Dictionary, 2nd Edition, 1982). Confirming factors in this study include: The use of the development process. All of the informants use the development process. A second factor is the primary role of communication. All of the informants must communicate in order to enact their roles. A third factor is the role of trust and integrity. These are givens in the field of fundraising. Trust must be established. Integrity is required of the true professional fundraiser.

Disconfirming factors are those factors that do not support, establish the certainty or validity of the original premises of the study. Disconfirming factors in the study include: Asking (solicitation) plays only a small role. One informant described asking as 10 percent and cultivation as 90 percent. Cultivation takes place throughout the development process and is the foundation for the partnership that is built over time between prospective donors and the institution by way of the development officer.

Persuasion is rarely used in the sense of attempting to persuade someone to do something they don't want to do. The cultivation phase consists of partnership building and ways of allowing the development person to assist the prospective donor in finding ways to give to projects of their interest.

The development process is circular rather than linear, with cultivation being an on-going process throughout the cycle.

Three Themes

There were three themes that emerged from this ethnographic study. The term theme is used by the researcher to indicate recurring statements made by the informants. The first is the use of the development process. All of the informants stated that they used the development process of identification, cultivation, solicitation, and acknowledgement. The second theme was the challenge of raising money. All of the informants stated that this is their greatest challenge. The third theme was the notion of a partnership between the prospective donor and the institution. The informants in the study over and over again stated the importance of partnership building and forming relationships for long periods of time.

Implications for Practice

The purpose of the study was to observe the role enactment of selected college and university fundraisers. The researcher also studied the communication strategies of the fundraisers as they enacted their roles. The implications for practice concluded from the study is that it adds to the growing body of knowledge of education in general and academic fundraising specifically. The findings of the ethnographic study, though limited to only three college and university fundraisers, give insight into the role that academic

fundraisers play in institutional advancement. As economic conditions change and campaign goals are set at higher and higher levels (for some schools it is now in billions of dollars), the role of professional fundraisers in institutional advancement can be expected to be more visible and with increasing challenges.

Implications for Further Research

Cusick states that the end of participant observation for one study is the beginning of research for another (1973). The researcher recommends that future studies concentrate on:

- A larger sample size of fundraisers
- That the informant pool should be chosen from all two-year community or four-year private or public universities
- That the position and not title of the informant be considered; consider the stance of distance or closeness to the president of the institution
- Consider the number or range of persons that report to the informant.

Because fundraising is influenced by the personalities of the fundraiser, other studies might also explore: the relationship of personality to dollar success.

Studies of administrative and leadership skills might compare the fiscal soundness of the development office to the dollar success of development campaign goals.

The researcher began the study with the notion that it would be impossible to access the one-to-one relationship

between the development officer and the donor during the solicitation phase. The rationale for this belief was the sacrosanct donor-fundraiser relationship and the belief that the donor would somehow be deterred from giving if another person was present during the solicitation phase. The informants in the study agreed with this premise. By the end of the study, the researcher was not convinced of the theory that all donors would be deterred by a third party's presence. Future researchers may want to explore with informants the idea of assisting the researcher in finding those prospective donors who would be willing to participate in a study that includes observation of the donor-fundraiser relationship, including the solicitation phase. Observation and literature review indicate that trustees of an academic institution are true partners in the development process. These persons are committed to the ongoing success of the institutions they serve. Most are donors and are expected to contribute monetarily to their academic institution. The researcher believes that prospective donors who have formed this kind of partnership with the institution would be willing to participate in a fieldwork study of fundraising including the solicitation phase.

Future researchers might also explore the role of fundraising in health care development, such as hospitals, medical centers, and other health care settings. The economic recession of 1991 plays a role in academic and health care settings because of the dearth of governmental funds during

economic hard times. It would be of special interest to observe if the same kinds of communication strategies used by health care fundraisers and their role enactment is similar or different from that of academic fundraisers.

APPENDIX A

**FORMAL INTERVIEW QUESTIONS
FOR DEVELOPMENT OFFICERS**

APPENDIX A
FORMAL INTERVIEW QUESTIONS
FOR DEVELOPMENT OFFICERS

Modification of these questions will be effected if field incidents indicate other information is required.

1. What is your greatest challenge as a college and university fundraiser? What would you identify as your second and third challenge in your position?

2. What are your primary duties? How do you accomplish them? Who is your clientele?

3. What surprised you when you first entered this position? What problems did you encounter as a result of being surprised?

4. Would you describe a typical day?

5. With whom do you exchange information?

6. Does job performance criteria have an impact on how you perform your role?

APPENDIX B
CONSENT FORM

APPENDIX B
CONSENT FORM

I. Purpose of the Study

The researcher will use fieldwork methods of inquiry to discover how development officers enact their roles and will describe the communication strategies used by them in the development process. The principal informants will be three development officers from a public university, a private four-year college, and a two-year college. The intent is to record and understand the meaning they give to their professional experience as development officers, specifically as it relates to their roles and the communication strategies they use in their work. Data gathering will be done by participant observation, interviewing, and document examination.

II. Key Research Questions

The key research questions of this study are:

1. What is the actual conduct of development officers as they carry out their roles?
2. What communication strategies do they employ to attain successful fundraising outcomes?
3. How does the development officer define his or her role?

III. Procedures for Confidentiality

The researcher will maintain anonymity of all informants by taking the following steps:

1. The names of sites and informants will be excluded from field notes and the final report of the findings.

2. Access to field notes will be denied to anyone other than the researcher's committee at the time the research is implemented.

3. The researcher will request the consent of informants to use the findings during the period of one year.

4. The informants will be asked to sign a statement of consent to participate in the study (see Appendix C).

APPENDIX C
STATEMENT OF CONSENT

APPENDIX C

STATEMENT OF CONSENT

The purpose of the study has been explained to me by Claudia Mooney, the researcher. I understand the purpose. The procedures for confidentiality have been explained, and I understand them. My participation as a development officer is voluntary, and if I am uncomfortable with the questions being asked, I may withdraw from the study. I consent to be involved in the study.

Signature

Date

APPENDIX D
WRITTEN PERMISSION LETTERS
FOR SELECTED QUOTES

November 14, 1990

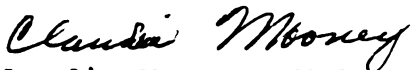
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Thank you in advance for your prompt attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Claudia Mooney".

Claudia Mooney, M.S.N., R.N., C.S.
Instructor of Nursing
BSN Program

CM/ds

Springer publishing company

536 Broadway, New York, N.Y. 10012-3955

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Claudia Mooney, MSN, RN, CS
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The University of Michigan
Flint, Michigan 48502-2186

PLEASE REFER TO THIS
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CORRESPONDENCE :

PL 90 - 141

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Thank you for your request of 14 November 1990 to reprint from our publication

La Monica: MANAGEMENT IN NURSING: An Experiential Approach That
Makes Theory Work For You; 1990
the following material :

Fig. 8-1, p. 137

Your reprint is requested for inclusion in: (Title, Author, Publisher, Date)

Doctoral Thesis, Claudia Mooney, MSN, The University of Michigan-Flint;
1991

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26 November 1990

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APPENDIX E
LETTERS WRITTEN BY THE INFORMANTS
OR DESIGNEE

APPENDIX E

LETTERS WRITTEN BY THE INFORMANTS OR DESIGNEE

Dear (Prospective Co-Chair):

As you are aware from your meeting with (Development Officer), we are preparing for the (university) campaign in (city) that will commence formally on _____. Our top priority at this stage is to recruit strong co-chairs and leadership for (campaign).

I am aware of your reputation and the respect you command in (city). (Development Officer) has told me of your discussions with her, of your keen sense of the University's strengths, its needs and the importance of alumni community leaders to represent it.

It is with this awareness that I ask you to serve as a Co-Chair of the (city) campaign. Your leadership will give our campaign the stature and community leadership involvement that will assure its success.

I realize your time is limited, and I assure you this role will not require much of your time to be effective. (Development Officer), one of our most experienced development officers, will staff the (city) campaign, and with assistance from our Development Fund office, is prepared to provide you with all the necessary support and direction.

As I must be away from campus for the next two weeks, I have asked (Development Officer) to call you to discuss the campaign and your Co-Chair responsibilities. (Development Officer) also can answer any questions you may have.

I hope you will accept this position for (Name of University) University at this critical juncture. Your participation will be a significant factor in the success of (city). I am looking forward to the opportunity to meet you.

Sincerely,

President of Site A

cc: Co-Chair
Development Officer

Dear (Alumni):

I appreciate the time you took to talk to (Development Officer) about the _____ City _____, _____ Campaign. She tells me your knowledge of the community was most helpful in identifying our alumni and friends for the effort. Our goal of \$ (dollar amount) for the (city) campaign is ambitious, and I am confident we will succeed. Thank you for being a part of (Name of University) University in this way. I look forward to being with you on date of kickoff.

Sincerely,

President of Site A

cc: Development Officer

Dear (Donor):

Thank you for your recent gift to your Alma Mater. A tax receipt is enclosed for your financial records.

It is several years since we met on the alumni tour to (city). I hope things have gone well with you and your practice over these past several years.

I am pleased to report that construction has begun on the College's new library. The (Name of Company) Construction Company of (city) has been awarded the contract. Several weeks ago site preparations began and recently our concrete foundations have been laid.

This week we begin the spring semester. The entire college enjoys the break between Christmas and New Year's, however, everyone looks forward to school beginning again.

Best wishes for a healthy and prosperous new year. And, again, thank you for your support of (Name of College) and our students.

Cordially,

Senior Vice President

Receipt number-gift amount-date

Enclosure

Dear (Donor):

Thank you for your recent contribution to (Name of College) College. A tax receipt is enclosed for your financial records.

I appreciate your continuing support of (Name of College) and our students. We are indebted to loyal friends of the College who invest in our educational program and students.

This week we have registration and classes begin for the spring semester. It is always exciting to begin a new semester and watch the College come "alive" again. Our students are what make our work meaningful. Your support of their education is appreciated by the College and by them.

Several weeks ago we began construction of the College's new library addition. This is the most important building _____ has constructed in over one hundred years. We look forward to its completion in 1992. Additionally, this new facility will greatly enhance our educational offerings and programs.

Best wishes for a healthy and prosperous new year. Again, my thanks for your support of our students and their education.

Cordially,

Senior Vice President

Receipt number-gift amount-date

Enclosure

Dear (Donor):

Thank you for your recent gift to "Buy-a-Brick" for _____ College's Library Campaign. A tax receipt is enclosed for your financial records.

I have been most pleased with the response from alumni and friends of (Name of College) College toward our Library Campaign. To date we have gifts/pledges over \$3.5 million toward our \$4 million goal. The _____ Foundation Challenge Grant of \$350,000 has a deadline of June 30, 1991. Your gift brings us closer to our campaign goal and receiving the _____ Foundation gift.

From my office window I am able to watch the library construction. This is an exciting and important project for (Name of College) College. To be a quality liberal arts college, we must have a first-rate library. This new facility will provide that for our students and faculty.

Best wishes for a safe and enjoyable holiday season. Again, my thanks for your support of this project.

Cordially,

Senior Vice President

Receipt number-gift amount-date

Enclosure

Dear (Donor):

Thank you for your recent gift as a payment of your company's \$5,000 pledge to (Name of College) College's Library Construction Project. A tax receipt is enclosed for your financial records.

Your company and (Name of College) College have had a long history of support each other. I appreciate your financial support of this project so crucial to the College's future. To be a quality college, (Name of College) must have a first-rate library. Your gift will bring this dream closer to reality.

This has been an exceptionally good year for (Name of College) College. Beginning any new building is always an optimistic time for a college. We are enjoying a high level of faculty and staff morale, and our athletic teams have been most successful this fall. Additionally, it is because of gifts such as yours that we can look forward to a bright future.

Thank you again for your support of our College and this project.

Cordially,

Senior Vice President

Receipt number-gift amount-date

Enclosure

Dear (Donor):

Thank you for sending the (Name of Foundation) Foundation scholarship gift to (Name of College) College. We have directed the appropriate amounts to the students' accounts.

In reviewing our records, I note that the (Name of Foundation) Foundation, with this recent gift, has given \$ (amount of gift) to (Name of College) College and the young people from (Name of College). You, and the other Foundation officers, should be pleased with the impact your gifts have made.

(Name of College) College and the students are indebted to you for this generous support.

Cordially,

Senior Vice President

Receipt number-gift amount-date

Enclosure

Dear (Donor):

Your pledge to the Investment in Excellence Endowment Fund is very much appreciated. We have received and recorded your payment of \$ (amount of gift). Once again, you have provided for a more stable Foundation allowing (Name of College) Community College to continue to provide practical training for the community and a high level of excellence in education.

Your contribution will have a significant impact on the future of our College and community. Retain this acknowledgement as a receipt for your tax deductible gift. Please keep in touch and let us know any way in which the College can better serve you and the community.

Thanks again for your commitment to (Name of College) Community College.

Sincerely,

Director
(Name of College) Foundation

Dear (Family Member of Donor):

Please accept my sincere condolences. I can only hope that your love for and fond memories of your mother, (deceased's name), remain in your heart and give you strength and comfort in the days ahead. Our thoughts are with you.

Thank you for your interest in designating contributions to the (Name of Scholarship) Alumnae Scholarship Fund to honor your mother and perpetuate her memory. Following is a list of recent contributions:

As contributions are received for the (Name of Scholarship) Alumnae Scholarship Fund in memory of your mother, you will receive acknowledgement letters listing the name and address of each contributor.

If you have any questions, please call me at (phone number).

Sincerely,

Director
(Name of College) Foundation

Dear (Donor):

Your generous pledge to the (name of fund) Fund is very much appreciated. You have helped establish a financial base which will assist (Name of College) Community College in continuing to provide quality education which has been its hallmark since _____.

Per your request, reminders will be sent to you regarding your pledge beginning in (date).

Your contribution will have a significant impact on the future of our College and community. Thanks again for your commitment to (Name of College) Community College.

Sincerely,

Director
(Name of College) Foundation

Dear (Donor):

Thank you for the contribution of \$ (amount of gift) you made to the (Name of College) Community College Foundation, designated for the (Name of Scholarship) Alumnae Scholarship Fund in memory of (Name of Deceased).

In today's world we daily face situations that we cannot ever be totally prepared to face. How we deal with these situations to help others can have a positive impact on making the future better for deserving people. I believe that (Name of Deceased, who was an outstanding individual and dedicated professional, would appreciate the respect you have shown to her and her memory by helping others.

Please retain this acknowledgment as a receipt for your tax deductible gift.

Thank you for caring and for perpetuating the memory of (Name of Deceased).

Sincerely,

Director

_____ Foundation

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